BIC3044-C module descriptor	
Module Title	English for Academic Purposes (EAP)
Credit Level	30 credits (RQF Level 3)
Session	2026/7 academic year
BDA occurrence	Academic Year available at University of Bradford
BDB occurrence	Academic Year available at University of Bradford
BDA occurrence	Non Standard Year available at University of Bradford
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Transparency notice

This specification for module code BIC3044-C has been generated automatically in advance of the academic year 2026/7. Every effort has been made to ensure that the information is accurate at the time of publication, but changes permitted by our Student Contract Terms and Conditions could be made in the interval between publishing and commencement of teaching; where changes impact the terms and conditions of an applicant's or student's offer, these are communicated to them as soon as possible.

BIC3044-C module aims

This module aims to develop your English language and skills to a level (CEFR B2) that will enable you to engage successfully with an undergraduate course taught in English.

Combining language input with skills development and practice, this module will increase your communicative competence (range, control and fluency), as well as your awareness of different conventions of academic discourse and practice.

BIC3044-C module learning outcomes	
No.	**Students completing the module will be able to:**
01	Can follow extended speech and complex lines of argument in a lecture or talk, identifying the main theme(s) and distinguishing the speaker's point of view from factual information.
02	Can scan quickly through long and complex academic texts to locate relevant information and ideas.
03	Can understand academic texts in which different discursive structures are used (e.g. contrasting ideas, cause–effect relationships) and particular stances or viewpoints are adopted, distinguishing arguments from factual information.
04	Can give a clear well-structured presentation, highlighting key ideas and arguments, supporting these with relevant detail and dealing confidently with follow-up questions from the audience.
05	Can produce clear, notes highlighting or summarising the main points of an academic talk, lecture, report or article.
06	Can produce a clear, detailed and well-structured essay or report, developing and supporting arguments effectively using relevant ideas and information from different sources, and paraphrasing and referencing these appropriately.

BIC3044-C module outline syllabus

Grammar
Consolidate understanding of basic verb forms and patterns, and develop the ability to use these and more complex grammatical structures confidently and accurately.

Vocabulary
Expand passive and active vocabulary to include a wider range of academic and technical words, and increase awareness of other lexical features of language.

Pronunciation
Develop awareness of key features of English phonology and increase the overall naturalness and effectiveness of spoken production and interaction.

Discourse
Develop awareness of the features of spoken and written discourse that contribute to its coherence and cohesion (e.g., substitution, linking and referencing) and the ability to use these effectively when speaking and writing in English.

Listening
Develop awareness of different listening strategies and the ability to use these effectively in an academic context.

Speaking
Develop awareness of different speaking sub-skills and the ability to use these effectively in an academic context.

Reading
Develop awareness of different reading strategies effectively and the ability to use these effectively in dealing with academic texts.

Writing
Develop awareness of different writing sub-skills and processes and the ability to produce cohesive and coherent academic texts using an appropriate style and format.

For more information, visit the VLE (**Canvas**) page, go to our **Reading Lists webpage for this module** or search **https://bradford.rl.talis.com** for this module.

BIC3044-C module notional learning hours

- 165 hours Directed Study
- 135 hours Lectures

The overall expected hours may include contact time, scheduled learning activity, directed and independent study and any minimum expectations for placement learning. Most learning at the University of Bradford has some online content and sessions which are delivered fully by virtual means are labelled as "online".

BIC3044-C module learning, teaching and assessment

Groups are small and classes are student-centred, task-based and interactive.

The classroom approach is explicitly designed to help international students acquire new knowledge and skills, to build their confidence and enable them to become more independent learners. By doing this consistently and across all modules, the programme provides them with a strong foundation for further study in their chosen subject area.

The approach is inclusive and recognises that students come from different backgrounds with a range of previous learning experiences and associated expectations, beliefs and behaviours. Teaching and learning methods are clearly explained so students understand why (where appropriate) they need to engage in new ways of learning and why those they have used or relied on up to this point may be less suited to supporting their ongoing development and their chances of success in UK Higher Education.

Formative work is an integral part of the approach. In class, students are set tasks that require them to apply their knowledge and skills, to think critically and to solve problems. The level of challenge is gradually increased as the students grow in confidence and Tutors help them to see that experimentation, trial and error are central to the learning process, providing constructive feedback on both what has been achieved and how.

Students are also expected to engage in independent study, to reflect on their own performance and to discuss this with their module tutor or personal academic tutor, who will provide support and advice and, when necessary, draw the attention of the Academic Management Team to a struggling student using the Students of concern process.

Summative assessment activities are designed to test relevant knowledge and understanding and tasks are chosen to reflect what may be required when students progress on to their chosen undergraduate degree.

To pass the module, you are required to achieve 40% overall and a minimum of 30% in all 4 components.

BIC3044-C mode of assessment			
Type	**Mode**	**Assessment description**	**Weight**
Summative	Examination - Closed Book	Listening and Writing (LO1, LO5). 30 minutes Listening and note-taking tasks (Must pass at 30%)	25%
Summative	Examination - Closed Book	Exam Testing Reading Skills (Must pass at 30%)	25%
Summative	Examination - Closed Book	Writing (LO6). (Must pass at 30%)	25%
Summative	Examination - oral/viva voce	Speaking (LO4). 10-15 minutes group seminar activity (Must pass at 30%)	25%

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