

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	MA in TEFL
Teaching Institution	Arab Open University
Awarding Institution	The Open University (OU)
Date of first OU validation	October 2019
Date of latest OU (re)validation	-
Next revalidation	March 2026
Credit points achieved for the award	48 credit hours (AOU) equivalent to 180 points (UK)
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only)	
Programme start date and cycle of starts if appropriate.	September 2020
Underpinning QAA subject benchmark(s)	The programme is "OU-validated via AOU-OU partnership." Academic standards follow QAA-UK code/principles (as per the AOU-OU agreement)
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	In designing the new MA Programme in TEFL, the FLS Council has been guided by the following General Points of Reference: • AOU mission, objectives and strategies • QAA: Benchmarking (M) Level Programmes • QAA: Quality Code for Higher Education • FHEQ: Descriptor for a Qualification at Masters (M) Level: Master's Degree
Professional/statutory/ accreditation recognition	OU Local Ministries of Higher Education (Branches)
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Mix of DL (independent learning) & Face-to-Face – FT, PT

Duration of the programme for each mode of study	FT 2 years – four semesters; PT up to 8 semesters
Dual accreditation (if applicable)	OU and Local Ministries of Higher Education (Branches)
Date of production/revision of this specification	December 2025

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook. The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

The MA programme in Teaching English as a Foreign Language will:

- ✓ Train students to become effective classroom teachers by introducing them to the latest language teaching theories, educational technology and AI, methods and approaches.
- ✓ Provide students with the necessary skills that enable them to both construct and evaluate language-teaching programmes.
- ✓ Expose students to various methods of preparing teaching materials.
- ✓ Develop in the students the ability to conduct empirical research in the domain of EFL.
- ✓ Prepare students to combine theory and practice in the teaching-learning process.
- ✓ Train students to apply CALT techniques in their teaching.
- ✓ Familiarize students with the latest methods of assessment and evaluation.

The intended learning outcomes of this programme (MA in TEFL) are described in four areas:

Area 1: Knowledge and understanding

On completion of the programme, students will be able to:

A1. Explain how EFL research informs and connects with various educational practices.;

A2. Demonstrate understanding of key language learning theories, recent TEFL research findings, and their implications for effective practice.

A3. Describe and explain ethical frameworks and measures appropriate to educational contexts in TEFL, including the responsible use of educational technologies and AI.

A4. Identify, plan, and describe the processes involved in conducting research within the programme's thematic areas.

Area 2: Cognitive skills

On completion of the programme, students will be able to:

- B1.** Critically interpret key TEFL concepts, approaches, and theories;
- B2.** Critically analyse arguments, evidence, and claims in TEFL research and practice, demonstrating advanced critical thinking;
- B3.** Critically interpret, assess, and deploy EFL research methodologies and their evidence, including, where relevant, studies involving digital or AI-supported research approaches.
- B4.** Contribute in an informed way to current debates about teaching English as a foreign language.

Area 3:- Practical and professional skills

On completion of the programme, students will be able to:

- C1.** Read and critically evaluate academic publications pertinent to TEFL topics;
- C2.** Appraise, review, and critically and reflexively formulate arguments relevant to TEFL;
- C3.** Critically reflect on own teaching practice with attention to the pedagogical implications of using digital tools and AI in the EFL classroom;
- C4.** Produce TEFL research-informed texts that present coherent arguments and adhere to academic conventions.

Area 4: Key / transferable skills

On completion of the programme, students will be able to:

- D1.** Work independently on projects or extended assignments involving the analysis and presentation of materials and issues;
- D2.** Produce original texts to communicate ideas concisely and effectively in written work to show clear expression and coherent structure;
- D3.** Demonstrate the ability to plan, manage, and complete a programme of learning requiring sustained and independent application;
- D4.** Use information and communication technology appropriately for information retrieval and communication purposes, including competent engagement with AI-based systems where relevant.

The MA in TEFL is needed on several counts:

- ✓ It creates good job opportunities in English language teaching in the public and private sectors.
- ✓ Many BA graduates of English Language and Literature (ELL) in the Arab countries choose to become school-teachers and increasingly, more educational institutions particularly high schools are opting to appoint teachers with special educational training, chiefly those holding an MA in Teaching English as a Foreign Language (TEFL).
- ✓ MA-in-TEFL holders are also sought by English Language Centres at universities, which provide English for Specific Purposes (ESP) tuition for students of different specializations. Many of these centres prefer tutors holding an MA rather than a

PhD for, *inter alia*, salary-saving purposes.

- ✓ More and more public and private universities are being established in many Arab countries, and thus there is a great demand for qualified MA holders to teach language skills and introductory courses to first-year students.
- ✓ International and regional businesses, foreign missions, mass media, international organizations, publishers, and translation establishments require bilinguals who are proficient in both English and Arabic.
- ✓ This degree opens up opportunities for its holders to seek degrees in TEFL higher than the MA, especially doctoral degrees. Holders of such higher degrees are recruited by local, regional and international organizations such as ALECSO (Arab League Educational Cultural & Scientific Organization), and UNESCO (United Nations Educational, Scientific and Cultural Organization).
- ✓ An MA in TEFL at the Arab Open University (AOU) also provides a flexible *open learning* opportunity to students;
- ✓ Students admitted into the MA Programme in TEFL will avail themselves of excellent up-to-date teaching and support materials conducive to self-learning as it combines both face-to-face instruction (50%) and interactive open learning (50%);

The introduction of this MA programme reflects the AOU strategy to start postgraduate studies that serve the needs of its graduates, on the one hand, and meet national and regional socio-economic development requirements, on the other. The MA in TEFL programme is in high demand in all Arab countries, particularly in view of the following fact:

- ✓ Many Arab countries are beginning to teach English in grade 1 (age 6) instead of grade 4 (age 9) or grade 6 (age 11) as has been the case till very recently. This expansion in the teaching of English at school level will require teachers who are qualified both linguistically and professionally.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme comprises two tracks:

1. Thesis Track
2. Non-Thesis track.

It is up to the student to opt for either track, provided that the regulations of the Higher Education authorities of the Arab country hosting the AOU campus allow the offering of non-thesis tracks in postgraduate programs. Therefore, this option is open for students who opt for it in the AOU host countries that allow it.

The following are the study plans for both tracks.

A: Thesis Track Study Plan

1. Compulsory modules (32 credit hours)

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4
EFL509	English Language Teaching Methods: Receptive and Productive Skills	4
EFL510	AI-Technology in the Classroom	4
EFL506	Classroom Management	4
EFL507	Foreign Language Testing and Assessment	4
EFL508	Practicum	4
Students choose 1 of the following modules		
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
Total		32

2. Thesis modules: (16 credit hours)

Thesis track		
Code	Module Title	Credit Hours
EFL529	Proposal Prep.	4
EFL 531	Thesis module	12
Total		16

B: Non-Thesis Track Study Plan:

1. Compulsory modules (40 credit hours)

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4
EFL509	English Language Teaching Methods: Receptive and Productive Skills	4
EFL510	AI-Technology in the Classroom	4
EFL506	Classroom Management	4
EFL507	Foreign Language Testing and Assessment	4

EFL508	Practicum	4
EFL521	Semantics and Pragmatics	4
EFL522	Contrastive Linguistics and Error Analysis	4
Students choose 1 of the following modules		
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
Total		40

2. Elective Modules (8 credit hours).

The module selected from the option basket within the compulsory group must not be one of the two modules chosen here.

Elective Modules		
Code	Module Title	Credit Hours
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
EFL515	Phonetics and Phonology	4
Total		8

3. Take a comprehensive exam (0 credit)

Exit Awards

Students who are unable to complete their MA programme may be eligible to claim a Certificate or Diploma in Teaching English as a Foreign Language from the OU, as demonstrated below.

Postgraduate Exit Awards:

(i) Postgraduate Certificate in Teaching English as a Foreign Language

On successful completion of the following four compulsory postgraduate modules from the MA Programme in Teaching English as a Foreign Language (16 credit hours), students will be able to claim from OU a **Postgraduate Certificate in Teaching English as a Foreign Language**.

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4

EFL509	English Language Teaching Methods: Receptive and Productive Skills	4
Choose 1 of the following		
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
Total		16 credits

(ii) **Postgraduate Diploma in Teaching English as a Foreign Language**

On successful completion of the eight compulsory modules of the MA programme in TEFL (32 credit hours), students will be eligible to claim the OU **Postgraduate Diploma in Teaching English as a Foreign Language**

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4
EFL509	English Language Teaching Methods: Receptive and Productive Skills	4
EFL510	AI Technology in the Classroom	4
EFL506	Classroom Management	4
EFL507	Foreign Language Testing and Assessment	4
EFL508	Practicum	4
Choose 1 of the following		
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
Total		32 credits

(iii) **Postgraduate MA Degree in Teaching English as a Foreign Language**

On successful completion of all the postgraduate courses from the MA Programme in Teaching English as a Foreign Language (48 credit hours), students will be able to claim a **Postgraduate MA Degree in Teaching English as a Foreign Language**.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

1. Postgraduate Certificate in Teaching English as a Foreign Language (16 credit hours).
2. Postgraduate Diploma in Teaching English as a Foreign Language (32 credit hours).

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 7 A*					
Compulsory modules	Credit hours		Credit points	Is module compensatable?	Semester runs in
EFL501: Theories of Foreign Language Learning	4		15	NO (it has to be retaken if failed)	Runs in Semester 1
EFL502: Research Methods	4		15	NO (it has to be retaken if failed)	Runs in Semester 1
EFL509: English Language Teaching Methods: Receptive and Productive Skills	4		15	NO (it has to be retaken if failed)	Runs in Semester 1
The student should choose 1 of the following modules					
EFL511: English Linguistics and Applications	4		15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 2

Programme Structure – LEVEL 7 A*					
Compulsory modules	Credit hours		Credit points	Is module compensatable?	Semester runs in
EFL512: Sociolinguistics	4		15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 2
EFL513: Discourse Analysis	4		15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 2
EFL514: Pedagogic Grammar	4		15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 2

Programme Structure – Single Registerable Modules -- NONE				
Compulsory modules	Credit points	Pre-Requisite as SRM	Is module compensatable?	Semester runs in
–	–	–	–	–

*The modules taught at this level constitute the requirement for the first exit award, i.e., a **Certificate in TEFL**.

Intended learning outcomes of the Certificate in Teaching English as a Foreign Language are listed below:

*The modules taught at this level constitute the requirement for the first exit award, i.e., a Postgraduate Certificate in TEFL.

Intended learning outcomes at Level 7A are listed below:

<u>Learning Outcomes – LEVEL 7 (A)</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
7 (A) 3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed the Certificate in Teaching English as a Foreign Language, they will be able to:	The AOU learning/teaching strategy provides contact hours that are equal to 50% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems.

A1. Explain how EFL research informs and connects with various educational practices. A2. Demonstrate understanding of key language learning theories, recent TEFL research findings, and their implications for effective practice.	The taught modules will be delivered through the AOU system which consists of two complementary modes: 1. face-to-face interactive tutorials, constituting 50% of course credit hours, and; 2. interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 50% of course contact hours. The assessment strategy of each module offered is included in its respective “Module Specification” template. Learning outcomes are assessed primarily by means of written tutor- marked assignments (TMAs), and Final Exams (FEs).
--	--

7(A) 3 b. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this certificate, they will be able to B1. Critically interpret key TEFL concepts, approaches, and theories.	Cognitive skills are developed and practised through study of the course materials, and students will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs and Finals.

7(A) 3 c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this certificate, they will be able to C1. Read and critically evaluate academic publications pertinent to TEFL topics; C2. Appraise, review, and critically and reflexively formulate arguments relevant to TEFL	Practical and professional skills are taught cumulatively throughout the programme. EFL502 teaches basic postgraduate research skills. This module as well as EFL501 are designed to prepare students to write their TMAs critically and reflectively.
7(A) 3 d. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this certificate, they will be able to D1. Work independently on projects or extended assignments involving the analysis and presentation of materials and issues.	Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. Essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter of foundation and subject modules.

Postgraduate Certificate in Teaching English as a Foreign Language

On successful completion of the above level 7(A) modules (16 credits) from the MA Programme in Teaching English as a Foreign Language, students can claim a Postgraduate Certificate in Teaching English as a Foreign Language from the OU/UK only. The AOU does not offer such a certificate; it provides students who do not complete the MA programme with a statement only.

Programme Structure – LEVEL 7 B*					
Compulsory modules	Credit hours		Credit points	Is module compensatable?	Semester runs in
EFL510: AI Technology in the Classroom	4		15	NO (it has to be retaken if failed)	Runs in Semester 2
EFL506: Classroom Management	4		15	NO (it has to be retaken if failed)	Runs in Semester 2
EFL507: Foreign Language Testing and Assessment	4		15	NO (it has to be retaken if failed)	Runs in Semester 3
EFL508: Practicum	4		15	NO (it has to be retaken if failed)	Runs in Semester 3

*The modules taught at this level together with the ones taught at level 7 (A) constitute the requirement for the second exit award, i.e., a **Postgraduate Diploma in TEFL**.

Intended learning outcomes at Level 7(B) are listed below:

<u>Learning Outcomes – LEVEL 7(B)</u>	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
7(B) 3 a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed the Diploma in teaching English as a Foreign Language, they will be able to: A1. Explain how EFL research informs and connects with various educational practices.; A2. Demonstrate understanding of key language learning theories, recent TEFL research findings, and their implications for effective practice. A3. Describe and explain ethical frameworks and measures appropriate to educational contexts in TEFL, including the responsible use of educational technologies and AI.	The AOU learning/teaching strategy provides contact hours that are equal to 50% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems. The TEFL MA programme is delivered through the AOU system which consists of two complementary modes: -Face-to-face interactive tutorials, constituting 50% of course credit hours, and; -Interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 50% of course contact hours. The assessment strategy of each module offered is included in its respective “Module Specification” template. Learning outcomes are assessed primarily by means of written tutor-marked assignments (TMAs), and Final Exams (FEs).

7(B) 3. b. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this Diploma, they will be able to B1. Critically interpret key TEFL concepts, approaches, and theories; B2. Critically analyse arguments, evidence, and claims in TEFL research and practice, demonstrating advanced critical thinking; B3. Critically interpret, assess, and deploy EFL research methodologies and their evidence, including, where relevant, studies involving digital or AI-supported research approaches	Cognitive skills are developed and practised through study of the course materials, and students will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs and Finals.

7(B) 3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this Diploma, they will be able to C1. Read and critically evaluate academic publications pertinent to TEFL topics; C2. Appraise, review, and critically and reflexively formulate arguments relevant to TEFL; C3. Critically reflect on own teaching practice with attention to the pedagogical implications of using digital tools and AI in the EFL classroom.	Practical and professional skills are taught cumulatively throughout the programme. EFL510 overviews technology applications in the classroom. EFL506 is designed to prepare students for practical management of classrooms. EFL507 looks at aspects of criteria and test preparation; while EFL508 prepares students to conduct their practicum both critically and reflectively. All modules are assessed through portfolio (term papers) and final exam

7(B) 3d. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this Diploma, they will be able to: D1. Work independently on projects or extended assignments involving the analysis and presentation of materials and issues; D2. Produce original texts to communicate ideas concisely and effectively in written work to show clear expression and coherent structure.	Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. Essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter of foundation and subject modules.

Postgraduate Diploma in Teaching English as a Foreign Language

On successful completion of the 4 modules in LEVEL 7 (B) in addition to the 4 modules in LEVEL 7 (A) from the MA Programme in Teaching English as a Foreign Language (32 credits), students can be eligible for a Postgraduate Diploma in Teaching English as a Foreign Language from the OU/UK only. The AOU does not offer such a diploma; it provides students who do not complete the MA programme with a statement only.

Programme Structure - LEVEL 7 (C)						
Compulsory modules	Credit hours	Optional modules	Credit points	Is module compensable?	Semester it runs in	Available as single registerable module?
EFL529: Proposal Prep.	4		15	NO (it has to be retaken if failed)	Runs in Semester 3	Yes
EFL531: Thesis	12		45	NO (it has to be retaken if failed)	Runs in Semester 4	Yes

OR <u>Non-thesis Track: consisting of:</u> A: The following compulsory modules						
EFL521: Semantics and Pragmatics	4		15	NO (it has to be retaken if failed)	Runs in Semester 3 and 4	Yes

Programme Structure - LEVEL 7 (C)						
EFL522: Contrastive Linguistics and Error Analysis	4		15	NO (it has to be retaken if failed)	Runs in Semester 3 and 4	Yes
B: Any two modules of the following electives:						
EFL511 English Linguistics and Applications	4	Yes	15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 3 and 4	Yes
EFL512 Sociolinguistics	4	Yes	15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 3 and 4	Yes
EFL513 Discourse Analysis	4	Yes	15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 3 and 4	Yes
EFL514 Pedagogic Grammar	4	Yes	15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 3 and 4	Yes

EFL515 Phonetics and Phonology	4	Yes	15	Yes (it can be compensated if failed by any other module from the electives)	Runs in Semester 3 and 4	Yes
Total	16		60			
C: A Comprehensive Exam:						
EFL525 Comprehensive Exam*	0		0	NO (it has to be retaken if failed)	Runs in Semester 4	

**Although no campus offering the MA in TEFL has offered the non-thesis track since the programme's inception up to now (2026), we include details of both tracks here so that, if a campus opts for the non-thesis option in the future, the programme specification remains a complete reference.*

Intended learning outcomes at Level 7C are listed below:

<u>Learning Outcomes – LEVEL 7 (C)</u>	
7 (C) 3a. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this degree, they will be able to Area 1: Knowledge and understanding On completion of the programme, students will be able to: A1. Explain how EFL research informs and connects with various educational practices.;	The AOU learning/teaching strategy provides contact hours that are equal to 50% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems. The TEFL MA programme will be delivered through the AOU system which consists of two complementary modes: 1. face-to-face interactive tutorials, constituting 50% of course

<u>Learning Outcomes – LEVEL 7 (C)</u>	
7 (C) 3a. Knowledge and understanding	
A2. Demonstrate understanding of key language learning theories, recent TEFL research findings, and their implications for effective practice. A3. Describe and explain ethical frameworks and measures appropriate to educational contexts in TEFL, including the responsible use of educational technologies and AI. A4. Identify, plan, and describe the processes involved in conducting research within the programme’s thematic areas.	credit hours, and; 2. Interactive distance learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 50% of course contact hours. The assessment strategy of each module offered is included in its respective “Module Specification” template. Knowledge and understanding are gained and developed through the study of the course materials in all modules and the final dissertation or comprehensive exam. The taught modules include published teaching texts and set texts. Tutors also post support material to the students on AOU’s LMS (Learning Management System). A further channel of instruction is tutors’ office hours where students can have direct consultation with their tutors. Learning outcomes of the taught modules are assessed primarily by means of written tutor-marked assignments (TMAs), and Final Exams (FEs). For the dissertation, students will choose a topic within an area studied earlier in the programme, and write up to 12,000-16,000 words. Tutors provide ungraded feedback on draft chapters.

7 (C) 3b. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this degree, they will be able to B1. Critically interpret key TEFL concepts, approaches, and theories; B2. Critically analyse arguments, evidence, and claims in TEFL research and practice, demonstrating advanced critical thinking; B3. Critically interpret, assess, and deploy EFL research methodologies and their evidence, including, where relevant, studies involving digital or AI-supported research approaches. B4. Contribute in an informed way to current debates about teaching English as a foreign language.	Cognitive skills are developed and practised through study of the course materials, and students will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs and Finals. Their ability to recognise a potential area for research in teaching English as a foreign language is specifically assessed in the extensive pieces of writing they will be producing in the course, mainly in TMAs and dissertation.
7 (C) 3c. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this degree, they will be able to C1. Read and critically evaluate academic publications pertinent to TEFL topics; C2. Appraise, review, and critically and reflexively formulate arguments relevant to TEFL; C3. Critically reflect on own teaching practice with attention to the pedagogical implications of using digital tools and AI in the EFL classroom;	Practical and professional skills are taught cumulatively throughout the programme. The compulsory modules prepare students for aspects of teaching English as a foreign language, class management, testing, as well as researching and documentation. Assessment is conducted both at module level through portfolio (term paper) and final exam, as well as comprehensive exam or dissertation.

7 (C) 3c. Practical and professional skills	
C4. Produce TEFL research-informed texts that present coherent arguments and adhere to academic conventions.	
7 (C) 3d. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed this degree, they will be able to D1. Work independently on projects or extended assignments involving the analysis and presentation of materials and issues; D2. Produce original texts to communicate ideas concisely and effectively in written work to show clear expression and coherent structure; D3. Demonstrate the ability to plan, manage, and complete a programme of learning requiring sustained and independent application; D4. Use information and communication technology appropriately for information retrieval and communication purposes, including competent engagement with AI-based systems where relevant.	Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter of foundation and subject modules. The full range of key skills is assessed in the dissertation module.

On successful completion of the above modules in addition to Level 7 (A) and Level 7 (B) modules from the MA programme in Teaching English as a Foreign Language (48 credits), students will be eligible for the MA Degree in Teaching English as a Foreign Language.

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The MA in Teaching English as a Foreign Language (TEFL) at the Arab Open University is distinguished by a flexible and clearly structured design that supports diverse student needs, academic progression, and professional development across multiple regional contexts.

Embedded Professional Practice

Although the programme does not include a standalone placement year, professional practice is embedded within the curriculum through the *Practicum* module (EFL508) in schools and in the Language Unit at the AOU, which allows students to apply theoretical knowledge to authentic teaching contexts while remaining fully integrated within the academic structure of the programme. Successful completion of the practicum is a progression requirement for advanced study routes.

Research Dissemination and Scholarly Engagement

An additional distinctive feature of the programme is the encouragement of postgraduate research dissemination. Students, particularly those following the thesis route, are supported and guided by supervisors to develop high-quality research outputs that may be suitable for presentation at academic conferences or for submission to peer-reviewed journals, where appropriate. This support is embedded within the research preparation and supervision process and aims to foster students' academic confidence, research communication skills, and engagement with the wider TEFL scholarly community. Participation in conferences or publication activities is voluntary and subject to supervisory advice and institutional regulations.

Elective Availability

Elective modules are offered, and efforts are made to take students' interests, academic goals, and expressed preferences into account. The availability of a selection of elective courses enables students to make informed academic choices aligned with their professional interests and career aspirations. Students are encouraged, in consultation with academic advisers, to select electives that support their individual development needs, including strengthening specific areas of linguistic, pedagogical, or analytical competence.

Progression through the programme is governed by clearly defined prerequisites. Foundational modules at Level 7(A) must be completed before students advance to professional and applied modules at Level 7 (B). Entry into the thesis module requires successful completion of the proposal preparation module, ensuring that students are adequately prepared for independent research.

Flexible Delivery Across Branches

The programme is delivered through a blended open-learning model that combines face-to-face tutorials with structured distance learning.

The following is a semester-by-semester advisory plan.

Advisory Plan:

Semester	Code	Module Title	Credit	Prerequisite
Sem. I	EFL501	Theories of Foreign Language Learning	4	None
	EFL502	Research Methods	4	None
	EFL509	English Language Teaching Methods: Receptive and Productive Skills	4	None
Total			12	

Sem. II	Option within Compulsory component	Students can choose 1 from the below list: EFL511: English Linguistics and Applications EFL512: Sociolinguistics EFL513: Discourse Analysis EFL514: Pedagogic Grammar	4	None
	EFL510	AI Technology in the Classroom	4	EFL501 EFL502
	EFL506	Classroom Management	4	EFL501 EFL502
Total			12	

Sem. III	EFL507	Foreign Language Testing and Assessment	4	EFL501 EFL502
	EFL508	Practicum	4	EFL509 EFL510 EFL506

	EFL529	Proposal Prep	4	EFL501 EFL502
Total			12	

Sem. IV	EFL531	Thesis Module	12	EFL529
Total			12	

OR Non-thesis track				
Students will:				
A: Take the following two compulsory modules:				
	EFL521	Semantics and Pragmatics	4	EFL501 EFL502
	EFL522	Contrastive Linguistics and Error Analysis	4	EFL501 EFL502
B: Choose any two modules from the list of electives Below			8	
C: Sit for EFL525 Comprehensive Exam			0	
Total			16	

*Students take the comprehensive exam after finishing all modules.

Non-thesis track students choose two modules (8 credit hours) from the following list of electives:

Elective Modules			
Code	Module Title	Credit Hours	Prerequisite
EFL511	English Linguistics and Applications	4	None
EFL512	Sociolinguistics	4	None
EFL513	Discourse Analysis	4	None
EFL514	Pedagogic Grammar	4	None
EFL515	Phonetics and Phonology	4	None

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

AOU students are guided and supported by the following resources:

1. Study materials with guides and audio-visual aids.
2. LMS Unified Course Content also embodies a lot of guidance and support

materials such as updated Course Guides, Study Calendars, TMAs, TMA cover form, as well as additional notes and information on courses

3. A two-hour weekly tutorial. Students meet their tutors on weekly basis for two hours per class as part of the University's policy to adopt a system of blended learning.
4. Tutors hold weekly office hours. Students can have face-to-face contact with their tutors to seek their assistance, and ask them for clarifications. All part-time and full-time tutors are requested to hold two weekly office hours for each taught section.
5. Interaction with tutors through LMS. The LMS has become an integral part of teaching and learning in AOU. It is the main channel of communication between tutors and their students. Students receive their assignments, their tutors' responses, and feedback through the LMS. The privacy of this channel allows students to discuss with their tutors some matters that they may be uncomfortable discussing publicly in the classroom. In coordination with the BCC, every tutor posts a substantial amount of support material for the course and the sections they are teaching.
6. Computer and e-library facilities: Both AOU students and staff are given access to e-library resources. Recently, AOU has updated its e-library subscriptions.
7. Educational Resource Centres. These centres provide the needed resources such as Internet and other facilities.
8. Writing Centres to offer student help and guidance on how to write proposals and dissertations.
9. Student Information System (SIS).
In addition to all the resources mentioned above, FLS does its best to ensure that students have the support they need for their learning in three major axes:
(A) Designing a scheme for helping first-year students cope
(B) Following up on External Examiner suggestions
(C) Training second-year students in write up of their proposals & dissertations.

(A) Designing a scheme for helping first-year students' cope:

Students entering the MA program typically come from undergraduate backgrounds that differ from the expectations of postgraduate study. At the graduate level, students read extensively, engage deeply with the material, think critically, and articulate well-informed viewpoints. This is more than is required in most undergraduate programs. It is especially important in our face-to-face tutorials, where students participate actively in discussions, as these sessions do not follow a traditional lecture format but are more student centered with the tutor facilitating discussions. As developing scholars, students also learn to work independently, plan their tasks effectively, and manage their own learning.

To ensure a smooth transition from undergraduate to postgraduate study, students receive substantial support. In coordination with the FLS Deanship, each Branch implements several measures to help students progress successfully. The first is comprehensive academic advising at the time of admission. New students attend an induction session designed to clarify the expectations of postgraduate work. This session is led by the PC, who also serves as a main tutor, along with a GCC and two colleagues specializing in teaching English as a foreign language. Most advisers have extensive experience teaching postgraduate programs at other universities, which

greatly enriches the support they provide at AOU.

The induction goes far beyond explaining course selection. Its primary focus is to help students understand how to study for their courses, manage their time, seek academic support, navigate the AOU learning system, and access relevant resources. Students also receive the office hours and emails of their advisers, who remain available throughout the year. Advisers proactively reach out to students who appear to be struggling in tutorials. The induction concludes with a tour of AOU facilities to familiarize students with the campus. Many students express appreciation for this ongoing support, which is a defining strength of AOU and a key factor in the program's growing enrollment.

Additionally, the Deanship provides a Student Handbook that covers all essential aspects of the program. It is made available on the LMS (Unified Course Content), and students are expected to read it before their first tutorial. The Deanship has also established a Postgraduate Board, which includes a specialized faculty adviser. The Board meets at least twice each semester to review student progress. Progress reports from Branch advisers are discussed collectively, and feedback is relayed to the PC. Moreover, a TEFL specialist is appointed as a liaison between the Deanship and the Branch to support the Dean in overseeing all matters related to the MA program and to provide continued assistance to both students and staff.

(B) Follow-up on External Examiner suggestions:

FLS ensures that all External Examiner (EE) feedback is addressed in order to enhance both the quality of its academic programs and the students' learning experience. A well-established mechanism is in place to ensure that EE reports are carefully reviewed and that their recommendations are put into practice. Many significant improvements have been achieved as a direct result of implementing EE suggestions.

Upon receiving the EE reports, each module report is forwarded to the respective GCC, who responds to all points raised regarding the delivery and assessment of the module.

The EE report and the GCC's response are then reviewed with the Dean. Following this discussion, the Dean prepares the official FLS response, identifying key issues that require action. An action plan is subsequently agreed upon between the Dean and the GCC to implement the EE's recommendations. At the next CAC meeting, the GCC updates the EE on the actions taken and the outcomes achieved. This process has proven effective for both the FLS ELL BA program and the MA in Literature, and it is applied similarly to the MA in TEFL. By following the same system, FLS ensures that the TEFL program is delivered and assessed according to the highest standards and expectations.

(C) Training second-year students in write up of their proposals & Dissertations

Students in the programme typically begin thinking about their research proposals and dissertations as they complete their first year. Our goal is to encourage them to focus on this process early, so that by the time they begin writing their proposals and later

their dissertations, they are fully prepared. FLS recognizes that most students need substantial support when writing academic articles or dissertations in English. The majority are non-native speakers, and many come from educational backgrounds where writing instruction has been limited, leaving them with persistent writing challenges. In addition, there are important technical requirements for proposals and dissertations that all students—even the stronger ones—must learn, such as selecting an appropriate topic, narrowing it down, reviewing relevant literature, and structuring and presenting a coherent argument. Although some of these skills are addressed within programme modules, additional guidance is still essential.

To provide this support, the Deanship works closely with PCs and tutors at all branches offering the programme to ensure that students receive practical, ongoing assistance. This support is available through course activities, office hours, and periodic meetings or mini-workshops dedicated specifically to proposal and dissertation preparation. FLS writing centres in every branch also contribute by helping students develop and refine their dissertation work. We are confident that students who choose the dissertation track are able to approach their proposals and dissertations with confidence and competence.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Admission requirements

To be admitted to the programme, students need to:

- A. Have a BA degree in English Language and Literature, or a related specialization from the Arab Open University or another recognized university with a graduation rating of *GOOD* or higher in light of local accreditation requirements in the branch countries.
- B. Achieve Band 6.5 or higher in the **Academic Version** of the '*International English Language Testing System*' (IELTS) test, OR
Achieve a score of 550 or more in the 'Test of English as a Foreign Language' (TOEFL) (**Paper-Based Test**) or the equivalent score in the Computer-Based Test.

The tests above will indicate that the students admitted should be able to:

- ✓ write clear, concise, grammatically correct and accurately spelt prose;
- ✓ read large quantities of text quickly, accurately and critically;
- ✓ classify evidence precisely and assess its value and reliability;
- ✓ argue logically, consistently and skeptically;
- ✓ marshal various sorts of evidence to support a logical argument.

The proposed programme of study is aimed at the following target audience:

- New BA graduates in English Language and Literature from the AOU and other Arab and international universities,
- Postgraduate students currently enrolled in traditional universities who may

- want to avail themselves of the facilities of a flexible open education system,
- Instructors engaged in teaching English in high schools, community colleges, and universities.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations in all its branches. AOU regulations include: anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation; and formation of different examination committees.

Below is a brief summary of major assessment principles, policies, and procedures adhered to by FLS which are congruent with the general precepts defined in Section 6 of the UK Quality Code.

1. General principles

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FLS implements:

- Final examination questions and their answer keys are approved by external examiners. Similarly, all TMAs and their answer keys are approved by external examiners.
- All final examination scripts and TMA samples are sent to AOU HQ from the University's branches for review by external examiners.
- Cross branch marking (CBM) VCs are held to ensure fair marking between branches.

2. Contribution to student learning

The FLS encourages assessment practice that promotes effective learning. For example, in preparing TMAs and examination questions, course chairs are asked to identify the learning outcomes which each question/task is designed to test.

3. Assessment committees

The AOU and the FLS implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment

committees are clearly spelled out in the *FLS Assessment Booklet*:

Course Assessment Committee (CAC)
Faculty Examination Committee (FEC)
Central Examination Committee (CEC)
Branch Examination Committees (BEC)

4. Preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard to security:

- a. To guarantee the security of examinations and safeguard against possible leakage, the FLS Dean takes full responsibility for receiving and delivering examination questions through the various stages of production;
- b. Branch directors and branch programme coordinators supervise the administration of the examinations;
- c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees);
- d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;
- e. Tutors' marking of TMAs and finals is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FLS Dean every semester;
- f. All final examination scripts are reviewed by external examiners;
- g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).¹

5. Marking, grading and staff training

The FLS adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.

AOU also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives and memos sent from AOU HQ as well as through posting relevant information on AOU website.

6. Assessment regulations

AOU reviews and amends assessment regulations periodically to ensure that the regulations remain fit for purpose. New measures were introduced to ensure that assessments are valid and are monitored by relevant bodies.

7. Documenting and disseminating assessment decisions

AOU requires that all assessment decisions are recorded and documented accurately and systematically at each administrative level and that the decisions of relevant assessment panels and examination boards are communicated as quickly as possible.

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

(

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

Methods for evaluating and improving the quality and standards of teaching and learning, including the student experience, include:

1. Student Feedback Mechanisms

- Module evaluations and end-of-semester surveys
- Programme-level surveys (e.g., mid-semester, NSS-type instruments)
- Student–staff liaison committees
- Focus groups and course representative meetings
- Continuous informal feedback through tutorials and online platforms

2. Module and Programme Review

- Annual programme monitoring reports analysing performance, outcomes, and feedback
- Module leader reviews and action plans
- Peer observation of teaching
- External examiner reports confirming standards and comparability
- Benchmarking against national subject standards and QAA guidance

3. Assessment Quality and Standards

- Moderation and second-marking processes
- Sample reviews of assessed work
- Calibration meetings to ensure consistency of marking
- Periodic review of assessment design to ensure validity and reliability

4. Professional Development for Staff

- Teaching enhancement workshops

- Continuing Professional development CPD, including pedagogic training and qualification frameworks
- Peer learning communities and teaching innovation projects
- Reflective practice and annual staff appraisal

5. Governance and Oversight

- Programme committees monitoring quality and academic standards
- Faculty/School boards overseeing curriculum and assessment
- Quality assurance audits by the university
- Regular review cycles (e.g., periodic programme review every 5 years)

6. Student Support and Learning Resources

- Monitoring access to academic support, libraries, and digital learning environments
- Evaluation of student engagement and progression data
- Continuous improvements to learning technologies and resources

7. Response and Action Planning

- Data-driven action plans at module and programme level
- Tracking improvements over time to close the feedback loop
- Transparent communication of changes back to students

11. Changes made to the programme since last (re)validation

The programme has introduced optional modules within the compulsory component in order to provide a range of modules from which students may choose, developed the content of some others and collapsed two modules into one. The following are explicit details.

A: Optional modules, where all students choose one out of four:

EFL511: English Linguistics and Applications

This module provides students with a solid understanding of the structure and function of the English language. Such knowledge is essential for effective teaching, informed curriculum design, and accurate language analysis. It also equips teachers with the ability to explain language features clearly to learners.

EFL512: Sociolinguistics

Language is inseparable from its social context. This module helps students understand how factors such as culture, identity, gender, and social class influence language use. For TEFL practitioners, this knowledge supports culturally responsive

teaching and helps them address language variation in the classroom.

EFL513: Discourse Analysis

Discourse Analysis teaches students how language operates beyond the sentence level. This is directly relevant for developing learners' reading and writing skills, understanding authentic communication, designing materials, and teaching coherence, cohesion, and pragmatic meaning.

EFL514: Pedagogic Grammar

This module focuses on grammar from a teaching perspective rather than a purely theoretical one. It equips students with strategies for presenting grammar clearly, anticipating learner difficulties, and applying grammar instruction within communicative and task-based language teaching frameworks.

B: Structural Amendment: Introduction of EFL529

A minor amendment to the programme structure has been the introduction of EFL529 (Proposal Preparation), which was approved following the initial validation in 2019. This module was added to provide structured support for students progressing to the thesis route, with the aim of strengthening research design, methodological planning, and academic writing at postgraduate level. The introduction of EFL529 has enhanced student preparedness for independent research and has contributed to improved coherence between taught modules and the dissertation stage, without altering the overall credit structure or learning outcomes of the programme.

C: Curricular Enhancement and Integration of Artificial Intelligence

Selected modules have been updated to reflect developments in English language teaching, educational technology, and research-informed practice. In particular, the content of EFL509 (English Language Teaching Methods: Receptive and Productive Skills) [merging EFL503 and EFL504 with updates] has been refined to strengthen the alignment between pedagogical theory and classroom practice, with increased emphasis on learner-centred methodologies and skills integration.

In parallel, EFL510 (AI Technology in the Classroom) [used to be EFL 505] has been enhanced to incorporate focused engagement with artificial intelligence (AI) and digital tools relevant to contemporary EFL contexts. This includes critical consideration of AI-supported teaching, learning, assessment, and materials development, introduced in a pedagogically grounded and ethically informed manner. In addition, elements related to the responsible and effective use of digital technologies and AI have been embedded, where appropriate, across other modules in the programme, ensuring coherence rather than isolated treatment of emerging technologies.

These refinements ensure that MA in TEFL students develop strong linguistic, pedagogical, and analytical foundations. They deepen teachers' understanding of how English works, how language is used in real contexts, how learners acquire a second language, and how classroom challenges can be addressed effectively.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. Please amend this mapping to suit frameworks used within the different nations if appropriate.

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level 7 (A)	Study module/unit																	Available as single registerable module (NO)
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
	EFL501: Theories of Foreign Language Learning	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	EFL502: Research Methods	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	
	EFL509: English Language Teaching Methods: Receptive and Productive Skills	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Option within Compulsory component Students can choose 1 from the below list																	
	EFL511: English Linguistics and Applications	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
	EFL512: Sociolinguistics	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
	EFL513: Discourse Analysis	✓	✓			✓	✓	✓		✓	✓			✓		✓		
	EFL514: Pedagogic Grammar	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	

Level 7 (B)	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	Available as single registerable module (NO)
	EFL510: AI Technology in the Classroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EFL506: Classroom Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EFL507: Foreign Language Testing and Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EFL508: Practicum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Level 7 (C)	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	Available as single registerable module (NO)
	EFL529: Proposal Prep	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EFL531: Thesis Module	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

1. A Comprehensive Exam and OR 2. The following two compulsory modules	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	Available as single registerable module (NO)
EFL521: Semantics and Pragmatics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
EFL522: Contrastive Linguistics and Error Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. Any two of the following list of electives:																	

Elective Modules		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
EFL511: English Linguistics and Applications		✓	✓		✓		✓	✓		✓		✓	✓		✓		✓	✓	✓	✓
EFL512: Sociolinguistics		✓	✓	✓	✓		✓	✓		✓		✓	✓		✓		✓	✓	✓	✓
EFL513: Discourse Analysis		✓	✓				✓	✓	✓	✓			✓	✓			✓		✓	
EFL514: Pedagogic Grammar		✓	✓				✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓
ELF515: Phonetics and Phonology			✓		✓		✓	✓	✓			✓	✓	✓			✓		✓	✓

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.