Course Handbook

MA TESOL with Applied Linguistics

2018-2019

Dr Tania Horák

School of Language & Global Studies

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.
1. Welcome to the course

I would like to wish you a warm welcome to the University of Central Lancashire’s School of Language & Global Studies (LGS). We are delighted that you have chosen to study here with us and we look forward to working with you over the coming year and beyond. The start of any new academic year or a new semester is an exciting time and a chance for you to renew your enthusiasm for your specialist subject and to reflect on how you can get the best out of your time at University. There are plenty of people on hand to help you with this.

This Handbook contains important advice and reference material intended to help you understand what happens on your course and in the School and to help you learn and develop good study practices. A major purpose of the Handbook is to introduce you to the kind of learning experience you can expect during your time here. For example, we explain our approach to learning and teaching, the learning outcomes you should be able to demonstrate, and regulations on assessment. There is also detailed information on the content of each individual module and some general guidance on how to approach your studies here.

You might find that the way we do things here is different in some respects to your previous experiences in educational institutions. You should therefore read through the Handbook now and keep it in a safe place for reference throughout your studies. You will also be able to retrieve updated versions of the information in the Handbook electronically throughout the virtual learning environment (Blackboard).

Here, in LGS, we are a multinational team comprising support staff, lecturers, language assistants, researchers and students from about 30 countries. We encourage you to take advantage of all the opportunities available to develop a global perspective on life, which will stand you in good stead for your career. You will find that there are a lot of academic and social activities organised in the School which are aimed at motivating you to develop this perspective. You should remember that the benefit you derive from your study and social programme in Preston depends very much on the amount of effort you put into them.

We would rather you thought of yourself as an active working member of the School community than simply a student. To be truly effective, Higher Education has to be a participative process and your input in teaching sessions, your debates with your peers and lecturers are examples of how you can co-create knowledge and work collaboratively with your lecturers. Staff in the School will provide the infrastructure, shape the process and tell you how you are doing, but the only person who can learn and succeed is you!

We hope that you will derive stimulation and enjoyment from this course and that in years to come, you will look back on your time spent at the University of Central Lancashire as professionally, intellectually and personally enriching.

We are certain you have made a good choice in joining the School and I would like to underline that both myself and the other members of the course team are here to guide and support your learning throughout the duration of your studies at UCLan.

We wish you every success in your studies.

**Dr. Tania Horák**
Course Leader, MA in TESOL with Applied Linguistics (Face to face mode)
1.1 Rationale, aims and learning outcomes of the course

English is the world’s foremost language, and literally millions are learning it. That includes schoolchildren, college and university students and working adults, in state education systems, local commercial language schools, organisations such as the British Council, and in workplaces. A career in teaching English is truly rewarding, exciting and fulfilling, and it is one which enables you to travel widely and come into contact with other cultures. There is an increasing demand for well-qualified TESOL and Applied Linguistics professionals around the world. This MA will give you access to those opportunities. It will also provide a foundation for later specialisation in one of many fields: Applied Linguistics, business English, intercultural communication, study skills, English for Academic Purposes, teaching young learners, course design, testing and assessment, ICT for language learning, and many, many more.

The MA in TESOL with Applied Linguistics (face to face mode) is a course which is:

- **truly international**: English is now a global language rather than the exclusive preserve of those who grow up speaking it, and this informs our approach to studying and teaching it. Our aim each year is to recruit students of different nationalities so that they will learn with and from each other, and you will also find that cross-cultural awareness is a key strand in the course;

- **innovative**: there are several ways in which this course is distinctive and innovative. For example, we place great emphasis on student-centred learning, which involves you in becoming aware of, reflecting on and evaluating your own achievements;

- **intellectually stimulating**: we hope you will find it challenging and exciting to examine and discuss theories and practice in various areas of TESOL and Applied Linguistics, and their practical implications in different contexts;

- **an ideal foundation for further research**: you will be given a good grounding in research preparation and methodology. This is vital for anybody who may wish to consider exploring the field further at MPhil or PhD level;

- **a stimulating blend of theory and practice**: we feel it is misguided to assume there is a clear dividing line between the two, and so you will find yourself exploring the practical dimensions of the theories and models you examine, and trying to articulate the principles which underpin pedagogic practice.

Given this context, the aims of the course are:

- To raise awareness of the fundamental principles of teaching English to speakers of other languages and their applications in different cultural contexts;

- To enable practising teachers to update their knowledge and understanding of the processes of teaching and learning English as a foreign language to improve their own pedagogic skills further;

- To demonstrate a practical understanding of research methods through the production of substantial individual research in the field of English language teaching and related studies;
• To develop a critical understanding of key areas of relevance in Applied Linguistics and their practical application within TESOL.

The specific learning outcomes for the course are detailed in the attached Programme Specification (see Appendix 8.1).

1.2 Course Team
As noted above, your studies at the University of Central Lancashire will be supported by a team of lecturers and support staff. You will gradually get to know everybody (and you can always check their details in the School of Language and Global Studies Handbook or online on our web pages). Your course team for the academic year is shown below. For telephone enquiries, please dial 0044 (0)1772 89 and add the 4-digit extension code as indicated for each staff member.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Name</th>
<th>Office</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Tania Horak</td>
<td>AB105</td>
<td>3055</td>
<td></td>
<td><a href="mailto:THorak@uclan.ac.uk">THorak@uclan.ac.uk</a></td>
</tr>
<tr>
<td>I am Course Leader for the MA TESOL with Applied Linguistics. I teach on both the BA and MA TESOL courses and I also work in the UCLan Exams team preparing English language Exams. Previously I have worked in the Czech Republic, Bangladesh and Lithuania, amongst other places. My main research interests are in foreign language testing and assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Gordon Dobson</td>
<td>AB105</td>
<td>4134</td>
<td></td>
<td><a href="mailto:GDobson1@uclan.ac.uk">GDobson1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>I am a Lecturer in TESOL and currently teach on both the BA and MA TESOL courses. I have taught in Germany and Hungary. My research interests include Professional Development, Second Language Acquisition and teaching EAP/ESP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Nicola Halenko</td>
<td>AB140</td>
<td>3007</td>
<td></td>
<td><a href="mailto:NHalenko@uclan.ac.uk">NHalenko@uclan.ac.uk</a></td>
</tr>
<tr>
<td>I am a Senior Lecturer specialising in pragmatics and sociolinguistics. I have worked around the world including Japan, Austria and Germany and also in the UK. I am currently the BA TESOL Course Leader.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Josie Leonard | AB105 | 3006 | JLeonard2@uclan.ac.uk
---|---|---|---
I teach on the BA and MA TESOL courses in the School. As well as teaching in the UK, I have taught in various countries including Morocco, Cyprus, Germany, Italy, Belgium and Turkey. My research interests include teacher identities and professional development, teaching EAP and ESP.

Chris McGuirk | AB152 | 4131 | CTMcGuirk@uclan.ac.uk
---|---|---|---
I am a Lecturer in TESOL and lead EFL elective programmes in the School. My research interests include CALL technologies (and MALL technologies – specifically, app-based methods), Second Language Acquisition and Educational Psychology.

Dr Michael Thomas | HA248 | 3148 | MThomas4@uclan.ac.uk
---|---|---|---
I am a Reader and Associate Professor at UCLan and have taught in universities in the UK, Germany and Japan. My research interests are in computer-assisted language learning (CALL), task-based language teaching (TBLT) and online learning. I am course leader for the MA TESOL with Applied Linguistics - Distance mode.

Neil Walker | AB037 | 3151 | NWalker4@uclan.ac.uk
---|---|---|---
I am a lecturer in TESOL, teaching on both the BA and MA TESOL courses. I have experience of teaching and teacher training in a range of countries including China, Ecuador and Algeria. My research interests focus on Second Language Acquisition and particularly language practice.

Dr Daniel Waller | AB152 | 3672 | DWaller@uclan.ac.uk
---|---|---|---
I am a Senior Lecturer in ELT, Testing and TESOL at UCLan. I am in charge of the UCLan exam team for English Language Exams, and am also Co-Editor for the Journal of Second Language Teaching and Research. I have previously taught in the UK and Turkey. My research interests are in language testing, written discourse analysis and ESP.

If you have any queries relating to the course as a whole, do not hesitate to contact the Course Leader, Tania Horak (thorak@uclan.ac.uk). In addition, you will find that your individual module tutors will also be able to help you if you are unsure about anything relating to their particular modules.
1.3 Expertise of staff
Between them, the course team on the MA TESOL with Applied Linguistics have many years of experience of teaching at both undergraduate and postgraduate levels in the UK and internationally.

We are proud of the research members of the teaching team undertake, much of which is of international standing and has a real impact of the lives of communities around the globe. As you go through your studies you will become familiar with some of this research via your classroom sessions and tutorials and, more importantly, we hope you will help us develop that research. Staff in the School are also recognised as Fellows in the national Higher Education Academy. We constantly strive to improve the quality of the courses we offer and to enhance the experience of our students. We value the feedback we get from you, employers, our business partners and our alumni which helps us to ensure that you have a course which is current, relevant and of the highest quality.

All instructors involved in the delivery of the course are also knowledge transfer and/or research active members of the School. As shown in the brief profiles in section 1.2, research interests of staff members are diverse and include second language acquisition, materials design and development, pragmatics, testing and assessment, and teacher professional development. Academic staff organise a number of research seminars in the School, and also participate in national and international academic conferences as researchers.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in various hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

The hub for our School is in Computing and Technology Building Room: 235
Telephone: 01772 891994 / 891995
E-mail: CandTHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UClan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

E-mail is the quickest and most efficient way to contact staff and other students. All staff on the course (unless otherwise stated) aim to:

a) Respond to email/phone messages within two working days
b) Post out-of-office replies with alternative contacts at times when they are unavailable.

Important information will also be posted on Blackboard. You should check Blackboard frequently to make sure you are aware of information about your course.

All staff have regular weekly **office hours** during which they are available to discuss matters with students. These times are posted on Blackboard in each module space, and are also in the Module Information Pack. You can arrange appointments to meet with tutors during these times. It is advisable to contact staff by email to arrange appointments in advance when possible. You may also phone your tutors on the extension numbers provided.

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this **through your Course Leader and not directly**. The School sends a sample of student assessed work for moderation by the External (after internal moderation has taken place). External Examiner reports are made available to you electronically.

The External Examiner for the MA TESOL with Applied Linguistics (face to face mode) is:

**Name:** Dr Claudia Saraceni  
**Position:** Senior Lecturer  
**Institution:** University of Bedfordshire

### 2. Structure of the course

#### 2.1 Overall structure

This is a full-time degree course. Full-time students are expected to complete the course within one year. The following section describes the modules and awards available on this programme.

#### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

**Compulsory modules** for this award are shown below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4501</td>
<td>Language Analysis</td>
<td>20</td>
</tr>
<tr>
<td>EB4502</td>
<td>Methodology in TESOL</td>
<td>20</td>
</tr>
</tbody>
</table>
These modules all run in Semester One.

Core modules are ones which you must pass to gain the award, regardless of your overall average. The core modules on this course are: Methodology in TESOL, Second Language Acquisition and Dissertation.

You will also need to choose three optional modules from the list below:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB 4504</td>
<td>Course and Material Design</td>
</tr>
<tr>
<td>EB 4514</td>
<td>Language in Interaction</td>
</tr>
<tr>
<td>EB 4512</td>
<td>Corpus-Informed Language Teaching</td>
</tr>
<tr>
<td>EB 4515</td>
<td>Computer-Assisted Language Learning</td>
</tr>
<tr>
<td>EB 4507</td>
<td>Testing and Assessment for TESOL</td>
</tr>
<tr>
<td>EB 4516</td>
<td>World Englishes</td>
</tr>
<tr>
<td>EB 4570</td>
<td>TESOL Work Placement</td>
</tr>
<tr>
<td>EB 4720</td>
<td>Teaching Language through Literature</td>
</tr>
<tr>
<td>EB 4511</td>
<td>Student-Initiated Module (SIM) in TESOL/ Applied Linguistics</td>
</tr>
</tbody>
</table>

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option or on tutor availability. It will not be possible to offer every option each academic year. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running.

At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options. Detailed descriptors for each module are available on Blackboard.

Note that in a student-initiated module (SIM) you choose a project or piece of research to work on, which must be approved by the Course Leader. You are then allocated a supervisor, and work independently towards agreed objectives.

2.3 Course requirements

A good level of English proficiency and knowledge about the English language is required to succeed on this MA.

International students will have to fulfil visa and immigration and English language requirements to take this course. An English level of IELTS 6.5 (or equivalent), with a minimum of 6.0 in all sub-scores is required. For further information, access the International Office: http://www.uclan.ac.uk/students/international/index.php.

A minimum of a lower second-class honours degree is usually required.
Applicants should be able to demonstrate appropriate teaching experience (typically at least 1 - 2 years) in language education – preferably English - and/ or a pre-service certificate (Cambridge CELTA/ Trinity Cert. TESOL or equivalent).

You will need to obtain a pass mark (50%) in the requisite number of core and optional modules in order to complete the programme (see 2.3 below for a detailed description of the exit awards available on this course).

2.4 Exit Awards

Following completion of the relevant modules, your MA award will specify a Masters with Distinction, Masters with Merit, or Masters.

To be awarded the MA in TESOL with Applied Linguistics, you will need to complete the equivalent of 9 full modules, carrying 180 credits in total. Following completion of the relevant modules, your MA award will specify a Masters with Distinction, Masters with Merit or Masters.

- **Masters (with Distinction):** you need to complete the equivalent of 9 full modules, worth a total of 180 credits, attaining an overall average mark of 70% or more, and you need to score 70% or more for your dissertation.
- **Masters (with Merit):** you need to complete the equivalent of 9 full modules, worth a total of 180 credits, attaining an overall average mark of between 60% and 69%, and you need to score 60% or more for your dissertation.
- **Masters:** you need to complete the equivalent of 9 full modules, worth a total of 180 credits, attaining an overall grade of over 50%.

A range of exit awards are available if, for whatever reason, you do not complete all the modules for the MA in TESOL with Applied Linguistics.

To be awarded the Postgraduate Diploma in TESOL with Applied Linguistics, you will need to complete six full modules. You need to attain an overall mark of 50% or above. You will be awarded a Postgraduate Diploma with Distinction if you have attained an overall mark of 70% or more, and you will be awarded a Postgraduate Diploma with Merit if you have attained an overall mark of between 60% and 69%.

To be awarded the Postgraduate Certificate in TESOL with Applied Linguistics, you will need to complete 3 full modules carrying 60 credits.

<table>
<thead>
<tr>
<th>Core modules for this award are:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>EB4502</td>
</tr>
<tr>
<td>EB4503</td>
</tr>
</tbody>
</table>

To be awarded the Postgraduate Certificate in TESOL with Applied Linguistics, you will need to complete 3 full modules carrying 60 credits.

<table>
<thead>
<tr>
<th>The core module for this award is:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>EB4502</td>
</tr>
</tbody>
</table>
2.5 Study Time

2.5.1 Weekly timetable

Your face-to-face classes are scheduled to run on Mondays, Tuesdays and Wednesdays only. An individual on-line timetable is available for each student. Each module (except Dissertation) takes place as a weekly two-hour session.

2.5.2 Expected hours of study

The university assumes an average of 200 study hours per 20 credit module which may comprise different learning activities, including the 24 hours of face-to-face interactive sessions in semester one or two, as relevant, per module. You will have about eight to ten contact hours (face-to-face classes) in Semester One and Semester Two, depending on which options you select.

On top of the class time you are expected to undertake extensive reading around the subject materials of each module, both directed (by your tutor) and independently, drawing on the reading list for each module in its Module Information Pack and on-line reading list (both available on Blackboard). Success on the MA will be down to the amount of effort you put into reading around your topics.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. If you are ill or unable to attend for any reason, please contact your Module Tutor as soon as possible and copy the Course Leader into the mail (Thorak@uclan.ac.uk).

International students please remember that under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance will be monitored via SAM (electronic student attendance monitoring) and you can check your own attendance record through myUCLan.

You are required to swipe your student card at the beginning of each teaching session to record your attendance. The University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined [see student guide to regulations].
3. Approaches to teaching and learning

3.1 Learning and teaching methods

The teaching content for this course is delivered face-to-face with support through e-learning (Blackboard). You will be given tasks to complete and guided reading to do outside class.

The teaching team bring a wide range of expertise to the course, evident in the high quality teaching materials and innovative techniques used in the delivery of the modules. Our teaching approach is primarily interactive, and most sessions are designed as interactive workshops in which you are expected to fully participate. For instance, you may be asked to lead a discussion or activity or to work in groups to discuss a topic or issue and present your ideas to the class. We believe that through active participation you will be able to practise critical thinking and questioning skills essential for successful academic study. These activities are also confidence-building as you become used to voicing your opinions and sharing your experiences with your peers and tutors.

You will also spend a significant amount of time reading, both guided and on your own initiative. You are expected to demonstrate that you have read widely for all of your assignments. Reading regularly will help you to develop your analytical skills, and rather than taking what everybody else says at face value, you will learn how to critically evaluate others’ ideas, try to identify the underlying principles and assumptions, and ask yourself if there are exceptions or counter-argument.

In discussions in class, you can expect that others will question your contributions in the same way, and your understanding of the issues in question will become deeper through these questions.

The modules are assessed using a variety of assessment types, including portfolios, essays, reports etc. Assessments may be in both written and oral format. For the dissertation, you carry out a sustained piece of research with one-to-one guidance from a supervisor. This trains and tests your ability to carry out a major academic piece of work in the field.

3.2 Study skills

In studying at postgraduate level, then, you should bear three things in mind, each of which may seem unusual at first and may take a while to get used to:

- you should not believe that, simply because something has been published in a book or journal, it is necessarily ‘true’ in the sense that the arguments or opinions cannot be questioned;
- you should also take that attitude towards what your tutors say – that is, we want you to challenge us!
- it is not enough to present opinions – what you will develop through doing the course are arguments (ideas backed up with evidence).

In summary, the essential skills we would like you to develop by the end of the programme are the following:

- self-motivation and autonomy
- innovation and flexibility
- critical analysis and evaluation
- practical problem-solving and decision-making
• reflection and self-analysis
• planning and organising
• interpersonal and team-working skills
• developing, presenting and defending your arguments

You are encouraged to criticise, present and defend your own arguments and to take an active role in monitoring and evaluating your own learning and development.

Study skills are an important part of postgraduate life. Many of you will be international students studying in a second language during this course or may have been out of a traditional academic environment for a while. It is important that you understand how we expect you to study and produce academic work in a UK university. For this reason a number of skills you need to master include:

• academic writing skills
• critical reading and thinking skills
• giving oral presentations
• note making and mind maps
• personal development planning (PDP)
• reading and note-making
• referencing and plagiarism
• report writing

You will have access to WISER, the University’s dedicated study skills support unit. You will be introduced to these resources during Induction. For more information about WISER you can also contact them via e-mail at: wiseraccess@uclan.ac.uk.

3.3 Learning resources

3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Training sessions have been designed to enable you to gain all the skills you need for your research and study and will be offered to you in the Induction week. Andrea Evans is the subject liaison librarian for the School of Language and Global Studies and during Induction she will provide an overview of her role as well as a detailed introduction of how to access the various resources available to you. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The library opening times vary during and outside of term time and can be found under: Library Opening Times http://www.uclan.ac.uk/students/library/opening_times.php

Technical support is offered to students during the following times (Monday to Thursday, 09:00-18:00 and Friday 09:00-17:00) by contacting LISCustomerSupport@uclan.ac.uk. You may also contact them by telephone at: +44 (0)1772 895355. If prompted to leave voicemail, clearly specify your name, course title and course module code, and your e-mail. Alternatively, you may contact your module tutor, personal tutor or course leader if the problem persists.
3.3.2 Electronic Resources
Blackboard is the online learning platform used by the university. Through this virtual learning environment, you are able to access course materials, online discussion boards and links to learning resources. Each module has its own site on Blackboard and there is also a site for the course as a whole where general announcements, course-wide resources and useful information is to be found. Much of the information needed for each module will be made available via Blackboard, including some recommended readings, learning materials and other resources. Learning materials will be updated as appropriate, although in some cases there are reasons why material is posted only after individual class sessions.

You can access Blackboard when you log in as a student via the university home page. If you have any problems accessing Blackboard please contact the Course Leader who will advise you.

Technical support is available (Monday - Thursday 9:00 – 18:00 and Friday 9:00 – 17:00) by contacting LISCustomerSupport@uclan.ac.uk

3.4 Personal development planning
Personal Development Planning (PDP) is a mechanism to help you reflect on your learning, your performance and your achievements in order to help you plan for personal, educational and career development.

Your academic advisor will guide you in PDP during your meetings. It is the intention that through the PDP process you will understand how you learn so that you can set yourself clear goals and take responsibility for your own learning. It is essential that you use PDP to think about areas in which you need to improve, and to set yourself goals to do so.

Importantly, PDP can help you focus on key employability skills such as:

- Effective communication skills
- Good writing skills
- Ability to reflect on your actions and evaluate your performance
- Good planning/time-management skills
- Good IT skills
- Cognitive skills such as ‘understanding’ or ability to ‘critically analyse’

We aim to help you become competent in the above areas.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it, which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you (e.g. your beliefs about teaching and learning).
- There will be opportunities to investigate a range of options including jobs and work experience, further postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.
It's your future: take charge of it!

**Careers** offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

A daily drop-in service is available from 09:00 -17:00 for CV checks and initial careers information. For more information come along and visit the Careers team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

### 4. Student Support

Generally, your Course Leader, Tania Horak ([Thorak@uclan.ac.uk](mailto:Thorak@uclan.ac.uk)), can guide you if you are worried about personal and academic issues. This may cover, for example:

- purely personal matters which impinge on your work, such as finances, accommodation, relationships, finding a job after the course, etc
- the way you are coping with the MA as a whole - including problems such as time management
- problems with fellow students or individual tutors.

There is a wide range of support for students at UCLan, from financial advice to counselling. See [http://www.uclan.ac.uk/study_here/student_support.php](http://www.uclan.ac.uk/study_here/student_support.php) for further details. A weak student is not someone who needs help – we all do at times - but someone who does not seek out the help they need.

#### 4.1 Academic Advisors

The Academic Advisor system is designed to provide you with support and to help you to settle into student life at UCLan. You will be allocated an Academic Advisor at the beginning of your course (probably your Course Leader) and will be invited to an initial meeting with your advisor early in Semester 1.

Your academic advisor is there to respond with help and advice when you feel you need it. They will also monitor your progress in a supportive and sensitive way, so from time to time they may also approach you or invite you to a meeting. Your advisor will listen to your problem and then suggest or advise on ways to resolve the problem.

Academic Advisors will always do what they can to help, but they may if appropriate suggest that you seek help or guidance from other sources, such as the independent Student’s Union Advice Centre or the Student Affairs Service, which runs a student centre, referred to as the ‘i’. In addition to personal support, the ‘i’ provides information on admissions, registration and financial aid. It also has a website with up-to-date information on student services, procedures and regulations.

#### 4.2 Students with disabilities

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below:

[https://www.uclan.ac.uk/students/health/disability_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement, information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information: disability@uclan.ac.uk

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School's Disability Lead - Elaine Austin eaustin@uclan.ac.uk for further advice / support.

4.3 Students' Union One Stop Shop
The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study, with thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union. Information about the Students' Union can be found here: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy
Each module descriptor outlines the assessments in the individual modules. Where further explanation is needed you will also be given a detailed breakdown of assessments for each module in the lessons.

We give the same amount of attention and consideration to the way we assess your work as we do to the way we teach. Assessment is in accordance with the learning objectives of each module. We use assessment methods which we consider most appropriate for the module content and marking criteria which link directly to the learning outcomes. Details of assessments (including marking criteria) for each module can be found in the module information pack available on Blackboard.

Assessment will allow you to demonstrate knowledge and practical abilities over a range of activities, for example in learning records and portfolios. Assessment will reinforce the development of your independent study skills and encourage academic autonomy and will more often than not be based on work you do independently outside the classroom.

Our overall approach is to try to make assessment positive and motivating, both to allow you to see where you are making progress as well as showing you where you need to do more work or adopt a different approach.

You will do various pieces of work, or assignments, for each module. Some or all of these pieces of work are given a percentage mark, and these marks are combined to give an overall mark for the module. Note that some modules may require you to pass each assignment, whereas others may require only an overall pass mark.

The marks for each module are combined in turn to give a final award for your course. Each module has its own assessment strategy, and there are three ways in which the assignments for different modules might differ from one another. First of all, the type of assignment you will be given will vary to reflect the different aims and objectives of each module. You may have to do small-scale research projects, oral presentations or written
reports, depending on the module you are doing.

Secondly, you will find that some assignments count for a greater proportion of the overall grade than others, they are 'weighted' differently, in other words. That could mean, for example, that one piece of work counts for 50% of your overall grade for a module, while two other assignments count for 25% each.

You will need to submit different assignments by different dates. You will be told about submission deadlines well in advance by the module tutor. It is then your responsibility to plan things so that you meet these deadlines. You should always allow for the unexpected when calculating how long it will take to complete an assignment. Remember that you are assessed on the basis of all the modules which together constitute your Masters programme.

When you have submitted your assignment, it may be marked by as many as three people. The module tutor marks all the assignments, and then a selection goes to a colleague - another tutor who has experience in that subject area - for second marking. If there is any discrepancy in any of the marks awarded, the two markers meet to discuss it, and explain their thinking to each other in detail. Discrepancies of more than two or three percentage points are rare.

A selection of assignments is also sent to an external examiner. This is a well-qualified and very experienced senior member of staff from another university, whose role it is to monitor the way we carry out assessment. If an external examiner expresses concerns about any aspect of assessment, then there will be a very thorough review, perhaps leading to major changes. The above procedures also apply to the marking of your dissertation.

The assessment strategy used in this course is both formative and summative in approach depending on the module in question. Feedback on your performance will be provided within specified deadlines and returned to you using the relevant assessment pro forma. It is summative in that it provides an assessment profile for consideration at the appropriate assessment board.

A variety of coursework and assessments are used across the modules and may include:

- academic essays or reports
- contributions to the discussion boards
- case studies and independent learning tasks
- participation in discussions
- presentations or other oral tasks
- reflective journals
- research projects/dissertation

Assessment patterns are outlined in detail for each of the modules taught on the course. Please see the module descriptors for further details. Module tutors will not offer feedback on full drafts of required assignments. They will offer feedback (for essays for example) on an outline only (or another agreed format). Students wishing to have further feedback need to arrange a meeting with their tutors.

We organise staff workshops on various aspects of assessment from time to time, both to ensure we are fair, rigorous and consistent in what we do, and to identify any areas for improvement.
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your module tutor.

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (see Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your Administrative Hub (see section 1.5 for contact details). Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request. If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on **Extenuating Circumstances** (Academic Regulations and Assessment Handbook).

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

**5.2 Notification of assignments and examination arrangements**

Students will be notified of the requirements for assessments by their tutors on Blackboard and in the MIP (Module Information Pack) available on Blackboard. Assignments will typically be submitted via Turnitin. All marking criteria are made available in the relevant module space on Blackboard and/or in Module Information Packs.
5.3 Referencing

In your submitted academic work all direct quotations and paraphrasing of the work of others should be carefully referenced. As part of your research training, and to avoid any suspicion of plagiarism, it is very important that you follow proper referencing conventions in written work of any kind. Guidance on correct referencing conventions can be found at http://www.uclan.ac.uk/library/usersupport/lrs/gsguides/index.htm or in a great many books on academic writing.

As a general principle, online encyclopaedias such as Wikipedia can be used to familiarize you with a subject but should not be used as the primary or sole authority on a particular topic. It is expected that you will use other academic and research-based works as appropriate sources for your assignments throughout this course.

We require you to use the Harvard referencing system, which is set out briefly below. In the Harvard system, at every point in the text where reference to a document is made, its author’s surname and year of publication should be given in parenthesis, like this: (Bell, 1975). Page numbers are given if you quote directly.

a) Reference to a single author's ideas (paraphrased – not directly quoted)
It has been argued by Murphey (2001) that students who take an active role in aspects of course organisation will develop a sense of responsibility and group cohesiveness.

b) Short direct quote from single author
Murphey (2001:98) suggests that ‘one of the best ways to instil responsibility and a positive image of the class is to get students to take an active part in the running of a course.’

c) Longer direct quotes (i.e. longer than 3 lines of text) from a single author
These should be kept separate from the main text e.g.

It has been argued that:
‘many students probably don’t want, and are not able, to take a lot of the responsibility for their learning, at least in the beginning. A teacher may have to provide a lot of direction at first, while slowly introducing self-direction methods.’ (Murphey 2001:106)

d) Referencing for two authors
This is basically the same as for single authors:

Guy and Mattock (2000) argue that trainers should clarify their own hidden agendas.

e) Referencing for more than two authors
Fisher et al (1999) have pointed out that …

f) References to work in an edited collection
This is as above (the difference will be in how it is presented in the Reference List)

Hutchinson and Waters (1996) claim that ..... 

h) References to journal articles
This is also as above (the difference will be in how it is presented in the Reference List)

O'Neill (2003) points out that ....

You will also need to give full details of all the work you quote from in a special section at the
end of your work, called a Reference List. Your Reference List should appear at the end of each piece of work and should be arranged in alphabetical order by author surname. It should not be numbered.

a) For single authors - books

b) For two authors - books

c) For three or more authors - books

You must include the place of publication and the publisher for all books in the Reference List

d) For edited works

e) For journal works

Notes:
The basic thinking underlying these conventions is that a reader should be able to find the original source you have used without difficulty.

If you quote from several works by the same author, three principles apply. Single authored items come first, followed by joint and then multiple authors. For example:

Items for each author (single, double or multiple) need to be listed in ascending order of the date of publication. For example:

When an author has more than one publication within the same year, these need to be identified both in the Reference List and in the text with a small case letter. For example:
Halliday, M. (1989a)
Halliday, M. (1989b)

Electronic Sources
As more and more academic material becomes available online, electronic references are becoming increasingly common. The conventions for referencing electronic sources are somewhat less fixed than for paper-based material, but as a rule of thumb, you should aim to include the following:
• details of the title of the site
• details of the author (if known)
• details of the publication date (if known)

Most importantly, you should include in the Reference List a full URL so that the reference can be traced, and the date on which you accessed the site. For example: www.oup.com/elt/global/products/englishfile_student/englishfile_student2/ (accessed 3 August 2009)

Some further hints on referencing
If you follow these hints, you will find that it saves you a lot of time and worry in the long run.

• Start a bibliography file on your computer as soon as you start reading and record all the details you need - (name and initial of author(s); date of publication, full title, place of publication, publisher and page numbers for quotes).
• Keep very accurate notes on any quotes you feel you may want to use. Notes should include page numbers and all reference details, otherwise you may have to go back to the library to find this information later.
• Make clear in your notes what you have taken from the source material and what are your own ideas as a result of the reading of that material. Do not muddle them up.
• If you make photocopies of extracts from journal and books, always write the reference on them immediately, as otherwise you may not know where they came from later.
• Learn how to use referencing software such as Refworks. There are training sessions available through the library.
• It is very important that you are very careful about referencing. Try to get into good habits early in your career at university and seek advice if you are not sure!

5.4 Confidential material
The nature of the personal projects you devise e.g. for your dissertation, may require access to confidential information. Please be aware of your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments or research. If in doubt, please contact your module tutors or the Course Leader.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online assessment tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.
6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion on-line, please complete and return these to ensure your voice is heard - all responses are anonymous.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held.

The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting;
Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys;
Review of enrolment/induction experience;
Course organisation and management (from each individual year group, and the course overall);
Experience of modules - teaching, assessment, feedback;
Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements
Other aspects of University life relevant to student experience e.g. resources, IT, library;
Any other issues raised by students or staff.

The dates of the meetings will be circulated in advance to you by the course leader. You are invited to make your comments to the course representatives who will then present them at the SSLC meetings.
8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

1. Awarding Institution / Body
   University of Central Lancashire

2. Teaching Institution and Location of Delivery
   University of Central Lancashire, Preston campus
   University of Central Lancashire, Cyprus campus

3. University Department/Centre
   Languages and Global Studies

4. External Accreditation
   N/A

5. Title of Final Award
   MA in TESOL with Applied Linguistics

6. Modes of Attendance offered
   Full-time
   Part-time
   E-learning (distance)

7. UCAS/Banner Code
   LCTESO100 (full-time Preston)
   LCTESO500 (part-time Preston)
   ULTESO500 (part-time by e-learning)
   ULTESO193 (full-time Cyprus)
   ULTESO593 (part time Cyprus)

8. Relevant Subject Benchmarking Group(s)
   Language and Related Studies
   Linguistics
   Education

9. Other external influences
   N/A

10. Date of production/revision of this form
    January 2014/July 2015

11. Aims of the Programme
    - To raise awareness of the fundamental principles of teaching English as a foreign language and their applications in different cultural contexts.
    - To enable practising teachers to update their knowledge and understanding of the processes of teaching and learning English as a foreign language, and to improve their own didactic skills further.
    - To enable graduates with little or no teaching experience to acquire knowledge and understanding of the teaching processes involved in the teaching and learning of English as a foreign language.
• To demonstrate a practical understanding of research methods through the production of substantial individual research in the field of English language teaching and related studies.

• To develop a critical understanding of key areas of relevance in Applied Linguistics and their practical application within TESOL.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Knowledge of applied linguistic theories and fundamental principles related to teaching English as a foreign language.

A2. Awareness of the roles of teachers and learners in the EFL classroom.

A3. Demonstration of ability to construct syllabuses, lesson plans and design teaching materials for learners of EFL.

A4. Comprehension of processes and skills necessary for undertaking independent research.

A5. Plan, prepare and deliver coherent lessons in ESOL drawing on TESOL principles and methods and responding to the particular needs of learners.

Teaching and Learning Methods

• Lectures and Workshops (Learning outcomes A1, 2, 4 and 5)

• Analysis of case studies (Learning outcomes A1, 2, 4 and 5)

• Pairwork and groupwork (Learning outcome A2, 3 and 4)

• Teaching practicum (A2, 3 and 5)

• Course Management System (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (A1, 2, 3, 4 and 5).

• Web-based recorded video and/or audio lectures and workshops (Learning outcomes A1, 2, 4 and 5).

• Analysis of case studies (Learning outcomes A1, 2, 3, 4 and 5).

• Web-based video conferencing (A1, 2, 3, 4 and 5).

• Web-based asynchronous discussion forums (A1, 2, 3, 4 and 5).

Assessment methods

• Teaching practicum (Learning outcomes A2, 3 and 5)

• Reflective journal (Learning outcomes A2, 3 and 5)

• Simulations (Learning outcomes A1, 2 and 3)

• Presentations (Learning outcomes A1, 2 and 3)

• Academic Essay (Learning outcomes A1, 2 and 3)

• Exam (Learning outcome A1)

• Discussion forums (Learning outcome A1, 2, 3 and 4)

B. Subject-specific skills

B1. Examine some of the major principles of discourse analysis, corpus linguistics, semantics and pragmatics in order to explore the relationship between linguistic forms and the users of those forms.

B2. Demonstrate and put into practice contemporary TESOL approaches, methodologies, classroom management skills, language awareness and analysis in a manner appropriate to lesson aims and to the learners’ background and needs.

B3. Describe, critically appraise and reflect on current teaching methodologies;

B4. Analyse the applications of SLA theories to current language teaching methods, approaches and materials development.

B5. Analyse and organise systematically data for research.

Teaching and Learning Methods

• Lectures and Workshops (Learning outcomes B1, 2, 3, 4 and 5)

• Analysis of case studies (Learning outcomes B1, 2, 3 and 4)

• Pairwork and groupwork (Learning outcome B1, 2, 3, 4 and 5)

• Teaching practicum (Learning outcomes B2 and 3)

• Course Management System (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (B1, 2, 3, 4 and 5).
- Web-based recorded video and/or audio lectures and workshops (Learning outcomes B1, 2, 4 and 5).
- Analysis of case studies (Learning outcomes B1, 2, 4 and 5).
- Web-based video conferencing (B1, 2, 3, 4 and 5).
- Web-based asynchronous discussion forums (B1, 2, 3, 4 and 5).

### Assessment methods
- Teaching practicum  (Learning outcomes B2 and 3)
- Reflective journal (Learning outcomes B2 and 3)
- Simulations (Learning outcomes B2, 3 and 4)
- Presentations (Learning outcomes B1, 2, 3 and 4)
- Academic Essay (Learning outcomes B1, 2, 3, 4 and 5)
- Exam (Learning outcome B1)
- Portfolio (Learning outcome B1)
- Dissertation (Learning outcome B1, 2, 3, 4 and 5)
- Discussion forums (Learning outcome A1, 2, 3 and 4).

### C. Thinking Skills
C1. Identify relevant principles and theories underpinning the teaching of English as a foreign language for professional purposes.
C2. Analyse linguistic and social processes involved in language acquisition.
C3. Demonstrate skill and awareness of various factors in classroom management and in the teaching and learning of English as a foreign language.
C4. Critically evaluate the relevance and effectiveness of various types of language teaching materials for the EFL classroom.
C5. Identify and investigate a pedagogical area of study in TESOL through the collection, synthesis and evaluation of data from a variety of sources so as to establish relationships in the data findings.

### Teaching and Learning Methods
- Lectures and Workshops (Learning outcomes C1, 2, 3, 4 and 5)
- Analysis of case studies (Learning outcomes C1, 2, 3 and 4)
- Pairwork and groupwork (Learning outcome C1, 2, 3, 4 and 5)
- Teaching practicum (Learning outcomes C1, 3 and 4)

### Assessment methods
- Teaching practicum  (Learning outcomes C1, 3 and 4)
- Reflective journal (Learning outcomes C1, 3, 4 and 5)
- Simulations (Learning outcomes C2 and 3)
- Presentations (Learning outcomes C1, 2, 3 and 4)
- Academic Essay (Learning outcomes C1, 2, 3, 4 and 5)
- Exam (Learning outcome C1, 2, 3 and 5)
- Portfolio (Learning outcome C1, 2, 3 and 4)
- Dissertation (Learning outcome C1, 2, 3, 4 and 5)

### D. Other skills relevant to employability and personal development
D1. Manage information in order to evaluate their relevance for specific areas of investigation
D2. Ability to work autonomously, or with minimal guidance where appropriate
D3. Problem-solving in relation to the selection of appropriate techniques and materials to suit different interactional contexts.
D4. Initiate and lead debate as appropriate
D5. Reflective practice as part of personal development planning
D6. Self-discipline, motivation and flexibility

### Teaching and Learning Methods
- Lectures and Workshops (Learning outcomes D1, 2, 3, 4, 5 and 6)
- Analysis of case studies (Learning outcomes D1 and 4)
- Pairwork and groupwork (Learning outcome D1, 2, 3, 4, 5 and 6)
- Teaching practicum (Learning outcomes D2, 3, 5 and 6)
Assessment methods

- Teaching practicum (Learning outcomes D2, 3, 5 and 6)
- Reflective journal (Learning outcomes D1, 2, 3, 4, 5 and 6)
- Simulations (Learning outcomes D1, 2, 3 and 4)
- Presentations (Learning outcomes D1, 2, 3, 4 and 6)
- Academic Essay (Learning outcomes D1, 2, 3, 4, 5 and 6)
- Exam (Learning outcome D1, 2 and 3)
- Portfolio (Learning outcome D1, 2, 3, 4, 5 and 6)
- Dissertation (Learning outcome D1, 2, 3, 4, 5 and 6)

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating UK/ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>EB4501</td>
<td>Language Analysis</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4502</td>
<td>Methodology in TESOL</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4503</td>
<td>Second Language Acquisition</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4505</td>
<td>Dissertation</td>
<td>60 / 30</td>
</tr>
<tr>
<td></td>
<td>EB4504</td>
<td>Course and Materials Design</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4511</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4514</td>
<td>Language in Interaction</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4512</td>
<td>Corpus-Informed Language</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4515</td>
<td>Computer-Assisted Language</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4510</td>
<td>Teaching English for Academic and Specific Purposes</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4507</td>
<td>Testing and Assessment</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4509</td>
<td>Teaching Business English</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4650</td>
<td>The analysis of language and practice for the TESOL classroom</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4516</td>
<td>World English</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4570</td>
<td>TESOL Work Placement</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4720</td>
<td>Teaching Language through Literature</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EB4719</td>
<td>Teaching English to Young Learner</td>
<td>20 / 10</td>
</tr>
<tr>
<td></td>
<td>EH4107</td>
<td>Curriculum Design</td>
<td>20 / 10</td>
</tr>
</tbody>
</table>

E-learning Mode:

<table>
<thead>
<tr>
<th>Compulsory modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4710 Language Analysis</td>
</tr>
<tr>
<td>EB4711 Second Language Acquisition</td>
</tr>
<tr>
<td>EB4712 Methodology in TESOL</td>
</tr>
<tr>
<td>EB4718 Dissertation</td>
</tr>
</tbody>
</table>

Optional Modules:

| Course and Materials Design | 20 / 10 |
| Testing and Assessment in TESOL | 20 / 10 |

14. Awards and Credits*

Masters Degree in TESOL with Applied Linguistics
Requires 180 credits at Level 6 or above with a minimum of 160 credits at Level 7.

PG Diploma in TESOL with Applied Linguistics
Requires 120 credits, of which 100 credits must be taken at Level 7.

PG Certificate in TESOL with Applied Linguistics
requires 60 credits in total, of which 40 credits must be taken at Level 7.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4715</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4716</td>
<td>Language in Interaction</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EF4701</td>
<td>Teaching English for Academic and Specific Purposes</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EF4702</td>
<td>Corpus Informed Language Teaching</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EF4703</td>
<td>Computer-Assisted Language Learning</td>
<td>20 / 10</td>
</tr>
<tr>
<td>Level 6</td>
<td><strong>Optional Modules</strong></td>
<td></td>
</tr>
<tr>
<td>EB3602</td>
<td>Teaching Practicum</td>
<td>20 / 10</td>
</tr>
</tbody>
</table>

### 15. Personal Development Planning

PDP will be used in many different ways to support the development of academic and general skills in this programme. PDP processes to be developed are:

- Planning
- Performance
- Data gathering
- Critical reviewing
- Evaluating

The above PDP processes will be made explicit through the following modes of assessment and progress can be reviewed through:

- Teaching practicum
- Dissertations
- Written essays
- Independent project-work
- Group projects
- Simulations
- Reflective journals
- Portfolios

In addition, students will have ample opportunity to build on the above areas and to reflect on their individual action plans (e.g. employability prospects and transferable skills) via the Personal Tutoring system in the Department of Languages and International Studies. The management of this system is documented in the attached Personal Tutoring Manual (Guidelines for Staff).

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

The criteria for delivery on campus (Preston) and by e-learning are as follows:

A minimum of a lower second-class honours degree is usually required. Applicants should be able to demonstrate appropriate teaching experience in language education (typically at least 1 - 2 years) and/or a pre-service certificate (Cambridge CELTA/ Trinity Cert. TESOL or equivalent). Non-native English speakers will require an English level of IELTS 6.5 (or equivalent), with a minimum of 6.0 in all sub-scores.
The criteria for delivery on Cyprus campus are as follows:

A minimum of a lower second-class honours degree is usually required. Teaching experience is not essential for face to face delivery but preferred. Tutoring experience is helpful. Non-native English speakers will require an English level of IELTS 6.5 (or equivalent), with a minimum of 6.0 in all sub-scores.

17. Key sources of information about the programme

- UCAS handbook
- Fact Sheet
- Website; [www.uclan.ac.uk](http://www.uclan.ac.uk)
  Phone number: +44 (0)1772 893158
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1 A2 A3 A4 A5 B1 B2 B3 B4 B5 C1 C2 C3 C4 C5 D1 D2 D3 D4 D5 D6</td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>EB4501</td>
<td>Language Analysis</td>
<td>COMP</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB4502</td>
<td>Methodology in TESOL</td>
<td>CORE</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB4503</td>
<td>Second Language Acquisition</td>
<td>CORE</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB4504</td>
<td>Course and Materials Design</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB4505</td>
<td>Dissertation</td>
<td>CORE</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB4511</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4004</td>
<td>Second Language Writing</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4514</td>
<td>Language in Interaction</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4512</td>
<td>Corpus-Informed Language Teaching</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4515</td>
<td>Computer-Assisted Language Learning</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4510</td>
<td>Teaching English for Academic and Specific Purposes</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4507</td>
<td>Testing and Assessment</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4509</td>
<td>Teaching Business English</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>EB 4650</td>
<td>The analysis of language and practice for the TESOL classroom</td>
<td>O</td>
<td>√</td>
</tr>
<tr>
<td>Code</td>
<td>Course</td>
<td>Level</td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>EB 4516</td>
<td>World Englishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB 4570</td>
<td>TESOL Work Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4720</td>
<td>Teaching Language through Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4719</td>
<td>Teaching English to Young Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB3602</td>
<td>Teaching Practicum</td>
<td>L5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EH4107*</td>
<td>Curriculum Design</td>
<td>E-Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4710</td>
<td>Language Analysis</td>
<td>COMP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4712</td>
<td>Methodology in TESOL</td>
<td>CORE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4711</td>
<td>Second Language Acquisition</td>
<td>CORE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4718</td>
<td>Dissertation</td>
<td>CORE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4713</td>
<td>Course and Materials Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4715</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4714</td>
<td>Testing and Assessment in TESOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4717</td>
<td>Second Language Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EF4701</td>
<td>Teaching English for Academic and Specific Purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EF4702</td>
<td>Corpus Informed Language Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EF4703</td>
<td>Computer-Assisted Language Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB4716</td>
<td>Language in Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Option module for Cyprus only
Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students’ Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice, or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:

- One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support
“Got a Problem to Sort? Come to us for Support”.

The <i>i</i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

• Bank and Confirmation of Study Letters
• Council Tax Exemption Certificates
• International Student Support
• Library Services and Support
• Printing and Printer Credit
• Student Financial Support
• UCLan Cards
• UCLan Financial Bursary (1st year students only)
• Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study. http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>i</i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.
5. Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students’ Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled
submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance
The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’).

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:
- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
   that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be
used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.