



Aston University
PROGRAMME SPECIFICATION
2013-2014

Programme Title	MSc in Educational Management in TESOL (EMT)
JACS Code	X162
School/Subject Area	LSS
Final Award	MSc
Interim Award(s)	Postgraduate Certificate (60 credits) Postgraduate Diploma (120 credits)
Mode(s) of Study	Distance Learning (part-time)
Normal Length of Programme	2-3 years
Total Credits	180
Programme Accredited By	N/A
Dates Programme Specification Written and Revised	23 February/ 10 March/27 August 2004 Revised for 2006/07 by Dr Sue Garton, September 2006, July 2009 Revised for 2012/13 by Dr Sue Garton, March 2012 Revised for 2013/14 by Dr Fiona Copland Format change August 2013

<p>Educational Aims of the Programme</p>	<p>The overall aim of the course is to provide an up-to-date framework, based on linguistic, social and intercultural awareness, for developing and extending students' professional expertise. Specifically, it aims to:</p> <ul style="list-style-type: none"> • deepen students' knowledge of key issues in the interdisciplinary field of EMT; • enhance students' knowledge of a range of research methods and techniques relevant to their academic and professional development; • enable students to make informed, context-sensitive decisions on any aspect of EMT; • support the development of the reflective EMT practitioner through a working integration of theory and practice; • provide students with an enjoyable, coherent and professionally worthwhile learning experience in its own right.
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<p>Relevant Subject Benchmark Statements and other External and Internal Reference Points used to inform programme outcomes</p>	<p>Aston University's Learning and Teaching Strategy Statement (2012-2020) Staff expertise QAA UK Quality Code for Higher Education Chapter A1 (2011)</p>
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TAUGHT STAGE**Programme Structures and Requirements: Levels, Modules and Credits**

Module Title	Credits	Level	Module Code	Core/Option	Condonable Y/N	Pre-Requisite(s) Y/N
Foundations in EMT	30	7	LEM065	Core	Y	N
Research Methods in ELT	10	7	LEM067	Core	Y	N
Educational Management in TESOL	20	7	LEM020	Core	Y	N
Analysing Spoken and Written Discourse	20	7	LEM040	Core	Y	N
Choose 40 credits from the below options						
Methodology	20	7	LEM016	Option	Y	N
Teaching Young Learners	20	7	LEM022	Option	Y	N
Course and Materials Design	20	7	LEM019	Option	Y	N
Lexis	20	7	LEM038	Option	Y	N
Grammar	20	7	LEM039	Option	Y	N
Introduction to Corpus Linguistics.	20	7	LEM044	Option	Y	N
Literary Linguistics	20	7	LEM041	Option	Y	N
Language Contact, Globalization and super-diversity	20	7	LEM072	Option	Y	N
TOTAL	120					

DISSERTATION STAGE**Programme Structures and Requirements: Levels, Modules and Credits**

Module Title	Credits	Level	Module Code	Core/Option	Condonable Y/N	Pre-Requisite(s) Y/N
Dissertation in EMT	60	7	LEM070	Core	Y	N
TOTAL	60					

Programme Outcomes, Learning and Teaching and Assessment Strategies

A. Knowledge and Understanding

	On successful completion of their programme students, are expected to have knowledge and understanding of:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	relevant research traditions, methods and techniques in EMT;	<p>The main forms of teaching used to develop understanding are to be found in the module files and accompanying audio-and/or videotapes. These include the following:</p> <ul style="list-style-type: none"> • direct teaching (main text) • exercises and tasks • accompanying reading • research notes, additional tasks and information <p>Support on the module files will be via e-mail discussion groups and one-to-one contact with peers and tutors</p> <p>Understanding is also deepened through reflection on assignment feedback.</p> <p>Central to the whole programme is the Foundation Module, which serves as an introduction to key modules. The development of a Foundation Portfolio represents a key stage in the development of knowledge and understanding on the programme.</p>	<p>All modules are assessed by assignment based on a research project of appropriate scope.</p> <p>The dissertation must be on a topic related directly to EMT and will be assessed on the basis of a written text of 15,000 words,.</p>
2	relevant linguistic models and traditions of analysis;		
3	varieties of discourse and models of discourse analysis, both spoken and written;		
4	issues in second language acquisition;		
5	the cultural, organisational and social contexts in which language is taught;		
6	materials and methods in language teaching;		
7	the evaluation of management practices in language teaching programmes.		
8	the ethical issues involved in carrying out research in EMT.		

B. Intellectual Skills

On successful completion of their programme, students are expected to be able to:		Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	make reasoned judgements regarding the scale, scope and feasibility of projects;	<p>Intellectual skills are developed particularly through the project work leading to assignments and assignment feedback. Participants discuss the development of their ideas with a tutor. They also receive guidance on planning, and data collection and analysis. Further detailed feedback is provided at the assessment stage, the printed form being essentially summative and taped feedback being formative. The latter in particular is regarded as an important form of teaching. The main forms of teaching are:</p> <ul style="list-style-type: none"> • discussion with tutor: development of assignment plan and outline; • guidance from tutor: data collection and analysis; • feedback from tutor: writing. <p>All these skills are taught at a higher level through dissertation supervision. The dissertation pack is designed to help develop key skills required for the task ahead.</p>	See above.
2	synthesise and evaluate primary and secondary data;		
3	use models to analyse data, and data to modify and develop models;		
4	autonomously search, evaluate, synthesise and integrate relevant literature for the purposes of developing original positions;		
5	situate their own research with reference to appropriate research traditions and paradigms;		
6	relate professional activity to theoretical and ideological underpinnings;		
7	construct coherent and defensible arguments, drawing on a range of appropriate evidence;		
8	independently select, develop and use appropriate criteria for evaluation purposes.		

C. Professional/Subject-specific Skills

On successful completion of their programme, students are expected to be able to:		Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	analyse an EMT context in terms of different stakeholders;	The design of assignments, requiring the investigation of some aspect of particular relevance to the student, is specifically geared to the development of professional skills. Wherever possible, students are encouraged to present their findings through one of the many communication mechanisms of the EMT discourse community (e.g. local seminars or newsletters, conferences, journals).	See above.
2	formulate, implement and evaluate research projects of an appropriate scale, taking into account the ethical dimensions involved,;		
3	collect, record and analyse primary data in an EMT context;		
4	identify and respond to different learning styles, motivations and other contextual factors;		
5	use their enhanced linguistic awareness and analytical skills in order to inform pedagogic and managerial practice in EMT;		
6	evaluate and design an EMT policy or approach;		
7	evaluate and design EMT practice.		

D. Transferable Skills			
On successful completion of their programme, students are expected to show:		Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	evidence of independent study, work and research;	The whole programme is designed to develop important transferable skills. Particularly important is the project work leading to assignments and assignment feedback. Tutor guidance on preparation, planning, and data collection and analysis, together with formative and summative feedback are all geared to the development of transferable skills	as above
2	time and space management skills;		
3	the ability to formulate and resolve problems;		
4	skills of information search and retrieval;		
5	efficient use of information technology;		
6	strategic reading and note taking;		
7	effective oral, graphical and written communication; critical and analytical engagement;		
8	evidence of self-evaluation;		

Entry Requirements

Applicants should normally have an Honours Degree from a recognised University or Institute of Higher Education or equivalent qualification and a minimum of two years' teaching experience.

Applicants without a first degree may be admitted to the programme if their professional experience and Professional Environment Profile form (PEP) are deemed of an appropriate level to undertake postgraduate study.

All applicants must complete a Professional Environment Profile form as part of their application.

Accredited Prior Learning (APL) of 40 credits may be given to those applicants who hold the International House Diploma in Management or a Diploma in TESOL or equivalent awarded by internationally recognised body such as Cambridge RSA (DELTA) or Trinity. APL of 20 credits may be given to those applicants who hold the Aston University Certificate in ELT (or the Advanced Certificate in TEFL

<p>Programme Regulations</p>	<p>The programme is governed by the General Regulations for Postgraduate Taught Programmes. In addition, the following Special Regulations also apply.</p> <p>Attendance requirements: The Masters programme in Educational Management in TESOL is by distance learning and has a duration of between 2 and 3 years. There are no attendance requirements for this programme.</p> <p>All students must successfully complete the Foundations in EMT module before taking any further modules. Research Methods in ELT must be completed immediately after Foundations in EMT.</p>
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This specification provides a concise summary of the main features of the programme and the threshold learning outcomes that a student might normally be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. **The individual modules included in the programme may differ from those included in this programme specification as our programmes are subject to continuous review.** Information on admissions requirements and career opportunities is available in the relevant prospectus. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the appropriate module guides and programme handbook(s) which are available to students on enrolment.