



LTC16D056 / LTC16A003

LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and
COURSE AMENDMENTS
with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance **CP-2013** to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? <i>note 1</i>		If no, please give existing course code	
MA in SECOND LANGUAGE EDUCATION		Y	N		
School(s) of study & Faculty					
SCHOOL OF EDUCATION AND LIFELONG LEARNING – SOCIAL SCIENCES FACULTY					
Proposer & proposer's school					
NALINI BOODHOO – EDU					
Proposed start date (of new course or of changes)					<i>note 2</i>
SEPTEMBER 2017					
This proposal requires: <i>note 3</i>		Prior approval by Council		Prior approval by LTC	
		N		Y	

This form is in 5 parts:

- Part 1 Summary and Rationale
- Part 2 Business Case
- Part 3 Academic Case including Programme Specification
- Part 4 Key Information Set (KIS) data
- Part 5 Approvals and Notification

The initiator is responsible for completing parts 1-4

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	a	SCHOOL(S) OF STUDY	SCHOOL OF EDUCATION AND LIFELONG LEARNING	
<i>note S1c</i>	b	FACULTY or FACULTIES	SOCIAL SCIENCES FACULTY	
	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO √	
	d	NAME OF COURSE DIRECTOR (Home School)	NALINI BOODHOO	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2 <i>note S2a</i>	a	COURSE TITLE	MA in SECOND LANGUAGE EDUCATION	
<i>note S2b</i>	b	COURSE CODE	TBA	
<i>note S2c & S2d</i>	c	AWARD	MA	
	d	EXIT AWARD(S) AND TITLE(S)	Postgraduate Diploma Postgraduate Certificate	
	e	FULL/PART-TIME (please specify)	FT	
	f	LOCATION (UEA Norwich, UEA London, Distance Learning)	UEA NORWICH	
	g	AVAILABLE FROM:	SEPTEMBER 2017	
S3 <i>note S3a</i> <i>note S3b</i>	a	PROFESSIONAL AWARD (if any)	N/A	
	b	ACCREDITING/VALIDATING BODY (if relevant)	N/A	
		Website (URL)	N/A	
		Date when accreditation/validation may take place	N/A	
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	√	
		Other postgraduate (please specify)		
S5 <i>note S5a</i>	a	DURATION (years or months)	1 YEAR	

<i>note</i> S5b	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	FULL TIME			
S6 <i>note</i> S6	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED		YES	N/A	NO	√
			If YES, does this conform with the UEA's code of practice on placements?			
S7 <i>note</i> S7	RELEVANT SUBJECT BENCHMARK STATEMENT(S)		NONE AVAILABLE ON QAA SITE			
S8 <i>note</i> S8	ENTRY REQUIREMENTS		<p>Degree Subject</p> <p>First degree in a relevant social science, or humanities discipline; and/or in a Modern Language and/or English</p> <p>Degree Classification:</p> <p>2:1 honours or equivalent</p> <p>If English is not the first language applicants will need IELTS (International English Language Testing System) with an overall score of at least 6.5, with no less than 6.0 in any section.</p> <p>Special Entry Requirements</p>			
S9	JACS Subject Level Code(s)		To be completed by the Planning Office following approval of the Business Case			
S10	UCAS ADMISSION CODE / COURSE CODE		To be completed by the Planning Office following approval of the Business Case			
S11 <i>note</i> S11	FURTHER INFORMATION available via...		http://www.uea.ac.uk/education/			
S12	COURSE HIGHLIGHTS (for publication in University Prospectus / Website / other publicity) NB Please include employability prospects/career possibilities					
<i>note</i> S12	<p>The MA in Second Language Education is designed for those who have an interest in second language education. The three compulsory modules for this pathway develop understanding of the underlying principles of second language teaching and learning, situating this within current debates in the field and reflect on how innovation and change might be introduced in the language classroom. It should be noted that this is not a teacher training programme.</p> <p>This course is part of a suite of MA programmes (see titles below). Common features of these courses are their international dimension - in terms of perspectives and student recruitment - and a strong focus on the latest thinking and research in education. Alongside common core modules in educational research and critical thinking, each course offers a 'defined choice' module, and a suite of specialist</p>					

	<p>modules.</p> <p>Other courses in this suite of programmes:</p> <p>The MA Education: Learning, Pedagogy and Assessment is intended for those who wish to develop a critically reflective but practical understanding of current issues and debates about pedagogy and learning within and beyond specific subjects, key educational trends and policies in the UK and globally, and educational research.</p> <p>The MA Adult Literacy, Lifelong Learning and Development: International Perspectives is intended for those working in adult education and basic literacy, particularly in international and community development programmes. We welcome people working in policy, planning and evaluation roles, as well as teachers from colleges, schools and literacy programmes.</p> <p>The MA Mathematics Education is intended for mathematics graduates with an interest in education, practising mathematics teachers, mathematics teacher educators and other educational professionals.</p>
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****Please copy and paste the above table for additional (related) courses****

S13	RATIONALE FOR PROPOSAL
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>This is a proposal which will add a further award to the existing full-time PGT suite of courses which have a common and modular structure. These started in September 2014 and lead to separate awards.</p> <p>This proposal is therefore part of the second step (following introduction of percentage-based marking in 2012) towards a significant reform of the full time PGT offer in EDU. Originally designed for reflective practitioners, the course is today recruiting primarily among international students with and without prior professional experience of education and requires some adjustments to its current main audience.</p> <p>EDU is currently offering 3 full-time courses sharing 120 credits.</p> <p>The first objective of the suggested changes was is to add a new course (MA Learning, Pedagogy and Assessment) to a highly integrated portfolio of courses.</p> <p>The second objective was to restructure the existing 60 credit taught modules of the courses in specialist pathways made of 3 (20c) modules ;</p> <p>The third objective was to associate this modularisation with diversification by allowing students a limited amount of choice of modules (20c)</p> <p>These amendments are offered in response to demands expressed by students for more modularity in the programme, for a better spread of the taught elements of the course (currently over 15 weeks) and for opportunities to select modules outside their course. Students have also expressed interest in following a course with a second language education element. Recruitment agents have also confirmed there is a consistent demand for such courses especially those wishing to develop</p>

	<p>knowledge and understanding of English /Second language Teaching/Learning</p> <p>A positive impact on recruitment is anticipated.</p> <p>The overall changes to our programmes will also contribute to aligning EDU courses with other Master's level courses in SSF and beyond, allowing for more module sharing and cost effectiveness.</p>
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UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
BC1.1	How does the proposal fit with the University's Corporate Plan?		
<i>note BC1.1</i>	<p>The proposed MA is in line with the University's CP aim to build on current success and expand. EDU has been successful in developing its MA in Learning, Pedagogy and Assessment programme and feedback from a number of students has indicated there is a market for English as a second/foreign language / other foreign languages as a standalone course. The proposed degree therefore aims to provide EDU with an opportunity to build on its current success and attract more international PGT students. The course is also open to home /EU applicants and is likely to recruit from this pool too.</p> <p>The course will enhance the employment possibilities for students in a range of educational professions (e.g. teaching/research/materials production/policy making)</p>		
BC1.2	Proposed Recruitment Strategy		
<i>note BC1.2</i>	<p>We intend to target international and home/EU students who have gained a 2:1 (or equivalent) degree as noted above. This will be achieved through our website and international agents. This is in line with our normal marketing strategy for our degrees and, therefore, no additional cost should be incurred. The strategy will also include consultation with PLN and ARM.</p>		
BC1.3	Partnership and commercial sensitivity		
<i>note BC1.3</i>	Has this proposal, in outline, been approved by the Partnerships Office?	YES	√
		NO	
	Please paste their comments below		
	<p>Email comments from Sally Walker – 06/01/2014 Thank you. Partnerships do not have any comments to add to this proposal. There are no similar programmes at our partner institutions.</p>		

BC2 <i>note BC2</i>	MARKET RESEARCH	Consult with Market Research team	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?		
	<p>Research into similar courses offered by other institutions aimed at International students suggests that competitor courses for students with a first or upper second class degree in a related subject as follows. It is to be noted that the proposed UEA course is not specifically focussed on providing teacher training in Teaching English as a Foreign Language and with Linguistics whereas others are. This course will</p>		

	<p>cater for a more niche market with its focus on sociocultural issues in English and second language education.</p> <p>Manchester Metropolitan University - M.Ed English Language Teaching University of Exeter – MEd Teaching English to Speakers of other Languages University of Edinburgh – MSc Language Teaching</p>	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	<p>These courses are for students who wish to study in an English language environment and this would be crucial to the type of course proposed. We have not reviewed Australia or North American course provision in detail, but these are probably distinct markets for international students. As stated above, such courses offered elsewhere tend to have more of a teacher preparation focus.</p>	
BC2.3 <i>note</i> <i>BC2.3</i>	What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?	
	<p>As this is a postgraduate course, there is no comparative data available on application numbers. Admissions requirements for MA courses are broadly comparable.</p>	
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 	
	<p>We have been asked by a number of international agents if we provide a course such as the one proposed. Students who have enrolled on the MA in Learning, Pedagogy and Assessment have over the years also enquired about this.</p> <p>In terms of employment, there is continuous growth in second language education. This course will prepare graduates to move into teaching (with further training) and to study for a PhD. (EDU receives a steady stream of requests for doctoral supervision in various aspect of English as a Second Language related to teaching, policy and curriculum development.). The course will also prepare students to move into areas such as materials production, administration in related fields of second language teaching/learning. Given the growth of English language teaching in both private and state sectors schools and HEIs in European and other countries, we believe there is a strong market for this course. This course will provide students with educational and research skill sets, strong literacy skills and strong problem solving skills. We believe home students who are qualified to teach Modern Foreign Languages MFL / who hold a MFL degree will also apply for this course if they wish to pursue a PhD or EdD.</p>	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	This information is not available as comparative data is not accessible for MA courses. The School believes that there is sufficient demand for courses of this nature due to enquiries received and via subject-specialist networks
	Regionally:	No – Cambridge offer a MPhil and a part time MA in Research in Second Language Education
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	<p>The competitive advantage for UEA is that there are a number of international undergraduate students and graduates wishing to pursue Masters level study which is related to second language education and which is not purely related to teacher preparation. We have the expertise in terms of academics to deliver this programme. Dr Nalini Boodhoo is a foreign language specialist In addition, Prof.</p>	

	<p>Anna Robinson- Pant has research and teaching expertise in intercultural learning. Recent arrivals with expertise in language education include Richard Andrews and a newly appointed Senior Lecturer. There is currently a large number of Doctoral students researching various aspect of second language learning and teaching and related socio-cultural factors. We feel that this makes EDU well placed to offer the proposed new degree.</p> <p>Another advantage is that LCS offer modules in intercultural studies and we therefore envisage some cross fertilisation.</p> <p>EDU already attracts good numbers of international students at Masters level. UEA is a campus university and Norwich is a relatively safe city offering a good environment in which to study.</p>
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BC3 <i>note</i> BC3	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
BC3.1	What graduate career opportunities may be available?	
	The course will enhance the employment possibilities for students in a range of educational professions including teaching, research, materials production and educational policy making.	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?	
	<p>Dr Alison Croft (University of Sussex) and external examiner to the MA in Education has been consulted and has written (email 10 January 2014):</p> <p><i>'This looks to be an interesting, topical and intellectually rigorous academic approach to issues in English language teaching. I am aware of the demand for courses focusing on ELT from the enquiries I frequently received at Sussex. The proposed modules are focused and clearly distinct while also allowing for students to investigate issues that they find important. This particular approach to ELT seems to mesh well with the existing MA Education pathways and what I know of the research and teaching interests of the staff teaching it. In marketing the programme it will be important to maintain the current clear statement that it is not a programme of ELT training.'</i></p>	

BC4 <i>note</i> BC4	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
BC4.1	Student Numbers	
a	Proposed student target intake	number
<i>note</i> BC4.1a	Full Time (Home/EU)	Approx. 4
	Full Time (International)	Approx. 10-20
	Part Time (Heads)	
	Distance Learning (Heads)	
	Minimum viable intake (full times equivalents)	10
	Maximum viable intake (full times equivalents)	The maximum target is 20

b	Are the student numbers:				
<i>note</i> BC4.1b	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES		NO	✓
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES		NO	✓
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	✓	NO	
Please give a summary of how your answers to a), b) and c) above will be achieved.					
These are postgraduate numbers and international student numbers and will be achieved through growth (which does not require external approval). EDU has discussed appropriate target setting for 2017/8 with Faculty..					
BC4.2	Tuition Fees				
Please select the relevant fee schedule:					
a) Standard Home/EU/International		✓ set at full time rate for EDU Home/EU students			
b) Full-cost <i>Please consult with FFM</i>					
c) Other <i>Please provide brief details</i>					

BC5	IMPACT				
BC5.1 <i>note</i> BC5.1	EQUALITY AND DIVERSITY		Consult with Equality & Diversity Manager and Widening Participation team		
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES		NO	✓
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)				
Not applicable (though it is acknowledged that the primary market for these degrees is likely to be international students).					
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?				
No					
BC 5.2 <i>note</i> BC5.2	CURRENT STUDENTS AND/OR APPLICANTS				
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	YES		NO	✓

b	Will any current students or applicants be affected by this proposal?	YES	
		YES (go to 5.3)	✓
c	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	Student representatives were consulted at EDUs Staff-Student Liaison Committee on 30 th November 2016. The student representation was drawn from all levels in the School (UG, PGT, and PGR) and across professional and non-professional courses. There was a unanimous agreement in support of the course proposal from all members. This was witnessed by the Students' Union Officer that was in attendance at the meeting and was captured in the minutes taken by the Committee's secretary.		
d	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
	This new pathway will be marketed through 2016/7 for admission in September 2017, therefore no current applicants will be affected.		
BC5.3 <i>note BC5.3</i>	ACADEMIC STAFF	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff? NONE		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year		4 hours/week across 12 week semesters (20c)
b	Is a new discipline or specialism being introduced that requires a new appointment?	YES	
		NO	✓
c	Are new appointments required to meet any additional hours?	YES	
		NO	✓
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
	-		
e	What is the source of funding for new academic staff?		
	N/A		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	NO		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	2 new modules to be developed (one new module was introduced to the option range in 2014/5)		
BC5.4 <i>note</i> BC5.4	COURSE RATIONALISATION	Consult with HOS, Dean of relevant Faculties, PLN	
a	DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?	YES	
		NO	√
	If YES, please specify Course name, UCAS Code(s) / Course codes		
	It is probably worth noting for clarification that this course does not overlap with PPL courses as the focus in ours is mainly on education . PPL colleagues have seen this as positive addition – and we have agreed that their course Intercultural Communication in Practice (Spring semester) could be offered as an option to the EDU students.		
b	IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?	YES	
		NO	√
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above	N/A	

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> BC6.1	What new or additional facilities and /or equipment are required for the delivery of this course?		
a	Classroom and study facilities	Additional teaching space for lectures and seminars.	
b	Computer equipment	The additional student number imply a need for more computer access	
c	Other equipment	On-going teaching and learning support equipment.	
d	Consumables	On-going teaching and learning support consumables.	
BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	<p><i>TESOL Quarterly</i>: volume 1 – 2008 currently in library so there is no access to current issues of this journal. Funding for this would cost £339.60 this year. To gain access to a new title for a course, the current policy is for the School to either identify other less-used titles of equivalent cost for cancellation, or to request the School to provide additional supplementary funding. We shall probably resort to the latter.</p>		

BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	√
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		NO	√
	If yes, please give details:		

BC7 <i>note BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note BC7</i>	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:	10/02/2014 [
BC7.1	Dean of Students (DOS)		
	No comments received.		
BC7.2	Deputy Dean of Students (accommodation)		
	Under current accommodation guarantees, only full-time overseas fee paying postgraduates are guaranteed University accommodation. The target intake of 10-20 such students can be accommodated given the increase in room stock with effect from September 2014.		
BC7.3	Director of Information Services (ISD)		
	I can confirm that from the perspective of IT provision there are no major concerns with the course proposal.		
BC7.4	Director of Library Services (LIB)		
	As noted in BC6.2 our current access to <i>TESOL Quarterly</i> only covers up to 2008, and to subscribe to the more recent content would cost £339.60 this year and would rise in cost in subsequent years according to inflation. The library is happy to liaise with the School regarding the subscription of the journal whether (as indicated) the school would fund this from their School budget or if they wish to identify a suitable journal of equal value within the		

	<p>library budget for cancellation.</p> <p>Although no additional book requirements are listed in section BC6.2 we believe that any additional texts required can be managed from within the constraints of the existing Education book budget. Should any new texts/extra copies of texts in stock be required the Course Director should liaise with the Social Sciences Faculty Librarian well in advance of the course start.</p>
BC7.5	Careers Manager (CCEN)
	No comments received.
BC7.6	Head of Learning & Teaching Service (LTS)
	I do not foresee any significant implications for LTS in the introduction of this new course. The rationalisation of the suite of full-time MA courses is to be welcomed. A course closure form should be completed for those courses that are no longer being recruited to, even if they still have students on them.
BC7.7	Head of Admissions (ARM)
	No comments received.
BC7.8	Director of Planning Office (PLN)
	No comments received.
BC7.9	Any other service or department
<i>note</i> BC7.9	

BC8	ADDITIONAL COMMENTS	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.		
<i>note</i> BC8	Is there anything further to add to the proposal from the perspective of your service and expertise?	
Date of circulation:	10/02/2014 [note historical approvals below]	
BC8.1	Market Research Manager (on Section BC2)	
	No comments received.	
BC8.2	Careers Manager (on Section BC3)	
	No comments received.	

BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No comments received.
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	No comments received.
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	The proposer has confirmed that the standard international rate will be charged to international students to bring clarity to the statement under BC4.2. I am content that the business case for this proposal is viable from the information provided.

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> BC9	<p>The comments from LIB are noted.</p>

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				√
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	√
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	√
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	n/a				

AC2 <i>note AC2.1</i>	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only)					
	Please select only from the permitted options - see UG/PGT regulations					
<i>Note AC2.2</i>	Stage	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
	Stage 0	Level 3				
	Stage 1	Level 4				
	Stage 2	Level 5				
	Year Abroad / in Industry					
	Stage 3	Level 6				
	Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	√	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	Same as current full time MA programmes			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES	√	NO	

AC3.3b	If yes, how many?	1
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PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Route code <i>note S2b</i>	Year
MA IN SECOND LANGUAGE EDUCATION		2017/8

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE*note PS1*

YEAR 1 profile				Level	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	
tbc	COMPULSORY	20	Critical Reading Research Methods-	1	EXISTING
tbc	COMPULSORY	20	Research methods	2	EXISTING
TBA	COMPULSORY	20	Principles and Practice in Second Language Education	1	NEW
TBA	COMPULSORY	20	Language Learning in Context	1	NEW
TBA	COMPULSORY	20	Introducing Innovation and Change	2	NEW
various	OPTION	20	EDUM*, LCSM*	2	EXISTING
EDUEM04X	COMPULSORY	60	Dissertation	2	EXISTING

PS2 MAPPING LEARNING OUTCOMES*note PS2*

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Dissertation	Other
Acquire understanding and knowledge of the theories of learning and acquiring second language (s).	✓								
Acquire the ability to evaluate appropriate pedagogical approaches for teaching and learning second languages					✓				
To critically evaluate research literature in the field of second language acquisition and their implications for language teaching, learning, planning and policy making	✓					✓			
To understand how second language education and policy making is affected by developments in different cultural and educational contexts.	✓				✓				
Acquire an improved understanding of second language education policy and the principles of introducing innovation and change	✓					✓			
Develop key skills in the areas of independent learning, critical thought and evaluation, written communication and problem solving								✓	
Other: please give details									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

note PS3.1

The proposed course includes compulsory modules in the autumn which shall provide the foundation for academic progression and deepening levels of knowledge and understanding in the spring semester options. Initial modules (**Principles and Practice in Second Language Education and Language Learning in Context**) will provide students with the basic concepts of language learning, teaching and, second language acquisition. **Introducing Innovation and Change** is a module which will also build upon the concepts introduced through the study of **Principles and Practice of Second Language Education**.

These modules are important in ensuring students acquire the knowledge and skills they need for the dissertation module which they will research and prepare.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note PS3.2

The feedback cycle proposed for this new degree will be similar to that which exists for the current MA in Learning, Pedagogy and Assessment and the full suite of full time MA programmes in EDU as listed above.

All students enrolling on the proposed new degree will have access to enhanced academic literacy tutoring to support to develop written their skills. This part of the course focuses on developing academic writing.

Students are advised to engage with their academic advisers and module leaders from an early stage in the course. In the early weeks of each specialist module formative assessments will familiarise students with the types of skills and knowledge understanding they will need to demonstrate. Written and oral feedback should focus their efforts on what they need to work on in order to be successful in summative assessments.

Seminars will be formative in nature and offer students oral group feedback on achievements in meeting the learning outcomes for the session.

Two of the three specialist modules are compulsory and core to the degree. These provide the foundation for academic progression into the spring semester options.

Assessments across the range of modules offered give students an early opportunity to develop skills in a number of areas. For example, early opportunities to write small reviews on relevant theories or concepts and to give oral presentations will help ensure appropriate skill development. This will also help lecturers to identify problems before students embark on summative assessments including the dissertation module.

Progress through the autumn semester will be continuously monitored and support offered where problem areas are identified.

PS4	EXAMINATIONS		<i>note PS4</i>
	Written	Practical (e.g. OSCEs and OSPES)	
How many modules will include an exam element?	N/A		
How many hours of exams are there in Stage 0? (if applicable)	N/A		
How many hours of exams are there in Stage 1?	N/A		
How many hours of exams are there in Stage 2?	N/A		
How many hours of exams are there in Stage 3?	N/A		
How many hours of exams are there in Stage 4? (if applicable)	N/A		
How many hours of exams are there in Stage 5? (if applicable)	N/A		
How many hours does the programme (as a whole) include?	N/A		

PS5	EQUALITY & WIDENING PARTICIPATION		<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?		
	Through the strict application criteria for this course equality of opportunity and fair treatment of all potential students. Through adherence to university guidelines staff will treat all applications fairly.		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	EDU will endeavour to ensure that no student on this course will receive less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion. It will seek to ensure fair treatment for all students in access to learning opportunities, teaching, assessment and support through adherence to the University's statutes and guidelines.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?		
	EDU will make reasonable adjustment to facilitate access to the full range of its educational provision, facilities and other services. Wherever possible, the School will ensure that students who have disabilities or who become disabled will not receive less favourable treatment for a reason related to their disability. The taught curriculum and assessment regimes will bear in mind any relevant cultural sensitivities and all students will be treated with respect and dignity.		

PS6	EMPLOYABILITY		<i>note PS6</i>
	How is employability embedded into the delivery of the course?		

This course will provide students with opportunities to develop academic skills as well as those relevant to employers; the course will also prepare them for research degrees.

Seminars will include problem solving tasks and involve students in working collaboratively in groups and pairs on tasks and projects - sometimes to make oral presentations.

Students will be expected to apply second language learning concepts to suggest solutions to issues and problems in various scenarios (for example, educational or political). Peer feedback will be employed in seminars and students will be encouraged to question and debate their beliefs in the context of contemporary language learning and teaching scenarios.

More generally, this course will allow students to develop skills relevant to the workplace. This will include training in qualitative and quantitative research methods. The contents of each module will provide students with the main theoretical and practical elements needed to work in education related fields or pursue further training/qualifications. The dissertation module offers the opportunity to gain experience of researching in an educational context /organisation related to students' areas of interest.

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES			
<i>note</i> AC4	Number of existing COMPULSORY modules	3		
	Module outlines attached? (as Appendix 1 to this form)	YES		NO

AC5	MINOR CHANGES TO EXISTING MODULES		
<i>note</i> AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	

AC6	NEW MODULES		
<i>note</i> AC6	How many new modules are being proposed?	3	
Please complete a table AC6.x for each proposed new module			

AC6.1	NEW MODULE		
Module Title	Principles and Practice in Second Language Education 1		
Level	7		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	1		
Likely Module Organiser	Dr Nalini Boodhoo		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking? <input checked="" type="checkbox"/>
Proposed Module Code	TBA		

Module Delivery (eg distance-learning campus based, work placement)	CAMPUS BASED
Brief Description	This module looks at theories of learning and acquiring language. It reviews key pedagogical approaches from grammar translation to communicative practice and the current 'post-method' era of language teaching. Ideas and controversies in second language acquisition and their implications for language teaching are also explored.
Aims / learning outcomes	<p>To develop a good understanding of teaching, learning and acquiring a second language</p> <p>Demonstrate a critical understanding of an appropriate methodology for the teaching of language in TESOL and other second language contexts globally, including CLIL, communicative teaching and the post methods era.</p> <p>Apply the concept of appropriate methodology to a critical exploration of current approaches to learner progress in the four skills areas</p>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Atkinson, D. (ed.) (2011). <i>Alternative approaches to SLA</i>. London: Routledge.</p> <p>Mitchell, R., Myles, F., & Marsden, E. (2012). <i>Second language learning theories (3rd edition)</i>. London: Hodder Education.</p> <p>Sharifian, F. (2010). (Ed). <i>English as an international language: Perspectives and pedagogical issues</i>. BufMatters.</p> <p>Yano, Y. (2009). English as an international lingua franca: From societal to individual. <i>World Englishes</i>, 28(2), 246-255.</p> <p>Block, D. 2007. <i>Second Language Identities</i>. Edinburgh: Edinburgh University Press</p>

AC6.1	NEW MODULE	
Module Title	Language learning in context	
Level	7	
Credit Value	20	
Teaching period, eg Semester 1, Year-long	1	
Likely Module Organiser	Dr Nalini Boodhoo	

Module Type (eg EX/CW/WW/PR etc)		CW	
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	CAMPUS BASED		
Brief Description	Language education is affected by developments in the wider cultural and educational contexts. This unit covers a range of issues, considering socio - cultural issues and theorising culture. . Topics include teacher and learner Identities; the influence of critical theory; inter-cultural learning; world Englishes creative approaches to learning through play and drama and the role of literature in the language classroom.		
Aims / learning outcomes	<p>Critically review approaches to the teaching and learning of culture and intercultural practices</p> <p>Examine the characteristics of bilingual education, Content and Language Integrated Learning;</p> <p>Examine perspectives and pedagogical models which reflect authenticity of text and task in the classroom, the use of drama and play</p>		
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Swain, M., Kinnear, P., & Steinman, L. (2010). <i>Sociocultural theory in second language education: An introduction through narratives</i>. Bristol: Multilingual Matters.</p> <p>Ortega, L. (2005). Methodology, epistemology, and ethics in instructed SLA research: An introduction. <i>Modern Language Journal</i>, 8(3), 315-488.</p> <p>Hanauer, D. (2001). The task of poetry reading and second language learning. <i>Applied Linguistics</i>, 22(3), 295-323.</p> <p>Lee, C. J. (2011). Myths about critical literacy: What teachers need to unlearn. <i>Journal of Language and Literacy Education [online]</i>, 7(1), 95-102.</p> <p>Tsang, W. K. (2004). Teachers' personal practical knowledge and interactive decisions. <i>Language Teaching Research</i>, 8(2), 163-198.</p> <p>Kumaravadivelu, B. (2003). Forum: Critical language pedagogy: A postmethod perspectives on English language teaching. <i>World Englishes</i>, 22(4), 539-550.</p> <p>David Nunan & Julie Choi (2010) Language and Culture: Reflective Narratives and the Emergence of Identity (ESL &</p>		

	<p>Applied Linguistics Professional Series)</p> <p>Block, D. 2007. Second Language Identities. Edinburgh: Edinburgh University Press</p>
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AC6.1		NEW MODULE	
Module Title	Introducing Innovation and Change		
Level	7		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	1		
Likely Module Organiser	Dr Nalini Boodhoo		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	No	How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	✓
Proposed Module Code	TBA		
Module Delivery (eg distance-learning campus based, work placement)	CAMPUS BASED		
Brief Description	<p>Initiatives to improve the teaching of a foreign / second language are a feature of many government policies across the world; many of these policies also fail to change classroom practice as intended. This unit considers principles of introducing innovation and change both at system level and in particular leaning environments. This module will consider the drivers of language policy, language practices, ideology and beliefs, management and planning. It will look also look at the importance of the implementation process, the implications for teacher development and the influence of assessment practices in helping or hindering change.</p>		
Aims / learning outcomes	<p>Consider and develop a critical perspective on the role of English as a <i>lingua franca</i> and the relationship between English and other second languages pedagogy, power and ideologies;</p> <p>Develop and demonstrate knowledge and understanding of the importance of cultural issues in particular language learning contexts and how these may impact on chosen policy development, policy implementation, teaching and learning practices.</p> <p>Demonstrate an understanding of different approaches to language testing and assessment;</p> <p>Demonstrate the ability to recognise the main debates in</p>		

	language testing and explore alternative solutions
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>McKay, S. L. (2002). Teaching English as an international language: Rethinking goals and approaches. Oxford, NY: Oxford University Press.</p> <p>Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. <i>TESOL Quarterly</i>, 35(4), 537-560.</p> <p>Behrman, E. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. <i>Journal of Adult & Adolescent Literacy</i>, 49(6), 490-498.</p> <p>Spolsky, B. (2004) Language Policy. Cambridge University Press</p> <p>Markee, N. (2008) 'The Diffusion of Innovation in Language Teaching', <i>Annual Review of Applied Linguistics</i>, 229–243.</p> <p>Hyland, K and Wong, L (2014) Innovation and change in English Language Education. Routledge</p> <p>Extra, G ad Yagmur, K (2013) Language Rich Europe – Trends and Policies and Practices for Multilingualism in Europe</p> <p>Kirkpatrick, Robert (Ed.) (2016) English Language Policy in Asia. Springer</p> <p>Byram, M and Parmenter, L (Eds) 2012 The Common European Framework of Reference: the globalization of Language Education Policy (Languages for Intercultural Communication and Education) Multilingual Matters</p> <p>Liddicoat, A. (2013) Language in Education Policies - The discursive construction of Intercultural relations. Multilingual Matters</p>

*Please copy and paste the above table for additional new modules*****

AC 7 <i>note</i> AC7	DEFINED CHOICE
<p>How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:</p> <ul style="list-style-type: none"> • Programme-specific choice • Enrichment and Employment modules (EEC) • Language choice 	
<p>All students should also choose an additional 20 credit module from the range of subjects available on the other full-time Masters courses in the School of Education and Lifelong Learning (including MA Education: Learning, Pedagogy and Assessment, MA Adult Literacy, Lifelong Learning and Development or from the MA Mathematics Education) or a module from the Schools of Language and Communication Studies or International Development. This can be taken in the Autumn or Spring semester, depending when it runs. A new 20 credit Quantitative Methods module has just been approved (2014) and will be available as an option in the Spring semester.</p>	

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	X
	If YES, how will the student experience be managed?		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES		
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2		
	SEE ABOVE		
<i>note</i> AC9	Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		

	N/A
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AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION	
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR		
<i>note</i> AC10	<p>Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</p> <p>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</p>	
Date of circulation:	27/02/2014 [note historical date of approval]	
AC10.1	Careers Manager (CCEN)	
No comments received.		
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)	
Response received - no comments to add.		
AC10.2	Equality & Diversity Manager (PPE)	
No comments received.		

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE	
<i>note</i> AC11	No further comments	

FULL COURSE PROPOSAL**Part 4 KEY INFORMATION SET (KIS) DATA**

KIS	KEY INFORMATION SET data (undergraduate courses only)						<i>Note KIS</i>
KIS1	Quantitative KIS data						<i>Note KIS1</i>
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	Professional Accreditation						<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

FULL COURSE PROPOSAL**Part 5 APPROVALS AND NOTIFICATION****APPROVALS***Note AP*

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	APPROVAL OF THE BUSINESS CASE			
	APPROVAL/SIGNATURES	Name	Signature/ evidence of approval	Date
AP1.1	School Director of Learning, Teaching and Quality	Lee Beaumont	Lee Beaumont	11.11.16
AP1.2	Head of School (on behalf of School Board)	Richard Andrews	Richard Andrews	11.11.16
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	11.11.16
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	APPROVAL OF THE ACADEMIC CASE			
AP2.1	Head of School	Name	Signature	Date
	Approved:	Richard Andrews	Richard Andrews	11.11.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	Approved:	Ratula Chakraborty	Ratula Chakraborty	11.11.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

FULL COURSE PROPOSAL

Note N1				NOTIFICATION OF APPROVAL			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.							
FACULTY					SCHOOL		
NEW COURSE?		Y	N	If NO, please enter existing course code			
DEGREE AWARD (e.g. BSc/MA)							
TITLE OF PROGRAMME							
START DATE				LENGTH OF COURSE			
Course Approved by:			Name of Committee Chair			Date of approval	
Faculty Learning and Teaching Quality Committee (FLTQC)							
Learning and Teaching Committee (LTC)							
RELEVANT OFFICE INFORMED? *insert date							
Planning Office		Admissions and Marketing		Learning and Teaching Service		Union of UEA Students	
*		*		*		*	
sis.records@uea.ac.uk		arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk	

Note N1		IMPLEMENTATION ACTIONS	
COURSE NAME		NEW ROUTE CODE	
ACTION		DATE	
COURSE INFORMATION LIVE IN ADMISSIONS			
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE			
COURSE PROFILE UPLOADED ONTO SITS			
COURSE CLOSURES COMMENCED (where appropriate)			