RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

SCHOOL OF GENERAL EDUCATION

MASTER OF ARTS IN

APPLIED LINGUISTICS: LANGUAGE TEACHING

(CHINESE AND ENGLISH PATHWAYS)

Programme Specification

2016-2017

Introduction

This document describes Richmond University's 'Master of Arts in Applied Linguistics: Language Teaching (Chinese and English pathways)' in line with the requirements set in *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008)*.* Also key to the background for this description are the following documents:

> QAA (2011). *UK Quality Code for Higher Education. Part A: Setting and maintaining threshold academic standards A3: The Programme Level* and *Part B: Assuring and Enhancing Academic Quality B1: Programme Design and Approval.* (www.qaa.ac.uk)

> QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England*.

> SEEC (2010). *Credit Level Descriptors for Higher Education*. Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

> Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation.* 2006, Rev. Ed. 2011. (http://www.msche.org/publications.asp)

The programme's mission and goals interface with the curriculum design, content and organisation which in turn engage with the requirements of

- the Middle States Commission for Higher Education,
- Quality Assurance Agency for Higher Education (QAA)'s revised Subject Benchmark Statement for Language, Culture and Societies (2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf,
- Quality Assurance Agency for Higher Education (QAA), Master's Degrees in Business and Management (2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf
- Specific recommendations since 2005 for developing programme specifications at Masters level http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf.

The degree is delivered at a US Liberal Arts style university with a degree structure in line with MA degrees in 'Educational Leadership and Management' in the UK. Successful students complete 8 courses amounting to 36 US/180 CATS credits, comprised of coursework (24 US/120 UK CATS credits), an internship (4 US/20 UK CATS credits) and research thesis (8 US/40 UK CATS credits) component submitted at the start of the following autumn semester. Normally, each taught course carries 4 US/20 UK CATS credits. On this basis students are required to earn a minimum total of 36 US/180 UK CATS credits in order to complete their degree.

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Programme specification and structure of MA in Applied Linguistics: Language Teaching

1. Basic programme data

Programme/award title(s)	Master of Arts in Applied Linguistics: Language Teaching (Chinese and English pathways)
Teaching Institution	Richmond, the American International University in London
Awarding Institution	The Middle States Commission on Higher Education
Credit points for the award	36 US Credits 180 UK Credits (*FHEQ* Level 7)
Programme start date	September 2016 (proposed)
Underpinning QAA subject benchmark(s)	QAA Masters Degree Characteristics (March 2010): http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf Language, Culture and Societies (2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf Master's Degrees in Business and Management (2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf
Other external and internal reference points used to inform programme outcomes	See sections 2.2– 2.4 below.
Professional/statutory recognition	

Duration of the programme for each mode of study (P/T, FT,DL)	FT (one year)
Language of Study	English, but some Chinese is used in relevant courses for the Chinese Pathway.

Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	January 2016 (first draft) April 2016 (revised)

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 s/he takes 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 course can be found in course specification documents, syllabi, and the student 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.

Programme Specification Publication Dates

Document publication date	April 2016
Second Edition	
Third Edition	

2. Programme aims and objectives

2.1. Educational aims and mission of the programme

Richmond University's **MA in Applied Linguistics: Language Teaching** aims to provide a high quality professional education and it has been designed to prepare candidates for a career as competent and reflective language teachers/researcher in the UK and internationally. For this purpose, the programme brings academics, applied linguists, and language teaching practitioners together to: 1) offer a thorough grounding in theoretical and methodological issues related to the learning and teaching of language, and in the impacts that language policy and technologies have on language learning and teaching, 2) equip students with professional language teaching skills and experience that prepare them for a rewarding future career, and 3) develop in students an enhanced awareness and practical competence in conducting applied research to solve problems encountered in their teaching in multilingual societies today. Students are encouraged to complete an internship by which to gain more practical skills and to apply their knowledge in the workplace.

Programme Goals

The primary goal of this MA is to provide students with a thorough grounding in the interdisciplinary theoretical and methodological issues for language learning and teaching, and to develop their practical skills in language teaching and language education.

It is designed to:

* equip students with the key skills, knowledge and experience for careers as leading teachers in language education and language service industry
* develop students' ability to apply relevant theories, techniques and tools for course and organisation development and financial control and organisational management
* train students to apply their accumulated experience, knowledge and skills to their personal and professional development in the increasingly multilingual and multicultural learning environment
* maintain academic standards equal to or better than comparable MA degrees offered by UK universities

2.2. Subject benchmarks

Language, Culture and Societies (2015)
http://www.qaa.ac.uk/en/Publications/Documents/SBS-Languages-Cultures-and-Societies-15.pdf

2.3. Internal Contexts

The Master of Arts Degree in Applied Linguistics: Language Teaching features:

(a) Detailed published educational objectives that are consistent with the mission of the institution

All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the School of General Education faculty as a group.

(b) Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated.

Each degree's Annual Programme Evaluation (APE) is a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and, from year to year, track the ways in which those issues have been addressed. During the APE process, the academic schools:

- consider student input via course evaluations;
- consider any formalized faculty course evaluations conducted;
- consider all External Examiner reports;
- examine the Programme Specification, and note any changes required;
  - any major changes ("those which change the basic nature of the programme or student experience") to existing programmes are first approved by the Academic Board;

(c) A curriculum development process that assures the achievement of the programme's objectives.

Ongoing evaluation is carried out for the US (*Middle States*) institutional reviews, and independently by departmental members (when updating courses) and by students (during regular faculty-student meetings). The Academic Board closely analyses the APEs of all degree programmes, and The University's response to the Annual Monitoring Report (AMR) is considered at the Schools and at the Academic Board. A comprehensive additional formal and substantive review takes place every five years as part of its revalidation process of Richmond's degree programmes.

2.4. External contexts

The Master of Arts Degree in Applied Linguistics: Language Teaching is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for US (the Middle States Commission on Higher Education) and our own internal reviews. Richmond is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 (http://www.richmond.ac.uk/aboutrichmond/american-british-accreditation/). In addition the university provides a budget that enables schools, discipline-specific student societies and individual lecturers to invite a wide range of external guest lecturers to address students.

3. Programme outcomes

Programme-level learning outcomes are identified below, based on *SEEC* categories linked to level 7 of the *FHEQ*: http://www.seec.org.uk/seec-credit-level-descriptors-2010-revised-2004/.

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Refer to Appendix II – Curriculum Map for details of how outcomes are deployed across the programme of study.

Upon successful completion of the MA in Applied Linguistics: Language Teaching, students will be expected to be able to demonstrate all of the Programme Outcomes in the following four categories:

3.1. Subject knowledge and understanding (A)

A1. A critical knowledge of second language acquisition theories and an intellectual awareness of current issues

A2. A sophisticated understanding of language teaching and a critical intellectual awareness of issues specific to learning and teaching of the target language

A3. A comprehensive and systematic knowledge of approaches and techniques to course and curriculum design, development and assessment

A4. A critical understanding of issues in language policy studies, a keen awareness of the nature and the changing needs as well as the use of technologies in language education and language service market

A5. An updated knowledge of methods and techniques available to deliver effective language teaching

A6. An enhanced awareness and repertoire of tools to assess learners, their learning needs and their performance and to help facilitate their learning

A7. A critical understanding and up-to-date knowledge of research issues and methodologies in applied linguistics concerning language learning and teaching

A8. A familiarity with the practical skills needed to enhance learners' learning motivation and their performance

3.2. Cognitive skills (B)

B1. Be able to think historically and read critically to postgraduate level standard

B2. Be able to assess various perspectives concerning major debates (e.g. nature-nurture, input/output in language acquisition studies, psychological and social factors contributing to acquisition and use, etc.)

B3. Be able to recognise the limitations, contradictions and gaps in a complex argument

B4. Be able to approach a complex problem/topic from a variety of sophisticated methodological, interdisciplinary, and comparative approaches

B5. Be able to use theories and concepts to address issues concerning the learning and teaching of language

B6. Be able to reflect on practical learning and teaching problems and offer solutions to specific problems

B7. Be able to engage intelligently in arguments over what constitutes 'best practice' in solving learning and teaching problems

B8. Be able to deploy critical reasoning, and creative thinking in a multicultural and multilingual context

3.3. Subject specific, practical and professional skills (C)

C1. Be able to assess instructional materials and teaching/testing techniques

C2. Be able to analyse and evaluate second language learners' needs using adequate methods and descriptive terminology

C3. Be able to design appropriate course and language curriculum

C4. Be able to employ adequate teaching methods and techniques to facilitate language learning of the learners

C5. Be able to employ adequate teaching methods and techniques, including use of technologies to deliver effective language teaching

C6. Be able to analyse and present information and opinion using modern communication methods

C7. Be familiar with the methods and tool to conduct applied research to solve practical problems encountered in the professional teaching activities

C8. Be able to influence policy, motivate, and guide learners in a multicultural environment

3.4. General/Transferable skills (D)

D1. Awareness of the need for, and an ability to engage in, life-long learning, by continuing to advance their knowledge and understanding and to develop new skills to a high level

D2. Ability to design and conduct one's own research and surveys for collecting the required data

D3. Ability to perform effectively under pressure and meet strict deadlines

D4. Ability to access, analyse, present and communicate information clearly, effectively and professionally

D5. Ability to manage time effectively and professionally, and work with diligence and personal responsibility

D6. Ability communicate clearly, effectively and professionally arguments, ideas and reports in written, spoken or other form using appropriate forms, visual aids and IT resources

D7. A reflexive approach to learning and the self-evaluation of personal strengths and weaknesses

D8. Personal and social skills gained from studying in a multicultural environment

4. Teaching, learning and assessment strategies

4.1. Teaching and learning strategy

The teaching and learning strategy adopted within the **MA in Applied Linguistics: Language Teaching** degree is based on the understanding that all students will be treated as active learners and junior research colleagues. The strategy has been adopted to ensure that student enthusiasm for the programme and the subject remains high at all times, by engaging them fully in the learning process. While the precise approach will vary from course to course, the learning outcomes relevant to each class will ensure that students are encouraged to fully immerse themselves in the subject and take full responsibility for their progress through the programme. Indeed, this concept of progression through the three distinct aspects of the degree (class-based learning and teaching practice, internship, thesis) is integral to the intellectual journey that the students will make during their time on the programme. The generic components of the teaching and learning strategy typically involve a variety of approaches and includes delivering many of the following:

- Regular use of formal seminars in all courses
- Regular use of formal lecture sessions in all courses
- Regular use of individual and/or team-based projects in all courses
- Regular use of self-directed and directed reading in all courses
- Regular use of audio-visual sources in all courses
- Regular use of class observations and scheduled teaching practices
- Working together as an MA team in all courses

The combination of teaching and learning approaches mentioned above develops students' knowledge, thinking skills and practical skills.

Student knowledge is acquired through:

- Structured seminars, lectures, guest lectures, classroom visits and supporting materials
- Directed reading and use of internet materials
- Independent research

Student thinking skills are developed through:
- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Student practical skills are gained through:

- Application of theory and method to practice in assimilated teaching and learning settings
- Specific courses training students in professional practice in language education and service industries
- Using information technology to retrieve and manipulate data

- Teaching practice
- Application of theory to practice encountered during an internship
- Vocational experience in a sustained internship

4.2. Assessment strategy

Assessment is by essays, dissertations, and other forms of written work; oral presentations and group work; as well as projects and this assessment strategy usually meets the University Assessment Norms at level 7. Courses which do not meet these norms are deemed *atypical*. Atypical courses are assessed according to special rules approved by the Learning and Teaching Committee, and provided in the CSD for that particular course.

Richmond University Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
Level 7	R7000/UK MA	2-3	5000-7000 words

* Reasonable adjustments should be made for assessment activities such as midterm exams, in- class presentations, group assignments, tests etc. Any summative assessment activities must be reflected in the final overall assessment count.

Excluding all atypical courses, the following should apply to all courses:

- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm exams are not obligatory.
- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities (see university Attendance Policy http://www.richmond.ac.uk/wp-content/uploads/2015/08/RU-Catalogue-2015.pdf#page=52).
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

For courses that have atypical assessment norms and do not follow one of the above tables, assessment will first be approved by the Learning and Teaching Committee.

As seen above, the University places considerable emphasis on developing its students' learning and skills. Creating independent thinkers is a part of the University's mission statement and MA academic staff deliver on this promise in a number of different ways at the postgraduate level. A key aspect of their work involves devising methodologies, consistent with best-practice approaches within the field, with which to adequately assess students' performance. These approaches include the setting of learning outcomes encompassing each course as well as regular discussion and

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interaction amongst academic staff in order to set common goals for the entire degree and each of its courses.

In terms of following up with the assessment of student learning and consistent with US Liberal Arts traditions, MA classes rely on the system of continuous assessment on a course by course basis and throughout any given semester. This approach often involves the use of short essays, research papers, learning journals, annotated bibliographies, case reviews, book reviews, student presentations, research proposals and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. There is an emphasis on writing essays, particularly research papers, at postgraduate level, and reflective work including learning journals.

The variety of instruments used permits academic staff to assess each student's developing and evolving knowledge and skills base as outlined in the previous section. For example, the research paper tests for, amongst other things, a student's ability to engage with primary and/or secondary sources of information and his or her ability to evaluate and analyse this. In addition to this, the University sets specific guidelines on the weighting of coursework in order to effect balance in the process of assessment. As the coursework load for each course set out in the course descriptor shows, a variety of assessment strategies with their weighting spread, facilitates this across the courses with the typical course settling for around 50% for the final research paper.

A component part of the programme's efforts to ascertain an appropriate approach to the assessment of student learning involves the use of grade descriptors (made available in the Student Handbook). This information allows the student to see the expected level of performance that co-relates with a particular letter grade summarizing his or her overall achievement level. The programme also has a formalised system of exit questionnaires and feedback meetings punctuated at key moments throughout the year (mid-semester break, end of semester and end of year) for its students as a framework through which the views and opinions of those who have experienced the programme, as students, can be captured and responded to. Evidence of this approach in action is demonstrated in minutes of meetings with students and academic staff, response to comments from the External Examiner, as well as the annual programme evaluation.

4.3. Assessment Tariff
Academic Standing
A graduate student is in good academic standing if maintaining a cumulative Grade Point Average (GPA) of 3.0 (B).

Graduate students with a cumulative (GPA) of less than 3.0 (B) risk dismissal from the university (see below under "Grade Point Average" and "Academic Probation").

Grades
A   4.0   Excellent
A-   3.7   Very good

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B+	3.3	Good
B	3.0	Satisfactory
B-	2.7	Poor (redeemable fail)
F	0.0	Fail

Grade Point Average

A grade point average (GPA) is calculated each semester and summer session and is recorded on the student's transcript. A cumulative GPA, including all graduate courses taken at Richmond, is also calculated. The numerical equivalent for the grade see above) of each course is multiplied by the number of credits for that course to give the number of quality points for the course.

The GPA is then the sum of quality points for all courses divided by the total number of credits of all courses attempted.

- Students achieving a minimum cumulative GPA of 3.7 and above will be awarded the degree with Distinction.
- Students achieving a minimum cumulative GPA of 3.30 to 3.699 will be awarded the degree with Merit.
- Students achieving a minimum cumulative GPA of 3.0 to 3.299 will be awarded a Pass.
- Students achieving a cumulative GPA of less than 3.0 will fail the degree.

Students who choose not to submit the thesis/dissertation, or who do not obtain a minimum grade of B (3.0) on the thesis/dissertation, may transfer programs and apply to receive a (US) Postgraduate Certificate, as an exit award in recognition of their achievement in this area. A minimum cumulative GPA of 3.0 on all coursework is required for the award of the Postgraduate Certificate.

5.   Programme structure

5.1.   *Master of Arts in Applied Linguistics: Language Teaching*

The programme is a discrete and self-contained programme of 36 US/180 UK CATS credits. As such, the structure does not follow the progressive PGCert ▶ PGDip ▶ MA structure of some other programmes although a PGCert is awarded as an exit award in recognition of students who complete the required 24 US/120 UK CATS credits of fall and spring course work. It is not possible for students to register for the PGCert.

The programme is delivered over one academic year full-time from the start of September to the end of August. Full-time students take six mandatory courses of 4 US/20 UK CATS credits each, spread equally over the autumn and spring semesters. In the summer semester students take the internship course of 4 US/20 UK CATS credits and write the research project which is submitted at the end of the summer and is weighted at 8 US/40 UK CATS credits. Students unable to take the internship complete an extended professional research project of 15,000-20,000 words for 12 US/60 UK CATS credits instead of the normal project of 10-12,000 words.

US credit is equivalent to one contact teaching hour per week and each course typically involves three to four contact hours per week over a 15 week semester, except the professional research project which requires self-directed learning with academic supervision, and the internship which requires part-time work placement for 2-3 months (minimum of 9 weeks). There is a ratio of 1 US to 5 UK CATS credits at *FHEQ* Level 7 (see under US and UK CATS credits at:
 http://www.richmond.ac.uk/content/academic-affairs/graduate-academic-policies-and-procedures.aspx, and Appendix I below).

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DEGREE REQUIREMENTS

Successful students complete 36 Richmond / 180 CATS credits at *FHEQ* Level 7.

FHEQ Level 7 (Total)		US Credits	UK Credits
		36	180
LED 7xx1	Language Learning and Teaching	4	20
LED 7xx2	Course Design, Development and Assessment	4	20
LED 7xx3	Chinese/English Language and Teaching I	4	20
LED 7xx4	Chinese/English Language and Teaching II	4	20
LED 7xx5	Language Policy, Market and Technologies	4	20
LED 7xx6	Research in Language Learning and Pedagogy	4	20
Plus EITHER		12	60
LED 7xx7	Internship	4	20
LED 7xx8	Thesis	8	40
OR		12	60
LED 7xx9	Extended Thesis (Students not completing the internship complete an extended thesis of 12/60 credits)	12	60

5.2. *Postgraduate Certificate in Applied Linguistics: Language Teaching*

The Postgraduate Certificate (PGC) in Applied Linguistics: Language Teaching is awarded to students registered on the MA who have successfully completed in good academic standing (with a 3.0 GPA/B average) for all courses but: 1) fail to complete internship successfully, or 2) fail to submit or pass the thesis (without extenuating circumstances eligible for resubmission). Postgraduate Certificate (PGC) is awarded by the Middle States Commission on Higher Education.

CERTIFICATE REQUIREMENTS

Successful students complete 24 Richmond / 120 UK CATS credits at
FHEQ level 7

FHEQ Level 7 (Total)		US Credits	UK Credits
		24	120
LED 7xx1	Language Learning and Teaching	4	20
LED 7xx2	Course Design, Development and Assessment	4	20
LED 7xx3	Chinese/English Language and Teaching I	4	20
LED 7xx4	Chinese/English Language and Teaching I	4	20
LED 7xx5	Language Policy, Market and Technologies	4	20
LED 7xx6	Research in Language Learning and Pedagogy	4	20

Successful students awarded the PGC are able to demonstrate all learning outcomes for the MA . See Section 3 "Programme Outcomes" above, and in the Curriculum Map (Appendix II below).

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6. Regulatory framework

The **MA in Applied Linguistics: Language Teaching** is operated under the policy and regulatory frameworks of Richmond the American International University in London**,** the Middle States Commission on Higher Education, the *Framework of Higher Education Qualifications, UK Quality Code for Higher Education*, and The Open University policies and procedures for validated institutions.

The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1. Admissions

To be considered for admission, prospective students should:

- By the start of the programme, be at least 17 years of age and have been awarded a first degree in a discipline recognised by the University as being relevant to the programme and which is either:

    - from an accredited US institution with a minimum GPA of 2.5; or
    - from a UK HEI with first or second class honours; or
    - from an institution which is recognised by the University as awarding qualification of equivalent to such US or UK degrees;

- Have completed a timely direct application to the University, including a Curriculum Vitae, personal/professional statement and academic reference, supplying verification of existing academic and English language attainments as required by the University.

- Exceptionally, the University may consider substantial professional experience, of direct relevance to the programme, in lieu of a first degree. In such cases the prospective student may be required to submit a satisfactory extended essay and /or complete certain University undergraduate courses before being admitted to the programme. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Students who are neither nationals of a majority English speaking country, nor have completed a full programme equivalent to a UK first degree taught within such a country, should normally have achieved at least CEFR level B2 in a secure English Language test ("SELT") acceptable to the University (such as 6.5 for IELTS with a minimum 6.5 in the writing element) prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction. Students who apply for the Chinese pathway but are neither nationals of a Chinese speaking country or region, nor have completed a full programme in Chinese equivalent to a UK first degree taught in a recognised university outside such a country, should normally have achieved at least HSK 5 and HSKK Intermediate level.

Further details of all of the above, including the specific minimum SELT grades currently required within level B2, may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published.
http://www.richmond.ac.uk/content/admissions/postgraduate-admissions.aspx

6.2. Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the university. Much of what shapes the university's perspective on this has been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University follows the guidelines of Standard 14 on 'Assessment of Student Learning', as laid out by the Middles States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals. Assessment is not an event but a process and should be an integral part of the life of the institution."

(http://www.msche.org/publications.asp).

6.3. Progression

Progression is built into the Programme Outcomes (Section 3 above), as they are derived from the *SEEC* categories associated with specific levels of the *FHEQ*. Learning outcomes in each individual course are therefore level-specific, ensuring an appropraite structure of progression through the degree, with students at graduation meeting the requirements of the QAA subject benchmarks.

6.4. Repeat of a Course

Any repeats of courses in the taught elements of Masters programs are subject to availability (course scheduling and course cycling).

Any graduate student who receives a grade of F (0.0) on a course may repeat it in any subsequent semester (subject to availability and within the "time for completion" restrictions outlined below).

Any graduate student who receives a grade lower than B (3.0) on a course may petition the Postgraduate Associate Dean of the relevant School for permission to retake the course. The Associate Dean may consult with the Academic Progress Committee in coming to a decision. All petitions are considered on a case-by-case basis, and in the larger context of the student's overall academic record.

6.5. Incomplete Courses and Re-sits

Where graduate students believe that they have a legitimate reason for missing a final examination or failing to complete coursework, they may appeal to the relevant School's Postgraduate Associate Dean for a re-sit examination or an extension to coursework deadlines.

The Associate Dean may consult with the Academic Progress Committee in coming to a decision. If the appeal is approved an interim grade of I (incomplete) is assigned. Incomplete grades have no quality points and are not factored into a graduate student's semester or overall GPA.

Re-sit examinations are completed in the official re-sit period, which is the fourth weekend of the semester following the original exam date. Re-sits are not normally permitted at any other time.

Graduate students given an extension to their coursework submission deadlines are normally required to submit the coursework in the same timeframes as students permitted a resit opportunity (i.e. week 4 of the following Fall or Spring semester).

The final grade for the course is revised by the instructor on completion of the course requirements. Failure to meet the deadlines will result in the 'I' grade reverting to the original grade submitted by the instructor, or to an F grade if no work was submitted.

6.6. Leave of Absence

Graduate students wishing to withdraw from the University may apply to the Postgraduate Associate Dean of the School for a leave of absence for one semester (which may be extended up to a maximum of two semesters). The Associate Dean will consult with the Academic Registrar in all leave of absence requests. Normally, students applying for a leave of absence must be in good academic, social, and financial standing. Approved leaves of absence provide students with the right to return to the University under the same graduation requirements that were in place when they began their leave, and to register for a future semester or summer session without applying for readmission. Graduate students must be particularly aware of the practical restrictions placed upon their return to studies posed by cycling and scheduling of courses in a Masters program.

Leave of absence must be applied for and approved in advance of the semester in which it is to be taken. Students registered for and attending classes will not be permitted to apply for a leave of absence retrospectively. They must withdraw from any courses in which they are enrolled in the usual manner.

Any graduate student granted a leave of absence for medical reasons may be required to provide confirmation from their health-care provider that they are medically fit to resume their studies. Students failing to return from a leave of absence within one calendar year must apply for readmission. If readmitted, they will be governed by the graduation requirements in effect at the time of their readmission.

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Note: *The University is obliged to report to the UK Border Agency any student who is in the UK on a Tier 4 visa but who is not attending classes. This also applies to students who are taking a Leave of Absence. The University's granting of a LoA should not be interpreted as granting permission for a student on a Tier 4 visa to remain in the country.*

6.7. Time for Completion

Graduate students are normally expected to complete all requirements in one academic year (Fall, Spring and Summer semesters). Students must complete all requirements for the award of the degree within three years of the date of their first registration.

6.8. Placement

The Internship Office of the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional but strongly encouraged because the **MA in Applied Linguistics: Language Teaching** programme has been designed to ensure that students graduate with both a qualification as well as experience of the workplace.

The internship has been established to act as a conduit between the classroom and a career, enabling students to meet and work with potential future employers. The internship programme demands that students interact with professionals in their field, allowing them to learn by seeing as well as by doing. Key to the success of this initiative is the relationship that has been developed with organisations and governmental agencies. The internship is normally conducted in the summer months.

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: http://www.richmond.ac.uk/content/student-affairs/career-services.aspx.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: http://www.richmond.ac.uk/content/alumni.aspx

6.9. Student support and guidance

Every student is advised academically by the Director of the Centre for Modern Languages who takes a close interest in the students' academic progress. Students who need a particular form of academic help can approach the convenor who can then provide the necessary liaison with the Registrar, Student Affairs and other offices forming the key parts of the academic and pastoral support infrastructure.

In accordance with the 2010 *Equality Act,* and with Chapter B4 of the *Quality Code for Higher Education* (Section 2: Disabled Students) Richmond endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are accommodated to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see: http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx

The university operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department. For a full description of Student Affairs' activities, please see: http://www.richmond.ac.uk/content/student-affairs.aspx

The University recognizes that different demands are place on full-time and part-time students and its guidance, support, and advice systems are in place for all students.

Programme specification and structure of MA in Applied Linguistics: Language Teaching

Appendix I: Credit Equivalences

In this document and other University literature, US credit is articulated in terms of US and UK CATS (Credit Accumulation and Transfer System) credit frameworks.

At the Masters degree level (see below for discussion of Levels on the *FHEQ*), UK MA students obtain a minimum total of 180 CATS credits, which equates to 90 ECTS credits or 36 US credits.

American Masters degrees typically award 30-36 credits. Richmond's degree awards 36. The ratio for credit translation at the Masters level (Level 7) is therefore as follows:

	US credit	ECTS credit	UK CATS credit
UK Level 7	1	2.5	5
Required minimum number of credits for MA	36	90	180 (120 of which must be at Level 7)
Richmond MA in Applied Linguistics: Language Teaching	36	90	180 (at Level 7)

Levels

The *FHEQ* (Framework for Higher Education Qualifications) in the UK defines Higher Education levels in the following way:

> **Levels 4-6** (previously HE1-3) – years 1 to 3 of a UK undergraduate degree
> **Level 7** (previously M) – UK Masters degrees and postgraduate diplomas and certificates
> **Level 8** (previously D) – UK Doctoral degrees

Each level is illustrated by, and each award determined by, reference to a qualification descriptor. The level 7 descriptors can be found on pages 20-23 of the *FHEQ* (QAA, August 2008).

References

QAA. *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland*. August 2008.

QAA. *The Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education.* August 2008.

QAA. *Academic Credit in Higher Education in England – an introduction.* 2009

European Communities. *ECTS Users' Guide*. February 2009

Programme specification and structure of MA in Applied Linguistics: Language Teaching

Appendix II: Curriculum map

The table below table indicates which courses assume responsibility for delivering and assessing (✓) particular programme learning outcomes. Students who gain the award will have demonstrated achievement of these learning outcomes, as set out under sections A, B, C and D.

Course	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
LED 7xx1 Language Learning and Language Teaching	✓	✓							✓	✓	✓	✓				✓		✓		✓	✓				✓	✓		✓				✓
LED 7xx2 Course Design, Development and Assessment	✓	✓	✓		✓				✓	✓	✓	✓					✓	✓	✓	✓		✓			✓	✓		✓	✓			✓
LED 7xx3 Chinese/English Language and Teaching I	✓	✓			✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
LED 7xx4 Chinese/English Language and Teaching II	✓	✓			✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
LED 7xx5 Language Policy, Market and Technologies	✓	✓		✓					✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
LED 7xx6 Research in Language Learning and Pedagogy	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓					✓	✓			✓	✓		✓	✓			✓
LED 7xx7 Internship	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LED 7xx8 Thesis Research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LED 7xx9 Extended Thesis Research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix III: Visual Structure of the Two MAs

The Structure of the Two MAs

	MA in Language Education Leadership and Management (Chi and English pathways)			MA in Applied Linguistics: language Teaching (Chinese and English pathways)		
Dissertation	12000 word dissertation based upon the study and internship			15,000- 20000 word dissertation based upon the study (and internship?)		
Summer Internship	LED 7XX7 compulsory			Optional		
Semester Two	MGT 7110	MGT 7135	LED 7xx5	LED 7xx5	LED 7xx4	LECD 7xx6
Semester One	FNN 7102	LED 7xx2	LED 7xx1	LED 7xx1	LED 7xx2	LED 7xx3

The yellow colour shaded courses are shared across the two programmes.