1. Programme title(s) and code(s)
Postgraduate Certificate in Teaching English for Academic Purposes
EN7900

HECOS Code

<table>
<thead>
<tr>
<th>HECOS Code</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7905</td>
<td>25%</td>
</tr>
<tr>
<td>ED7910</td>
<td>25%</td>
</tr>
<tr>
<td>ED7915</td>
<td>25%</td>
</tr>
<tr>
<td>ED7920</td>
<td>25%</td>
</tr>
</tbody>
</table>

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 for the Postgraduate Certificate in Teaching English for Academic Purposes is one year.

The maximum period of registration for the Postgraduate Certificate in Teaching English for Academic Purposes is two 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 BALEAP\(^1\) 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

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Learning Strategy
- University Assessment Strategy
- University of Leicester Periodic Developmental Review Report
- External Examiners’ reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- 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

\(^1\) 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)
9. Programme Outcomes

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

a) Discipline specific knowledge and competencies

i) Knowledge

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| Demonstrate knowledge of the theoretical and pedagogical elements of English for Academic purposes. | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in synchronous reading group seminars | All assignments |

ii) Concepts

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| Demonstrate knowledge and understanding of the key conceptual principles within the field of EAP | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in synchronous reading group seminars | All assignments |
### iii) Techniques

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| An ability to use key techniques and tools in researching and planning course and lesson design, delivery, assessment and evaluation in EAP contexts | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackborad activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |  
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 learners, which is in line with the sustainability agenda and the goal of reducing inequalities in access to education. | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackborad activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |  

### iv) Critical analysis

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</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 asynchronous Blackborad activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| Demonstrate an ability to evaluate EAP materials, approaches, lessons and programmes using relevant knowledge and concepts, and appropriate techniques | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackborad activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |

v) Presentation

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| 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 asynchronous Blackborad activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |

vi) Appraisal of evidence

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| An ability to collect and analyse evidence in order to determine the effectiveness of EAP programme design, delivery and assessment | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackborad activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
### Intended Learning Outcomes

#### Demonstrate an ability to use the principles of reflective practice to enhance EAP practitioner competencies

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed reading</td>
<td>All Assignments</td>
</tr>
<tr>
<td>Independent reading</td>
<td>Discussion forum posts</td>
</tr>
<tr>
<td>Course materials for guided self study</td>
<td></td>
</tr>
<tr>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td>Participation in asynchronous Blackboard activities</td>
<td></td>
</tr>
<tr>
<td>Participation in synchronous reading group seminars</td>
<td></td>
</tr>
</tbody>
</table>

#### Directed reading

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Independent reading

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Course materials for guided self study

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Individual tutorials

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Participation in asynchronous Blackboard activities

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Participation in synchronous reading group seminars

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

### Transferable skills

#### Research skills

- Access, retrieve, organise and present information from a variety of academically appropriate sources

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed reading</td>
<td>All Assignments</td>
</tr>
<tr>
<td>Independent reading</td>
<td>Discussion forum posts</td>
</tr>
<tr>
<td>Course materials for guided self study</td>
<td></td>
</tr>
<tr>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td>Participation in asynchronous Blackboard activities</td>
<td></td>
</tr>
<tr>
<td>Participation in synchronous reading group seminars</td>
<td></td>
</tr>
</tbody>
</table>

#### Directed reading

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Independent reading

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Course materials for guided self study

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Individual tutorials

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Participation in asynchronous Blackboard activities

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Participation in synchronous reading group seminars

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

### Critical thinking and analytical skills

- Access, retrieve, organise and present information from a variety of academically appropriate sources

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed reading</td>
<td>All Assignments</td>
</tr>
<tr>
<td>Independent reading</td>
<td>Discussion forum posts</td>
</tr>
<tr>
<td>Course materials for guided self study</td>
<td></td>
</tr>
<tr>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td>Participation in asynchronous Blackboard activities</td>
<td></td>
</tr>
<tr>
<td>Participation in synchronous reading group seminars</td>
<td></td>
</tr>
</tbody>
</table>

#### Directed reading

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Independent reading

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Course materials for guided self study

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Individual tutorials

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Participation in asynchronous Blackboard activities

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars

#### Participation in synchronous reading group seminars

- Directed reading
- Independent reading
- Course materials for guided self study
- Individual tutorials
- Participation in asynchronous Blackboard activities
- Participation in synchronous reading group seminars
### ii) Communication skills

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>An ability to communicate through the written mode in an effective and appropriate manner</td>
<td>Directed reading&lt;br&gt;Independent reading&lt;br&gt;Course materials for guided self study&lt;br&gt;Individual tutorials&lt;br&gt;Participation in asynchronous Blackboard activities&lt;br&gt;Participation in synchronous reading group seminars</td>
<td>All Assignments&lt;br&gt;Discussion forum posts</td>
</tr>
</tbody>
</table>

### iii) Data presentation

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise and present information gathered through research clearly and effectively</td>
<td>Directed reading&lt;br&gt;Independent reading&lt;br&gt;Course materials for guided self study&lt;br&gt;Individual tutorials&lt;br&gt;Participation in asynchronous Blackboard activities&lt;br&gt;Participation in synchronous reading group seminars</td>
<td>All Assignments&lt;br&gt;Discussion forum posts</td>
</tr>
<tr>
<td>Write and present work to a professional standard and to deadlines</td>
<td>Directed reading&lt;br&gt;Independent reading&lt;br&gt;Course materials for guided self study&lt;br&gt;Individual tutorials&lt;br&gt;Participation in asynchronous Blackboard activities&lt;br&gt;Participation in synchronous reading group seminars</td>
<td>All Assignments&lt;br&gt;Discussion forum posts</td>
</tr>
</tbody>
</table>
### iv) Information technology

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| 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 asynchronous Blackboard activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |

### v) Problem solving

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| An ability to contextualize problems within their situational settings | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackboard activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
| An ability to contextualize problems within their situational settings | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackboard activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
</table>
| Provide a sound justification when in putting forward solutions to complex problems, including an awareness of the limitations of these solutions | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackboard activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
| vi) Working relationships | | |
| An ability to establish and maintain effective working relations through demonstrating a willingness to engage and participate with others in an appropriate, professional manner | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackboard activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
| vii) Managing learning | | |
| Demonstrate a high degree of learner autonomy and time management skills | Directed reading  
Independent reading  
Course materials for guided self study  
Individual tutorials  
Participation in asynchronous Blackboard activities  
Participation in synchronous reading group seminars | All Assignments  
Discussion forum posts |
viii) 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</td>
<td>Directed reading</td>
<td>All Assignments</td>
</tr>
<tr>
<td>the field of EAP</td>
<td>Independent reading</td>
<td>Discussion forum posts</td>
</tr>
<tr>
<td></td>
<td>Course materials for guided self study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in asynchronous Blackboard activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in synchronous reading group seminars</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of the importance of continuing professional development,</td>
<td>Directed reading</td>
<td>All Assignments</td>
</tr>
<tr>
<td>research and scholarship to develop professional learning and teaching practice</td>
<td>Independent reading</td>
<td>Discussion forum posts</td>
</tr>
<tr>
<td></td>
<td>Course materials for guided self study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual tutorials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in asynchronous Blackboard activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in synchronous reading group seminars</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. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of Senate Regulation 6 governing taught postgraduate programmes of study relevant to year of entry.
13. **Progression points**

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

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/exit award where appropriate.

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

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. **External Examiners reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners’ reports for this programme can be found at [exampapers@Leicester](#) [log-in required]

16. **Additional features** (e.g. timetable for admissions)
Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Postgraduate Certificate in Teaching English for Academic Purposes

Credit breakdown

<table>
<thead>
<tr>
<th>Status</th>
<th>Year long</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Other delivery period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core taught</td>
<td>n/a</td>
<td>15 credits</td>
<td>45 credits</td>
<td>n/a</td>
</tr>
<tr>
<td>Optional</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Dissertation/project</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Choose an item. credits in total

Level 7/Year 1  2023/24

Core modules

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>ED7905</td>
<td>Academic Values and Practices</td>
<td>15 credits</td>
</tr>
<tr>
<td>Term 2</td>
<td>ED7910</td>
<td>EAP Students</td>
<td>15 credits</td>
</tr>
<tr>
<td>Term 2</td>
<td>ED7915</td>
<td>Assessment and Feedback</td>
<td>15 credits</td>
</tr>
<tr>
<td>Term 2</td>
<td>ED7920</td>
<td>Teaching Practices</td>
<td>15 credits</td>
</tr>
</tbody>
</table>
Option modules

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an item.</td>
<td>Click or tap here to enter text.</td>
<td>There are no optional modules in this programme</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

Notes
This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications
See taught postgraduate [module specification database](#) (Note - modules are organized by year of delivery).