

PROGRAMME SPECIFICATION

Name, title and level of final qualification(s)	PG Diploma Language Teaching/TESOL <i>Final exit award titles:</i> – PG Diploma Language Teaching – PG Diploma Teaching English to Speakers of Other Languages (TESOL) (Level 7)
Name and title of interim exit qualification(s)	PG Certificate Language Teaching PG Certificate Teaching English to Speakers of Other Languages (TESOL)
Awarding Body	University of London
Teaching Institution(s)	Birkbeck, University of London
Home school/other teaching departments	Creative Arts, Culture and Communication
Location of delivery	Central London, online
Language of delivery and assessment	English
Mode of study, length of study and normal start month	Full-time (1 year) Part-time (2 year) September
Professional, statutory or regulatory body	N/A
QAA subject benchmark group(s) Higher Education Credit Framework for England	N/A
Birkbeck Course Code	TPDLNTIP_C (on-campus study) TPDLNTIP_C (flexible study) TPDLNTON_C (online study)
HECoS Code	100328
Start date of programme	October 2020
Date of programme approval	Spring 2020
Date of last programme amendment approval	April 2025
Valid for academic entry year	2025-26
Date of last revision to document	08/04/2025

Admissions requirements

We welcome applicants without traditional entry qualifications as we base decisions on our own assessment of qualifications, knowledge and previous work experience. We may waive formal entry requirements based on judgement of academic potential.

Our entry requirement is usually a second-class honours degree (2:2) (or international equivalent) in a relevant subject. For applications not meeting this academic standard, professional training and/or language teaching experience will be considered.

If English is not your first language, you will need an English language qualification (IELTS 6.5 or equivalent with minimum 6.0 in sub-sets) completed within the last 2 years, unless you can provide evidence that you have completed a degree in an English-speaking university.

If you have been awarded the Cambridge Diploma in English Language Teaching to Adults (DELTA) in the last 5 years, you may apply for credit for 1 option module. If you wish to apply for credit, then please indicate this in your application.

Course aims

The PG Dip Language Teaching/TESOL is designed for people with classroom experience of teaching second or foreign languages, including English as a second/foreign language, or those with a broadly relevant first degree background and who have an interest in the theory and practice of language teaching. The programme offers the opportunity to update and expand your knowledge of the theories of language teaching and learning and to develop and deepen your understanding of classroom practice through personal reflection and discussion with other practitioners.

The PG Dip Language Teaching/TESOL aims to increase your understanding of key concepts in language teaching through the academic literature; to develop a critical approach to methods and materials; to offer the opportunity to reflect on professional practice; to promote cross-cultural awareness at the same time as knowledge of different teaching contexts; and to provide a range of options to allow for different professional interests.

The PG Dip Language Teaching/TESOL enables students who may not be interested in committing to an MA programme to gain knowledge in the field of language teaching.

Students are given the opportunity to pursue separate exit awards of either PG Dip Language Teaching or PG Dip Teaching English to Speakers of Other Languages (TESOL) which will reflect the content and work completed in their chosen option modules, i.e. students focusing on aspects of teaching English in their work will be awarded a PG Dip TESOL, while those focusing on the teaching of languages other than English will be awarded a PG Dip in LANGUAGE TEACHING.

Course structure

Level	Module Code	Module Title	Credit	Comp Core/ Option	Likely teaching term(s)
Full-time – 1 year (<i>students complete 2 compulsory and 2 optional modules</i>)					
7	SSAC005S7	Language Learning and Teaching in Multicultural and Multilingual Contexts	30	Comp	T1
7	LNLN019S7	Research Methods and Design	30	Comp	T1
7		Option	30	Option	T1-2
7		Option	30	Option	T1-2

Part-time – 2 years					
Year 1 (<i>students complete 2 compulsory modules</i>)					
7	SSAC005S7	Language Learning and Teaching in Multicultural and Multilingual Contexts	30	Comp	T1
7	LNLN019S7	Research Methods and Design	30	Comp	T1
Year 2 (<i>students complete 2 option modules</i>)					
7		Option	30	Option	T1-2
7		Option	30	Option	T1-2

All modules shown above are delivered both online and in class using hyflex technology

Core: *Module must be taken and passed by student*

Compulsory: *Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)*

Option: *Student can choose to take this module*

Indicative Options List:

SSAC055S7 Language and Identity (*TBC*)

SSAC082S7 Linguistic Description for Language Teaching (*hyflex*)

SSAC046S7 Neurolinguistics (*TBC*)

SSAC047S7 Psycholinguistics (*hyflex*)

LNLN076S7 Introduction to Applied Linguistics(*hyflex*)

LNLN067S7 Sociolinguistics (*TBC*)

LNLN063S7 Language, Culture and Communication (*hyflex*)

Please note: students can take one 30-credit option module from other departments in the college, subject to approval from the programme director.

How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Teaching takes several forms, including lectures, seminars, discussions, workshops and presentations.

Modules are delivered both online and in-class using hyflex technology.

How we will assess you

The course will use a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. For most of the modules associated with this course, your assessment will be through the following types of assessment.

Assessments for the core modules and options are coursework based.

Learning outcomes (what you can expect to achieve)

'Learning outcomes' indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, you should be able to:

- demonstrate substantial knowledge and understanding of the main theories, principles and models in the study of language teaching.
- demonstrate substantial knowledge of the relationship between teaching, learning and language.
- Demonstrate appreciation of the relationship between theory and practice and the ability to make connections between theories and practice
- Critically evaluate theories
- Reflect on one's own personal and professional experience
- Apply an analytical and systematic approach to problem-solving
- Demonstrate the ability to synthesise ideas and information
- Demonstrate academic writing skills
- Utilise Library research skills
- Develop self-confidence through appreciation of individual and cultural styles of learning and communication

Careers and further study

If you are an experienced teacher this programme will help you to progress to a more senior or specialised position in language teaching, such as a:

- senior teacher
- director of studies
- teacher trainer
- consultant
- materials developer

Graduates of can also pursue career paths in local and national government, the charity sector, public relations and the media, marketing, lexicography and translation, and tourism/hospitality. Possible professions include:

- language teacher (TESOL)
- secondary/further/higher education lecturer
- publisher
- translator
- speech and language therapist
- community development worker
- youth worker
- special educational needs teacher.

Birkbeck offers a range of careers support to its students. You can find out more on [the careers pages of our website](#).

Academic regulations and course management

Birkbeck's academic regulations are contained in its [Common Award Scheme Regulations](#) and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

Support for your study

Your learning at Birkbeck is supported by your teaching team and other resources and people in

the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services.](#) This covers the whole of your time as a student with us including learning support and support for your wellbeing.

Quality and standards at Birkbeck

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is available [online](#).

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