1. **Programme title(s):**
   Postgraduate Certificate in Teaching English for Academic Purposes

2. **Awarding body or institution:**
   University of Leicester

3. **a) Mode of study:**
   Part-time

   **b) Type of study:**
   Distance learning

4. **Registration periods:**
   The normal period of registration is 1 year.

   The maximum period of registration is 2 years.

5. **Typical entry requirements:**
   Candidates should normally be teachers or others working in the TESOL field who have at least a second class honours degree or its equivalent from a non-UK university (GPA 3.0 or above), a recognised qualification teaching English as a foreign language plus at least one year’s full-time equivalent teaching experience. Degrees in English language, linguistics or education are preferred. Serving teachers who have equivalent qualifications or qualified teacher status and significant experience can be considered. Candidates who are not native speakers of English need to have a proficiency level equivalent to IELTS 6.5 with a minimum of 6 in all sub-sections.

   All candidates should be able to demonstrate a commitment to, or strong interest in English language teaching in academic contexts, especially in tertiary education.

   If seeking entry without a degree, candidates will be asked complete an assessment, such as an essay, so as to demonstrate their readiness for postgraduate study. Clear guidance will be provided on assessment criteria. They may also be required to attend an interview.

6. **Accreditation of Prior Learning:**
   No APL is permitted.

7. **Programme aims:**
   The programme aims to:
   - Provide the opportunity for participants to further their knowledge across the range of key concepts and issues related to teaching EAP
   - Develop the core competencies required for the design and delivery of effective teaching programmes in EAP
   - Enhance participants’ employment prospects within the field of EAP by providing the opportunity to gain a specialist postgraduate qualification and develop the knowledge and skills required of an expert EAP practitioner
   - Develop participants’ abilities to manage, reflect and enhance their own learning
• Provide participants with opportunities to extend their range of transferable skills, including study and research skills
• Contribute to the internationalization and quality of life-long education and continuing professional development by providing a flexible entry requirement route and giving students from different languages and cultural backgrounds fair access to the programme.

The general teaching aims of the programme are to develop the knowledge and skills required of an expert EAP practitioner. The programme therefore aims to cover the core elements that situate expert practitioners within their professional contexts. These elements are identified by and mapped against the BALEAP1 competency framework. They are:

• Academic Values and Practices (academic contexts, academic discourse, disciplinary differences)
• EAP students (learning experiences and expectations, critical thinking, student autonomy)
• Assessment and feedback (language and skills competence, formative and summative assessment, marking and feedback)
• Assessment and Feedback (assessing language and skills, marking and giving feedback, tracking students’ progress)
• Teaching Practices (approaches to EAP syllabus, integrating learning technologies, planning and EAP lesson)

8. **Reference points used to inform the programme specification:**

- University of Leicester Learning and Teaching Strategy 2011-2016
- University of Leicester Periodic Developmental Review Report
- External Examiners’ reports (annual)
- University of Leicester Employability Strategy
- University of Leicester Transferable Skills Framework and Checklist
- University of Leicester Guide to Writing Intended Learning Outcomes
- Checklist for Accessible Curriculum Design
- BALEAP Competency Framework for Teachers of English for Academic Purposes
- PgCert TEAP Students’ feedback

9. **Programme Outcomes:**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

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1 BALEAP is the leading professional body in the UK higher education sector for teachers of English for Academic Purposes. A copy of the framework is available at [https://www.baleap.org/accreditation/individuals](https://www.baleap.org/accreditation/individuals)
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Directed reading</td>
<td>All assignments</td>
</tr>
<tr>
<td>Demonstrate knowledge of the theoretical and pedagogical elements of English for Academic purposes.</td>
<td>Independent reading</td>
<td></td>
</tr>
<tr>
<td>Course materials for guided self study</td>
<td></td>
<td></td>
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<tr>
<td>Individual tutorials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in e-tivities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concepts</strong></td>
<td>Directed reading</td>
<td>All assignments</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of the key conceptual principles within the field of EAP</td>
<td>Independent reading</td>
<td></td>
</tr>
<tr>
<td>Course materials for guided self study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual tutorials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in e-tivities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td>Directed reading</td>
<td>Essay EN7910</td>
</tr>
<tr>
<td>An ability to use key techniques and tools in researching and planning course and lesson design, delivery, assessment and evaluation in EAP contexts</td>
<td>Independent reading</td>
<td>Portfolio EN7910</td>
</tr>
<tr>
<td>Demonstrate ability to use a range of learning technology resources which contribute to the accessibility and enhancement of learning and to the inclusivity for different groups of leaners, which is in line with the sustainability agenda and the the goal of reducing inequalities in access to education.</td>
<td>Course materials for guided self study</td>
<td>Essay EN7920</td>
</tr>
<tr>
<td></td>
<td>Individual tutorials</td>
<td>Portfolio EN7920</td>
</tr>
<tr>
<td></td>
<td>Participation in e-tivities</td>
<td></td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Critical analysis</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| An ability to critically evaluate principles, concepts and ideas encountered in relevant literature | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Essay EN7920  
Portfolio EN7920 |
| Demonstrate an ability to evaluate EAP materials, approaches, lessons and programmes using relevant knowledge and concepts, and appropriate techniques |                              |                   |
| **Presentation**          |                              |                   |
| An ability to produce key documents required for the design and delivery of EAP courses and lessons to an acceptable professional standard, such as lesson plans, questionnaires, and schemes of work. | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | Portfolios EN7905/7910/7915/7920 |
| **Appraisal of evidence** |                              |                   |
| An ability to collect and analyse evidence in order to determine the effectiveness of EAP programme design, delivery and assessment  
Demonstrate an ability to use the principles of reflective practice to enhance EAP practitioner competencies | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Essay EN7915  
Portfolio EN7915 |
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Transferable skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Access, retrieve, organise and present information from a variety of academically appropriate sources | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities  | All assignments  
Mainly essays  
EN7905/7910/7915/7920  |
| Demonstrate critical thinking and analytical skills                                      |                                                                   |                                    |
| Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities  |                                                                   |                                    |
| Communication skills                                                                      |                                                                   |                                    |
| An ability to communicate through the written mode in an effective and appropriate manner | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Mainly essays  
EN7905/7910/7915/7920  |
| Organise and present information gathered through research clearly and effectively        | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Mainly portfolios EN7905/7910/7915/7920  |
| Write and present work to a professional standard and to deadlines                       | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Mainly essays  
EN7905/7910/7915/7920  |
| Data presentation                                                                         | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities  | All assignments  
Mainly portfolios EN7905/7910/7915/7920  |
| Make effective use of information technology when researching, planning, delivering and evaluating tasks, lessons and/or whole programmes | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Mainly portfolios EN7905/7910/7915/7920  |
| Information technology                                                                    | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in e-tivities | All assignments  
Mainly portfolios EN7905/7910/7915/7920  |
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem solving</strong></td>
<td>Directed reading</td>
<td>All assignments</td>
</tr>
<tr>
<td>An ability to contextualize problems within their situational settings</td>
<td>Independent reading</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an ability to analyse complex problems in depth using appropriate methods and tools</td>
<td>Course materials for guided self study</td>
<td></td>
</tr>
<tr>
<td>Provide a sound justification when in putting forward solutions to complex problems, including an awareness of the limitations of these solutions</td>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in e-tivities</td>
<td>Mainly essays EN7905/7910/7915/7920</td>
</tr>
<tr>
<td><strong>Working relationships</strong></td>
<td>Directed reading</td>
<td>All assignments</td>
</tr>
<tr>
<td>An ability to establish and maintain effective working relations through demonstrating a willingness to engage and participate with others in an appropriate, professional manner</td>
<td>Independent reading</td>
<td>Discussion forum participation</td>
</tr>
<tr>
<td></td>
<td>Course materials for guided self study</td>
<td>(not accessed)</td>
</tr>
<tr>
<td></td>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in e-tivities</td>
<td></td>
</tr>
<tr>
<td><strong>Managing learning</strong></td>
<td>Directed reading</td>
<td>All assignments</td>
</tr>
<tr>
<td>Demonstrate a high degree of learner autonomy and time management skills</td>
<td>Independent reading</td>
<td>Discussion forum participation</td>
</tr>
<tr>
<td></td>
<td>Course materials for guided self study</td>
<td>(not accessed)</td>
</tr>
<tr>
<td></td>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in e-tivities</td>
<td></td>
</tr>
</tbody>
</table>
### Career management

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of the competencies required to become an expert practitioner in the field of EAP</td>
<td>Directed reading, Independent reading, Course materials for guided self study, Individual tutorials, Participation in e-tivities</td>
<td>All assignments</td>
</tr>
<tr>
<td>Demonstrate understanding of the importance of continuing professional development, research and scholarship to develop professional learning and teaching practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. **Special features**

- As there are currently very few specialist postgraduate programmes available for existing or prospective teachers of EAP, this programme provides a scarce opportunity for continuing professional development and advanced level study within the field of EAP.
- The programme is mapped closely to an external framework which identifies key competencies for teachers of EAP.
- The programme is available through distance learning only.

11. **Indicators of programme quality**

- External Examiner reports
- Quality of student work
- Extent of engagement on the programme evidenced by activities such as participation in online discussion forums
- Impact on career development of the participants that successfully completing the programme
- Participant feedback and willingness to recommend the programme

12. **Scheme of Assessment:**

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

13. **Progression points**

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

14. **Rules relating to re-sits or re-submissions:**

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

15. **External Examiners reports**

The External Examiner for the existing PgCertTEAP programme has Mr Steve Kirk from the University of Durham.
Additional features (e.g. timetable for admissions)

- None

Appendix 1: Programme structure (programme regulations)

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN7905</td>
<td>Academic Values and Practices</td>
<td>15</td>
</tr>
<tr>
<td>EN7910</td>
<td>EAP Students</td>
<td>15</td>
</tr>
<tr>
<td>EN7915</td>
<td>Assessment and Feedback</td>
<td>15</td>
</tr>
<tr>
<td>EN7920</td>
<td>Teaching Practices</td>
<td>15</td>
</tr>
</tbody>
</table>

Appendix 2: Module specifications

See module specification database [http://www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation)