

Programme Specification: Post Graduate Taught For Academic Year 2026/27

1. Course Summary

Names of programme and award title(s)	MA Teaching English to Speakers of Other Languages (TESOL)
Award type	Taught Masters
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time Modular degree (maximum period 5 years)
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	N/A
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Full-time fee for 2026/27 is £9,400</p> <p>Part-time fee for 2026/27 is £5,200*</p> <p>International students:</p> <p>Fee for 2026/27 is £17,100</p>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* These fees are for new students. We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

2. Overview of the Programme

The programme is aimed at students interested in teaching English to Speakers of Other Languages (TESOL). The programme supports the development of a community of reflective, research-led and ethical practitioners, such as those seeking to begin or continue careers in English language teaching professions both in the UK and overseas at primary, secondary or tertiary levels or in language schools to other professionals. The programme is equally relevant to those who want to prepare for original research in the field of education at doctoral and postdoctoral levels, which may lead to careers in publishing, education management, curriculum design, etc.

Modules cover key areas of interest such as the methodology of teaching and researching in English language classrooms, investigating and utilising technological tools such as AI and GenAI in classrooms, studying the needs of different groups of English learners, and designing materials, assessments and syllabi for specific groups of learners. All modules offered are taught by staff who are experts in their fields with a commitment to

innovative teaching methods.

Assessments include teaching practicals with learners of English including asylum seekers at a local refugee charity, observing experienced English language tutors and your peers teaching classes, creating a portfolio of materials, assessments, lesson plans and reflections, in addition to a dissertation focusing on a specific area of interest in TESOL. Successful completion of two core modules will also allow you to apply for Trinity College (London) Certificate in TESOL moderation on payment of an additional moderation fee. The Trinity CertTESOL award is an internationally recognised English teaching qualification.

3. Aims of the programme

The broad aims of the programme are to enable you to:

- Develop advanced teaching skills including both the theoretical knowledge and practical strategies needed to teach English effectively in diverse linguistic and cultural contexts.
- Enhance linguistic and pedagogical knowledge by developing a deep understanding of second language acquisition, language teaching methodologies, and applied linguistics.
- Improve communication skills by communicating ideas and arguments with clarity and care in a number of different forms--including teaching practicals, essays, oral presentations, reflective diaries--using appropriate language and techniques of presentation.
- Develop research and critical thinking skills including the ability to critically evaluate research in TESOL, design empirical studies, and apply findings to improve teaching practice.
- Understand and apply reflective and inclusive teaching by adapting teaching approaches to meet the needs of diverse learners, including those with special educational needs.
- Integrate technology including AI and GenAI in language teaching while evaluating innovative uses of digital tools and technology-enhanced learning for effective language instruction.
- Develop cross-cultural competence through evaluating and applying intercultural communication skills to teach English in different contexts and to effectively interact with multilingual learners.
- Enhance professional development and career growth by developing a portfolio of materials, lesson plans, assessments, research, etc.

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Demonstrate a critical understanding of key theories and approaches in second language acquisition and language teaching methodology.
- Analyse the role of English as an international language and its impact on language teaching, learning, and policy.
- Evaluate contemporary issues in applied linguistics and their implications for TESOL practice.
- Assess and apply principles of language assessment, curriculum design, and syllabus development in TESOL contexts.
- Critically examine the influence of sociocultural, cognitive, and affective factors on second language learning.

Subject specific skills

Successful students will be able to:

- Apply a range of effective pedagogical strategies and instructional techniques to enhance English language learning.
- Design, implement, and evaluate language teaching materials and lesson plans based on learners' needs.
- Conduct and critically interpret research in TESOL using appropriate qualitative and/or quantitative methods.
- Integrate technology and digital tools including AI and GenAI effectively in English language teaching and assessment.
- Adapt and differentiate teaching strategies to accommodate diverse learners, including those with special educational needs.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Communicate complex linguistic and pedagogical concepts effectively in both oral and written forms.
- Engage in reflective teaching practices and demonstrate a commitment to ongoing professional development.
- Collaborate effectively with colleagues, learners, and other stakeholders in educational settings.
- Manage time and resources to deliver assignments by set deadlines and to required standards.
- Demonstrate leadership and decision-making skills in curriculum design, teacher training, or language programme management.
- Apply problem-solving and critical thinking skills to address challenges in language education.

Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Seminars in small groups where key issues can be discussed in depth. Students are expected to play an active part.
- Workshops practising and discussing teaching skills based on the application of teaching and learning theories.
- Focused group work and collective class discussions.
- Asynchronous study, based on directed reading, lessons, tasks and videos, covers core topics including research skills, learning styles, and applied linguistics using the Keele Learning Environment (KLE). The KLE is an online learning environment accessible to all students on and off campus that provides a range of tools to support students' learning, including access to documents and other resources, quizzes, discussion boards, assignments and announcements.
- Guided independent study including using and evaluating online tools and AI to develop lesson plans, materials, assessments, etc.
- Observations of experienced tutors and peers teaching groups of English language learners.
- Planning, delivering and reflecting on 30 or 60-minute teaching practicals to English language learners such as those at local refugee and asylum seeker charities (a minimum of 6 hours in ENL-40008 and ENL-40009 modules).
- In the case of the dissertation module, students will undertake an empirical, conceptual or practical dissertation supervised and supported by a member of staff with relevant expertise.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

6. Teaching Staff

The programme team currently comprises of Keele staff, sessional tutors and school-based mentors who are responsible for the provision of the suite of education programmes in the Faculty of Humanities and Social Sciences. They are all highly qualified, experienced and respected academics and practitioners working at the forefront of their fields. The breadth and depth of their expertise brings a unique flavour to the programme and enables them to offer students excellent support and supervision.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The academic year runs from September to September and is divided into three semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

All modules are compulsory modules that you are required to study

A summary of the credit requirements is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

NB: Modules may have varying modes of delivery and it is the candidate's responsibility to be available at scheduled times.

Compulsory modules	Module Code	Credits	Period
Certificate in TESOL Part A	ENL-40008	30	Semester 1
Teaching with Technology	ENL-40021	15	Semester 1
Language Teaching Methodology	ENL-40019	30	Semester 1-2
Certificate in TESOL Part B	ENL-40009	30	Semester 2
The Learner ESP, EAP and CLIL	ENL-40023	15	Semester 2
TESOL Capstone Project	ENL-40025	60	Semester 3

Part-time Programmes - description

The part-time programme stretches over 2 years (meaning that 'Certificate in TESOL Parts A and B' are completed in Year 1 (60 credits) and Language Teaching Methodology, The Learner - ESP, EAP and CLIL, Teaching with Technology modules and the TESOL Capstone project are completed in Year 2 (120 credits)).

Part-time programme - Year 1

Compulsory modules	Module Code	Credits	Period
CertTESOL A	ENL-40008	30	Year 1 Sem 1
CertTESOL B	ENL-40009	30	Year 1 Sem 2

Part-time programme - Year 2

Compulsory modules	Module Code	Credits	Period
Language Teaching Methodology	ENL-40019	30	Year 2 Sem 1-2
Teaching with Technology	ENL-40021	15	Year 2 Sem 1
The Learner - ESP, EAP and CLIL	ENL-40023	15	Year 2 Sem 2
TESOL Capstone Project	ENL-40025	60	Year 2 Sem 3

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate a critical understanding of key theories and approaches in second language acquisition and language teaching methodology;	Language Teaching Methodology - ENL-40019 The Learner ESP, EAP and CLIL - ENL-40023
Analyze the role of English as an international language and its impact on language teaching, learning, and policy;	Language Teaching Methodology - ENL-40019 The Learner ESP, EAP and CLIL - ENL-40023
Evaluate contemporary issues in Education and Applied Linguistics and their implications for TESOL practice	Language Teaching Methodology - ENL-40019 Teaching with Technology - ENL-40021 The Learner ESP, EAP and CLIL - ENL-40023
Assess and apply principles of language assessment, curriculum design, and syllabus development in TESOL contexts;	Language Teaching Methodology - ENL-40019 The Learner ESP, EAP and CLIL - ENL-40023
Critically examine the influence of sociocultural, cognitive, and affective factors on second language learning.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009 Language Teaching Methodology - ENL-40019

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Apply a range of effective pedagogical strategies and instructional techniques to enhance English language learning.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009
Design, implement, and evaluate language teaching materials and lesson plans based on learners' needs.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009 The Learner ESP, EAP and CLIL - ENL-40023
Conduct and critically interpret research in TESOL using appropriate qualitative and/or quantitative methods.	Language Teaching Methodology - ENL-40019 TESOL Capstone Project - ENL-40025
Integrate technology and digital tools including (Gen)AI effectively in English language teaching and assessment.	Teaching with Technology - ENL-40021 The Learner ESP, EAP and CLIL - ENL-40023
Adapt and differentiate teaching strategies to accommodate diverse learners, including those with special educational needs.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009 The Learner ESP, EAP and CLIL - ENL-40023

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Communicate complex linguistic and pedagogical concepts effectively in both oral and written forms.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009
Demonstrate leadership and decision-making skills in curriculum design, teacher training, or language programme management.	Language Teaching Methodology - ENL-40019 The Learner ESP, EAP and CLIL - ENL-40023
Engage in reflective teaching practices and demonstrate a commitment to ongoing professional development.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009
Collaborate effectively with colleagues, learners, and other stakeholders in educational settings.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009 Language Teaching Methodology - ENL-40019 Teaching with Technology - ENL-40021 The Learner ESP, EAP and CLIL - ENL-40023
Apply problem-solving and critical thinking skills to address challenges in language education.	Certificate in TESOL Part A - ENL-40008 Certificate in TESOL Part B - ENL-40009 Language Teaching Methodology - ENL-40019 Teaching with Technology - ENL-40021 The Learner ESP, EAP and CLIL - ENL-40023

8. Final and intermediate awards

MA Teaching English to Speakers of Other Languages (TESOL)	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 45 credits at Level 7

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Teaching Practice (Practice based Assessment)** - is an evaluation of your ability to apply skills and knowledge in a professional context. It evaluates your ability to apply your knowledge and skills in a hands-on, real-world classroom setting. It assesses not only what you know about teaching, but also how you perform tasks, solve problems, and adapt to different situations.
- **Reflective Diary** - is a place for you to demonstrate and consolidate your learning through the process of reflection. It assesses your ability to engage self-reflexively with your study and practice within the field and encourages you to develop a critical engagement with modes and practices of study, learning and development.
- **Portfolio** - is a series of tasks and/or collection of evidence which evidences application of skills and knowledge. The artifacts within a portfolio may be in written, physical and/or digital format, or as a combination of formats. It assesses your skills, knowledge, and accomplishments over time, showcasing growth and development through a collection of work samples providing a holistic view of abilities.
- **Literature Review** - demonstrates your knowledge and understanding of the academic literature on a specific topic, or in response to a specific question. Literature reviews also include critical appraisal and evaluation of published material (e.g., journal articles, books etc). Literature reviews assess knowledge of teaching, learning and research methodologies and ability to make critical judgements about the appropriateness of different approaches
- **Essay** - a piece of formal writing on a specific subject, or in response to a specific question that develops an argument using evidence. It tests the quality and application of your knowledge and allows you to demonstrate your ability to carry out bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using appropriate systems of referencing.
- **Lesson Design and Rationale (Competence)** - an evaluation of your skills and abilities against a defined set of criteria. The lesson design and rationale evaluate whether the chosen activities in the lesson effectively support students in achieving the intended learning outcomes and if the rationale behind those choices is sound. The rationale explains the "why" behind the lesson, including the chosen content, activities, and assessment methods, ensuring they are appropriate for the students and the subject matter.
- **Presentation** - is a talk given to an audience in person or as a recording which may be accompanied by visuals such as PowerPoint slides and which may include the opportunity for the audience to ask questions. Presentations assess subject knowledge and understanding, ability to communicate what you know orally and visually, and ability to reflect on these processes as part of your own personal development.
- **Dissertation/Capstone Project** - tests your ability to investigate theoretical and/or practical issues, carry out independent research, and communicate findings in an extended piece of written work following recognised academic standards of presentation

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

The MA TESOL programme does not have accreditation from an external body. The CertTESOL award is additionally certified by Trinity College (London). If students successfully complete ENL-40008 and ENL-40009, they can apply to be moderated on payment of an additional moderation fee.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:

The language requirement is IELTS 6.5 overall with no subtest lower than 6.0.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

13. How are students supported on the programme?

Support for student learning on the programme is provided in the following ways:

- All students are assigned an Academic Mentor who is their first point of contact for any queries or concerns they have about their studies and can advise in a pastoral capacity. Likewise, the Programme Director is also available to answer questions or queries about course progression.
- Module and seminar group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments.
- Additional help with University level study skills is available from the Learning Support Officer in the Faculty of Business, Law, Humanities and Social Sciences.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. Nonnative speakers also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.
- All members of teaching staff on the MA TESOL Programme are available to see students during advertised weekly office hours and at other times by appointment.
- Careers support is available via the university's Careers and Employability team who run one-to-one consultations, generic and bespoke sessions.

14. Learning Resources

The programme is taught using a variety of resources, including self-study materials in the form of text-based materials, visual materials, academic journals and module tutor notes, and social media. The vast majority of learning resources are available electronically (see specific module handbooks for more information). Electronic/digital resources can be accessed via the Keele Learning Environment (KLE).

15. Other Learning Opportunities

Students have the opportunity to attend events organised by the school and more widely by the University, KIITE (Keele Institute for Innovation and Teaching Excellence), the SU (Keele Students Union) and the KPA (Keele Postgraduate Association).

Additionally, the CertTESOL programme works closely with a number of asylum seeker and refugee charities, such as ASHA. Students on the MA programme are able to participate in additional volunteer roles at these charities including participating in literacy classes, English classes for young learners, Keele's Refugee World Cup event, etc.

16. Additional Costs

Students are required to obtain a DBS and Overseas Police Check as this is a requirement for the compulsory teaching practice element. Students will incur costs of £ 45 for an enhanced DBS check and an Overseas Criminal Record check in students own countries (costs of which will vary per country, including where relevant an English translation). We do not anticipate any further costs for this programme.

Activity	Estimated Cost
Enhanced DBS	£45
Moderation fee (in 2025, reviewed annually)	£170
Total estimated additional costs	£215

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. There may also be some costs connected with travelling to teaching placements, depending on

their location.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

b. QAA Subject Benchmark Statement: Linguistics <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-linguistics> Education Studies <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-education-studies>

c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

Version History

This document

Date Approved: 10 June 2026

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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