



**BISHOP
GROSSESTE
UNIVERSITY**

Arts, Humanities & Social Sciences

BA (Hons) English Language and Teaching with Foundation Year

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	Senate Approval: 19 January 2022
2	Next Scheduled Review Date: [Month/Year]	March 2027 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2023
4	Version Number	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

Programme Specification



The information in this document is organised into the following sections:

- Section A – Administrative and Regulatory Information
- Section B – Outcomes
- Section C – Structure
- Section D – Teaching, Learning and Assessment
- Section E – Programme Management
- Section F – Mapping
- Section G – Graduate Attributes
- Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) English Language and Teaching with Foundation Year	
1a	Programme Code
ENGLNGTF_1.0	
2	Brief Summary (for Marketing Purposes)
<p>Foundation Year</p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.</p> <p>This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p> <p>BA (Hons) English Language and Teaching</p> <p>The Arts & Humanities portfolio is progressive and ambitious, and the BA (Hons) English Language and Teaching builds on Bishop Grosseteste University's heritage and tradition of training outstanding teachers. The proposed programme will offer high quality teaching, research, knowledge transfer and enterprise, generating new areas of excellence and diversifying our academic portfolio of programmes.</p>	

The BA (Hons) English Language and Teaching combines best practice in teaching and learning based on theory and practice of language learning. It is designed for individuals who wish to pursue a career, or have a special interest, in English and the teaching of English to speakers of other languages (TESOL). It provides the tools and resources to develop effective language teaching skills, to allow reflection upon English language practice and to critically explore and conduct research in the field of linguistics.

Assessment blends established critical and communication skills with up-to-date digital literacies and platforms, offering opportunity for further student engagement and co-opting them into assessment roles. Instead of time spent in examination halls, students will develop expressive and creative skills fit for the 21st century; combining teaching practice, written essays and oral presentations with e-portfolios, multimodal video, posters, hypertext, digital publication, and independent research projects.

During the degree, students will experience first-hand why BGU has such a strong reputation for teaching excellence and student satisfaction, with innovative small-group teaching and close academic support guaranteeing an encouraging and personalised setting for their learning journey. Lecturers on the programme are all successful and experienced practitioners and have a wide range of expertise and research interests, which ensures students are taught by specialists in the field. We want our students to develop real world experiences and through this degree, they are encouraged to take ownership of their own learning. As each year of the degree progresses students have the opportunity to carry out this work locally, nationally or potentially internationally, where possible, with a range of BGU networks. By providing engagement opportunities for our students in the local community, whether that be in Primary/Secondary schools teaching EAL learners or in small ESOL classrooms across the county, we can maintain these high levels of employability.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4 years	Part-Time N/A	
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Arts, Humanities & Social Sciences		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100513 CAH22-01-02	ITT	UCAS code X162
6	Framework for HE Qualifications position of final award(s)	<u>Foundation Year</u> : Non-award bearing (Level 4) <u>English Language & Teaching</u> : Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		

9	Progression routes with Foundation Degree (FdA) or Top-up	N/A
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Awards

10	Final Award title(s)	BA (Hons) English Language & Teaching with Foundation Year
10a	Exit or Fall back Award title(s)	Certificate of Higher Education English Language & Teaching with Foundation Year Diploma of Higher Education English Language & Teaching with Foundation Year BA English Language & Teaching with Foundation Year
10b	Pathway	There is no provision for a Pathway programme within this programme specification
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none">• BSc/BA (Hons) XX• BSc/BA (Hons) XX and YY	There is no Combined Honours provision within this programme specification.

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation.	N/A
16	Expiry Date of PSRB approval	N/A

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)
The programme has been written to correspond closely with the:	
<ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications 	
18	Programme Aim
<p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p>	
19	Programme Specific Outcomes
<p>(a) Final Award Learning Outcomes</p> <p>Students successfully completing the Foundation Year will be able to:</p> <p>K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.</p>	

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively

TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability.

20	PGCE or Exit Award Learning Outcomes
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There is no premature exit award for this one-year, non-award bearing programme.
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SECTION B2 (YEARS 2-4) BA (HONS) ENGLISH LANGUAGE & TEACHING: OUTCOMES

17	QAA Benchmark Statement(s)
	<p>There are currently no QAA subject benchmark statements for TESOL, and so both the FHEQ Level descriptors (http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf) and the QAA Subject Benchmark Statements for Linguistics, English and Languages, Cultures and Societies at Level 4-6 will be used to benchmark the programme specific outcomes. The programme has been designed with due reference to the benchmark statements relevant to the JACS code identified above, which act as a guideline for providers creating degree programmes. The statements offer a useful framework of intended learning outcomes relating to knowledge and understanding and skills development in the area that have been used to form the broad aims of the degree programme.</p> <p>The BA (Hons) English Language and Teaching programme of study is aligned with The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014). During the design of the programme, full reference has been made to the Quality Assessment Agency for Higher Education Benchmark Statement for Linguistics (2019), English (2019) and Languages, Cultures and Societies (2019). The BA (Hons) English Language and Teaching is also benchmarked using the UK Quality Code for Higher Education, Part A: Setting and Maintaining Academic Standards and further reference has been made to Bishop Grosseteste University Awards and Credit Framework (2021). It fosters and enhances Graduate Attributes and employability for a range of professional careers and life-long learning, as well as subject-specific skills.</p> <p>The QAA benchmark statements for Linguistics make clear that programmes which incorporate linguistic modules or modules which explore language, are required to ensure 'the teaching, learning and assessment methods are designed to achieve progression, coherence and balance and to reflect the specific aims, emphases and learning outcomes of the programme of study'. In accordance with guidance, the BA (Hons) English Language and Teaching will offer a wide variety of teaching and learning styles and activities which will impart the relevant intellectual, discipline-specific and generic skills and knowledge as described in the 'threshold' standards, 'balancing the transmission of information with opportunities for the active manipulation and application of theory'. It additionally includes a diverse selection of assessment methods, offering students new opportunities to demonstrate their new understanding and to 'reflect advances in pedagogical understanding and technological innovations'.</p> <p>Careful consideration of Subject Benchmark Statements for English will be taken into account for Q300/Q310 modules, which focus upon the study of the English Language to encompass 'the study of the structure, history and usages of the English Language', to ensure the programme addresses the study of a range of types and varieties of the English language. These modules incorporate investigation of the structure, function and use of varieties of English and the influences of social, geographical, cultural and other contextual factors. Particular care will be taken to ensure the BA (Hons) English Language and Teaching provides opportunities to 'evaluate and reflect on own practices and assumptions' resulting in graduates attaining threshold, typical or excellent standards. Extensive independent reading, originality of thought and expression, and in-depth understanding will be encouraged throughout all modules and particularly for the Dissertation module, 'showing exceptional critical insight analytic rigour and creativity'.</p>

Subject Benchmark Statements for Languages, Cultures and Societies (2019) will be carefully considered for the TESOL modules, generally classified as X162 and for the linguistics modules generally classified as Q330 in the Joint Academic Coding System (JACS), as that which will 'equip students to thrive in a variety of environments, from the local to the global'. The English language study within the BA (Hons) English Language and Teaching is seen as 'adding value to the knowledge, understanding and skills acquired, and extending the range of generic skills' of the students.

TESOL modules incorporate the four complementary dimensions/aims of languages outlined in the benchmark statements section and the four key elements, which typify the knowledge and understanding outcomes expected for language programmes when considering the teaching of the English language as a second language. These include the use of the English language for purposes of understanding, intercultural awareness, understanding and competence, to gain explicit knowledge of language for learning and teaching purposes and develop knowledge of aspects of the cultures, communities and societies where the English language is used. Furthermore, students will acquire a medium of understanding, expression and communication, described as language acquisition, to gain access to other societies and cultures, being able to live and work in other countries and with people from elsewhere. Intercultural awareness, understanding and competence, encourages students to understand how a particular language functions and changes, as an object of study in its own right. Additionally, students will develop explicit knowledge of language to gain access to various bodies of knowledge available in the language concerned, and become familiar with methodological approaches that have been developed in other countries. This understanding is described in the subject Benchmark Statements for Languages, Cultures and Societies as knowledge of the cultures and societies where the language is used.

The programme prepares graduates personally and professionally for careers and/or post-graduate programmes relating to many and flexible professional opportunities in a vast variety of professions. Aligning to the QAA Subject Benchmark Statement for English (2019) it places emphasis on the relevance of English 'to contemporary society as its focus on the production, interpretation and negotiation of meaning develops the capacity to understand the world from a variety of perspectives'. Furthermore, it aims to foster 'effective' and 'versatile' researchers. It trains graduates who are adaptable, reflective, who 'initiate and take responsibility for their own work', who are 'active, lifelong learners', and 'sought after' employees.

Modules are mapped to the FHEQ Level descriptors as this provides specific detail for each level. The QAA benchmark statements for Linguistics make clear that programmes which incorporate linguistic modules or modules which explore language, are required to ensure 'the teaching, learning and assessment methods are designed to achieve progression, coherence and balance and to reflect the specific aims, emphases and learning outcomes of the programme of study'.

Module TSL50422 is informed by best practice across the TEFL sector and thus will offer a wide variety of teaching and learning styles and activities which will impart the relevant intellectual, discipline-specific and generic skills and knowledge as described in such threshold standards, balancing the transmission of information with opportunities for the active manipulation and application of theory. It additionally includes a diverse selection of assessment methods, offering students new opportunities to demonstrate their new understanding and to reflect advances in pedagogical understanding and technological innovations.

18	Programme Aim
<p>The relevant QAA's subject benchmark statements as well as the HEA's most recent edition of Pedagogy directly inform the overall aims of the BA (Hons) English Language and Teaching for Employability (HEA, 2020). They are also informed by the aims and objectives articulated within BGU's Five Year Strategy: 2014 to 2019 (BGU 2014) particularly in relation to learning, teaching and student engagement, participation, internationalisation and employability and enterprise.</p> <p>The programme has eight aims. They are presented below in the form of bullet-points:</p> <ul style="list-style-type: none"> • to provide a focussed but responsive programme of study incorporating key aspects of the nature and use of the English language; • to facilitate an independent, proactive and reflective approach to learning and their own teaching, which encourage the development of critical thinking and reasoning skills; • to equip students with the skills to research and analyse written and spoken discourse using frameworks from Linguistics/English Language; • to foster a sense of cohort identity (as a means of increasing retention, motivation and educational management of English Language Studies students); • to develop both general and subject-specific academic skills; • to ensure the value of such study to the learner's future personal and career development; • to provide thorough theoretical foundations related to how research can inform theory and practice of TESOL; and • to develop knowledge and understanding of theory and practice in TESOL with a view to fostering successful TESOL practitioners. <p>The programme additionally aims to support students in becoming reflective, critical thinkers who are:</p> <ul style="list-style-type: none"> • open minded and inclusive global citizens; • research active, academically literate students with personal integrity; • enterprising, creative and resilient; • highly employable, professional, flexible and willing to accept responsibility; • forward thinking, innovative and digitally fluent; and • independent thinkers, lifelong learners and subject experts. <p>These programme aims are influenced by the Bishop Grosseteste University mission statement to:</p> <ul style="list-style-type: none"> • excel at teaching, learning and research; 	

- enable all students to achieve at the highest possible standard in their chosen field of study;
- provide life-enriching opportunities for our students;
- recognise aspiration and achievements and provide opportunities for self-development;
- foster an ethos in which individuals are valued and diversity is celebrated;
- develop productive partnerships to extend and deepen our external contribution regionally, nationally and internationally.

Fit with existing portfolio

This is a logical addition to the Arts, Humanities & Social Sciences portfolio and BGU overall portfolio of programmes, which will augment and complement existing provision. It incorporates elements from existing programmes and the BA (Hons) English Language and Teaching, adds a market-driven twist to the traditions of BGU and potentially provides a strong progression route to PGR. This would create a potentially rich pipeline for our PGCE and MA programmes, and subsequently EdD or PhD students, subject to institutional supervisory capacity.

- MA in Education with TESOL
- PGCE Primary
- PGCE Secondary English

The overriding principals of the programme are inherent in the aims and outcomes of the programme itself. These are underpinned through the module content, philosophy of the Arts, Humanities & Social Sciences portfolio and the TESOL team, and the learning and teaching outcomes. Assessments are designed to challenge the students but also to help them perform to the highest of their ability.

The philosophy and ethos of the degree programme provide a firm basis upon which the degree is created and taught, keeping learners and learning at its heart. The strong reflective and evaluative practices are key to the overall quality of our students who wish to become English Language teachers. The degree combines academic and professional study and will continue to support our students in preparing them for their future careers.

The programme aims to embrace both the skills based (ESETC 2006) and holistic (Harvey, 2003) definitions of employability outlined in the most recent HEA Pedagogy for Employability (HEA, 2020) and aim to inspire students to be 'versatile researchers', with 'advanced communication skills', who will become 'lifelong learners' (QAA Benchmark Statement for English, 2019). They are informed by BGU's Five Year Strategy 2014-2019 (BGU, 2014), BGU's Graduate Attributes (2016a) and Internationalisation Strategy (2016b). The programme was designed with the BGU Graduate Attributes in mind and the strands of the degree reflect these.

- Academic Literacies
- Global Citizenship
- Information Literacy

- Digital Fluency
- Employability
- Being Enterprising

Capacity for growth & Subject development

This area has significant potential for growth. If we can successfully embed a programme and develop our international reputation, there is growth potential year on year as the market develops and our expertise/reputation expands.

As student numbers increase there is potential to offer a wider suite of modules (and differently badged programmes). Furthermore, there are potential prospects of larger contracts from Ministries of Education, for delivery in partnership with other HEI's. Our current memorandum with Chongqing University of Education involves the proposal of the development of new collaborative programmes.

Widening participation

All programmes within the Arts, Humanities & Social Sciences portfolio are committed to widening participation in higher education. As such, they are supportive of a range of marketing and publicity initiatives that encourage a diverse student body. This widening participation strategy is directly linked to BGU's Strategy theme of 'participation'.

Research Capacity

This programme builds on the growing expertise in TESOL and linguistics in the Arts, Humanities & Social Sciences portfolio. It will expand the research capacity and create opportunities for collaboration and the co-creation of knowledge and research outputs.

Collaborations will also be created through the work of the Centre for Research and Innovation, and its responses to changing national and regional policy context, and the implementation of the University's Research and Knowledge Exchange Strategy around the Lincolnshire Open Research and Innovation Centre, Open Data, PhD studentships, and the 'Transitions in HE' cluster. There have also been initial discussions with practitioners from a range of educational settings in China, Thailand and Amsterdam for conducting research around English Language and on learners' and teachers' knowledge and anxiety when being instructed through the medium of English.

Internationalisation Strategy

This programme is designed to appeal to both home and international markets and as such, it links to the development of the BGU curriculum to attract international students. The programme will benefit from the international links and partnerships emerging in association with the MA in Education with TESOL and work with the wider community through links with supplementary schools and others.

External Engagement

Potential partnerships links with overseas universities and international agents to create pipelines of supply.

Central administrative support will be increased because of the demands around the admission of International students. The target market for the BA (Hons) English Language and Teaching is both Home/EU and International students. Non-EU students will, in the majority of cases, require a Tier 4 visa and consequently a Confirmation of Acceptance for Study to be issued prior to their visa application. This is an important and necessary workload, which will need to be introduced as we embark upon the recruitment of international students. This will require the verification of overseas qualifications, the checking of references, progression status of the programmes for individual students, fee status questionnaires, visa history and assuring students have the correct financial status. There may also be additional workload for support teams around the recruitment and monitoring of international agents.

The BA (Hons) English Language and Teaching will be marketed via a range of events throughout the year. The University will actively promote the programme at UK and international education exhibitions. The international office is currently developing a network of agents and will promote the programme via these. Additionally, relationships with overseas institutions both in and outside of the EU will be leveraged and promotional materials will be sent to our partners.

The BA (Hons) English Language and Teaching will be largely campus based in terms of teaching and learning. The module TESOL in Practice syllabus content includes teaching practice experience, and other modules include project-based and research-based aspects.

19 | Programme Specific Outcomes

The learning outcomes for the programme are aligned with the QAA English Subject Benchmark Statement (December 2019); FHEQ Level Descriptors (2014) and the QAA UK Quality Code for Higher Education (2018); the QAA Higher Education Credit Framework for England (2021); Bishop Grosseteste University Awards and Credit Framework (2021); and the four areas the BGU Regulations for the Award of Honours Degrees and Foundation Degrees for Students (2016) identifies: knowledge and understanding (KU), subject specific and professional skills (SP), intellectual skills (IS), and transferable skills (TS). These four categories of common outcomes have been developed to foster and enhance Graduate Attributes and employability for a range of professional careers and life-long learning, as well as subject-specific skills, including the ability to communicate 'accurately and effectively', analyse critically and 'respond to the affective power of language', evaluate, and 'apply scholarly bibliographical skills' (QAA Subject Benchmark Statement for English, 7).

Through the in-depth study of TESOL and Linguistics, these awards prepare students personally and professionally for post-graduate and/or careers relating to many and flexible professional opportunities in a vast variety of professions.

On successful completion of BA (Hons) English Language & Teaching, students will be able to:

1. recognise the linguistic properties of different varieties of communication in English;
2. recognise the covert thinking behind overt pedagogical behaviours;

3. recognise learner needs, plan, and manage individual and group activities aimed at meeting those needs;
4. evaluate, select and adapt learning materials for English language learners;
5. employ effective pedagogical techniques for promoting language learning;
6. international students will read, write, speak and listen with advanced accuracy and fluency for a variety of purposes in English;
7. perform advanced study activities such as gathering and organising information from different sources, writing academic papers and following the full range of citation conventions;
8. conduct independent research and pursue their further education at a MA and consequently PhD level.

(a) Final Award Learning Outcomes

In line with the FHEQ (2014), on successful completion of BA (Hons) English Language and Teaching, at level 6, students will be able to:

1. demonstrate a systematic understanding of key concepts, information, practical competencies and techniques that are standard features of the discipline of linguistics and of the TESOL profession;
2. accurately deploy established techniques of analysis and enquiry within their field of study;
3. proficiently use their conceptual understanding and subject specific intellectual qualities, i.e. be able to:
 - communicate the results of their work;
 - devise, present and sustain a structured and coherent argument;
 - describe and comment upon particular aspects of current research in the discipline;
 - access and evaluate qualitative and quantitative data;
 - acknowledge an appreciation of the limits of their knowledge;
4. demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with the TESOL profession;
5. work autonomously within a structured environment;
6. demonstrate a critical awareness of interdisciplinary connections;
7. acquire, as defined in the modules specified for the programme the qualities and transferable skills necessary for employment as a teacher of English to Speakers of Other Languages (ESL/EAL/EFL) or within their field of study;

(Honours Degree)

8. describe and critically evaluate the notion of, and attitudes to, 'Englishes' in the context of the global TESOL profession;
9. critically assess the potential of selected theoretical areas for offering explanations of 'Englishes' as they are used around the world;

10. develop under guidance appropriate techniques for the teaching of English as an additional/foreign/other language and demonstrate the ability to critically evaluate the effectiveness of these techniques for language learners at two different levels;
11. critically assess the relationship between contemporary language teaching practices and language learning/acquisition theory.

The development and assessment of knowledge and skills

The BA (Hons) English Language and Teaching provides opportunities for students to acquire and demonstrate knowledge and understanding, intellectual skills and practical, professional and transferable skills as described below.

Students demonstrate their knowledge and understanding, subject specific, intellectual and transferable skills through a combination of essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical review of presentations of others, reports, reflective journal and a dissertation over the three years of the programme.

It is not expected that all of the knowledge and skills listed below will be evident for each Level of the Programme, but instead will be an accumulation of acquired knowledge and skills over the full programme of study.

Knowledge and Understanding (K&U):

The BA (Hons) English Language and Teaching will offer students a range of tutor-and peer-led opportunities to facilitate knowledge acquisition, knowledge transfer and productive sharing and collaborative investigation. In addition to traditional methods of pedagogy (lecture, seminar and workshop) students will engage in directed, focused, independent research. The BA (Hons) English Language and Teaching is designed to facilitate the progressive development of students' knowledge and understanding of the aims and outcomes of the programme in general and the ILOs in particular. Assessment will draw on professional reflexivity, the use of the literature and a critical engagement with key concepts.

On completion of the BA (Hons) English Language and Teaching successful graduates will have knowledge and understanding of:

K&U1 the history and diversity of the English Language;

K&U2 the structures and functions of English;

K&U3 basic concepts and analytical techniques applied in different levels of analysis;

K&U4 the role of language in society (including its interrelation with ideology, power and subjectivity and the influence of computer-mediated communication on language and social interaction);

K&U5 different theoretical approaches and models used in addressing issues surrounding language such as theories, issues and research findings and teacher implications thereof in specialist areas within the domain of teaching English as a foreign language and language learning and use by non-native speakers, or relevant specialist areas of linguistics;

K&U6 the styles of argumentation, research methodologies and evaluation criteria used in contemporary research and discussion in English Language Teaching and related areas (e.g. education, language acquisition, psychology);

K&U7 the current concepts, research findings and theories related to teaching and learning English as a foreign language, and learner behaviour and language use, in fields such as ELT, Applied Linguistics, SLA, Testing, Education, Socio- and Psycholinguistics.

Subject Specific Skills (SPS)

On completion of the BA (Hons) English Language and Teaching successful graduates will demonstrate their:

SPS1 ability to describe and analyse major formal and functional features of language;

SPS2 ability to think critically about the nature of communication;

SPS3 ability to relate the wider context of language use to its manifestation from historical and/or contemporary perspectives;

SPS4 ability to apply the language of scholarly discourse in language study appropriately in written and oral communication;

SPS5 ability to collect relevant data in appropriate form according to the requirements of particular areas of study and with due consideration for ethical issues;

SPS6 ability to apply ideas and research from the TESOL field in evaluating and preparing teaching materials and delivering teaching to particular learners, and to reflect independently on own teaching experience in this light.

Intellectual Skills (IS)

Students are introduced gradually to a range of literature, theories, issues, challenges, and research methods across the programme. There will be opportunities to develop and apply concepts/theories/research methods in and as part of their own research study, particularly through their dissertation.

On completion of the BA (Hons) English Language and Teaching successful graduates will be able to demonstrate their:

IS1 ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements;

IS2 ability to apply theoretical perspectives and appraise them critically;

IS3 skills of research including the critical use of sources;

IS4 skills of critical reasoning and argument;

IS5 ability to collate complex relevant information and derive appropriate conclusions from it;

IS6 ability to evaluate disparate sources of information, both academic (e.g. lectures, books) and experiential, and collate, select, and apply the information to a specific teaching issue or situation.

Professional and Transferable Skills (TS)

Experiential, self-directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Independent and peer-supported activities including VLE activities will be offered to develop a community of learners and critical friends.

On completion of the BA (Hons) English Language and Teaching successful graduates will be able to demonstrate their:

TS1 skills of independent learning: a high level of intellectual autonomy;

TS2 ability to communicate ideas clearly and fluently;

TS3 basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources;

TS4 co-operative skills, including the ability to engage in critical debate while showing respect for others;

TS5 ability to manage time and work to deadlines;

TS6 ability to reflect on own learning and teaching styles, strengths and weaknesses and identify ways of improving weaknesses and further developing existing strengths;

TS7 ability to prepare for seeking employment and able to convey skills and knowledge to others.

20 | Exit Award Learning Outcomes

Students awarded the (FHEQ Level 4) Certificate of Higher Education will be able to:

1. demonstrate knowledge of the underlying concepts and principles associated with TESOL and Linguistics, and an ability to evaluate and interpret these within the aforementioned areas of study;
2. present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of TESOL and Linguistics;
3. demonstrate a range of key skills and literacies including communication skills, additional language learning, numeracy, ICT, digital literacy and information literacy

appropriate to both lifelong learning and employment in additional language learning and teaching contexts;

4. reflect upon past and present experiences and learn from them, with a view to continuing professional development as a teacher of English as an additional language.

Students awarded the (FHEQ Level 5) Diploma of Higher Education will be able to:

1. demonstrate knowledge and critical understanding of the well-established principles of TESOL and Linguistics, and of the way in which those principles have developed;
2. apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
3. demonstrate knowledge of the main methods of enquiry in TESOL and Linguistics, and ability to evaluate critically the appropriateness of different approaches to solving problems within these areas;
4. demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BA (HONS) ENGLISH LANGUAGE & TEACHING – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4 – 120 credits

Level 4	Semester 1	Code: TSL40122 Title: First Language Acquisition Credits: 30	Code: TSL40222 Title: Language and Communication Credits: 30
	Semester 2	Code: TSL40322 Title: Second Language Acquisition Credits: 30	Code: TSL40422 Title: Historical Linguistics Credits: 30

Level 5 – 120 credits

Level 5	Semester 1	Code: TSL50422 Title: TESOL in Practice Credits: 30	Code: TSL50122 Title: TESOL Methodologies Credits: 15	Code: TSL50222 Title: Sociolinguistics Credits: 15	TSL50722 Careers in English Language Teaching or GA Enhancement module Credits: 15
	Semester 2		Code: TSL50322 Title: Research Skills Credits: 15	Code: TSL50622 Title: Discourse Analysis Project Credits: 15	TSL50822 The Psychology of Language Learning or GA Enhancement module Credits: 15

Level 6 – 120 credits

Level 6	Semester 1	Code: TSL60522 Title: Dissertation Credits: 45	Code: TSL60122 Title: English Language Testing and Assessment Credits: 15	Code: TSL60222 Title: Material Design and Evaluation Credits: 15	Code: TSL60622 Title: Clinical Linguistics Credits: 15
	Semester 2		Code: TSL60322 Title: English Language Teaching in Context Credits: 15	Code: TSL60422 Title: Innovations in English Language Teaching Credits: 15	

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
TSL40122	Mandatory	First Language Acquisition	1	30
TSL40222	Mandatory	Language and Communication	1	30
TSL40322	Mandatory	Second Language Acquisition	2	30
TSL40422	Mandatory	Historical Linguistics	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
TSL50122	Mandatory	TESOL Methodologies	1	15
TSL50222	Mandatory	Sociolinguistics	1	15
TSL50322	Mandatory	Research Skills	2	15
TSL50422	Mandatory	TESOL in Practice	3	30
TSL50622	Mandatory	Discourse Analysis Project	2	15

Option Modules				
Code	Type	Module Title	Period (number)	No of credits
TSL50722	Subject Enhancement	Careers in English Language Teaching	1	15
TSL50822	Subject Enhancement	The Psychology of Language Learning	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
TSL60122	Mandatory	English Language Testing and Assessment	1	15
TSL60222	Mandatory	Material Design and Evaluation	1	15
TSL60322	Mandatory	English Language Teaching in Context	2	15
TSL60522	Mandatory	Dissertation	3	45
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
TSL60422	Subject Enhancement	Innovations in English Language Teaching	2	15
TSL60622	Subject Enhancement	Clinical Linguistics	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22 Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23 Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24 | Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	1	-	-	100
FDY00220	Resourcing Learning	N/A	1			100
FDY00320	Critical Thinking	N/A	1			100
FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Exercise to demonstrate effective library searching

					<ul style="list-style-type: none"> • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile

					<ul style="list-style-type: none"> • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • Group collaboration to develop reflective template and action plan • Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • In consultation with tutor select a topic for study • Academic essay

25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades.
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability.
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26	Technology Enhanced Learning
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Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27	Work-related Learning and/or Placement
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There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28	Employability
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All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BA (HONS) ENGLISH LANGUAGE & TEACHING: TEACHING, LEARNING AND ASSESSMENT

22 Curriculum Design

The design of the programme is built on a student-centred approach to empower students to be engaged, proactive and autonomous learners. Aligned with the institution's ethos and vision, this undergraduate degree programme values student engagement, life-long learning, widening participation, and a constructivist approach to learning. It builds a student-centred learning experience that enhances life skills and personal qualities that are essential to their employability and their contribution to society as responsible, ethical twenty-first-century citizens in a globalised and complex changing world. With particular reference to student engagement for those studying the BA (Hons) English Language and Teaching, the curriculum has been designed to empower our students and ensure academic and social integration. Student engagement takes many forms, such as involving our students in research groups and co-opting them into teaching, training and assessment roles particularly when out in schools on placement.

The programme is split into strands which allow teaching and learning to develop through the three years of the programme:

	Core Linguistics	Core TESOL	Research
Level 4	X	X	
Level 5	X	X	X
Level 6	X	X	X

The importance of subject knowledge in linguistics and TESOL is reflected in the first two strands; 'Core Linguistics' and 'Foundation Subjects' which allow for subject knowledge development throughout the programme along with reflection on students' understanding of their own subject knowledge development.

Teaching practice modules run throughout the second and third year of the degree. These ensure that academic modules directly support and enrich professional development and teaching experience in language related settings, which directly contribute to and enhance academic development.

Although TSL50422 has been informed by external curriculums with the view to enhancing employability, the module learning outcomes will be assessed against our own Level 5 assessment criteria. The module content will provide our BA (Hons) English Language and Teaching students with the knowledge and experience that is sought by employers in the field of English language teaching, and this is highlighted by components of assessments that directly connect to employability (e.g. assessed teaching practice). This will ensure that our assessment can be managed and moderated accordingly and quality assured, without the impact of the external provider.

Reflective practice also plays a key part of this programme's curriculum design, with a focus from early on in the programme both in academic modules and teaching practice-based learning.

Assessments have been particularly designed to support students' criticality in both academic writing and professional practice.

The importance of research can be seen in the third strand in which students learn from the research of others in Level 4. At Level 4 students are preparing for the process of conducting their own research, with particular reference to ethical consideration and methods commonly used in the field of Linguistics and TESOL. Students will then begin to carry out their research projects in Level 5 focussing on discourse analysis and demonstrate their understanding of methodology before carrying out an individual research project in Level 6.

In line with FHEQ Level descriptors, at Level 4 students will have the opportunity to present, evaluate and interpret qualitative and quantitative data within the context of Year One module content. During this time, they will be expected to demonstrate the ability to evaluate the appropriateness of different approaches and communicate ideas accurately and reliably, with structured and coherent arguments supported with research. They will additionally be introduced to Ethics Policies, e.g. BERA and Bishop Grosseteste University. The aim of these policies is to provide a clear ethical framework for student research and to raise issues, which should be fully considered by students when conducting their own research. During this time, students also prepare for the process for applying for ethical approval of research.

At Level 5, students will use research to gain knowledge and critical understanding of the well-established principles of their area of study and start to apply these outside the context in which they were first studied. During the second year of study, students will also be expected to undertake their own research project and develop new skills within a structured and managed Discourse Analysis project. This will provide further opportunities for them to demonstrate their ethical considerations when conducting their own research and the chance to present, evaluate and interpret their own data in order to develop lines of arguments and make sound judgements in accordance with theories and concepts of their chosen subject.

The Level 6 module, TSL60522 Dissertation will bring together the knowledge students have acquired during their previous two years on the BA (Hons) English Language and Teaching. Students will demonstrate their ability to design, conduct and report the results of a research project in an area of TESOL and/or Linguistics. They will work independently, under the guidance of a supervisor, to demonstrate their ability to accurately deploy established techniques of analysis and enquiry within their chosen area. They will additionally be able to demonstrate their conceptual understanding that enables them to, devise and sustain arguments using ideas and techniques at the forefront of their area of research and describe and comment upon particular aspects of current research relevant to their project.

23 Learning and Teaching Strategies

Teaching strategies

The tradition of BGU has evolved from active teaching and learning approaches to developing knowledge and skills; this programme seeks to build on and enhance that tradition. Teaching will therefore involve innovative and creative workshops, practical project and challenge-based learning situations alongside more traditionally viewed lectures, seminars and tutorials. Online

learning strategies will both stimulate and reinforce learning through podcasts, webinars and the use of online programme materials.

The programme has a student-centred approach to learning, teaching, and assessment built on feedback to and from students. Our ethos places student engagement at the core of enhancing students' learning and staff's teaching. A student-centred approach is essential to the learning experience of undergraduate and postgraduate students, using the awareness to empower learners to be engaged, proactive, and autonomous learners. The learning and teaching strategies for this programme demonstrate the commitment to working in partnership with our students and to improve their overall teaching and learning experience. We value student voice and are always keen to hear what they have to say. The programme, teaching and learning strategy will include making full use of a number of effective teaching, learning and assessment practices that predict learning gains, such as close contact with lectures, prompt feedback, clear and high expectations, collaborative learning and "time on task". Further new initiatives introduced in the institution to help give students a greater input and to enhance and further develop a culture of staff and students working in partnership across the university will also be used.

In line with Section 5 of the QAA benchmark statement, teaching on the programme will be delivered via a wide range of styles and methods (where the central concern when choosing methods will always be to employ methods appropriate to the intended learning objectives and practical situation/context of the module in question). These methods include:

- taught sessions incorporating a mix of: Lectures; Seminars; Practical classes; Workshops; use of virtual learning environments
- critical reading of core texts;
- group and individual tutorials;
- directed pre- and post- session study;
- student participation in educational debates, on-line debates, oral presentations and planning, design and execution of group or individual research project;
- dissertation supervision meetings;
- one-to-one advice and guidance with students to include face to face tutorials;
- advice and guidance on draft writing to students;
- provision of learning resources for private study via BGU's VLE, including copies of lecture slides, links to web resources, and also readings and questions for students to consider;

Wherever relevant and possible, opportunities will be taken to engage students with non-standard forms of educational data/evidence, including films, television programmes, websites, exhibitions, conferences etc.

Application of learning, and the link between theory and practice, is also a key feature of effective learning strategy. An active approach to practice will come through modules in each year where students are expected to engage in project-based work individually, as part of a team, and in work-based learning situations. The range of learning opportunities available to the students is supported holistically by tutors on the programme.

The programme is designed to continue to provide high quality training, which ensures graduates are highly employable, and places the development of the BGU Graduate Attributes (BGU, 2016) at

the heart of its scope, structure and delivery. Our new provision aims to equip BGU graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Our graduates will develop interpersonal skills, flexibility, initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage and lead. They will develop professional skills including time and project management, which are skills sought by an array of employers.

We are committed to helping our students throughout their study, meeting their expectations and providing appropriate learning resources along the way. To assist with this we work closely with The Centre for Enhancement in Learning and Teaching (CELT), which is dedicated to developing teaching and learning across Bishop Grosseteste University.

We encourage our students to work closely with CELTs Learning Development team, who focus primarily on enhancing the student experience. Tutors within Learning Development can offer advice and guidance to students with their academic literacies and study skills. Students can choose to access this service through one-to-one appointments, group workshops or by downloading our bespoke study skills resources from Blackboard. Learning Development advice and guidance is also available to staff to enhance their skills supporting students' academic progress.

However, the provision of compulsory academic support is gradually reduced during the course to encourage and allow for greater independence. For example, a formative essay in year 1 is completed before any credit bearing assignments, and the non-credit bearing module in Y1 supports students to develop their academic skills and assist with the transition to HE.

The development and assessment of knowledge and skills

The programme provides opportunities for students to acquire and demonstrate knowledge and understanding, intellectual skills and practical, professional and transferable skills.

Work-based teaching experience/study abroad/project

A distinctive feature of this programme are the options to engage in a research project or work-based learning experience of some description, either in the UK or abroad. This would further enhance students' employability prospects, and the work-based opportunities on offer on this programme will provide the opportunity for the development of those graduate skills necessary for students entering the job market. This will include; working in a UK based setting, locally, where feasible, as part of the Level 5 module TSL50422. Those interested in carrying out a work experience placement abroad may be able to engage in this through an International Exchange network.

Depending upon the availability of projects and partners, through a planned trip abroad, students may be able to travel, improve their language skills and most importantly gain experience within the field of TESOL. There are work opportunities in most sectors, private or public companies, schools, trade unions or non-profit organisations, which might last from between 2 weeks to 12 months, however due to the demands of the course our BA (Hons) English Language and Teaching students would be looking at taking advantage of these opportunities after completing their Semester Two modules.

Through institutional and external partners, the TESOL team actively participates in organising events and employability opportunities for students in order to broaden their learning experience. These are significant learning activities that enrich student experience and foster students' participation in the life of the institution at a wider level than their subject. Hence, we regularly inform students about activities organised by CELT, the International Office, Chaplaincy, the Library, Careers and BG Futures, as well as external partners.

In line with Section 5 of the QAA benchmark statement, teaching on the programme will be delivered via a wide range of styles and methods (where the central concern when choosing methods will always be to employ methods appropriate to the intended learning objectives and practical situation/context of the module in question). These methods include:

- **taught sessions incorporating a mix of:**
 - group work and tutorials;
 - input sessions for any unit of the programme;
 - teaching practice feedback;
 - supervised workshop;
 - supervised lesson planning;
 - initial planning session to prepare for interviews for the Learner Profile Assignment;
 - initial planning session for the Materials Assignment.
- **teaching and observation:**
 - observed and assessed teaching practice (compulsory);
 - a minimum of four hours of guided observation of classes given by experienced teachers with English language learners (compulsory) .It is possible to use video to show different teaching situations for guided observations if students are unable to attend classes in real-time.
- **critical reading of core texts;**
- **student participation in educational debates, on-line debates, oral presentations and planning, design and execution of group or individual research project;**
- **advice and guidance on draft writing to students:**
 - preparation for teaching and completion of the Teaching Practice Portfolio;
 - preparation and completion of the Learner Profile Assignment;
 - preparation and completion of the Unknown Language Journal;
 - preparation for the Materials Assignment.
- **provision of learning resources for private study via BGU's VLE, including copies of session slides, links to web resources, and also readings and questions for students to consider;**
- **wherever relevant and possible, opportunities will be taken to engage students with non-standard forms of educational data/evidence, including films, television programmes, websites, exhibitions, conferences etc.**

Assessment strategy

The assessment strategy on this programme has been designed to deepen the learning experience for the student and to provide them with opportunities to integrate their academic 'know-what' with their practical, 'know-how'. Consideration has been given to the QAA guidance in relation to assessment practices (QAA, 467, 03/2012) for general programme creation as well as subject specific QAA's Benchmark Statements.

All programmes in the Arts, Humanities & Social Sciences portfolio follow BGU's Code of Practice for the Assessment of Students, which offers clear guidance on the principles and practice of assessment in the institution. Using this framework, along with the expertise of the programme design team, each assignment will be developed to ensure that it tests the relevant learning outcomes in an appropriate and developmental way. The benchmark for length and duration of assignments provided indicates that 15 credits of study broadly equate to a 2,000 words essay-style piece of work or approximately 10 minutes of an oral presentation at Level 4; 2500 words and 15-minute oral assessment at Level 5; and 3000 words or a 20-minute oral assessment at Level 6.

Summative assessments take place at the end of each module in order for students to demonstrate their understanding of the objectives covered. A wide range of assessment methods are used to support their learning, including portfolios, group presentations, group discussions, on-line discussions, individual presentations, assessed tutorials as well as written assignments and portfolios of tasks. Assessments are varied and are designed to enhance student's critical thinking and analysis skills as well as to help them perform to their highest ability in a range of contexts that are applicable to the field of study. We recognise that individuals come from a wide range of backgrounds and experiences, and accordingly use a wide range of assessment strategies. Students can be expected to be guided and supported carefully in their first year, gradually becoming more independent as the course progresses.

It is important to note that throughout taught modules on the BA (Hons) English Language and Teaching there will be several opportunities for our students to submit formative assignments to assist with progression between levels and to ensure students can attain the best outcome for their final summative assignment. In addition to the formative assessment and feedback there will be additional bespoke support sessions put in place which will address common areas of concern amongst our students.

In the first instance specific summative assignments will be set for each module. According to the KIS categories for assessment, see table below, many of the chosen assessment components for the BA (Hons) English Language and Teaching fall under the Coursework category. This category appears to be significantly high in the table above however, with the varied components listed below and the nature of the content of the modules and how they are structured and delivered, we believe this to be an appropriate spread. It is also important to highlight that many of the Portfolio and Project assessment components across the three years will also include elements of academic writing tasks to ensure our students have the opportunity to develop their critical analysis, reflection and writing skills.

Where possible, students will be given the opportunity to observe teaching practice in ESOL and EAL contexts prior to modules where observations and teaching practice will be assessed.

Further teaching practice in the form of peer teaching and further opportunities for enrichment placements/experience will be encouraged in the second-year module, TSL50422.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
TSL40122	First Language Acquisition	30	1	-	-	100
TSL40222	Language and Communication	30	1		50	50
TSL40322	Second Language Acquisition	30	1			100
TSL40422	Historical Linguistics	30	1		100	
TSL50122	TESOL Methodologies	15	2			100
TSL50222	Sociolinguistics	15	2			100
TSL50322	Research Skills	15	2			100
TSL50422	TESOL in Practice	30	2		25	75
TSL50622	Discourse Analysis Project	15	2		100	
TSL50722	Careers in English Language Teaching	15	2		25	75
TSL50822	Psychology of Language Learning	15	2			100
TSL60122	English Language Testing and Assessment	15	3			100
TSL60222	Material Design and Evaluation	15	3			100
TSL60322	English Language Teaching in Context	15	3			100
TSL60422	Innovations in English Language Teaching	15	3			100
TSL60522	Dissertation	45	3			100
TSL60622	Clinical Linguistics	15	3			100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission Month/Semester
TSL40122	First Language Acquisition	30	Written Essay plus data set analysis	4000 words	January
TSL40222	Language and Communication	30	Reflective Language Journal	2000 words	January
			Oral assessment and presentation	10 minutes	November
TSL40322	Second Language Acquisition	30	Written Essay plus case study analysis	4000 words	May
TSL40422	Historical Linguistics	30	Oral assessment and presentation	15 minutes	May
			Poster Presentation	5 minutes	March
TSL50122	TESOL Methodologies	15	Lesson Plan and Rationale	2500 words	January
TSL50222	Sociolinguistics	15	Research Plan	2500 words	January
TSL50322	Research Skills	15	Reflective Report	2500 words	May

TSL50422	TESOL in Practice	30	Reflective Journal	2000 words	November
			Learner Analysis Poster Presentation	5 minutes	January
			Teaching Portfolio	2500 words	May
TSL50622	Discourse Analysis Project	15	Oral assessment and presentation	15 minutes	May
TSL50722	Careers in English Language Teaching	15	Portfolio	2000 words	January
			Oral assessment and presentation	5 minutes	November
TSL50822	The Psychology of Language Learning	15	Multi-media product (weblog)	3000 words	May
TSL60122	English Language Testing and Assessment	15	Language Test and Rationale	3000 words	January
TSL60222	Material Design and Evaluation	15	Language Learning Materials and Rationale	3000 words	January
TSL60322	English Language Teaching in Context	15	Written assignment, including essay	3000 words	May
TSL60422	Innovations in English Language Teaching	15	Portfolio	3000 words	May
TSL60522	Dissertation	45	Project output (other than dissertation)	1500 words	February
			Dissertation	7500 words	May
TSL60622	Clinical Linguistics	15	Written assignment, including essay	3000 words	January

25 Inclusive Practice and Personal Development Planning

The Arts, Humanities & Social Sciences portfolio proactively facilitate inclusive modes of learning, teaching, and assessment across our programmes, and enhance student-learning experience, to enable all students to achieve their full potential. We endeavour to support students throughout their studies by ensuring they have 'a positive experience and are able to be involved in all aspects higher education.' (GuildHE Inclusive Teaching and Learning in Higher Education as a route to Excellence 2017, 2). We aim to provide 'reasonable adjustments' under the Equality Act 2010, and mitigate the ways in which social barriers restrict educational opportunities and life choices for students with disabilities, specific learning differences and other special needs. We aim to remove these barriers so that all students can be independent and equal in society, 'with choice and control over their own lives' (2). Hence, we want to promote 'social mobility and enhance[e] individual life chances, by giving everyone, regardless of their background or circumstances, the chance to study at higher levels of education' (2). We have carefully considered the forms and patterns of delivery and assessment so that they are diverse, flexible, and inclusive. They align to the inclusive and widening-participation conditions of BGU's Learning and Teaching Strategy and BGU's Assessment Strategy.

Through the institution's Development and Career Plan (DCP), students are supported in pursuing their academic development through reflective practice embedded in the DCP online facilities, as well regular one-to-one tutorials. They are encouraged to take advantage of all the opportunities to improve and enhance their academic and employability skills that are embedded within individual modules and offered in conjunction with CELT, E-Learning and Learning Development, the Library, Careers and BG Futures. Students are also encouraged to enhance their development by taking part in institutional extra-curricular activities organised by the International Office,

Chaplaincy, Careers and BG Futures. Most importantly, they are advised to enrich their CV by achieving a BGU Employability Award, an institutional programme that rewards extra-curricular activities through a reflective portfolio.

At the start of the programme, all students are allocated personal tutors who will, where possible, remain with the same personal tutor for the duration of the programme, to allow strong and supportive relationships to form. Personal tutors will be responsible for ensuring each student is appropriately supported, and acts as the first point of contact should a student experience difficulty or require support.

Cohort leaders also provide additional support, leading regular cohort meetings to update students on general messages and to take student feedback.

Personal tutorials are timetabled to occur twice a year. Students prepare for these tutorials in advance, reflecting on their academic progress, and their learning on teaching practice, as well as providing feedback relating to recently completed modules (this is in addition to more formal module evaluations). Targets (both academic and professional) are considered during these tutorials, and are in part based on students' own personal audits of their subject knowledge development.

Personal tutors take responsibility for tracking their tutees' academic and professional progress, initially marking the first formative written assignment, and later carrying out assessed tutorials following teaching experience/work related modules, but also providing ongoing support following each assessment hand-back.

All students are encouraged to seek academic support of colleagues in CELT. Those students with declared needs are signposted to Student Advice/Services. One member of the team is responsible for ensuring staff are kept informed of declared needs, and this forms a regular agenda item at team meetings.

26 Technology Enhanced Learning

Technology is a key component of any contemporary programme design, and this programme fosters technology enhanced learning, teaching, and assessment strategies. The programme uses a range of technological tools to enhance the student learning experience via BGU's VLE, where independent learning, debates and discussions are facilitated, and teaching material and shared resources are accessed. It is also an area for assessing learning. Students would be expected to engage creatively with a range of presentation tools and software that enable the production of multimedia presentations. Technology will be used to enhance learning, and to ensure students are well prepared to foster digital literacy in schools and use technology to support their role as primary teachers in the future.

To enable this, academic staff will deliver focussed computing and IT sessions on the use of digital technologies in the language classroom and for research. The use of assessment technology, such as Socrative, will also be used by academic staff in more generic appropriate sessions to model and encourage their use by students in teaching practice. Recommended internet-based resources, as well as apps and software, will also be included in sessions. The appropriate use of presentation technologies will likewise be part of sessions the students will receive.

Students will be taught the importance of the digital citizen and e-safety. Students will also be encouraged and supported in their understanding of using technology to enhance their own learning, through for example use of the VLE, WorldCat and LibGuides. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

It should be noted that the BA (Hons) English Language and Teaching has, wherever possible, been designed to build on BGU's existing strengths and thus to utilize existing learning resources that had already been brought together by other Education and Research modules/teaching programmes. However, as this programme offers more specialist areas of both TESOL and Linguistics, the study of language, reading lists for each module will include new texts to be purchased for the library/library systems. Through regular meetings with the Library team, it has been confirmed that this will not be in excess to that of other new undergraduate programmes which have been validated at BG and a similar three-year plan will be put in place to ensure sufficient learning resources are available. In the first year, reading lists will be purchased and prepared before the start of the next academic year, 2nd year readings lists purchased and prepared in first year of the course running and third year reading lists to be purchased and prepared in the second year.

These will be introduced in sessions and students will receive 'top-up' sessions at appropriate points during the programme (e.g. refresher sessions on accessing on-line journal articles during the Level 6 research project module).

Along with ongoing use of the VLE to receive announcements, access module specific information, submit assignments, receive feedback and access the timetable, students will also make use of the DCP (an electronic record of professional development) which supports professional development through reflection on evidence and the setting of targets. This is completed with the support of school based and university-based mentors during teaching experience/work related teaching practice and by personal tutors in university-based time to ensure ongoing and integrated support with both academic and professional development throughout the programme.

The programme's commitment to digital literacies and new modes of assessment is strengthened by our productive collaborative partnership with CELT and IT services, who will support staff and students with technical and digital learning support.

27 Work-related Learning and/or Placement

The Arts, Humanities & Social Sciences portfolio is committed to working in partnership with employers to create opportunities for work experience and project-based learning because they enable students to apply subject-specific knowledge and skills in work-based contexts and present themselves to employers or selectors upon graduation. Through the Development and Career Plan (DCP) and BGU Employability Award, students will be supported in pursuing such opportunities through work experiences, project learning, and teaching practice. They will be encouraged to take advantage of BGU facilities and explore how the Placement Services Office can help those finding further work-related learning opportunities. BGU has a strong history of placement and partnership work, managed by the Placement Services Office, and a strong network of local and regional cultural institutions and schools, supported by the work of BG Futures, to draw on. The students will become familiar with our collaborative partners throughout their studies and can

choose to discover more about them through teaching practice, which will be facilitated by the programme team and the Placement Services Office.

Teaching practice experience and visits/field trips are a crucial component of any HE standard BA (Hons) English Language and Teaching degree. The BA (Hons) English Language and Teaching would therefore strive to offer students the opportunity to take part in regional, national and international work-based settings and field trips in addition to opportunities available locally. Any such trips would be run in compliance with BGU's Code of Practice for Work-based and Placement Learning and its Code of Practice for Trips and Fieldwork. For students undertaking teaching practice and visits/field trips, significant pedagogic and pastoral support budgets would also be required.

It should, however, be noted that the BA (Hons) English Language and Teaching has, wherever possible, been designed to build on BGU's existing strengths and thus to utilize existing learning resources that had already been brought together by other Education and Research modules/teaching programmes.

Teaching Practice Experience: An Overview

All programmes within the Arts, Humanities & Social Sciences portfolio are committed to working in partnership with employers where such partnerships enrich the programme and help prepare students for further professional qualifications and/or the world of work. At level 5, for example, all students on the programme will have the opportunity to undertake teaching practice experience, some work experience or a project with employer involvement. The degree will provide opportunities to learn from school-based activities, consolidating their learning working in closer partnership with schools and other ESOL settings, with reference to the Bishop Grosseteste University Partnership.

At Level 5, students will have their teaching practice assessed. This will involve a series of sessions of observed teaching practice, at two different language levels, which will be marked against teaching specific criteria. It is important to note that students will be provided with earlier teaching observation and teaching practice opportunities within TSL50122 and TSL50422 to prepare them for this.

A single generic module specification has been drawn up for use across all BGU programmes to ensure common outcomes in the area of employability/transferable skills. Teaching practice settings will comply with the Code of Practice for Work-based and Placement Learning and the QAA Quality Code for Higher Education: Part B: Assuring and Enhancing Academic Quality.

Establishing and Managing Teaching Practice Opportunities

In the first instance, the programme would exploit BGU's robust existing placement structures and processes. BGU has a placements office in position and a range of already-existing school-based placement opportunities that are managed via the School Partnership Office. It would be the responsibility of staff within the TESOL teaching team to ensure:

- proportionate due diligence enquiries are made prior to the commencement of any teaching practice;

- the 'quality of learning opportunity provided' by any such teaching practice opportunity;
- that all external partner organisations/institutions have 'an explicit and unambiguous understanding of their respective responsibilities' in relation to, for instance, providing appropriate training as may be required to support students through their work.

As the BA programme has developed from its initial inception, staff have cultivated bespoke teaching opportunities with local organisations offering ESOL provision and those offering online access to learners. The availability of BGU's access to this provision may fluctuate depending on the viability of those organisations and their own management, such as their access to funding, or issues which make access difficult such as illness, pandemics etc. BGU TESOL staff, with the support of the institution, will strive to develop further partner organisations and find alternatives should current partners be unable to provide access to their ESOL programmes.

In all cases where a partnership is being considered, BGU's focus will be on identifying how the partnership can 'enhance the student experience and present a range of benefits and opportunities for learners, staff and employers. The development of benchmarks for sound practice, governance, risk management and for the development, agreement and management of such partnerships and arrangements will be informed by, and aligned with, the expectations outlined in the most recent QAA Quality Code for Higher Education: Part B: Assuring and Enhancing Academic Quality.

International Teaching Practice Opportunities

There is considerable scope for the BA (Hons) English Language & Teaching students to be offered the international teaching practice opportunities and BGU's Strategy 2019-2025 states in it aims for Collaboration and Partnerships that it will 'create international opportunities for all students. TESOL staff continue to build on their partnership with NRRU in Thailand and have successfully sent students for TESOL-related work experience to NRRU. Depending on the availability of funding at institutional level and the continued support of BGU's International Office and Faculty staff responsible for international activities at BGU, it is envisaged that TESOL students will continue to have access to international work experience be this by individual contributions, or funded placements, or a combination of both.

28 | Employability

Graduates from BGU are likely to be more employable than the average graduate of the discipline and employability rates remain consistently high.

The programme is designed to continue to provide high quality training, which ensures graduates are highly employable and places the development of the BGU Graduate Attributes (BGU, 2016) at the heart of its scope, structure and delivery. Our new provision aims to equip BGU graduates with the skills to evaluate and question, to think critically and appreciate different perspectives, to be creative and enterprising. Our graduates will develop interpersonal skills, flexibility, initiative, and adaptability, as well as an ability to communicate effectively, analyse, evaluate, organise, manage and lead. They will develop professional skills including time and project management. These are an array of skills that employers look for

The programme employs a variety of both established and innovative methods to prepare students for the challenges of the modern language classroom. These include, for instance, the

study of an unknown language, developing an individual learner profile and accompanying study plan, and increasing linguistic awareness for the classroom setting. The practical skills and theoretical knowledge gained through these activities are then explored through observed teaching practice.

It is recognised that a number of graduates from the BA (Hons) English & Language Teaching will initially seek overseas employment and therefore present a unique context with regards to employability in comparison to other programmes within the university. This has fuelled the decision to include a Careers module at Level 5 to provide essential training in professional career management skills designed to assist students in actively planning and preparing for their future careers in English Language Teaching. Students will develop awareness of the ELT market through engagement with employers and their recruitment strategies, and the personal attributes and achievements that employers require in this industry. Students will explore the various contexts they have opportunity for employment through a social, cultural, and educational analysis of these contexts.

Students with a background in ELT graduating from the programme may wish to enter career paths outside of ELT, in mainstream education or fields as diverse as Speech and Language therapy, or marketing, media, and publishing. It is with these paths in mind that the modules Clinical Linguistics or Discourse Analysis project and English Language in Contexts are delivered at levels 5 and 6. The Careers module TSL50722 will also cater to students with non-ELT careers in mind and highlight further study in the form of PGCEs or postgraduate programmes to develop their careers further.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p>	
30	Programme Specific Management Arrangements
<p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>	
31	Staff Responsibilities
<p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>	
32	Programme Specific Academic Student Support
<p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development</p>	

and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	Programme Specific Student Evaluation
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The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS 2-4) BA (HONS) ENGLISH LANGUAGE & TEACHING: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>Normally, conditional offers will be made to achieve at least 96 UCAS points. Unconditional offers are made in line with the institutional policy. Applicants are required to have a minimum GCSE Grade C in English at the point of enrolment.</p> <p>BGU's strategy (2019-2025) includes in its aims for 'Learning, Teaching, and Students' Experiences' to 'develop programmes attractive to international markets' and 'improve the proportion of international students' The TESOL team continues to work closely with the International Office to pursue increased proportion of international students to its programme within the parameters placed on the institution with respect to international student recruitment.</p> <p>In order to internationalise the student experience (and to recruit from beyond the local community) the programme will therefore consider a wide range of other, non-A/AS level qualifications, including the BTEC Extended Diploma, Diploma and Subsidiary Diploma, the European and International Baccalaureate Diplomas, and Advanced Diplomas.</p> <p>Considering these alternative qualification is aimed also to align with BGU's 2019-2025 strategy that includes, as a priority, a commitment to widening access and participation The admissions requirements for International applicants will align to BGU's IELTS and English Language Requirements Policy. As for all Undergraduate programmes, a minimum of level 6 with a minimum of 5.5 across all sections. For example, reading, writing, speaking and listening, will be required to study on this programme. Students with a score of Level 5.5 with a minimum of 5.5 across all sections will be required to take part in a programme of in-sessional support, which will be subject to a further fee. This will be reviewed on an annual basis for the duration of the programme.</p>	
30	Programme Specific Management Arrangements
<p>Core staff involved in supporting the programme will be:</p> <p>Programme Leader for BA (Hons) English and Language Teaching – responsible for overall management, planning, organisation, and running of the degree programme.</p> <p>TESOL Lecturer – responsible at module level for the planning, administration, delivery, and other responsibilities related to the running of the degree programme.</p> <p>Linguistics Lecturer – responsible at module level for the planning, administration, delivery and other responsibilities related to the running of the degree programme.</p> <p>Professional, Regulatory & Statutory Bodies Programme Leader for BA (Hons) TESOL and Linguistics – responsible for quality processes.</p> <p>Collaborative Partnerships Placement Services Manager</p>	

International Office Manager	
31	Staff Responsibilities
Core staff involved in supporting the programme will be Programme Leader for BA (Hons) English Language and Teaching responsible for the overall management of the programme and a number of modules.	
32	Programme Specific Academic Student Support
<p><u>Programme Specific Support</u></p> <ul style="list-style-type: none"> Support for academic writing is provided to students identified by personal tutors or cohort leaders. An online support programme English for Academic Studies is provided for students who require further support following initial Level 4 written assessments. Currently, students facing difficulties with academic writing are also encouraged to work with identified academic staff as well as Learning Development colleagues. Responsive sessions are timetabled on an ad hoc basis following feedback from student evaluations and aspects identified by academic tutors. Individual support is provided by personal tutors for areas for development in academic and/or teaching practice modules, based on ongoing tracking of students' progress. 	
The Placement Service Office will support students with teaching practice experience. BGU has a strong history of placement and partnership work, managed by the School Partnership Office, and a strong network of local and regional cultural institutions and schools, supported by the work of BG Futures, to draw on.	
33	Programme Specific Student Evaluation
<p><u>Programme Specific Evaluation</u></p> <p>The Arts, Humanities & Social Sciences portfolios' learning, teaching and assessment philosophy places at its centre a student-centred approach built on feedback to and from students. We are keen for students to co-produce elements of their learning, teaching, and assessment experience in collaboration with their module tutors through workshops and assessment forms that will enable autonomous choices both in the case of group-based or independent tasks. These will facilitate key moments for students' informal evaluation that will exist in parallel with BGU's existing modes of evaluation, including the use of module evaluations, student representatives, and through processes such as the RFS form, National Student Survey (NSS) and Bishop Grosseteste University Student Satisfaction Survey (BGUSSS).</p> <p>The Programme complies with institutional evaluation policies, ensuring that module evaluations are carried out following each module. Results are analysed and evaluated by the BA English & Language Teaching programme leader, module leaders and in the future will be evaluated by cohort leaders to ensure ongoing improvements to the programme are made.</p>	

The Personal Tutor System will also enable opportunities for individual students' feedback. Feedback is reflective as well as informative due the closer rapport developed between the personal tutor and the tutee.

Session specific Socrative surveys are carried out in some sessions and used by individual tutors to enhance provision. Informal feedback is gathered during PDP tutorials and disseminated to relevant staff/departments.

Regular student representative meetings are carried out with student representatives and feedback is disseminated to relevant staff/departments.

Feedback from all the sources above informs Annual Monitoring Reports and action plans, which are reviewed three times per year.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY005206 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

SECTION F2 (YEARS 2-4) BA (HONS) ENGLISH LANGUAGE & TEACHING: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for Level 4																
	K&U1	K&U2	K&U3	K&U4	K&U5	K&U6	K&U7	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	IS1	IS2	IS3	IS4
TSL40122 Introduction to First Language Acquisition		X	X		X	X	X	X	X		X			X	X	X	X
TSL40222 Language and Communication		X						X	X	X							
TSL40322 Second Language Acquisition		X	X		X	X	X	X	X		X			X	X	X	X
TSL40422 Historical Linguistics	X	X	X	X		X		X			X			X	X	X	X
Module Name	Programme outcomes for Level 4 (Continued)																
	IS5	IS6	TS1	TS2	TS3	TS4	TS5	TS6	TS7								
TSL40122 Introduction to First Language Acquisition	X	X	X	X	X	X	X	X									
TSL40222 Language and Communication		X															
TSL40322 Second Language Acquisition	X	X	X	X	X	X	X	X	X								
TSL40422 Historical Linguistics	X		X														

Module Name	Programme outcomes for Level 5																
	K&U1	K&U2	K&U3	K&U4	K&U5	K&U6	K&U7	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	IS1	IS2	IS3	IS4
TSL50122 TESOL Methodologies		X			X	X	X			X	X			X	X	X	X
TSL50222 Sociolinguistics	X	X	X	X		X	X		X	X	X			X	X	X	X
TSL50322 Research Skills		X				X	X		X		X			X	X	X	X
TSL50422 TESOL in Practice		X			X	X		X									
TSL50622 Discourse Analysis Project		X	X	X	X	X		X	X	X		X		X			
TSL50722 Careers in English Language Teaching	X	X		X	X		X	X	X	X			X	X			
TSL50822 Psychology of Language Learning			X	X	X	X	X		X								

Module Name	Programme outcomes for Level 5 (Continued)															
	IS5	IS6	TS1	TS2	TS3	TS4	TS5	TS6	TS7							
TSL50122 TESOL Methodologies	X	X	X	X	X	X	X	X								
TSL50222 Sociolinguistics	X		X	X	X	X	X	X								
TSL50322 Research Skills	X	X	X	X	X	X	X	X	X							
TSL50422 TESOL in Practice 1	X	X	X	X	X	X	X	X	X							
TSL50622 Discourse Analysis Project	X		X	X	X	X	X	X	X							
TSL50722 Careers in English Language Teaching	X	X	X	X	X	X	X	X	X							
TSL50822 Psychology of Language Learning	X	X	X	X	X	X	X	X								

Module Name	Programme outcomes for 6															
	K&U1	K&U2	K&U3	K&U4	K&U5	K&U6	K&U7	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	IS1	IS2	IS3
TSL60122 English Language Testing and Assessment		X	X	X		X	X	X	X	X	X		X	X	X	X
TSL60222 Material Design and Assessment		X	X	X		X	X	X	X	X	X		X	X	X	X
TSL60322 English Language Teaching in Contexts	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
TSL60422 Innovations in English Language Teaching		X	X	X		X	X	X	X	X	X		X	X	X	X
TSL60522 Dissertation		X														
TSL60622: Clinical Linguistics		X														

Module Name	Programme outcomes for 6 Continued														
	IS5	IS6	TS1	TS2	TS3	TS4	TS5	TS6	TS7						
TSL60122 English Language Testing and Assessment	X	X	X	X	X	X	X	X	X						
TSL60222 Material Design and Assessment	X	X	X	X	X	X	X	X	X						
TSL60322 English Language Teaching in Context	X	X	X	X	X	X	X	X	X						
TSL60422 Innovations in English Language Teaching	X	X	X	X	X	X	X	X	X						
TSL60522 Dissertation	X	X	X	X	X	X	X	X	X						
TSL60622 Clinical Linguistics	X	X	X	X	X	X	X	X	X						

SECTION G1 (YEAR 1) FOUNDATION YEAR

MAP 2

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies						
Global Citizenship						
Information Literacy						
Digital Fluency						
Employability						
Being Enterprising						

Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION G2 (YEARS 2-4) BA (HONS) ENGLISH LANGUAGE & TEACHING

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes														
	K&U1	K&U2	K&U3	K&U4	K&U5	K&U6	K&U7	SPS1	SPS2	SPS3	SPS4	SPS5	SPS6	ISI1	ISI2
Academic Literacies			X	X	X	X	X		X		X	X	X	X	X
Global Citizenship	X	X		X			X			X		X	X		
Information Literacy						X	X				X	X			X
Digital Fluency			X	X	X	X		X				X	X		
Employability							X						X		
Being Enterprising							X		X			X	X		

Attribute	Programme Learning Outcomes (continued)														
	ISI3	ISI4	ISI5	ISI6	TS1	TS2	TS3	TS4	TS5	TS6	TS7				
Academic Literacies	X	X	X	X	X	X	X	X	X	X	X				
Global Citizenship				X											
Information Literacy	X	X	X	X											
Digital Fluency				X			X				X				
Employability				X	X	X	X	X	X	X	X				
Being Enterprising				X							X				

Graduate Attributes

- GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H (YEARS 1-4) BA (HONS) ENGLISH LANGUAGE & TEACHING WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

SECTION I (YEARS 1-4) BA (HONS) ENGLISH LANGUAGE & TEACHING WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						