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 Dean of School. This applies to the materials in their entirety and to any part of the materials.
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  8.1 Programme Specification(s)
1. Welcome to the course

Welcome to the course from the course leader.

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.

In terms of TESOL and Applied Linguistics the members of the course team have a lot of experience in teaching and researching in the field and are well equipped to provide the pedagogical and pastoral support you need. You have clearly chosen the e-learning route for a number of reasons. These may include greater flexibility, any time and any place learning, studying at a distance, and the fact that many of you may be employed full-time or part-time during your studies. Advantages associated with e-learning may also include savings in terms of time such as traveling as well as other costs.

On the other hand, e-learning may also be identified with a number of challenges such as lack of physical contact and experience with learning in online environments. A number of lecturers on the course have also studied by e-learning as well as had extensive experience of teaching online, so we are familiar with many of the challenges you face. We place great emphasis on overcoming these challenges by encouraging you to reflect on your learning and to communicate these reflections to your tutors; ensuring that you are comfortable and competent with internet technology and using the internet for research; and by emphasizing the importance of regular communication between students and staff in order to produce a dynamic and co-operative learning experience. Studying online via synchronous or ‘live’ meetings as well as asynchronously via e-mail and discussion boards are integral parts of the course and they will help you to stay in touch with other learners and communicate with your tutors. Research shows that some students in fact prefer these ways of learning as they encourage greater opportunities for reflection. As future teachers and lecturers the e-learning mode of delivery may also familiarize you with a style of education that will become much more prevalent in the decades to come and one you may be expected to use in delivering your own language courses and teacher training. We wish you every success in your studies.

Dr Michael Thomas (PhD Newcastle, PhD Lancaster)

Course Leader, MA in TESOL with Applied Linguistics (Distance Learning)

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 will enable 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 part-time 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 by E-Learning has distinctive strengths:

- modules are taught by staff who are research-active, who all have extensive practical TESOL and Applied Linguistics experience in a wide range of contexts, and who have developed particular specialisms;
- it offers a professional qualification for those who have already worked in language teaching;
- it contains optional modules for those who wish to specialise, as well as a focus on cross-cultural awareness and the development of research skills;
- it combines rigour in the study of the underpinning academic disciplines with a focus on practical skills;
- as an e-learning course, you can study at your own pace and in your own place while also being part of an online community of learners from around the world;
- we guarantee you the same quality of course input, feedback and student-centred learning as a campus-based student.

The MA in TESOL with Applied Linguistics by E-Learning 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: 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 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.

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, language assistants, students and support staff. You will gradually get to know everybody (and you can always check their details in the School of Languages and International 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>AB147</td>
<td>3127</td>
<td></td>
<td><a href="mailto:THorak@uclan.ac.uk">THorak@uclan.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>I'm a Senior Lecturer in English for Academic Purposes at UCLan. I'm Course Leader for the Pre-sessional (English language and study skills) course for international students and the Trinity CertTESOL summer intensive course. My main areas of interest are foreign language testing/ assessment and teaching English for academic purposes. You can access my full profile by clicking here.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicola Halenko</td>
<td>AB140</td>
<td>3150</td>
<td></td>
<td><a href="mailto:NHalenko@uclan.ac.uk">NHalenko@uclan.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>I'm a Senior Lecturer specialising in pragmatics and sociolinguistics. I've worked around the world including in Japan. You can access my full profile by clicking here.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have any queries relating to the course as a whole, do not hesitate to contact the Course Leader (Dr Michael Thomas / MThomas4@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 areas of study.

If you need to arrange an extension on an assessed piece of work, always contact your module tutor before the stated deadline and Cc the Course Leader (Michael Thomas MThomas4@uclan.ac.uk).

1.3 Expertise of staff
Between them, the course team on the MA in TESOL with Applied Linguistics by E-learning has many years of experience of teaching at both undergraduate and postgraduate levels in the UK and internationally. This experience is evident in the high quality of materials provided in delivery of the course and to support the student learning experience. Staff also have extensive experience in teaching or studying in online environments.

All instructors involved in the delivery of the course are also knowledge transfer and/or research active members of the School. Research interests of staff members include TESOL materials development (Waller); language and identity (Halenko); pragmatics (Halenko); spoken discourse and corpus linguistics (Jones); computer-assisted language learning (Thomas); testing in EFL (Waller); and EFL student support (Horak). Academic staff also organise a number of research seminars and national and international academic conferences in their research areas. Further details about the specific research activities and publications of the course team can be found on the School website under academic profiles and on the School’s research web pages.
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. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following 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.

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@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, and

b) Post out-of-office replies with alternative contacts at times when they are unavailable.

During your studies, important information will be posted in Blackboard. You should check the email system within each Blackboard module (Contact Your Tutor) each time you login and communicate with tutors within your module space. If you have questions or require additional feedback on any aspect of the course, it is the student’s responsibility to contact the relevant tutor to initiate the dialogue. Students are encouraged to adopt an active role in this respect and to engage tutors where required.

All staff have regular weekly office hours during which they are available to discuss matters with students. These times will be announced in their Blackboard module when you enrol. You can either phone or e-mail staff during these hours, or make a specific appointment to contact staff during that period. For all staff this will also include a time when they are available in the virtual classroom. Information about virtual classrooms and office hours is available in the Module Information Pack (MIP) for each module and will be made available at the beginning of each module.

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. External Examiner reports are made available to you electronically or on request by contacting the Course Leader.

Name: Krista Court
Position: Senior Lecturer
Institution: University of Cumbria
2. Structure of the course

2.1 Overall structure

This is a part-time degree course in which it is expected that most students will complete the degree between two and five years. 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.

MA in TESOL with Applied Linguistics

To be awarded the MA in TESOL with Applied Linguistics, you will need to complete 9 full modules carrying 180 credits in total. Detailed descriptors for each module are contained in the Appendices to this Handbook. Compulsory modules for this award, in order of completion, are shown below.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4710</td>
<td>Language Analysis</td>
<td>20 credits</td>
</tr>
<tr>
<td>EB4712</td>
<td>Methodology in TESOL</td>
<td>20 credits</td>
</tr>
<tr>
<td>EB4711</td>
<td>Second Language Acquisition</td>
<td>20 credits</td>
</tr>
<tr>
<td>EB4718</td>
<td>Dissertation</td>
<td>triple module worth 60</td>
</tr>
</tbody>
</table>

Note that the modules EB4711, EB4712 and EB4718 are core modules. Compulsory modules are ones which you must pass to gain the award, regardless of your overall average.

In addition, you will complete three of the four modules from this list:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4713</td>
<td>Course and Materials Design</td>
<td>20</td>
</tr>
<tr>
<td>EB4715</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td>20</td>
</tr>
<tr>
<td>EB4716</td>
<td>Language in Interaction</td>
<td>20</td>
</tr>
<tr>
<td>EF4703</td>
<td>Computer-Assisted Language Learning</td>
<td>20</td>
</tr>
</tbody>
</table>

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 toward agreed objectives.

2.3 Course requirements

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 9 full modules, worth a total of 180 credits. You must also attain 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 9 full modules, worth a total of 180 credits. You must also attain 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 9 full modules, worth a total of 180 credits. You must also attain 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.

Postgraduate Diploma 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%.

Core modules for this award are:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4712</td>
<td>Methodology in TESOL</td>
<td>20</td>
</tr>
<tr>
<td>EB4711</td>
<td>Second Language Acquisition</td>
<td>20</td>
</tr>
</tbody>
</table>

Postgraduate Certificate in TESOL with Applied Linguistics
To be awarded the Postgraduate Certificate in TESOL with Applied Linguistics, you will need to complete 3 full modules carrying 60 credits. The core module for this award is:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4712</td>
<td>Methodology in TESOL</td>
<td>20</td>
</tr>
</tbody>
</table>

2.4 Progression Information
Discussions about your progression through the course normally take place at the end of each module. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

The MA in TESOL with Applied Linguistics by E-Learning offers you a part-time form of study which can be combined with your normal working lives. To enable a smooth progression through the modules in which students engage with the course materials in satisfactory ways, the course is structured in terms of years. It is anticipated that you will complete the course within three years. The tables below show your progression through the course. Full module descriptors for each module are available in the Blackboard induction web site.

Year 1 Core Modules
The following compulsory modules will be offered in Year 1. You can only undertake one module at one time and modules must be completed before moving onto the next one. Following the Induction module, you must therefore complete Language Analysis, followed by Methodology in TESOL and finally Second Language Acquisition.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Year</th>
<th>Tutor</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4712</td>
<td>Methodology in TESOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Year 2 Modules
Following the completion of the three core modules in Year 1, you will then select three modules from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Year</th>
<th>Tutor</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4710</td>
<td>Language Analysis</td>
<td>20</td>
<td>1</td>
<td>Christian Jones</td>
<td>12 weeks</td>
</tr>
<tr>
<td>EB4712</td>
<td>Methodology in TESOL</td>
<td>20</td>
<td>1</td>
<td>Tania Horak</td>
<td>12 weeks</td>
</tr>
<tr>
<td>EB4711</td>
<td>Second Language Acquisition</td>
<td>20</td>
<td>1</td>
<td>Neil Walker</td>
<td>12 weeks</td>
</tr>
<tr>
<td>EB4713</td>
<td>Course and Materials Design</td>
<td>20</td>
<td>2</td>
<td>Daniel Waller</td>
<td>12 weeks</td>
</tr>
<tr>
<td>EB4715</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td>20</td>
<td>2</td>
<td>Michael Thomas</td>
<td>12 weeks</td>
</tr>
<tr>
<td>EB4716</td>
<td>Language in Interaction</td>
<td>20</td>
<td>2</td>
<td>Nicola Halenko</td>
<td>12 weeks</td>
</tr>
<tr>
<td>EF4703</td>
<td>Computer-Assisted Language Learning</td>
<td>20</td>
<td>2</td>
<td>Michael Thomas</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

### Year 3 Core Module
The final module is that of the Dissertation which also focuses on research methods for TESOL and Applied Linguistics. This may also be studied in Year 2 but you will need to discuss this with your Course Leader. The expectation is that the dissertation will be completed within a maximum of one year. Further extensions beyond this time are subject to approval by the Course Leader and dependent on extenuating circumstances.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Year</th>
<th>Tutor</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB4718</td>
<td>Dissertation</td>
<td>60</td>
<td>3</td>
<td>Michael Thomas</td>
<td>Year Long</td>
</tr>
</tbody>
</table>

### 2.5 Study Time
#### 2.5.1 Weekly timetable
The university assumes an average of 200 study hours per 20 credit module which may be comprised of different learning activities. It is recommended that 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.
2.5.2 Expected hours of study

The teaching content for modules on this course is delivered via e-learning using a combination of online units of study and guided reading. You are able to bring this learning to online tutorials in virtual classrooms with the tutors and other students at scheduled points during the modules.

With the exception of the Induction, all modules will be delivered over a period of 12 weeks following a structured and paced model of delivery. It is expected that students fully engage in the content-based materials, collaborative activities, and reading provided for each module and aim to gain a good overview of the required knowledge areas before attempting assignments. Following the completion of the 12 weeks of taught materials, you will then have a period of 3 weeks in which all remaining assessed work should be submitted.

Throughout the modules you are expected to engage with your peer groups and tutors through use of asynchronous discussion boards where there is opportunity for both formal and informal discussion. Tutors make themselves available to help guide learning and provide assignment support during the module in a variety of ways including e-mail, discussion boards, telephone, video and Skype tutorials. Students are also encouraged to develop their own mechanisms of peer support through study groups and blogs for example. Skype, virtual classrooms and other synchronous technologies can be used for these meetings outside formal tutorial sessions.

As part of the way that you learn you may be enhancing certain employability skills. In particular the use of IT for learning, communication and presentation; interpersonal skills through working with peers in study groups; and cultural awareness and sensitivity through exchange with students from diverse locations and backgrounds. Your independent learning hours may also help to enhance skills such as time management, self-motivation, report writing and problem solving. Each Module Descriptor (see Appendix 8.2) provides detailed information about the type of work you will be expected to undertake during your studies. This may include for example:

- action planning
- directed reading
- homework tasks
- independent library research
- participation in online discussions and forums
- preparation for assignments
- preparation for the next study materials
- reflective revision
- self-evaluation
- supplementary reading
- team meetings

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader Dr Michael Thomas (mthomas4@uclan.ac.uk) and the Programme Administrator Kelly Mullen (KMullen1@uclan.ac.uk).
As this course is delivered 100% online, there is no requirement for you to attend face-to-face sessions at the University of Central Lancashire in Preston or other UCLan campuses.

It is expected that all students complete a one-week long online Induction module. Though this module is not graded, it will require you to complete activities individually and as part of a learning group, and to do so regularly as indicated by the weekly schedule. Progression to the Year 1 core modules can only be achieved following the successful completion of the Induction module.

The paced e-learning model adapted for this course means that you are required to access materials on a weekly basis once your module has commenced and you will find that materials are typically released week-by-week rather in one block of 12 weeks to eLearn. Modules will typically incorporate asynchronous tasks, reflective exercises and discussions and it is expected that you will attend and complete these where specified. Your module tutors will explain the specific requirements for these sessions at the beginning of each module.

Your module tutors may also schedule one-to-one sessions, tutorials or office hours, and these are an opportunity for you to discuss your progress with your tutors and to raise any issues or problems that you may have.

You should stay in regular contact with your module tutors by e-mail, as well as by asynchronous and synchronous activities. If you regularly miss these activities, have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you 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 activity.

You are required to attend all learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader: Michael Thomas.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you 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.

Each time you are asked to enter your details on university systems you must remember that 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 or to permit others to submit work on their behalf during this distance learning course can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
If you have studied in an institution overseas, you may well find that there are some quite significant differences between our approach to teaching and learning and what you have been used to in the past. Second, this may be your first experience of studying online. You will find therefore you will need to understand our expectations about teaching and learning as well as the important parts of our online learning community.

Attendance and completion of the compulsory Induction module at the beginning of the
course is therefore essential and we have designed the module so that learners will experience our e-learning environment as a group, forming social relations that will bear you in good stead for the rest of your course, as well as getting used to the ways in which we can communicate online, and the types of tasks and exercises you will be expected to complete.

Though based 100% online, our teaching approach is primarily in a workshop style. That is, you will find that there are a lot of discussion board and problem-solving activities, in which you are expected to take a very full and active part. Occasionally, you may also be asked to prepare and lead parts of an online class yourself, either individually or together with fellow-students. Underlying this is our firm belief that active participation, questioning and debate is a better way of learning than a one-way mode communication based purely on transferring information. Learning at this level is therefore not simply concerned with the passive acquisition of facts and information, but the development of critical thinking and analytical skills, both in terms of what you read and in relation to your own assumptions and practice.

In our e-learning environment you will spend a significant amount of your time reading – in fact, you will probably find that the time you spend doing your MA is characterised by more reading than any other period of your life! Some of your reading will be guided by the reading lists you are given for each module, but some will be undertaken on your own initiative.

You should see reading, too, as much more than an activity which enables you transfer information and ideas from the page to your head. If you think of reading in the wider academic context, it is in fact very much like taking part in a debate or discussion: you listen respectfully to what others have to say – that is, the writers whose work you read, your tutors and fellow-students – but you also make your own contribution. Your contributions, like those of others, are not simply your opinions or anecdotes from your experience, but things you have thought about, backed up with arguments and evidence. And, as in any proper debate or discussion, you don’t simply take what everybody else says at face value – you weigh it up and evaluate it critically, try to identify the underlying principles and assumptions, ask yourself if there are exceptions or counter-arguments, and so on. You can expect that others will question your contributions in the same way, and your understanding of the issues will be all the deeper for it.

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 disagree with us!
- nobody is interested in your ‘opinions’. You have opinions when you start the MA – what you will develop through doing the course is arguments.

If at first you do find our way of teaching unusual, please bear with us for a while and we’re sure you’ll come to appreciate both that you learn more in the long run and that you learn more deeply through this learner-centred approach. 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
• an understanding of culture and cultural contexts

Through these skills we promote a student-centred approach to teaching and learning on the course. You are encouraged to share responsibility for your own learning and to acquire skills in understanding how to learn. You are encouraged to criticise, present and defend your own arguments and to take an active role in monitoring and evaluating your own learning.

Netiquette (Our expectations about your online behaviour)
Netiquette is concerned with your etiquette or way of behaving online. We expect all staff and students to behave professionally and with understanding and courtesy at all times. You will typically find yourself in a discussion forum or online classroom with staff and students from other cultures. It is important that you behave sensitively and with respect at all times. As a general guide, here are some principles that we recommend when you are working and studying online:

• Remember that all forms of electronic communication are meant for other people
• Consider that your behaviour may be acceptable in one culture but not in another
• Be patient when dealing with staff and students online
• Keep your messages clear, concise and courteous and be aware of the audience you are directing them to at all times
• Respect people’s privacy both in and out of the classroom and do not make personal comments about staff or students
• Show understanding for other people’s mistakes

It is expected that all students recognise the important of these guidelines and behave appropriately online as they would in face-to-face communication.

eLearn (or Blackboard) is used for online teaching and learning at the University of Central Lancashire in general and on this e-learning course in particular. Blackboard (or Bb) is a virtual learning environment in which learners and tutors participate in teaching and learning using a variety of tools so as to widen access to learning opportunities and enhance teaching/learning methods. Much of the information needed for the course will be made available via eLearn, 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 should check the announcements section on each module regularly to keep informed about the latest developments. The Induction module will act as a central point of reference for each cohort of students on the course and over time provide links to a global community for all students registered on the degree. All Module Information Packs (MIPS) and Module Descriptors (MDs) can be found on this module, as well as the School of Languages’ Student Handbook. In addition, each module will have its own modules on eLearn. You will see that the layout for each assessed module on eLearn is quite similar with the same consistent icons used to represent each area.

During the course, you will be asked to make contributions to the course via the online discussion boards and conference facilities. You will also find your tutor’s notes, useful links to skills resources and cultural activities. Care is taken by the course team in collaboration with the Learning and Development Unit (LDU) to ensure that the programme complies with current SENDA requirements. In the first few weeks of your course during Induction, you will be trained on the use of eLearn to optimise your learning experience.

You can make use of the following eLearn tools to enhance your learning experiences. These tools include:
• the calendar
• discussion lists
• chat room/conferencing
• practice notes
• quizzes
• announcements

How to Access eLearn
Below are the basic instructions for how to access eLearn:

1. go to the university home page (www.uclan.ac.uk)
2. click on the current students link
3. scroll down to useful links
4. click on the eLearn link and then logon
5. this will take you into your eLearn page

Once you are logged in you will see the courses for which you are registered and can explore the materials and the information presented there. You can also leave messages for tutors or chat with other students on the course using the conference chat rooms. You will also become familiar with a range of additional tools and functions used by your tutors:

Course Management Tools

Student tracking: With the tracking tool your tutors can run reports that provide information on various student activities. The statistics provided in these reports show the items, tools, and pages that are of most interest to students.

Selective Release: Your tutors may control the release of course materials, assessments, assignments and all other items and folders within course content so that only those materials relevant to your studies at that moment are shown.

Assessment Tools

Quizzes: A quiz is an online test that you complete and submit for grading. Quizzes may be used to assess your performance in the course and provide private feedback.

Surveys: A survey is an online questionnaire that you complete and submit anonymously. Surveys may be used to allow you to give feedback or opinions about the modules you study or other aspects of the course.

Self tests: A self test is an online test that you complete and submit for grading so you can assess your understanding of course material. Feedback is instant and the grades are not recorded.

Student Tools

Bb has a set of tools which enable students to process, review and manage the course content. Some popular examples are:

Course Management Tools

The My Progress tool allows you to view a report that includes information about your level of participation in the course.

You can use the My Grades tool to view grades that have been released for all of the courses in which you are enrolled.
Communication and collaboration tools

Discussion Forums facilitate interactive discussion among students around topics relative to your course. They provide you with an opportunity to voice your opinions and establish your presence in the class.

Chat allows for real-time online communication providing a virtual classroom in which there is no need for everyone to be in the same location.

Calendar can be used as the official class notification area. Students can post private entries making it a personal organizer.

Self Assessment Tools

Self Test can be used for formative (or continuing) assessments and provides instant feedback.

Online tests can prepare you for real exams by using practice tests. Automatically graded, these tests provide instant feedback.

Other technologies used on the course

In addition to eLearn you are likely to meet a range of other technologies on the course. An introduction to these will be given during the Induction module and no previous knowledge is assumed. The technologies are widely used by educators around the world, so it is useful that you are also getting an introduction to them now, as you may also use them in your TESOL teaching and learning contexts in the future. A brief description of the most important of these technologies and applications is shown in the table below.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Name</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Adobe Connect" /></td>
<td>Adobe Connect (formerly known as Breeze)</td>
<td>Adobe Connect will be used to provide synchronous meeting rooms. In order to access the rooms, you will be provided with a Web link (URL) by your instructor. You will require a Webcam and, for best quality audio, a headset with integrated microphone. Alternatively, you may use your computer’s integrated microphone such as on a laptop.</td>
</tr>
</tbody>
</table>

The roles and functions associated with Adobe Connect will be fully introduced in the Induction module where you will have the opportunity to participate in meetings with your tutor and other students. You will soon become familiar with how to speak, text chat, and share documents with other participants. A screenshot of an Adobe Connect room is shown below as an example. You can see a live video link to the tutor in the top left corner. Chat windows are located directly beneath and the central window can be used for viewing presentation slides or sharing documents.
We will also be using Adobe Presenter to provide recorded audio and/or video lectures. The screenshot below shows the central window being used for presentation slides. The image or video of your tutor is shown in the top right corner. Each presentation is divided into a series of chapters shown directly under the image of the tutor.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Name</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="icon.png" alt="Adobe Presenter" /></td>
<td>Adobe Presenter Lectures</td>
<td>Most of your recorded lectures will be delivered via Adobe Presenter. This application allows you to view presentations in the main window while also listening to or watching your instructor via video.</td>
</tr>
</tbody>
</table>

Contributing to Discussion Forums
Discussion forums play an important role in each eLearn module where there are likely to be a variety of assessed and non-assessed tasks. Your lecture input will clearly indicate the nature of the discussion tasks that you are required to complete and provide a link to the relevant discussion forum. You can also find the forums for each module by clicking on Discussions in the main menu on the left of the screen in eLearn.
Discussion questions provide you with an opportunity to share your experiences, demonstrate your reading and research ability, and synthesise your thoughts into clearly written responses to key questions arising from your course materials. When other students are also in a group, you will get the opportunity to respond to their contributions also as well as the receive feedback from your instructors. It is important that your discussion board postings are appropriately referenced and engage with your reading and research. In most modules your forum posts contribute directly to your overall grade. Your posts should therefore demonstrate your engagement with course materials and with the key arguments and aspects of the course. It is important that you regularly use the opportunities they present to express your experience, arguments and opinions.

The evaluation of your discussion forum posts will typically be based on your ability to:

- develop original perspectives
- ground your contributions with reference to existing research
- extend the views of other participants where appropriate
- demonstrate a critical viewpoint on theory or practice
- exhibit originality in the application of theory
- clarify the content under consideration

Specific requirements and assessment criteria will be provided by your instructors in the Module Information Packs (MIP) that accompany each module. In general you will be required to provide a substantive posting for each topic in line with the criteria set out in the MIP. It is especially important that you refer to examples drawn from the research literature where appropriate and to evidence your arguments and comments (see also 5.1.1). As with all other assignments, you will be required to submit substantive posts to Turnitin as well as the relevant discussion board. Further information on how to use discussion forums will be covered in the Induction module in more detail.

The Seven Principles of e-Learning that We Use
Throughout the modules on the course we stress that there are seven key principles guiding the design and use of our e-learning materials. These principles along with the technologies used are shown below in the table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Principle</th>
<th>Technologies / Approaches Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>We encourage contact between students and staff</td>
<td>- Online chat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Online discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- E-mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Web meetings</td>
</tr>
<tr>
<td>2.</td>
<td>We encourage co-operation among students</td>
<td>- Online student presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Online discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Group discussions</td>
</tr>
<tr>
<td>3.</td>
<td>We encourage active learning</td>
<td>- Reflection and action planning using e-portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Support active learning strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interactive questions during synchronous meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Simulations</td>
</tr>
<tr>
<td>4.</td>
<td>We aim to give prompt feedback</td>
<td>- Interactive questions during class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- E-mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Electronic feedback on assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Formative feedback through media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Audio feedback</td>
</tr>
<tr>
<td>5.</td>
<td>We aim to use time in class or online effectively to support student learning</td>
<td>- Interactive questions during class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Online discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Monitor student online activity</td>
</tr>
</tbody>
</table>
6. We aim to communicate high expectations and make students aware of what we expect from them.

- Interactive animations and media
- Calendar
- Online discussions

7. We respect diverse talents and ways of learning

- Deliver content via different methods and media
- Animation using Flash
- Streaming media
- Recorded lectures using Adobe Connect
- Assessment using different tools

Technical specifications

To study on this online course you are required to have a reliable Internet connection. This should normally be available at home rather than via temporary or limited access in an Internet cafe for example. It is advisable that you have access to a broadband (cable or ADSL) connection.

When you register you will be given a UCLan e-mail address. In addition you will require a private e-mail address for the case you forget your password or ID. E-mail will typically be used for all important communication involving your studies.

Both Windows (Windows 2000, Windows XP, Windows Vista or Windows 7) and Macintosh (10.4 and over) operating systems manufactured typically within the last five years can be used to access our e-learning resources. For Windows and Mac this means having the following specifications: Processor (Intel or compatible, 1GHz+), RAM (512MB+), HDD (5GB+), Monitor (minimum 1024x768 pixels). This information is summarised in the table below.

Macintosh Software Recommendations

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Mac OS 10.4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported Browsers</td>
<td>Safari 3 and 4 &amp; Firefox 3.5</td>
</tr>
<tr>
<td>Alternative Browser</td>
<td>Google Chrome</td>
</tr>
<tr>
<td>Adobe Flash Player</td>
<td>Version 10+</td>
</tr>
<tr>
<td>Java</td>
<td>Version 6+</td>
</tr>
</tbody>
</table>

Windows Software Recommendations

<table>
<thead>
<tr>
<th>Operating System</th>
<th>2000, XP, Vista or Windows 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Office</td>
<td>Versions 97, 2000, XP, 2003, 2007 and 2010</td>
</tr>
<tr>
<td>Supported Browsers</td>
<td>Microsoft Internet Explorer 7, 8, Firefox 3.5</td>
</tr>
<tr>
<td>Alternative Browser</td>
<td>Google Chrome</td>
</tr>
<tr>
<td>Adobe Acrobat Reader</td>
<td>Version 7+</td>
</tr>
<tr>
<td>Adobe Flash Player</td>
<td>Version 10+</td>
</tr>
</tbody>
</table>
A full list of technical specifications can be found here: http://www.uclan.ac.uk/information/services/elearn/technical_checklist.php. Software updates can be found here: http://www.apple.com (Mac) and http://www.update.microsoft.com (Windows).

**Technical support**

Technical support information is shown in the footer of every module page on eLearn. 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.

### 3.2 Study skills

Study skills are an important part of postgraduate life. We take this seriously especially since many of you will be international students studying in a second language during this course. It is important that you understand how we expect you to study and produce academic work in a UK university. For this reason we will devote time to study skills in the Induction module where we will examine a number of skills including:

- 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

In order to do this we will refer you to relevant resources on the subject as well as an interactive e-learning module entitled Skills4Study provided by Palgrave Macmillan. You can watch an introductory video about this innovative study skills module [here](#).

In addition, you will also have access to Wiser, the University’s dedicated study skills support unit. Wiser provides an eLearn module which also gives help for postgraduate students. You will also 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 aimed at off-campus e-learning students 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 module. Andrea Evans is the subject liaison librarian for the School of Languages and during Induction he will provide an overview of his role as well as a detailed introduction of how to
access the various resources available to you. Andrea’s contact information is available here.

3.3.2 Electronic Resources

eLearn (or Blackboard) is used for online teaching and learning at the University of Central Lancashire in general and on this e-learning course in particular. Blackboard (or Bb) is a virtual learning environment in which learners and tutors participate in teaching and learning using a variety of tools so as to widen access to learning opportunities and enhance teaching/learning methods. Much of the information needed for the course will be made available via eLearn, 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 should check the announcements section on each module regularly to keep informed about the latest developments. The Induction module will act as a central point of reference for each cohort of students on the course and over time provide links to a global community for all students registered on the degree. All Module Information Packs (MIPS) and Module Descriptors (MDs) can be found on this module, as well as the School of Languages’ Student Handbook. In addition, each module will have its own modules on eLearn. You will see that the layout for each assessed module on eLearn is quite similar with the same consistent icons used to represent each area.

During the course, you will be asked to make contributions to the course via the online discussion boards and conference facilities. You will also find your tutor’s notes, useful links to skills resources and cultural activities. Care is taken by the course team in collaboration with the Learning and Development Unit (LDU) to ensure that the programme complies with current SENDA requirements. In the first few weeks of your course during Induction, you will be trained on the use of eLearn to optimise your learning experience.

You can make use of the following eLearn tools to enhance your learning experiences. These tools include:

- the calendar
- discussion lists
- chat room/conferencing
- practice notes
- quizzes
- announcements

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. It is embedded in the teaching and assessment of most modules.

Strategies for enhancing skills for academic, personal and professional development are identified during Induction and explicitly taught in compulsory modules and several of the other modules (as relevant). You will meet regularly with your personal tutor and PDP will form a focus for discussion, with an emphasis on academic development.

In is the intention that through the PDP process you will understand how to learn so you can set yourself clear goals and take responsibility for some of your own learning. It is essential that you use PDP to think about the areas of study which you feel are difficult for you, set your goals to overcome them and how you are progressing.
It is a requirement that all students become familiar with the ways of managing and planning their time during their studies. During the Induction module you will complete a specially designed guide which examines all aspects of this process and will help you to deal with your time effectively. In general we will be using resources available from the Palgrave Macmillan website called Skills4Study.

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 and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, 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

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

4. Student Support
Your Personal Tutor is available to support and advise you as well as to direct you to central services around the University as required. You may also seek support from the Course Leader, Dr Michael Thomas (MThomas4@uclan.ac.uk), and your individual module tutors throughout your studies.

As previously explained, you will be given a Personal Tutor during Induction. In general you should firstly approach your module tutor if you require specific academic guidance or support. If the matter is of a more general nature, then you should consider discussing the matter with your Personal Tutor who will be able to direct you to the most appropriate person or service.

4.1 Academic Advisors
As discussed in Section 1.4 the Personal Tutor System (PTS) is in place to help you not only settle in to life in Higher Education but also to better understand what is expected from you as a student at The University of Central Lancashire.
Within the system every student is given an Academic Advisor; yours will be a tutor within the School of Languages and International Studies. If you are unsure please ask the School Office, in FY32. The Academic Advisor will be your first point of contact if you wish to discuss any problems or issues (academic or not) which you are faced with while at the University of Central Lancashire.

Your Academic Advisor will listen to your problem and then advise you as best they can on how to resolve it. As we are academic experts we might need to set up an appointment for you with someone else who is better equipped to help you. A further role of your Academic Advisor is to give guidance on how to develop and implement your Personal Development Plan (PDP). The following section gives you further information on this. The School has produced a guide for you to read about the role of the Academic Advisor and you can download it from the Home area of eLearn for this course.

4.2 Students with disabilities
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

4.3 Students’ Union One Stop Shop
As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment

5.1 Assessment Strategy
We give the same care and consideration to the way we assess your work as we do to the way we teach. Assessment, that is the various written assignments, presentations, portfolios and other course work used to decide your marks, is based on a number of important principles, and you should be familiar with these and understand them. For the submission of assessments, deadlines corresponding to times in students’ own time zones are used. As a reference point, a world clock is available here http://www.timeanddate.com/worldclock/ and procedures for assessment submission will be fully explained by module tutors.

Assessment will be in line with the aims and learning outcomes of the modules which constitute the MA in TESOL with Applied Linguistics by E-Learning as stated in this Handbook. This means that we will use methods of assessment which reflect the work in the modules and marking criteria based on the Learning Outcomes in each module description. For details of assessment patterns for individual modules, please read the module information at the end of this Handbook. Further information will be given to you in Module Information Packs (MIPs) at the start of your course. You should seek clarification from your module tutor if you have any queries about the assessment requirements.
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 should therefore make sure that you devote more attention to work which carries a 50% than a 25% weighting.

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. It is formative in that it is designed in a manner to provide you with feedback on your progress at regular intervals and at all levels of the programme. Feedback on your performance will be provided within specified deadlines and returned to you using the relevant assessment proforma. 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
• contributions to the asynchronous discussion boards
• case studies and independent learning tasks
• participation in the synchronous discussions
• presentations
• research projects/dissertations

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 detailed tables of contents and an abstract for each assignment. Students wishing to have further feedback need to arrange a meeting with their tutors.

Finally, 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.

5.2 Notification of assignments and examination arrangements
Students will be notified of the requirements for assessments by their tutors on Blackboard. Assignments will typically be submitted via Turnitin – no paper submissions are required for any module. All marking criteria is 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 learn how to follow proper referencing conventions in written work of any kind. Guidance on correct referencing conventions can be found in a great many books on academic writing. As a general principle, online encyclopedias 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 recommend that you use the APA referencing system, which is set out briefly below. In the APA system, at every point in the text where reference to a document is made, its author’s surname, year of publication and the page number should be given in parenthesis, like this: (Bell, 1975, p. 87). Internet sources also need to be carefully referenced.

a) Reference to single author’s ideas
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, p. 98) suggests that “one of the best ways to instill 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)
These should be kept separate from the main text:

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, p. 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 for a book authored by the writer(s):

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

g) References to journal articles
The same conventions apply as to works in edited collections:

O’Neill (2003) points out that ....

Bibliographies
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 Bibliography.

a) Bibliography referencing for single authors

b) Bibliography referencing for two authors

c) Bibliography referencing for three or more authors

d) Bibliography referencing for edited works

e) Bibliography referencing 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.

Your bibliography section 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.

If you quote from several works by the same author, three principles apply. Single authored items come first, followed by joint and 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 bibliography and the text with a small case letter. For example:

Halliday, M. (1989a)

Halliday, M. (1989b)

You must include the place of publication and the publisher for all books in the bibliography.

**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 a full URL so that the reference can be traced. For example:


It is very important that you are very careful about referencing. Try to get into good habits early in your career at university and you won’t regret it.

**Some further hints on referencing**

If you follow these hints, you’ll find that it saves you a lot of time and worry in the long run.

- start a bibliography file on your computer/area 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;
- 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.
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.

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 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 and The Card;
- 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.

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.
### 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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
</table>
| 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 and 4)
• 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 outcomes 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 outcomes 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>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Compulsory Modules</td>
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<tr>
<td>EB4501</td>
<td>Language Analysis</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4502</td>
<td>Methodology in TESOL</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4503</td>
<td>Second Language Acquisition</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4505</td>
<td>Dissertation</td>
<td>60 / 30</td>
</tr>
<tr>
<td>EB4504</td>
<td>Course and Materials Design</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4511</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4514</td>
<td>Language in Interaction</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4512</td>
<td>Corpus-Informed Language Teaching</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4515</td>
<td>Computer-Assisted Language Learning</td>
<td>20 / 10</td>
</tr>
<tr>
<td>EB4510</td>
<td>Teaching English for Academic and Specific Purposes</td>
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<tr>
<td>EB4507</td>
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<td>EB4570</td>
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<td>EB4720</td>
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</tr>
<tr>
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<td>20 / 10</td>
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</table>

**Option Module for Cyprus Only**
- Curriculum Design | 20 / 10 |

**E-learning**
- Compulsory modules
  - Language Analysis | 20 / 10 |
  - Second Language Acquisition | 20 / 10 |
  - Methodology in TESOL | 20 / 10 |
  - Dissertation | 60 / 30 |

**Optional Modules**

### 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.

*Level 7: 20 / 10
*Level 6: 20 / 10
*Level 5: 10 / 20
*Level 4: 10 / 20
*Level 3: 20 / 10
*Level 2: 20 / 10
*Level 1: 20 / 10

**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>
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<tr>
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<th>Credit (Hours)</th>
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<td>Testing and Assessment in TESOL</td>
<td>20 / 10</td>
</tr>
<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>
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<tr>
<td>EF4702</td>
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**Level 6**

<table>
<thead>
<tr>
<th>Code</th>
<th>Optional Modules</th>
<th>Credit (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EB3602</td>
<td>Teaching Practicum</td>
<td>20 / 10</td>
</tr>
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</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 honors 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 honors 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
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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<td>CORE</td>
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<td>EB 4711</td>
<td>Second Language Acquisition</td>
<td>CORE</td>
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<td>N</td>
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<tr>
<td>EB 4718</td>
<td>Dissertation</td>
<td>CORE</td>
<td>N</td>
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<td>EB 4713</td>
<td>Course and Materials Design</td>
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<td>N</td>
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<td>EB 4715</td>
<td>Student-Initiated Module (SIM) in TESOL/Applied Linguistics</td>
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<td>Testing and Assessment in TESOL</td>
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<td>Teaching English for Academic and Specific Purposes</td>
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<td>N</td>
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<td>EF 4702</td>
<td>Corpus Informed Language Teaching</td>
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<td>EF 4703</td>
<td>Computer-Assisted Language Learning</td>
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<td>N</td>
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<td>EF 4716</td>
<td>Language in Interaction</td>
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</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.
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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. Part one of 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 appeal this decision by following the Complaints Procedure.

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, Clerk to the Board Service, 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.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building
near the main entrance) or access our careers and employability resources via the Student Portal

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 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

   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

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. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

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 through 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 studentsdivide 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;
4. 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 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.

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 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 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.