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.

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

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 practice (academic contexts, disciplinary practice, academic discourse, personal learning, development and autonomy)
- EAP students (student needs, student critical thinking, student autonomy)
- Curriculum development (syllabus and programme development, text processing and text production)
- Programme implementation (teaching practices, assessment practices)

8. Reference points used to inform the programme specification:

- QAA document 'Master's Degree Characteristics (March 2010)
- BALEAP competency framework
- University of Leicester Learning and Teaching Strategy
- University of Leicester Regulations Governing Taught Postgraduate Programmes
- Feedback from the School of Education Teaching and Learning Committee
- Consultation with potential participants (temporary EAP tutors on the ELTU's summer pre-sessional course)

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
A Subject and Professional skills		
Knowledge		
Demonstrate knowledge of the core elements of English for Academic purposes	Independent research Course materials for guided self study Directed reading Individual tutorials Participation in e-tivities	Blog 7905 Essay 7905 Lesson Plan 7920 WBL Portfolio (all modules)
Concepts		
Demonstrate knowledge and understanding of the key conceptual principles within the field of EAP	Independent research Course materials for guided self study Directed reading Individual tutorials Participation in e-tivities	Essay 7905 Blog 7910 Report 7915 Essay 7920 WBL Portfolio (all modules)
Techniques		
An ability to use key techniques in researching and planning course and lesson design, delivery and evaluation in EAP contexts	Independent research Course materials for guided self study Directed reading Individual tutorials Participation in e-tivities	Essay 7910 Report 7915 WBL Portfolio 7915 Essay 7920 Lesson Plan 7920 WBL Portfolio 7920

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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 http://www.baleap.org.uk/media/uploads/pdfs/teap-competency-framework.pdf

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critical analysis		
An ability to critically evaluate principles, concepts and ideas encountered in the EAP literature covered during the course Demonstrate an ability to evaluate EAP programmes using the knowledge, concepts and techniques developed on the programme	Independent learning Course materials for guided self study Individual tutorials Participation in e-tivities	Blog 7910 Report 7915 Essay 7920 WBL Portfolio (all modules)
Presentation		
An ability to produce key documents required for the design and delivery of EAP courses and lessons to an acceptable professional standard	Independent learning Course materials for guided self study Individual tutorials Participation in e-tivities	Blog 7910 Essay 7910 Report 7915 WBL Portfolio 7915 Lesson Plan 7920 WBL Portfolio 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	Independent learning Course materials for guided self study Individual tutorials Participation in e-tivities	Blog 7905 Essay 7910 Essay 7920 WBL Portfolio (all modules)
B. Transferable skills		
Research skills		
Show an understanding of the importance of an evidence based approach to problem solving An ability to apply needs analysis principles and methods within the participants' educational settings to provide a greater insight into problems and solutions	Independent research Course materials for guided self study Directed reading Participation in e-tivities	Essay 7905 Blog 7910 WBL Portfolio 7910 Report 7915 Lesson Plan 7920
Communication skills		
An ability to communicate through the written mode in an effective and appropriate manner	Participation in e-tivities Blog contributions Wiki contributions	All assessments
Data presentation		
Organise and present information gathered through research clearly and effectively	Participation in e-tivities Blog contributions Wiki contributions	All assessments

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Information technology		
Make effective use of information technology when researching, planning, delivering and evaluating teaching programmes and lessons	Directed reading Participation in e-tivities	All assessments
Problem solving		
An ability to contextualize problems within their situational settings Demonstrate an ability to analyse complex problems in depth using appropriate methods and tools Provide a sound justification when in putting forward solutions to complex problems, including an awareness of the limitations of these solutions	Independent research Course materials for guided self study Directed reading Participation in e-tivities	Essay 7905 Report 7915 WBL Portfolio 7915 Lesson Plan 7920 WBL Portfolio 7920
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	Participation in e-tivities incl. Discussion board Individual tutorials	Blog comments
Managing learning		
Demonstrate a high degree of learner autonomy and time management skills	Participation in e-tivities Individual tutorials	All assignments
Career management		
An understanding of the competencies required to become an expert practitioner in the field of EAP	Directed reading Participation in e-tivities incl. study planner Individual tutorials	Blog 7905 WBL Portfolio 7905 WBL Portfolio 7920

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. Indications of programme quality:

Indications of programme quality will include:
- 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

This programme follows the assessment requirements stipulated in the University of Leicester regulations governing taught master's programmes.

13. Progression points

There are no progression points on the programme. The rules relating to re-sits or re-submissions will determine whether students are able to complete the programme successfully or not.

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

The programme follows rules relating to re-sits or re-submissions stipulated in the University of Leicester regulations governing taught master's programmes**.**

15. Additional information [e.g. timetable for admissions]

None

Appendix 1: Programme structure (programme regulations)

This is a 60 credit point Postgraduate Certificate level award consisting of four modules. Each module is worth 15 credit points. The modules are:

1. Academic Practice: values, practices and conventions in university settings
2. EAP Students: adapting to the new academic environment
3. Curriculum Development: creating an EAP programme
4. Programme Implementation: teaching EAP

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation