



**Lincoln Bishop  
University**

**MA Education:  
English as an Additional Language (EAL)  
(Full Time)**

**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.*

|          |   |                  |
|----------|---|------------------|
| <b>1</b> | <b>Senate approval – date and outcome of last approval</b>        | 10 July 2025     |
| <b>2</b> | <b>Next Scheduled Review Date: [Month/Year]</b>                   | July 2030        |
| <b>3</b> | <b>Programme Specification - Effective date: [Day/Month/Year]</b> | 1 September 2025 |
| <b>4</b> | <b>Version Number</b>   | v1.0             |

## 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.*

## 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

|   |   |
|---|---|
| <b>1</b>  | <b>Programme Specification Title</b>          |
| MA Education: English as an Additional Language (EAL) |   |
| <b>1a</b>   | <b>Programme Code</b>                         |
| EDEALP_1.0  |   |
| <b>2</b>  | <b>Brief Summary (for Marketing Purposes)</b> |

The MA Education (EAL) is an exciting one-year full-time programme that allows learners to follow their own education-related interests and passions. By completing the MA Education (EAL) at the University, you will have the opportunity to think deeply about a range of issues that matter to you in different professional contexts, in turn helping you to develop your expertise in your chosen field. The MA Education (EAL) aims to develop in-depth and advanced knowledge informed by current practice, scholarship, and research. This will include a critical awareness and understanding of theory and practice, which will inform and develop effective EAL practice in the classroom and at educational management level. Building upon prior knowledge and /or experience, learners will explore multiple perspectives on key issues through structured learning, independent study, and research.

The programme is suited to those working or aspiring to work in a wide variety of educational contexts: mainstream education home-schooling, or other educational support services and contexts. It is relevant to practice across different age ranges, in particular to practice involving EAL learners at compulsory school age. With a strong focus upon creating change, challenging your thinking and understandings, learners will gain skills in the analysis of theory and practice. The programme encourages the sharing of experience and encourages reflection and contributions.

The programme is designed around five modules including a dissertation. The five modules will allow you to explore key issues within a range of contexts and develop your own expertise in your areas of professional interest. You will undertake a module about research and then complete a research project focusing on an area of your own choice as part of the Dissertation module.

On completion of the MA, you will have developed your critical understanding of education and related issues, theories, and concepts; and deepened your knowledge in your chosen areas of focus and enhanced career prospects in the workplace. For this reason, the MA Education (EAL) is also perfect for preparing learners wishing to undertake further studies, such as our EdD (Doctor of Education) and PhD (Doctor of Philosophy) programmes.

|           |   |  |                         |   |
|-----------|---|--|-------------------------|---|
| <b>3</b>  | <b>Awarding institution</b>                                       | Lincoln Bishop University                            |                         |   |
| <b>3a</b> | <b>Programme Length</b>   | <b>Full-Time</b><br>1 year                           | <b>Part-Time</b><br>N/A |   |
| <b>3b</b> | <b>Mode(s) of Study</b>   | In-person  |                         |   |
| <b>4</b>  | <b>Home Academic Programme Portfolio</b>                          | AHSS (Arts, Humanities, and Social Sciences)         |                         |   |
| <b>5</b>  | <b>HECoS/CAH2/ITT/UCAS code(s)</b>                                | <b>HECoS/CAH2</b><br>100459 /<br>CAH22-01-01         | <b>ITT</b><br>N/A       | <b>UCAS code generated at QAC stage by Admissions</b> |
| <b>6</b>  | <b>Framework for HE Qualifications position of final award(s)</b> | Masters (Level 7)                                    |                         |   |
| <b>7</b>  | <b>Alignment with University Credit Framework</b>                 | Postgraduate   |                         |   |
| <b>8</b>  | <b>Compliance with University Assessment Regulations</b>          | Academic Regulations Governing Taught Qualifications |                         |   |
| <b>9</b>  | <b>Progression routes with Foundation Degree (FdA) or Top-up</b>  | N/A  |                         |   |

## Awards

|           |                             |   |
|-----------|-----------------------------|---|
| <b>10</b> | <b>Final Award title(s)</b> | MA Education: English as an Additional Language (EAL) |
|-----------|-----------------------------|---|

|            |   |   |
|------------|---|---|
| <b>10a</b> | <b>Exit or Fall-back Award title(s)</b>   | Postgraduate Certificate in Education (EAL) (60 credits)<br>Postgraduate Diploma in Education (EAL) (120 credits) |
| <b>10b</b> | <b>Pathway</b>  | N/A   |
| <b>11</b>  | <b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"><li>• BSc/BA (Hons) XX</li><li>• BSc/BA (Hons) XX and YY</li></ul> | N/A   |

## Arrangements with Partners

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

## Professional, Statutory and Regulatory Bodies

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

## SECTION B - OUTCOMES

|  |                                   |
|--|-----------------------------------|
| 17   | <b>QAA Benchmark Statement(s)</b> |
| <p>The QAA does not provide Benchmark Statements for postgraduate level in Education Studies. Therefore, Benchmark Statements have been aligned to the <a href="#">Framework for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies</a> that states:</p> <p>Master's degrees are awarded to learners who have demonstrated:</p> <ol style="list-style-type: none"><li>1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</li><li>2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li><li>3. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</li><li>4. conceptual understanding that enables the student:<ol style="list-style-type: none"><li>a. to evaluate critically current research and advanced scholarship in the discipline</li><li>b. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li></ol></li></ol> <p>Typically, holders of the qualification will be able to:</p> <ol style="list-style-type: none"><li>1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and nonspecialist audiences</li><li>2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li><li>3. continue to advance their knowledge and understanding, and to develop new skills to a high level.</li></ol> <p>And holders will have:</p> <ol style="list-style-type: none"><li>1. the qualities and transferable skills necessary for employment requiring:<ol style="list-style-type: none"><li>a. the exercise of initiative and personal responsibility</li><li>b. decision-making in complex and unpredictable situations</li><li>c. the independent learning ability required for continuing professional development.</li></ol></li></ol> |                                   |

|    |   |
|----|---|
| 18 | <h3>Programme Aim</h3> <p>The MA Education (EAL) is an exciting and engaging programme designed to support and challenge thinking about education and contemporary education-related issues. Informed by current scholarship, research, and practice, it provides an opportunity for learners to develop transferrable skills and gain advanced knowledge and understanding in a specific area of professional interest as well as other key aspects of EAL.</p> <p>The aim of the MA Education (EAL) is to develop postgraduates who can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a detailed and systematic knowledge and understanding of key contemporary EAL in education issues.</li> <li>• Develop and articulate an in-depth knowledge and understanding of a specialist area in education within the current educational context.</li> <li>• Develop a critical understanding of research and reflection, and the implications for professional practice.</li> <li>• Examine the relationships between theory and practice in education, drawing on relevant literature, published research and professional practice.</li> <li>• Develop a secure conceptual understanding that allows for critical evaluation of a wide range of literature on issues relating to EAL in education.</li> <li>• Evaluate and critique a range of methodologies and methods used in research and understand the relevant ethical issues.</li> <li>• Plan and undertake independent research using appropriate methodologies and methods and be able to communicate the outcomes of this to specialist and non-specialist audiences.</li> <li>• Apply research findings to elicit new insights for a relevant context and their professional impact.</li> </ul> |
| 19 | <h3>Programme Specific Outcomes</h3> <p><b><u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of MA Education (EAL), learners will be able to:</p> <p><b><u>Knowledge and Understanding</u></b></p> <p><b>KU1:</b> Demonstrate a detailed systematic knowledge and understanding of key contemporary issues relating to EAL in education.</p> <p><b>KU2:</b> Demonstrate a comprehensive and critical understanding of how a range of complex factors inform a wide range of policy and practice and can impact on EAL.</p> <p><b>KU3:</b> Demonstrate a systematic knowledge and understanding of methodologies and research design in contemporary EAL research.</p> <p><b>KU4:</b> Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p>   |

### Subject Specific Skills

**SPS1:** Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts relating to EAL issues.

**SPS2:** Demonstrate the ability to make links between theory and practice in EAL-related educational contexts.

**SPS3:** Demonstrate the ability to plan research within an educational context and identify relevant ethical considerations.

**SPS4:** Apply own knowledge and understanding of educational research to successfully undertake a research project within a specific educational context.

### Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of EAL literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**IS3:** Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in EAL research.

**IS4:** Evaluate own research critically and synthesise findings with existing knowledge to propose new hypotheses.

### Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

**TS3:** Demonstrate self-direction, autonomy and originality in planning research.

**TS4:** Make sound judgements and apply the research undertaken to successfully elicit new insights for the relevant context.

## **20 | Exit Award Learning Outcomes**

On successful completion of a Postgraduate Certificate in Education (EAL), learners will be able to:

### Knowledge and Understanding

**KU1:** Demonstrate a systematic knowledge and understanding of key contemporary educational issues relating to EAL in education.

**KU2:** Demonstrate a systematic knowledge and understanding of a specialist area in education relating to EAL within the current educational context.

### Subject Professional Skills

**SPS1:** Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts relating to EAL.

**SPS2:** Demonstrate the ability to make links between theory and practice in EAL-related educational contexts.

### Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of EAL educational literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

#### Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

On successful completion of a Postgraduate Diploma in Education (EAL), learners will be able to:

#### Knowledge and Understanding

**KU1:** Demonstrate a systematic knowledge and understanding of key contemporary educational issues relating to EAL.

**KU2:** Demonstrate a systematic knowledge and understanding of a specialist area in education within the current EAL educational context.

**KU3:** Demonstrate a systematic knowledge and understanding of methodologies and methods frequently used in contemporary educational research.

#### Subject Professional Skills

**SPS1:** Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts relevant to EAL.

**SPS2:** Demonstrate the ability to make links between theory and practice in various educational contexts relevant to EAL.

**SPS3:** Demonstrate the ability to plan research within an educational context and identify relevant ethical considerations.

#### Intellectual Skills

**IS1:** Demonstrate conceptual understanding that allows for critical evaluation of a wide range of EAL educational literature.

**IS2:** Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

**IS3:** Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in EAL educational research.

#### Transferable Skills

**TS1:** Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

**TS2:** Demonstrate the independent learning ability required for continuing professional development.

**TS3:** Demonstrate self-direction, autonomy and originality in planning educational research.

## SECTION C – 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

| Year 1; Trimester 1  | Year 1; Trimester 2  | Year 1; Trimester 3                           |
|--|--|---|
| EMC701P_1.0<br>Vision, Practice and Policy: Shaping the Future<br>30 credits | EAL702P_1.0<br>Whole School Approaches for EAL Support<br>30 credits | EMC703P_1.0<br>Research Project<br>60 credits |
| EAL701P_1.0<br>Supporting EAL Learners in the Classroom<br>30 credits        | EMC702P_1.0<br>Research Skills<br>30 credits                         |   |

**21b** **Module Structure**

### Level 7

| Core Modules |           |   |                 |               |
|--------------|-----------|---|-----------------|---------------|
| Code         | Status    | Module Title                                    | Period (number) | No of credits |
| EMC701P_1.0  | Mandatory | Vision, Practice and Policy: Shaping the Future | 1               | 30            |
| EAL701P_1.0  | Mandatory | Supporting EAL Learners in the Classroom        | 1               | 30            |
| EAL702P_1.0  | Mandatory | Whole School Approaches for EAL Support         | 2               | 30            |
| EMC702P_1.0  | Mandatory | Research Skills                                 | 2               | 30            |
| EMC703P_1.0  | Mandatory | Research Project                                | 3               | 60            |

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

| 22   | Curriculum Design |
|--|-------------------|
| <p>The curriculum of the MA Education (EAL) programme is aimed at offering learners the opportunity to reflect on EAL classroom practice and wider school support for EAL learners, families, and communities. Learners will then synthesise their insights with the wider body of research on the topic. They will also have the opportunity to develop their expertise in specific areas within EAL which are most pertinent to their own interests and aspirations. The programme is designed to develop learners' in-depth knowledge, understanding, and skills in relation to current and changing EAL practice, policy and theory. The modules provide learners with opportunities to investigate different social and educational contexts to build and demonstrate acquisition of systematic in-depth and advanced knowledge and understanding of key issues related to EAL.</p> <p>As a full-time programme, the MA takes one year to complete. Learners will undertake three trimesters and study two modules in trimester one and two. Once all four modules have been completed, learners' progress to undertake their dissertation. Overall, learners will complete 180 credits.</p> <p><b><u>The modules</u></b></p> <p>The suite of modules is specifically designed to cover various aspects of EAL which are relevant to a wide range of settings and sectors. More specifically:</p> <p><b>Vision, practice and policy: Shaping the Future</b></p> <p>This module explores key elements of effective practice, guiding learners to engage with contemporary and potential future challenges in relation to professional contexts. Learners will reflect upon completing ideologies which shape and influence policy visions. By linking theory and practice, learners will develop strategies to address real-world challenges within a range of settings. The reflective nature of this module makes it highly relevant to professionals across a range of contexts and settings.</p> <p><b>EAL (1): Supporting EAL learners in the classroom</b></p> <p>The EAL (1) module aims to develop learners' confidence in their ability as classroom teachers, to support EAL students to develop their language and subject knowledge and skills. Content including teaching methodologies, classroom techniques, materials adaptation and design, and assessment tools will be investigated alongside key theoretical topics in Second Language Acquisition which are relevant to EAL learners and practical classroom and educational contexts. Further aims of the module are to explore professional networks relevant to EAL practice and develop learners' linguistic awareness to provide them with a greater understanding of the language backgrounds of EAL learners via comparative language analysis.</p> <p><b>EAL (2) Whole-school approaches for EAL support</b></p> <p>The EAL (2) module is designed to develop education leaders, such as those in or aspiring to be in senior management teams, to have a specialism in EAL. The module will focus on the role of the education leader in ensuring schools and education settings have practices in place that provide effective support for EAL learners, their families, and the wider communities for the duration of the EAL learners' journey.</p> |                   |

Broader issues from policy, research, and reports relating to EAL in England will be a further focus, in order for leaders to contextualise their own settings. Overall, the module aims to provide learners with the skills and knowledge to develop strategies to improve the outcomes and experiences of EAL learners in their settings, with a detailed awareness of the wider picture in England.

### **Research Skills**

Explores a range of methodologies and methods frequently used in social science educational research, examining their potential strengths, limitations and the associated ethical considerations. During the module, learners will develop their understanding of research concepts such as reliability, validity, trustworthiness, credibility and generalisability. They will also consider how to plan research using a suitable methodological approach, whilst taking into account the ethical issues they may encounter.

### **Research Project**

The module will facilitate learning and teaching in research skills. The module will lead to competence and confidence in what determines personal and professional standards for postgraduate research requirements. The module develops learners as ethical researchers who are able to undertake a suitable research project, develop realistic plans for disseminating their research findings to the wider academic and/or professional community. In addition, learners will be supported to extend and deepen their understanding of the chosen area of investigation and will be able to design and carry out projects that are useful to their professional development and/or interests, and employability.

### **Graduate attributes**

The MA Education (EAL) is designed to help learners develop all six areas of the University's Graduate Attributes:

- Academic literacies:** Learners are enabled to develop academic literacy through engagement with a range of learning materials and research during the course and in their assignments. Throughout the programme, learners will have the opportunity to critically analyse, evaluate and synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support learners in developing their academic competency, e.g. tasks that require learners to apply their critical thinking.
- Global citizenship:** Through the taught sessions and learning materials, learners will have the opportunity to examine a range of contemporary issues from an international perspective and hold discussions about how these compare with their own experience. Throughout the course, learners will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in their own context.
- Information literacy:** Information literacy will be developed throughout the programme via curriculum design and learners will be required to independently search for academic sources through platforms. Engagement with the Library services within The Hub will support individuals to develop these skills, and tutors on the programme will help embed the capabilities within each student to create well-written assignments.
- Digital fluency:** Assessments are designed to support learners in developing digital fluency through a range of assignment tasks presented in portfolios, including an academic blog, a multimodal overview and a presentation with visual elements. The teaching team will also model the use of digital

technology through session delivery where appropriate to facilitate communication of ideas and practices.

5. **Employability:** Learners are enabled to develop their professional understandings through academic study and professional learning throughout the programme. For example, they will be required to reflect on professional case studies and use current academic research to inform their thinking. As Graduate Attributes are embedded into all modules, it is also anticipated that learners will further enhance their employability skills.

6. **Being enterprising:** This course puts a strong emphasis on helping learners to address practical issues within their own learning, leading to professional development. This means learners will have the opportunity to develop problem-solving skills through directed independent learning. Throughout the programme, learners will be challenged to put forward proposals and reflect on their own experience, in turn develop their entrepreneurial competency.

## 23 Learning and Teaching Strategies

Learning and teaching on the programme will be through a combination of approaches designed to promote engagement and independent learning in the following areas:

### Knowledge and understanding:

- will include lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the University, from other HEIs and from local and national statutory, private, and voluntary organisations will add to the learning experience;
- seminars, some of which will be tutor led and some of which will be student led, will be designed around enquiry-based learning, to encourage active participation. Learners will be given the opportunity to discuss their experiences, findings, and ideas with their peers or to take part in-group presentations. Through active participation, learners are encouraged to challenge ideas and evaluate their own knowledge and understanding;
- group work sessions which will be used to critically review research, policy and provision exploring challenges and issues across EAL, searching for meaningful interpretations which can inform individual learning and practices;
- tutorials: learners will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the taught elements.

### Subject specific skills:

The programme will facilitate opportunities for learners to analyse knowledge and understanding of different EAL contexts and issues. Learners will be able to apply subject specific skills acquired across different modules through research activities and/or through their own professional practice where relevant. Use will be made of the Virtual Learning Environment (VLE) to support research and exploration of developing knowledge and understanding in relation to EAL.

**Intellectual Skills:**

Learners will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Learners will be provided with opportunities to acquire, analyse, evaluate, and synthesise information through research and independent study and relate these to EAL practice, where appropriate VLE resources will be applied to support intellectual skill development. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

**Transferable Skills:**

Experiential, self-directed teaching and learning strategies will enable learners to develop personal, professional, and transferable skills. Learners will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, practice issues and case studies. Learners will have resources, including indicative texts and supplementary reading available through Blackboard (VLE) for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and the student Hub. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

**24      Assessment Strategies**

The MA Education (EAL) provides a mixture of assessment methods, offering learners a variety of ways to demonstrate their skills, knowledge and understanding. Each assignment/portfolio is split into at least two related tasks, allowing learners to demonstrate how they have met the learning outcomes in multiple ways, whilst getting the opportunity to develop a range of skills relating to academic study.

An example of an assessment within the core programme e.g. Vision, policy and practice: shaping the future is a portfolio comprised of three parts: an analysis of language used to shape policy, a critical discussion of policy content and ideology, and implications for future implementation of policy.

For 'Research Skills', learners will write an evaluation of research methods related to their area of interest followed by a presentation proposing a Research Project module idea that they may wish to develop in their 3<sup>rd</sup> Trimester in the form of a dissertation. All presentations are followed by a real-time Q&A, and learners are required to make all their module tasks directly relevant to professional contexts that are of interest to them. All the assignment tasks and descriptions can be found in the assignment briefs provided.

The module 'Supporting EAL in the Classroom' requires learners to produce a presentation and a portfolio to assess their learning. The presentation requires learners to demonstrate their language awareness and knowledge of language systems, such as the grammar and writing systems of languages other than English which EAL learners in their classrooms may use and identify potential areas for language support. The portfolio will require learners to produce and analyse a classroom-based EAL intervention strategy based on their knowledge of EAL and Second Language Acquisition theory and practice.

Similarly, the module 'Whole-school Approaches for EAL Support' requires the learners to produce a portfolio demonstrating their skills and knowledge for EAL leadership roles. This time, the portfolio will focus on aspects of EAL whole-school approaches that learners have identified as requiring development in their chosen setting, and will comprise of a proposal and key evidence-based actions or interventions relevant to the learning setting/context.

This programme offers learners numerous opportunities where their 'work-in-progress' can be assessed by their tutor formatively and receive developmental feedback which will enable them to further develop their work (see Section 23 and Appendix A).

| Module Code | Module Description                              | Credits | Year | Assessment and learning methods |           |            |
|-------------|---|---------|------|---------------------------------|-----------|------------|
|             |   |         |      | Exam/Written                    | Practical | Coursework |
|             |   |         |      | %                               | %         | %          |
| EMC701P_1.0 | Vision, practice and policy: shaping the future | 30      | 1    | -                               | -         | 100        |
| EAL701P_1.0 | Supporting EAL Learners in the Classroom        | 30      | 1    | -                               | 50        | 50         |
| EAL702P_1.0 | Whole-school Approaches for EAL Support         | 30      | 1    | -                               | -         | 100        |
| EMC702P_1.0 | Research Skills                                 | 30      | 1    | -                               | 30        | 70         |
| EMC703P_1.0 | Research Project                                | 60      | 1    | -                               | -         | 100        |

### Indicative Assessment Strategy

| Module Code | Module Title                                    | Credits | Indicative Assessment Type and weighting | Indicative Submission                             | Indicative Assessment Date |
|-------------|---|---------|--|---|----------------------------|
| EMC701P_1.0 | Vision, Practice and Policy: Shaping the Future | 30      | Portfolio 100%                           | 6,000 words                                       | January                    |
| EAL701P_1.0 | Supporting EAL Learners in the Classroom        | 30      | Practical 50%<br>Portfolio 50%           | 15 minutes<br>3,000 words                         | January                    |
| EAL702P_1.0 | Whole-School Approaches for EAL Support         | 30      | Portfolio 100%                           | 6,000 words                                       | May                        |
| EMC702P_1.0 | Research Skills                                 | 30      | Portfolio 70%<br>Practical 30%           | Coursework 4,200 words<br>Presentation 10 minutes | March<br>May               |
| EMC703P_1.0 | Research Project                                | 60      | Dissertation 100%                        | 12, 000 words                                     | August                     |

|   |   |
|---|---|
| <b>25</b>   | <b>Inclusive Practice and Personal Development Planning</b> |
| <p>The University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported throughout their programme and given full access to the range of services offered by The Hub, including Student Advice and the Learning Development teams, and the Students' Union. The MA Education (EAL) programme adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced opportunities for learning that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme.</p> <p>The curriculum of the MA has been specifically designed to support learners in the enhancement of their career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. Learners will be encouraged to access the wider services of the Hub for professional career advice and opportunities. Furthermore, all learners will be assigned a personal tutor when they begin the MA, who will be a member of the delivery team (module leaders). With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).</p> |   |
| <b>26</b>   | <b>Technology Enhanced Learning</b>                         |
| <p>The MA EAL will make use of the VLE to support learners during their studies. Module leaders will be responsible for keeping these areas up-to-date and offering a range of multimodal resources to support learners' independent learning, which will include some asynchronous, but interactive learning activities, such as blog and diary entry posting. The aim of these activities is to drive learning outside of the in-person taught sessions whilst offering learners significant flexibility. All learners will be invited to attend two tutorials per module, and both of these can be attended virtually (subject to tutor availability).</p> <p>Module materials will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that learners can easily locate key information while further developing their independence during their study. Moreover, learners will be provided with an induction to the VLE and the Library as they commence the programme. Included within the Library systems are access to journals and other specific subject-related learning resources. A reading list will be provided for every module.</p>   |   |
| <b>27</b>   | <b>Work-related Learning</b>                                |
| <p>Learners are encouraged where relevant and feasible to seek some practice-based time (paid or voluntary) within an appropriate setting that provides exposure to EAL learners for the duration of the course. In order to link theory and practice, learners will consider how the topics they study are reflected in their professional experience. If a learner's workplace or professional setting requires a Disclosure and Barring Service (DBS) check, the learner will be responsible for covering this cost. Whilst not a requirement, as part of the dissertation module, learners can undertake empirical research in the</p>  |   |

workplace. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.

|           |                      |
|-----------|----------------------|
| <b>28</b> | <b>Employability</b> |
|-----------|----------------------|

The programme reflects consultation with stakeholders about the curriculum design and programme delivery. The suite of modules available on the MA programme offers learners opportunities to develop their knowledge and understanding in contemporary issues pertinent to EAL education. These include reflective and research-informed practice, implementation of digital innovations and a learner-centred approach to support, all of which have the potential to benefit learners' practice and setting. Moreover, employers stated that leadership was an important aspect that they value, so the EAL 2 and Vision, Practice and Policy modules have been included to offer learners the opportunity to explore educational leadership in different contexts and at different levels. Employers conveyed that staff who complete MA-level programmes are often ambitious to move into leadership roles, and that offering specific modules focused on leadership is therefore likely to support these learners.

In addition to having access to the support and guidance made available by The Hub throughout the course, as explained in Section 22, learners will also have the opportunity to develop all six areas of the University's Graduate Attributes, in turn enhancing their employability.

## SECTION E - PROGRAMME MANAGEMENT

### 29 | Programme Specific Admission Requirements

The entry requirement for MA EAL is normally a good first degree or equivalent (2:2 or above) in a relevant discipline. However, it is recognised that many interested in this area may not have studied a first degree in a relevant discipline. Similarly, many learners who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level in other ways. Therefore, admission to the MA Education (EAL) will be made on a case-by-case basis.

English language requirements are IELTS 6.5 with a minimum of 6 in each component.

Some learners may be eligible to apply for Recognition of Prior Learning (RPL) in accordance with the *Code of Practice for Recognition of Prior Learning*.

### 30 | Programme Specific Management Arrangements

The programme is managed through the Faculty, led by the Programme Leader for the MA Education (EAL), reporting to the relevant Head of Programmes and supported by the staff of the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.

The programme will be taught by academic staff from within the Faculty who are qualified to master's level and above. Visiting tutors and speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Dean of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate.

Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners' comments and the University's Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.

### 31 | Staff Responsibilities

Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.

Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and personal tutors to learners on the programme.

Dissertation supervisors: supervision and marking of individual learners' MA dissertations according to expertise.

**32 | Programme Specific Academic Student Support**

Learners are made aware of the support offered by The Hub from the outset and encouraged to submit the allowed proportion of their assignments (as drafts) to their module tutor for formative feedback. Given the different types of assessment learners will complete, learners will be regularly signposted to the guidance and support offered by the Digital Learning team within The Hub as well.

All new learners are required to attend an induction event at the beginning of the academic year and provided with information about academic integrity as well as other important regulations. In addition to the academic tutorials offered during each module, support sessions relating to academic writing or assignment preparation are also made available.

**33 | Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

Learners will be offered the opportunity to undertake module evaluations to provide module-specific feedback to the programme team.

Learners will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) at the end of each trimester to provide wider programme-level feedback.

Both module and RFS feedback will be used to enhance the programme and ensure that student voice is heard and used to provide a positive student experience.

## SECTION F – OUTCOME MAPPING

MAP I

| Module Name                              | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
|--|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
|  |      |      |      |      |      |      |      |      |     |     |     |     |     |     |     |     |
| Vision Practice and Policy               | x    | x    |      |      | x    | x    |      |      | x   | x   |     |     | x   | x   |     |     |
| Supporting EAL Learners in the Classroom | x    | x    |      | x    |      | x    |      |      | x   | x   |     |     | x   | x   |     |     |
| Whole-school Approaches for EAL Support  | x    | x    |      | x    | x    | x    |      |      | x   | x   |     |     | x   | x   |     |     |
| Research Skills                          |      |      | x    |      |      |      | x    |      |     |     | x   |     | x   |     | x   |     |
| Research Project                         | x    | x    | x    | x    | x    | x    | x    | x    | x   | x   | x   | x   | x   | x   | x   | x   |

## SECTION G

### 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 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |     |
|----------------------|-----------------------------|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
|                      | KU1                         | KU2 | KU3 | KU4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
| Academic Literacies  | X                           | X   | X   | X   | X    | X    | X    | X    | X   | X   | X   | X   | X   |     |     | X   |
| Global Citizenship   | X                           | X   |     |     | X    | X    |      |      | X   |     |     |     |     |     |     |     |
| Information Literacy | X                           | X   | X   | X   | X    | X    | X    | X    | X   | X   | X   | X   | X   |     |     | X   |
| Digital Fluency      |                             |     |     |     |      |      |      | X    | X   |     |     |     | X   | X   |     |     |
| Employability        | X                           | X   |     |     | X    | X    |      | X    | X   | X   |     |     | X   | X   | X   | X   |
| Being Enterprising   |                             | X   |     |     |      | X    | X    | X    |     | X   |     | X   |     | X   | X   | X   |

#### 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

## SECTION H

### 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.*

| QASA Reference | Brief Outline of Light/Minor Modification/<br>Major Modification<br><i>(Light/Minor - include level &amp; title of modules &amp; a brief description<br/>of modification)<br/>(Major - include details of change such as new routes, pathways<br/>etc)</i> | Date of QASA<br>Approval (or<br>event) | Approval effective<br>from: | Details of cohort of students who will be affected<br>by the modification<br><i>(eg students entering Level 5 from September 2016<br/>onward)</i> |
|----------------|--|--|-----------------------------|---|
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |
|                |  |  |                             |   |

## SECTION I

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