Programme Specification

1	**Awarding body**	University of London
2	**Teaching Institution**	**Birkbeck College**
3	**Programme Title(s)**	**PG Diploma Language Teaching/TESOL**
4	**Programme Code(s)**	TPDLNTSL_C
5	*UCAS code (if applicable)*	N/A
6	**Home Department**	Applied Linguistics and Communication
7	**Exit Award(s)**	PG Diploma Language Teaching PG Certificate Language Teaching PG Diploma Teaching English to Speakers of Other Languages (TESOL) PG Certificate Teaching English to Speakers of Other Languages (TESOL)
8	**Duration of Study** (number of years)	1 year FT or 2 years PT
9	**Mode of Study**	FT **x** PT **x** DL
10	**Level of Award (FHEQ)**	7

11	*Other teaching depts or institution (or not applicable)*	N/A
12	*Professional, Statutory Regulatory Body(PSRB) details (or not applicable)*	N/A
13	[*QAA Benchmark Statement*](#) *(or not applicable)*	N/A

14	***Programme Rationale & Aims***

The PG Dip Language Teaching/TESOL is designed for people with classroom experience of teaching second or foreign languages, including English as a second/foreign language, or those with a broadly relevant first degree background background and who have an interest in the theory and practice of language teaching. The programme offers the opportunity to update and expand your knowledge of the theories of language teaching and learning and to develop and deepen your understanding of classroom practice through personal reflection and discussion with other practitioners.

The programme values the importance of reflection on practical experience of language learning and teaching in providing the context for theoretical concepts. Participants are asked to draw on examples from their learning and teaching experiences and are encouraged to maintain contact with the classroom during the course as a way of bridging the gap between theory and practice.

The PG Dip Language Teaching/TESOL aims to increase your understanding of key concepts in language teaching through the academic literature; to develop a critical approach to methods and materials; to offer the opportunity to reflect on professional practice; to promote cross-cultural awareness at the same time as knowledge of different teaching contexts; and to provide a range of options to allow for different professional interests.

The PG Dip Language Teaching/TESOL enables students who may not be interested in committing to an MA programme to gain knowledge in the field of language teaching.

The exit award students receive will reflect the work completed; students focusing on aspects of teaching English in their work will be awarded a PG Diploma TESOL upon successful completion of the course, while those focusing on the teaching of languages other than English will be awarded a PG Diploma in Language Teaching.

15	**Entry Criteria**
	Normally an upper second-class honours degree or above (or overseas equivalent) in a relevant subject and/or professional training and expertise.
	If English is not your first language, you will need an English language qualification (IELTS 6.5 or equivalent) completed within the last 2 years, unless evidence is provided that you have completed a degree in an English-speaking country.
	You may be required to complete a short admissions task of no more than 500 words may be requested, to support your application.
	You must provide 2 references, at least 1 of which should be an academic reference.

16	**Learning Outcomes**
	- Develop substantial knowledge and understanding of the main theories, principles and models in the study of language teaching. - Develop substantial knowledge of the relationship between teaching, learning and language. - Demonstrate appreciation of the relationship between theory and practice and the ability to make connections between theories and practice - Demonstrate the ability to critically evaluate theories - Demonstrate the ability to reflect on one's own personal and professional experience - Apply an analytical and systematic approach to problem-solving - Demonstrate the ability to synthesise ideas and information - Academic writing skills - Library research skills - Develop self-confidence through appreciation of individual and cultural styles of learning and communication

17	**Learning, teaching and assessment methods**
	Lectures, discussions and tasks.
	Assessment is by coursework (100%)

18	**Programme Description**
	Students will complete 4 modules (30 credits each), consisting of 2 compulsory modules (Language Learning and Teaching in Multicultural and Multilingual Contexts and Research Methods and Design) and 2 options.
	The exit award will reflect the work completed: students focusing on aspects of teaching English in their work will be awarded a PG Certificate /Diploma TESOL upon successful completion of the course, while those focusing on the teaching of languages other than English will be awarded a PG Certificate /Diploma in Language Teaching.)

19	**Programme Structure**

Full Time programme

Students complete 2 compulsory and 2 optional modules.

Level	Module Code	Module Title	Credits	Status*
7	SSAC005S7	Language Learning and Teaching in Multicultural and Multilingual Contexts	30	Compulsory

Level	Module Code	Module Title	Credits	Status*
7	LNLN019S7	Research Methods and Design	30	Compulsory
7		Option	30	Optional
7		Option	30	Optional

Part Time programme

Year 1 Students complete 2 compulsory modules

Level	Module Code	Module Title	Credits	Status*
7	SSAC005S7	Language Learning and Teaching in Multicultural and Multilingual Contexts	30	Compulsory
7	LNLN019S7	Research Methods and Design	30	Compulsory

Part Time programme

Year 2 Students complete 2 options

Level	Module Code	Module Title	Credits	Status*
7		Option	30	Optional
7		Option	30	Optional

Indicative list of options

Module Code	Module Title	Credits	Status*
LNLN069S7	Bilingualism	30	Optional
LNLN022S7	Intercultural Communication in Business Contexts	30	Optional
LNLN084S7	Marketing Communications: A global perspective	30	Optional
SSAC046S7	Neurolinguistics (level 7)	30	Optional
SSAC047S7	Psycholinguistics (level 7)	30	Optional
LNLN021S7	Second Language Acquisition	30	Optional
LNLN067S7	Sociolinguistics	30	Optional

Status*

CORE – Module must be taken and passed by student
COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board
OPTIONAL – Student can choose to take this module

20	**Regulations**
	• **Admissions** This programme adheres to the College Admissions Policy http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf • **Credit Transfer** Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf • **Programme Regulations** This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations • **Programme Specific Regulations (or not applicable)** N/A

21	**Student Attendance Framework** *– in brief*
	The full version of the 'Student Attendance Framework' is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf . **Principle** Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded. **Attendance expectation** Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations. **E-Registers** All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.

22	**Student Support and Guidance**
	All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/student-services

23	**Methods of Enhancing Quality and Standards**
	The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input. For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality .

24	**Programme Director**	Bojana Petric
25	**Start Date** *(term/year)*	October 2020
26	**Date approved by Education Committee**	Spring 2020
27	**Date approved by Academic Board**	TBC
28	**Date(s) updated/amended**	April 2020