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Programme Title:

Foundation Certificate in English for Academic Purposes (FCEAP)

Programme Code: FQ0201

Faculty: Health, Education and Life Sciences

School/Department: Education

This document is presented in three sections:

Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced. It will include;
- Programme Philosophy and Aims
- Programme Learning, Teaching and Assessment strategy
- Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

Section Three

This section collates the Module Guides from across the programme.

Section One

Programme Philosophy

The Foundation Certificate in English for Academic Purposes is intended to support you as overseas students, with your written and spoken English; the majority of you will have secured places on academic programmes here at Birmingham City University but this is not compulsory. The relevance of this programme is demonstrated through a practice-led, knowledge applied approach to learning and teaching in which you are thoroughly prepared for your chosen pathway to BCU undergraduate and postgraduate programmes in all disciplines (Interdisciplinarity). You are also able to access Foundation Degrees and Pre-Masters programmes at Birmingham City University International College (BCUIC) after successful completion of the FCEAP. Its relevance is also evident in that it promotes the University's Internationalisation aims whereby the curriculum is inclusive, irrespective of your cultural background or status; raising awareness of British and other cultures is embedded throughout the curriculum so that you have a clear understanding of the context in which you are studying.

The programme values include transformative learning where you are encouraged to develop a holistic view of the world and your role within it, thereby enhancing your employability and life skills. This is coupled with promotion of experiential learning, much of which takes place outside the traditional classroom, encouraging you to develop an autonomous approach.

Unique to FCEAP is its capacity to address the needs of students with lower language levels that other, shorter courses cannot accommodate. Academic and pastoral support are tenets of provision on FCEAP and include feedback to feedforward, given in both electronic and one to one oral forms. You will be able to present information both verbally and in a variety of written forms, using academic literacy skills for research activities in order to construct knowledge at University level. As a graduate of FCEAP you will be able to work both independently and collaboratively and to project manage a teamwork assignment, presenting information in various media.

Programme Aims

This section articulates the programme level learning outcomes framed by the five themes of the Academic Plan.

1. Pursuing Excellence	To provide opportunities for you to make continuous progression towards competence in all English language skill areas.
2. Practice-led, knowledge-applied	To improve your English language skills so that those skills may be applied to all aspects of your academic practice and future employment.
3. Interdisciplinarity	To deliver a curriculum based on teaching and learning methods, activities and skills that may be transferred across all academic disciplines.
4. Employability-driven	To produce confident, autonomous learners who are able to think reflectively and critically.
5. Internationalisation	To provide opportunities for you as an international or European student to develop the English language skills required for further study. You will recognise and explore social and cultural contexts and apply this understanding to your continuing studies at Birmingham City University or similar institution, and beyond.

Programme Learning, Teaching & Assessment Strategy

The Learning, Teaching and Assessment Strategy on the FCEAP programme is based on language immersion and personalisation. The following provides an overview of the FCEAP learning and teaching approaches
- Learner-centred, interactive approach to learning and teaching.
- Extensive use of collaborative activities to include pair/group work and role play.
- Extensive opportunity for practical and meaningful application of language through the expression of personal opinions and ideas, together with critical discussion of published data.
- Peer and self-assessment using a variety of media.
- Tutor-directed self-study
- Tutor-guided independent study
- 1:1 or small group tutorials to support specific needs
- Integrated approach with wide use of media such as CDs, film, websites etc
- Elements of the course will be taught through Moodle with the use of websites, blogs, forums, quizzes etc.
- Opportunity for interactive activities with the use of media and other technical devices.
- Whole class and group discussions
- Range of activities to develop academic writing skills
- Extended group research projects
- Experiential learning activities
- Task and problem based activities
- Flipped classroom approaches to learning and teaching

- Empowerment activities included in the syllabus
- Peer assessment, including in class and online activities
- Peer evaluation, including use of previous students' work (with observation of data protection protocols)
- Peer learning: learn by teaching
- Collaborative learning activities
- Autonomous learning activities
- Employing Student Academic Mentors in the classroom to encourage and facilitate use of English in monolingual, or near monolingual environments.

The above indicates the delivery approaches to be used on FCEAP. Methods of assessment will be varied and designed to meet the needs and preferences of all students. They will provide a range of contexts for the development and application of English language skills, including speaking and listening, reading and writing. Assessment methods will include role-play, a group video project, an individual reflection, an individual presentation, group discussion and an extended written assignment. These assessments will move you towards the more student-centred, autonomy based, British higher educational style. Tests will also be used for assessment purposes as the majority of our students' prior educational experience is that of teacher led instruction with test based assessment. Using tests as a form of assessment on FCEAP will help give you confidence by providing familiarity.

The course content reflects BCU's employability-driven theme as you develop teamwork, time and project management and communication skills, together with interviewing and research techniques. You will be required to research BCU support services, thereby increasing familiarisation with the wider University environment and enhancing the enculturation process.

In terms of feedback, FCEAP adopts an approach whereby you are given feedback to feedforward, both face to face and electronically, at various stages of your assignments; this helps you improve your work throughout the course. Film is also used extensively to facilitate tutor, self and peer evaluation.

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The Whole Experience
We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future. Below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.

- **Widening Participation:**
  The FCEAP programme welcomes students from a broad range of countries and from a wide variety of
  backgrounds. Celebrating cultural difference and diversity is an explicit feature of the programme and allows students to understand the context for their English language development and application to support their on-going studies.

- **Inclusivity**
  To ensure that no student is disadvantaged or marginalised, careful and sensitive consideration is given to the selection of materials, activities and assessment content so that it is appropriate to all students, regardless of ethnicity, age or gender. Students are also encouraged to suggest topics and contribute to the FCEAP syllabus content throughout the programme. In addition, all cultural and excursion venues undergo initial vetting regarding access for students with disabilities and all health and safety issues before students make the visits themselves.

  Information & Digital Literacy
  FCEAP recognises explicitly the importance of information and digital literacy. To this end students are guided, through ongoing teaching and induction processes, to locate relevant resources and navigate digital systems, such as VLEs, electronic submissions, MOOCS and electronic portfolios. Technology enhanced learning is a key feature in the new modules and students will be required for example, to use editing software and upload images to Moodle.

- **Sustainability & Global Citizenship**
  FCEAP is generally based on the principles of Transformative Learning. This approach Encourages students to understand the impact their choices and behaviour have on others and the environment. It also challenges assumptions and highlights that people make different choices and behave differently, according to their cultural or life experience. To this end, language development activities, which promote cross-cultural communication and civic responsibility make up a significant part of the course content. In addition, all modules based both inside and outside the classroom include language tasks and material that promote understanding of the host community.

- **Student Engagement**
  Student engagement is promoted through negotiated assessment and learning topics, activities and delivery methods. For example, students choose, with guidance, their own subjects for the video, essay, group discussion and presentation assessments. Students are encouraged to develop learning communities through small group activities, such as the video and discussion tasks. Peer assessment figures extensively, whereby students use assessment criteria to evaluate samples of work completed by previous years' students. This promotes understanding of how the assessment process works and how marks are determined. Peer assisted learning is facilitated through employment of Student Academic Mentors who work within the classroom environment and on experiential learning activities.

Partnership Engagement

FCEAP is an academic English language and British university preparation programme. Therefore, our key partners within BCU are receiving Faculties, BCUIC, Birmingham City University support services and Student Academic Mentors links. Information is sought regarding assessment methods in receiving faculties so that FCEAP students are appropriately prepared and United Kingdom Visa and Immigration (UKVI) regulations is taken into consideration regarding curriculum design.

- **Induction & Transition**

FCEAP Induction starts in the weeks prior to students' arrival in the UK. Once details are known, applicants are contacted initially with a welcome letter and asked to briefly introduce themselves by email. Students then receive an information sheet containing essential course details and links to various websites that provide an introduction to Birmingham City University, Birmingham and the UK. Students are also invited to contact the Programme Leader with any questions they may have or to seek help with any problems they encounter. It has been known for students to be delayed in arriving and sometimes missing the induction week or even the beginning of the course, therefore regular contact is maintained with these students so they feel connected and can receive vital information as necessary.

On arrival in the UK, a two-week induction programme is made available to students. The first week is the University International Students' Orientation Programme which addresses the unique needs of overseas students for example, registering with the doctor, opening a bank account or finding accommodation. The second induction week is specific to the needs of FCEAP students and is run by the course team. Events include tours of the campus and local area, an escorted visit to Welcome Week Fayre where the many activities, clubs and societies are explained. Students are given further assistance in registering with a doctor and in using ICT services; they are also introduced to the course team and Moodle site. For many FCEAP students, this is their first visit to the UK, or for some, their first experience of life away from home. Therefore, to assist in transition to life in the UK and at university, FCEAP has in place, an exceptional system of pastoral support which is widely accessed by students.

- **Progression & Retention**

FCEAP has an excellent progression rate and we believe this is achieved by several factors. Firstly, the course has an integrated, modular structure which allows students the opportunity to recycle skills learnt, in different contexts. As a result of this structure, students apply their language skills more frequently and therefore progress more quickly which in turn, increases self-esteem and confidence, thereby enhancing progression. Secondly, assessment is both formative and summative. Formative assessment enables students to monitor their progress and address problem areas early whilst summative assessment mirrors the formative assessments so students are better prepared to successfully complete. Thirdly, students receive feedback to feedforward, or in other words, when it is most beneficial to students' progress. Feedback is given by peers and tutors (1:1), both orally and electronically. Expectations regarding student commitment to their learning experience is clearly defined in our Student Learning Agreement.

- **Support & Personal Tutoring**

As mentioned above, the FCEAP has in place, an exceptional system of pastoral support and students have open access to the course team. We maintain awareness of University initiatives in terms of student support, so that we are able to direct students to the relevant departments as and when necessary. Academic support is a key asset for the FCEAP students, both in terms of feedback and 1:1 tutorials; extra support is also given to struggling students as appropriate. Building student confidence

factors highly in the programme and interactive classroom activities, based around pair and small group work are used to support and scaffold students. The FCEAP curriculum helps students develop life skills for example teamwork, time management and negotiating.

- ## Personal Development Planning
  PDP is embedded in the FCEAP course, providing a framework for reflection and self-evaluation which enables students to measure and evaluate their own progress. For example, the feedback that students receive on their formative learning allows for reflection on their personal performance and to determine any necessary steps for improvement, in consultation with the module tutor. Also, a self-study Personal Development planning programme is available to all the FCEAP students via Moodle.

- ## Employability (incl. Birmingham City University Graduate Attributes)
  The FCEAP course helps students towards becoming professional and work-ready by meeting the expectation of maintaining high standards and the achievement of personal bests throughout the programme. The team project assessment particularly demands that students adopt an enterprising and creative attitude to solving problems by overcoming technical, physical and communication issues that arise during the making of the video. In addition, course content enables students to acquire lifelong learning strategies such as managing teamwork projects, overcoming barriers, accessing and giving peer support, researching, presenting and reflecting. Finally, as the FCEAP is based on the principles of Transformative Learning, students are encouraged to develop a holistic, global perspective.

Section Two
This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

Level 3 Core Modules All modules are compulsory	Core A	Core B	Core C	Core D	Core E	Core F
Credit level (ECTS value)	3 20 (10)	3 20 (10)	3 20 (10)	3 20 (10)	3 20 (10)	3 20 (10)
Study Time (%) S/GI/PL	S70%, GI 30%	S70%, GI 30%	S70%, GI 30%	S70%, GI 30%	S70%, GI 30%	S70%, GI 30%
Assessment method	Role-play	1. Test 2. Test	Group Project Self Reflection	Test	1. Test 2. 2000 word assignment (*Please see exemption section of Context Document*)	Presentation
Assessment scope	10 minutes	1. 1.5 hours 2. 1.5 hours (*Please see exemption section of Context Document*)	One 10 minute Video 800-1000 words (*Please see exemption section of Context Document*)	1.5 hours	1.1.5 hours 2. 2000 words	10 minutes
Assessment week	Week 15 of first semester	Week 15 of first semester	Week 15 of first semester	Week 15 of second semester	Week 15 of second semester	Week 15 of second semester
Feedback scope	On request 20 days later	On request 20 days later	On request 20 days later	On request 20 days later	On request 20 days later	On request 20 days later
Delivery mode	Standard	Standard	Standard	Standard	Standard	Standard
Learning Outcomes	Demonstrate the ability to discuss relevant research based on your topic.	Demonstrate the ability to understand reading passages by using various reading strategies.	Demonstrate the ability to collect information relevant to your chosen area of Birmingham culture and present it in an appropriate electronic format.	Demonstrate the ability to recall the definition of academic vocabulary used in a lecture or talk.	Demonstrate the ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks.	Demonstrate an ability to present information orally, using technical and non-verbal support systems.
	Demonstrate the ability to express your ideas using appropriate task-specific language.	Demonstrate the ability to produce a piece of writing which is relevant to the task and uses appropriate language.	Demonstrate the ability to reflect on your collaboration in the group project,	Demonstrate the ability to recall the main ideas and details in a lecture or talk.	Demonstrate the ability to produce a piece of writing, which is relevant to the assigned task and	Demonstrate an ability to use spoken language appropriate to the task and express your individual ideas.

			highlighting personal strengths and areas for development.		incorporates all conventions required for academic writing.	
				Demonstrate the ability to restate in summary form, key points in an excerpt from an academic lecture or talk.		
Programme Aim Links	1☑ 2☑ 3☐ 4☑ 5☐		1☑ 2☑ 3☐ 4☑ 5☐	1☑ 2☑ 3☐ 4☐ 5☐		1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	UKVI Code					

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Level 3 Programme			
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown	Exit award(s)
IELTS 4 (minimum) (first semester intake) IELTS 5 (minimum) (second semester intake)	N/A	**Scheduled** learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) — 40%	Foundation Certificate (Level 3)
		Guided Independent learning (including non-time constrained blended tasks & reading and assessment preparation) — 60%	
		Placement (including external activity and study abroad) — 0%	
		Impact of options (indicate if/how optional choices will have a significant impact) — n/a	

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Additional Information
FCEAP is a course for International students who enter the UK with a Tier 4 visa issued by UK Visa and Immigration (UKVI) for study on the course; the course is also open to European students. The majority of FCEAP students have conditional offers for academic programmes, either Foundation Degrees or Pre-Masters at BCUIC or undergraduate and postgraduate degrees at BCU, for which a new visa must be issued following successful completion of the programme. In order to comply with UKVI requirements, students must show pass rates in all four skills, that is Reading, Writing, Speaking and Listening and it is for this reason that students must be assessed in each of these areas.

Section Three

Section One

Module: Birmingham: Past and Present	Code EDU3014
Credit Value 20	Level 3

Module Overview

The FCEAP is intended to support you as an overseas student who wishes to study an academic course here at Birmingham City University, or occasionally at another British Higher Education institution. The course comprises six modules, all of which are designed to complement each other and form a cohesive programme. In line with the Programme Philosophy, this module is based on a practice-led, knowledge applied curriculum where most of your learning is experiential and takes place outside the classroom. It is believed that learning about British cultural issues and the lives and experiences of other people from diverse countries and backgrounds will help you broaden your views and develop reflective thinking, offering many advantages in terms of personal and professional development. The focus of this module helps you pursue excellence in developing transferable skills such as confidence, working in a team, meeting deadlines, overcoming barriers, negotiating, empathising, reflecting and working on your own initiative, all of which complement the University's employability strategy. Skills learnt in the other modules contribute to your learning in this module, Birmingham: Past and Present.

This module contributes to the programme learning, teaching and assessment strategy by implementing tutor- and self-guided independent study, much of which will comprise technology enhanced learning through Moodle, editing software and other media. You will be empowered by undertaking task and problem solving activities, which will require effective team working skills, autonomy and self-reflection. In addition, peer assessment, evaluation and learning will figure significantly in your English language skills development. Finally, Student Academic Mentors will be employed in the classroom to encourage and facilitate your use of English wherever possible.

Module Learning outcomes: There can only be a **maximum of 4 learning outcomes**, each of which must be assessed summatively **once only**. All outcomes are weighted equally.

1. Demonstrate the ability to collect information relevant to your chosen area of Birmingham culture and present it in an appropriate electronic format.

2. Demonstrate the ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.

Library & Learning Resources – available through REBUS (Reviewed Annually)
Purchase
All essential texts/resources are covered in the course fee and given to students on arrival. FutureLearn Exploring English: Language and Culture http://moodle.bcu.ac.uk/mod/url/view.php?id=571875
Essential (Books/Journals/Specific chapters/Journal Articles)
Cultural Awareness http://learnenglish.britishcouncil.org/en/britain-great/creativity-great http://learnenglish.britishcouncil.org/en/britain-great/creativity-great-part-2 http://learnenglish.britishcouncil.org/en/knowledge-great/knowledge-great-part-1
Recommended
Preparing to make a video http://moodle.bcu.ac.uk/pluginfile.php/684856/mod_resource/content/1/Preparing%20to%20Make%20a%20Video-%20Some%20Simple%20Guidelines.pdf Groupwork http://moodle.bcu.ac.uk/mod/resource/view.php?id=622616
Background
There is a detailed list of support materials on Moodle. Also texts will be discussed with students individually/in groups according to their needs/topics. *http://moodle.bcu.ac.uk/course/view.php?id=8539*

Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Programme Specification

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
Access the Birmingham: Past and Present Moodle page for Module background information	**Introduction to Module and assessment requirements** • Why do group work? • Advantages and disadvantages of group work • Discuss previous group work experience	Upload information to Moodle as directed by tutor
	Group work Preparation • What are my strengths? • Video: Group work • Peer assessment of student video	Watch video clips on Moodle as directed
Background reading on place to be visited	**Group Visit** • Group discussion • Plan activities for group visit • Information/research activities whilst on visits	Revise session content as directed by tutor
Research possible video topics to discuss with members of project group	**Group Project Preparation** • Team building exercises • Negotiate specific tasks • Devise a timeline for project • Draw up a group contract • Introduction to Mahara	Carry out tasks as agreed with your project group.
Plan group activities to progress project	**Progressing the Project** • Conduct research • Carry out project activities as agreed with group members	Input to Reflective Journal to note experiences of group project
Read material on 'Reflection'	**Reflecting on role** • Whole class activities to discuss 'Reflection' • Peer assessment	Input to Reflective Journal to note experiences of group project

Section Two – Assessment (Reviewed Annually)

Assessment method	Group Project: Electronic Presentation of Information
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	The rationale for this method is to prepare you for university study, employing critical learning themes of Information and Digital Literacy, Student Engagement, Personal Development Planning, Interdisciplinarity and Employability. It aligns with the programme LT&A strategy in the following ways: - Flipped classroom method - Technology enhanced learning - Tutor-guided independent study 1:1 or small group tutorials to support specific needs - Integrated approach with wide use of media such as CDs, film, websites etc - Interactive activities with the use of media and other technical devices. - Extended group research projects - Experiential learning activities - Task and problem based activities - Empowerment activities included in the syllabus - Peer assessment, including in class and online activities - Peer evaluation, including use of previous students' work - Peer learning: learn by teaching - Collaborative learning activities - Autonomous learning activities - Reflective learning activities
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	Together with other members of your group, you will be required to select an aspect of Birmingham culture and research that aspect using available resources, either online or from other relevant forms; this could include face to face interviews. In discussion with your group members, you will need to negotiate, agree and allocate tasks necessary to complete the project; the tasks will be suitable to the skills each person already possesses or that you/they wish to develop. You will then all work out a timeline for the research, filming and editing of the video so that it is completed in time for the submission deadline. Once the video is completed you will reflect on your collaboration in the group project, highlighting your personal strengths and areas for development. You will then write this in 800 – 1000 words.
Assessment Scope Explanation of the scope and range of the assessment.	Video Individual Reflection
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	Tutor feedforward will be given regularly; it will be face to face, oral and written. Self, peer and tutor feedforward will figure significantly throughout the module delivery. Summative feedback and feedforward will be given in written form. You will also receive an indication of your

	level of attainment against the assessment criteria.
Plagiarism	You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Week 15 of first semester	Submission via Moodle	Week 3 of second semester
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
Week 6 of second semester	Resubmission via Moodle	Week 10 of second semester
*Resubmission deadline(s) *are only relevant if you are unsuccessful in your first attempt – please see* University Regulations *on resubmission policy and procedure.*		

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Marking Criteria
Level 3 bands

	0 – 39% Fail	40 – 49% Pass	50 – 59% Good Pass	60 – 69% Strong Pass	70 – 79% Very Strong Pass	80 – 100% Exceptionally Strong Pass
Criterion 1 Mark:	Demonstrate the ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic form.					
	Little or no evidence of your ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic format.	Adequate evidence of your ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic format.	Secure evidence of your ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic format.	Good evidence of your ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic format.	Very good evidence of your ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic format.	Excellent evidence of your ability to collect information relevant to your chosen aspect of Birmingham and present it in an appropriate electronic format.
Criterion 2 Mark:	Demonstrate the ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.					
	Little or no evidence of your ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.	Adequate evidence of your ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.	Secure evidence of your ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.	Good evidence of your ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.	Very good evidence of your ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.	Excellent evidence of your ability to reflect on your collaboration in the group project, highlighting personal strengths and areas for development.
Criterion 3 Mark:						
Criterion 4 Mark:						

Programme Specification

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For Office Use Only – not to be published to students

Overview Group Sizes/Rooming/Staffing	Session details Please include: **Term** 1, 2 or 3 **Week number** of term	Space Requirements (Per Week)		Number of students per session
		Number of rooms & groups (please state if required together i.e. same day / time)	Hours required per room	
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.)	Semester 1 Weeks 1 – 13 General Teaching	Group A	4	15
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.) *add more rows as necessary*	Semester 1 Weeks 1 – 13 General Teaching	Group B	4	15
Sessions requiring specialist space (please state event type below)				

Please state the kind of specialist space required (use room numbers where known). Where facilities are not currently available please state requirements.	Rooms suitable for pair and small group work

Section One

Module Title: Reading and Writing Development	**Code EDU3016**
Credit Value 20	**Level 3**
Module Overview	
Reading and Writing Development is designed to prepare you for academic life in a UK university. For some of you this will mean adapting to different ways of teaching and learning. Therefore, the teaching philosophy is based on the principles of Transformative Learning. The module is designed to help you pursue excellence in the fields of reading and writing. For this reason, the module builds on what you already know and, step by step, helps you acquire the skills required for study at university. The practice-led, knowledge applied approach to learning and teaching provides you with opportunities to use your reading and writing skills in authentic situations. You will be exposed to a variety of texts and ways of presenting written work to give you a taste of reading and writing across the disciplines.	

Validation date

Course code(s)

Moreover, your learning environment will be international and multicultural which is intended to help you develop an internationalist perspective on life. We believe that this module will not only provide you with the reading and writing skills required for studying at university, but also those required for employment in an international workplace.

This module contributes to the programme learning, teaching and assessment strategy by implementing tutor and self-guided independent study, some of which will comprise technology enhanced learning through Moodle and other media. You will have the opportunity to develop your reading and writing skills through problem and task based activities. These activities will focus on reading for content, the development of vocabulary and grammar, writing patterns, sentence, paragraph and assignment structure as well as writing relevant responses to assigned writing tasks.

Module Learning outcomes: There can only be a **maximum of 4 learning outcomes**, each of which must be assessed summatively **once only**. All outcomes are weighted equally.

1.	Demonstrate the ability to understand reading passages by using various reading strategies.
2.	Demonstrate the ability to produce a piece of writing which is relevant to the task and uses appropriate language.
3.	
4.	

Library & Learning Resources – available through REBUS (Reviewed Annually)

Purchase

All essential texts are covered in the course fee and given to students on arrival.

Headway Academic Skills: Reading, Writing, and Study Skills, Level 3 (2011), Sarah Philpott and Lesley Curnick, OUP

Images of Birmingham and the UK

Grammar for Writing (2014) Anne Vicary Garnet Education

Many more resources are available on Moodle

Essential (Books/Journals/Specific chapters/Journal Articles)

Headway Academic Skills: Reading, Writing, and Study Skills, Level 3 (2011), Sarah Philpott and Lesley Curnick, OUP

Images of Birmingham and the UK

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Recommended
Study Skills: https://icity.bcu.ac.uk/library-and-learning-resources/centre-for-academic-success/Study-Guides/Study-Skills
Writing: https://icity.bcu.ac.uk/library-and-learning-resources/centre-for-academic-success/Study-Guides/Writing
Background
http://moodle.bcu.ac.uk/course/view.php?id=8536

Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)		Post-session Activity
1. Transformative Experience Questionnaire	Why Are We Here? A Story of Culture What is your learning style? Effective reading strategies: introduction Vocabulary development: using dictionaries; word classes Tutor input and individual, pair and group classroom activities Extensive reading activities		Mahara Directed study: Coursebook Moodle quiz: word classes; PPP Reading strategies
2. Mahara Individual revision of topic	Writing Patterns Vocabulary development: recording		Mahara Directed study:

sentences: paragraph structure and features (Moodle activities) Individual work on Quizlet vocabulary set	strategies Basic Sentence Patterns Effective reading strategies: predicting content Research skills: avoiding plagiarism Tutor input and individual, pair and group classroom activities		coursebook tasks; Word roots quiz (Moodle)
3. Mahara Individual work on Quizlet vocabulary set The passive: revision (Moodle files)	Writing Patterns Sentence structure Paragraph structure Vocabulary development: collocations Effective Reading Strategies: understanding the purpose of reading passages; text cohesion Research skills: academic sources Tutor input and individual, pair and group classroom activities		Mahara Directed study: *coursebook activities*; Moodle quiz: Collocations and academic collocations
4. Mahara Individual work on Quizlet vocabulary set Moodle activities on modifying nouns with adjectives and prepositional phrases	Writing Patterns Writing an essay Sentence Structure Vocabulary development: compound nouns and adjectives Research skills: developing search terms Tutor input and		Mahara

Book report upload (Moodle forum) + electronic feedback	individual, pair and group classroom activities		
			Directed study: *coursebook activities*
5. Mahara Reading additional texts on current topic	Structuring a report Writing a report Sentence structure Vocabulary development: synonyms and antonyms Effective reading strategies: facts, possibilities and points of view: Tutor input and individual, pair and group classroom activities		Mahara
			Directed study: *coursebook activities*

Mahara	Critical Thinking		Mahara
	Effective reading strategies: reading longer passages; understanding clauses		
Noun-phrases: Moodle activities			
Understanding clauses: Moodle activities	Vocabulary development: meaning in context		
Formative learning: preparation	Tutor input and individual, pair and group classroom activities		Directed study: *coursebook activities*
Book reportupload (Moodle forum) + electronic feedback	Effective reading strategies: note-taking		
	Research skills: acknowledging sources		
	Word building		
	Formative learning activities		

BIRMINGHAM CITY
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Section Two – Assessment (Reviewed Annually)

Assessment method	Test
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	The methods of assessment have been chosen for two reasons. The first reason is to help you measure your achievement of the following Learning Outcomes: • Demonstrate the ability to understand reading passages by using various reading strategies. • Demonstrate the ability to produce a piece of writing which is relevant to the task and uses appropriate language. The second reason is to prepare you for methods of assessment used in Higher Education. For this module, the method of assessment is a test. To assist you in achieving the Learning Outcomes and succeeding in the reading and writing tests, the following Learning and Teaching strategy is used. The strategy is learner-centred and focused on a range of activities designed to develop your reading and writing skills. The strategy makes extensive use of collaborative activities to include pair and group work. You will also have an opportunity for practical and meaningful application of language through the expression of personal opinions and ideas, together with critical discussion of published data. Peer and self-assessment is encouraged including use of previous students' work (with observation of data protection protocols). Your tutors will employ flipped classroom approaches to learning and teaching where you will be provided independent study activities to prepare in advance of the related classroom activities. 1:1 or small group tutorials will be conducted to support specific needs. In addition to the course books, elements of the module will be taught through Moodle with the use of websites, blogs, forums, quizzes etc. These media include content that provides opportunities for interactive learning. Student Academic Mentors are employed in the classroom to encourage and facilitate use of English in monolingual, or near monolingual environments.
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	You will be required to complete summative written tests to demonstrate your ability to use a variety of reading strategies to achieve an in-depth understanding of reading passages and to demonstrate your ability to produce a piece of writing which is relevant to the task and uses appropriate language. For the writing test you will be required to select one question from a choice of four and write a 500-750 word response.
Assessment Scope Explanation of the scope and range of the assessment.	1 hour 30 minute reading test 1 hour 30 minute writing test
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	Tutor to student and student to student feedback to feed forward will also be given throughout the module. Technologically enhanced formative feedback Technologically enhanced summative feedbackin the form of final marks and written feedback on your performance in the tests.
Plagiarism	You are reminded of the University's Disciplinary Procedures that refer to

plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Our teaching week 15	In-class written tests	January, 2018
Exceptional Circumstances		

Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
Our second semester teaching week 12	In-class written tests	May 2018

*Resubmission deadline(s) *are only relevant if you are unsuccessful in your first attempt – please see* University Regulations *on resubmission policy and procedure.*

BIRMINGHAM CITY University

Marking Criteria

Undergraduate bands

	0 – 39% Fail	40 – 49% Pass	50 – 59% Good Pass	60 – 69% Strong Pass	70 – 79% Very Strong Pass	80 – 100% Exceptional Pass
Criterion 1 Mark:	Demonstrate the ability to understand reading passages by using various reading strategies.					
	Demonstrate little or no ability to understand reading passages by using various reading strategies.	Demonstrate an adequate ability to understand reading passages by using various reading strategies.	Demonstrate a secure ability to understand reading passages by using various reading strategies.	Demonstrate a good ability to understand reading passages by using various reading strategies.	Demonstrate a very good ability to understand reading passages by using various reading strategies.	Demonstrate an excellent ability to understand reading passages by using various reading strategies.
Criterion 2 Mark:	Demonstrate the ability to produce a piece of writing which is relevant to the task and uses appropriate language.					
	Demonstrate little or no ability to produce a structured piece of writing which is relevant to the topic and uses appropriate language.	Demonstrate an adequate ability to produce a structured piece of writing which is relevant to the topic and uses appropriate language.	Demonstrate a secure ability to produce a structured piece of writing which is relevant to the topic and uses appropriate language.	Demonstrate a good ability to produce a structured piece of writing which is relevant to the topic and uses appropriate language.	Demonstrate a very good ability to produce a structured piece of writing which is relevant to the topic and uses appropriate language.	Demonstrate an excellent ability to produce a structured piece of writing which is relevant to the topic and uses appropriate language.
Criterion 3 Mark:						
Criterion 4 Mark:						

Programme Specification

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Overview Group Sizes/Rooming/Staffing	Session details Please include: **Term** 1, 2 or 3 **Week number** of term	Space Requirements (Per Week)		Number of students per session
		Number of rooms & groups (please state if required together i.e. same day / time)	**Hours required per room**	
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.)	Semester 1 Weeks 1-13 Interactive teaching sessions	**1 -** Group A	8	15
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.) *add more rows as necessary*	Semester 1 Weeks 1-13 Interactive teaching sessions	1 - Group B	8	15
Sessions requiring specialist space (please state event type below)				

Please state the kind of specialist space required (use room numbers where known). Where facilities are not currently available please state requirements.	

Section One

Module Title: Reading and Writing for University	**Code EDU3019**
Credit Value 20	**Level 3**
Module Overview	

Reading and Writing for University is designed to prepare you for academic life in a British university. For some of you this will mean being presented with unfamiliar ways of teaching and learning. This module will provide you with a comprehensive experience of the reading and writing culture of a UK university in order to make your transition to Higher Education in Britain as seamless as possible. By means of authentic tasks and activities, you will acquire a number of essential skills in the field of academic reading and writing such as grammar for academic writing, locating information quickly and accurately, identifying what is important in a text, comparing different sources of information, reading critically, and structuring an academic text. You will also be given an opportunity to conduct individual research on a subject of your own choice and apply your research to the production of a text which

Validation date
Course code(s)

incorporates all the conventions required in academic writing.

Module Learning outcomes: There can only be a **maximum of 4 learning outcomes**, each of which must be assessed summatively **once only**. All outcomes are weighted equally.

5. Demonstrate the ability to understand key lexis and ideas in a reading passage and select relevant information from it in order to complete specific academic tasks.

6. Demonstrate the ability to produce a piece of writing which is relevant to the assigned task and incorporates all conventions required for academic writing.

7.

8.

Library & Learning Resources – available through REBUS (Reviewed Annually)

Purchase

All essential texts are covered in the course fee and given to students on arrival.

Using English for Academic Purposes, Andy Gillett, Available at: http://www.uefap.com/reading/readfram.htm

Grammar for Writing (2014) Anne Vicary Garnet Education

Many more resources are available on Moodle

Essential (Books/Journals/Specific chapters/Journal Articles)

Moodle and Quizlet activities

Recommended

Oxford Learner's Dictionary of Academic English (2014) Oxford: OUP

Background

Useful websites:

Guide to Grammar and Writing Available from: http://grammar.ccc.commnet.edu/grammar/

Academic Vocabulary Available from: http://www.uefap.com/vocab/select/awl.htm

Academic Phrasebank Available from: http://www.phrasebank.manchester.ac.uk/being-critical/

Programme Specification

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Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
1. Flipped classroom: reading strategies, Moodle	The Writing Process Key Vocabulary Grammar for Writing Effective Reading Strategies: reading for a purpose; inferencing Vocabulary Development Grammar for Reading Teacher input, individual, pair and group activities	Directed study activities: course book and student work book
2. Quizlet vocabulary sets: individual study, Moodle	Academic Questions Grammar for Writing Effective Reading Strategies: reacting to a text Vocabulary Development Grammar for Reading Teacher input, individual, pair and group activities	Directed study activities: course book and student work book
3. Quizlet vocabulary sets: individual study Flipped classroom: grammar points, Moodle	Referencing Grammar for Writing Effective Reading Strategies: recording sources Vocabulary Development Grammar for Reading Teacher input, individual, pair and group activities	Directed study activities: course book and student work book

4. Quizlet vocabulary sets: individual study, Moodle Flipped classroom: individual reading topic research	Assignment: Writing Your Own References Understanding Plagiarism Directed Study: Writing Research Questions and Finding Sources Effective Reading Strategies: highlighting key points; note- taking Vocabulary Development Grammar for Reading Teacher input, individual, pair and group activities	Directed study activities: course book and student work book
5. Quizlet vocabulary sets: individual study, Moodle Flipped classroom: individual reading topic research	Critical Thinking Grammar for Writing Effective Reading Strategies: using sources; note-taking Vocabulary Development Grammar for Reading Teacher input, individual, pair and group activities	Directed study activities: course book and student work book
6. Quizlet vocabulary sets: individual study, Moodle	The Structure of Academic Writing Grammar for Writing Effective Reading Strategies: understanding sentences relationship; note-taking Vocabulary Development Grammar for Reading Teacher input, individual, pair and group activities Impersonal Language Quiz Review of Reading Strategies, vocabulary and grammar for reading	Directed study activities: course book and student work book

Section Two – Assessment (Reviewed Annually)

Assessment method	Written assignment and test
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	The methods of assessment have been chosen for two reasons. The first reason is to help you measure your achievement of the following Learning Outcomes: • Demonstrate the ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks. • Demonstrate the ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing. The second reason is to prepare you for methods of assessment used in Higher Education. For this module, the methods of assessment are a summative reading test and a 2000 word assignment on a subject of an academic nature. To assist you in achieving the Learning Outcomes and succeeding in the reading and writing assessments, the following Learning and Teaching strategy is used. The strategy is learner-centred and focused on a range of activities designed to develop your academic reading and writing skills. The strategy makes extensive use of collaborative activities to include pair and group work. You will also have an opportunity for practical and meaningful application of language through the expression of personal opinions and ideas, together with critical discussion of published data. Peer and self-assessment is encouraged including use of previous students' work (with observation of data protection protocols). Feedback to feed forward is also a key feature of the teaching strategy. Your tutors will employ flipped classroom approaches to learning and teaching where you will be provided independent study activities to prepare in advance of the related classroom activities. 1:1 or small group tutorials will be conducted to support specific needs. In addition to the course books, elements of the module will be taught through Moodle with the use of websites, blogs, forums, quizzes etc. These media include content that provides opportunities for interactive learning. Student Academic Mentors are employed in the classroom to encourage and facilitate use of English in monolingual, or near monolingual environments.
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	For the first part of the assessment you will: • Negotiate an appropriate assignment topic • Research the agreed assignment topic • Structure research findings into an academic assignment • Submit a first draft for feedback • Submit a final draft for assessment For the second part of the assessment you will sit a 1.5 hour test in which you will be required to complete various matching and comprehension tasks to demonstrate understanding of ideas and

	arguments, vocabulary in context, as well as produce a set of guided notes based on the information in a given reading passage.
Assessment Scope Explanation of the scope and range of the assessment.	• 2000 word assignment • 1h 30 minute summative reading test
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	You will submit electronically, a first draft of your 2000 word assignment five weeks before the final submission date. You will receive feedback on this draft which is intended to feed forward into your final draft for final submission. You will receive a final mark and feedback on ways for further improvement.
Plagiarism	You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.

Assessment submission deadline(s)	**Submission method** **(e.g. electronic/Moodle/other)**	**Return of work** **(Date not 20 days)**
Week beginning June 4th 2018	Moodle Summative test	30th June 2018
Exceptional Circumstances		
Assessment resubmission deadline(s)	**Submission method** **(e.g. electronic/Moodle/other)**	**Return of work**
June 13th 2018	Face to face Re-sit test	4th July 2018
***Resubmission deadline(s)** are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure.*		

Programme Specification

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Marking Criteria
Undergraduate bands

	0 – 39% Fail	40 – 49% Pass	50 – 59% Good Pass	60 – 69% Strong Pass	70 – 79% Very Strong Pass	80 – 100% Exceptional Pass
Criterion 1 Mark:	Demonstrate the able ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks.					
	Demonstrate little or no ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks	Demonstrate an adequate ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks	Demonstrate a secure ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks	Demonstrate a good ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks	Demonstrate a very good ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks	Demonstrate an excellent ability to understand key lexis and ideas in a reading passage as well as select relevant information from it in order to complete specific academic tasks
Criterion 2 Mark:	Demonstrate the able ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.					
	Demonstrate little or no ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.	Demonstrate an adequate ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.	Demonstrate a secure ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.	Demonstrate a good ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.	Demonstrate a very good ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.	Demonstrate an excellent ability to produce a piece of writing, which is relevant to the assigned task and incorporates all conventions required for academic writing.
Criterion 3 Mark:						
Criterion 4 Mark:						

Programme Specification

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Overview Group Sizes/Rooming/Staffing	Session details Please include: **Term** 1, 2 or 3 **Week number** of term	Space Requirements (Per Week)		Number of students per session
		Number of rooms & groups (please state if required together i.e. same day / time)	Hours required per room	
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.)	Semester 1 Weeks 1-13 Interactive teaching sessions	1 **-** Group A	8	15
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.) *add more rows as necessary*	Semester 1 Weeks 1-13 Interactive teaching sessions	1 - Group B	8	15
Sessions requiring specialist space (please state event type below)				

Please state the kind of specialist space required (use room numbers where known). Where facilities are not currently available please state requirements.	

Section One

Module Title: Speaking for University Purposes	Code EDU3017
Credit Value 20	Level 3

Module Overview

The Foundation Certificate in English for Academic Purposes (FCEAP) is intended to support you as an overseas student who wishes to study an academic course here at Birmingham City University, or occasionally at another British Higher Education institution. The course comprises six modules, all of which complement each other and form a cohesive programme. In line with the Programme Philosophy, this module adopts a practice-led, knowledge applied, learning approach that will provide opportunities for you to pursue excellence and increase competence in the four English language skills that can subsequently be applied to all aspects of academic practice. However, the focus will be on applying those skills to speaking tasks so that you are able to participate successfully in academic oral activities. The module is designed to help you develop confidence and contribute more effectively

Validation date
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when involved in tasks such as group debates, tutorials, discussions, seminars or presentations. You will be encouraged to develop transferable skills and become a confident, autonomous learner who is able to think reflectively and critically and thrive in an academic or professional setting. Skills learnt in the other modules contribute to your learning in this module, Speaking for University Purposes.

This module contributes to the programme learning, teaching and assessment strategy by implementing tutor and self-guided independent study, much of which will comprise technology enhanced learning through Moodle and other media. You will be empowered by undertaking task and problem based activities, which will require effective team work skills, autonomy and self-reflection. In addition, peer assessment, evaluation and learning will figure significantly in your English language skills development. Finally, Student Academic Mentors will be employed in the classroom to encourage and facilitate your use of English wherever possible.

Module Learning outcomes: There can only be a **maximum of 4 learning outcomes**, each of which must be assessed summatively **once only**. All outcomes are weighted equally.

9. Demonstrate the ability to present information orally, using technical and non-verbal support systems.

10. Demonstrate the ability to use spoken language appropriate to the task and express your individual ideas.

Library & Learning Resources – available through REBUS (Reviewed Annually)

Purchase

All essential texts are covered in the course fee and given to students on arrival.

Bell, D., (2014) Passport to Academic Presentations (2nd ed) Reading, Garnet Publishing

http://moodle.bcu.ac.uk/mod/resource/view.php?id=571917

Many more resources are available on Moodle.

Essential (Books/Journals/Specific chapters/Journal Articles)

Video link to Passport to Academic Presentations http://moodle.bcu.ac.uk/mod/url/view.php?id=694140

Recommended

Presentation Skills http://moodle.bcu.ac.uk/mod/url/view.php?id=571905

Also texts will be discussed with students individually according to their needs.

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Background
Useful Websites http://moodle.bcu.ac.uk/mod/resource/view.php?id=571919 *Also texts will be decided in discussion with tutors according to your individual needs and academic discipline.*

Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
Read background information regarding module	**Overview of module** Explanation of assessment tasks Identifying academic speaking tasks needed for university Peer assess an academic discussion/seminar	Select two websites from the Speaking for University Moodle page and evaluate; share ideas via forum
Read set text in preparation for discussion Prepare vocabulary needed for discussion	**Discuss a controversial topic** Practise using language strategies for academic discussion/seminar Practise using language functions for academic discussion/seminar Develop academic vocabulary	Revise academic vocabulary and language functions
Read set text in preparation for discussion Prepare vocabulary needed for discussion	**Discuss a controversial topic** Academic vocabulary activities Consider different perspectives on an issue in small groups Compare different perspectives on an issue in small groups Practise reaching a balanced conclusion in small groups Present findings to the class	Evaluate performance in group discussion and enter notes into learning log

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Read set pages of course book as directed	**Individual Presentation Skills** Learn how to give an effective Introduction and overview Identify main themes and sub themes Practise language for above sections of presentation Practise language for increasing the impact of a presentation Identify key features of effective visual aids	Practise giving presentation to the stage covered
Read set pages of course book as directed	**Individual Presentation Skills** Learn how to finish a presentation effectively Learn how to answer questions after giving a presentation Learn how to control nerves when giving an oral presentation Practise voice projection	Practise giving presentation to the stage covered

Section Two – Assessment (Reviewed Annually)

Assessment method	Individual Presentation
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	The method of assessment has been chosen in order to prepare you for methods of assessment used in Higher Education and to help you develop life and employability skills. This assessment method aligns with the programme LT&A strategy in the following ways: • Tutor-guided independent study • Flipped classroom techniques • 1:1 or small group tutorials to support specific needs • Integrated approach with wide use of media such as film, websites, journals etc. • Technologically enhanced learning with interactive activities using media and other technical devices. Group and individual research opportunities

	• Task and problem based activities • Empowerment activities • Life skill activities • Peer assessment, including in class and online activities • Peer evaluation, including use of previous students' work • Peer learning: learn by teaching • Collaborative learning activities • Reflective learning activities • Autonomous learning activities
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	You will be required to: • Negotiate an appropriate presentation topic • Research the agreed presentation topic • Structure research findings into an oral presentation format in accordance with the assessment criteria • Deliver information using technological aids (e.g. PowerPoint)
Assessment Scope Explanation of the scope and range of the assessment.	10 minute individual presentation
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	Much opportunity will be given for you to practice your oral skills throughout the duration of the module. Tutor to student and student to student feedback will also be given throughout the module. Formative feedback will be given specifically for the assessed presentation. You will be offered a tutorial prior to the assessment where your draft presentation will be filmed. You will receive a copy of the filmed presentation for purposes of self-evaluation; feedback will also be given by the tutor. Summative feedback and feedforward will be given in written form. You will also receive an indication of your level of attainment against the assessment criteria.
Plagiarism	You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Week beginning June 4th 2018	Face to face	30th June 2018
Exceptional Circumstances explanation		
Assessment resubmission	**Submission method**	**Return of work**

deadline(s)	(e.g. electronic/Moodle/other)	
Week 15 of second semester	Face to face	Week 18 of second semester
Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure.		

BIRMINGHAM CITY University

Marking Criteria

Level 3

	0 – 39% Fail	40 – 49% Pass	50 – 59% Good Pass	60 – 69% Strong Pass	70 – 79% Very Strong Pass	80 – 100% Exceptional Pass
Criterion 1 Mark:	Demonstrate an ability to present information orally, using technical and non-verbal support systems.					
	Little or no evidence of demonstrating an ability to present information orally, using technical and non-verbal support systems	Adequate evidence of demonstrating an ability to present information orally, using technical and non-verbal support systems	Secure evidence of demonstrating an ability to present information orally, using technical and non-verbal support systems	Good evidence of demonstrating an ability to present information orally, using technical and non-verbal support systems	Very good evidence of demonstrating an ability to present information orally, using technical and non-verbal support systems	Excellent evidence of demonstrating an ability to present information orally, using technical and non-verbal support systems
Criterion 2 Mark:	Demonstrate an ability to use spoken language appropriate to the task and express your individual ideas.					
	Little or no evidence of demonstrating an ability to use spoken language appropriate to the task or express individual ideas.	Adequate evidence of demonstrating an ability to use spoken language appropriate to the task or express individual ideas.	Secure evidence of demonstrating an ability to use spoken language appropriate to the task or express individual ideas.	Good evidence of demonstrating an ability to use spoken language appropriate to the task or express individual ideas.	Very good evidence of demonstrating an ability to use spoken language appropriate to the task or express individual ideas.	Excellent evidence of demonstrating an ability to use spoken language appropriate to the task or express individual ideas.
Criterion 3 Mark:						
Criterion 4 Mark:						

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Overview Group Sizes/Rooming/Staffing	**Session details** Please include: **Term** 1, 2 or 3	**Space Requirements (Per Week)**		**Number of students per session**
		Number of rooms & groups (please state if	**Hours required per room**	

	Week number of term	required together i.e. same day / time)		
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.)	Semester 2 General teaching Weeks 1-13	**Group A**	4	16
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.) *add more rows as necessary*	Semester 2 General teaching Weeks 1-13	**Group B**	4	16
Sessions requiring specialist space (please state event type below)				

Please state the kind of specialist space required (use room numbers where known). Where facilities are not currently available please state requirements.	

Section One

Module Title: Speaking and Communication Skills	**Code EDU3015**
Credit Value 20	**Level 3**

Module Overview

Overall, the FCEAP programme aims to help you thoroughly prepare for your chosen pathway to a BCU or possibly another British university, undergraduate or postgraduate programme in any discipline, using technologically enhanced learning.

In line with the programme philosophy and aim, this module uses a practice-led, knowledge applied learning strategy that will enhance your competence in all four English language skills which are necessary for you to succeed in your degree programmes. In the pursuit of excellence, this module is designed to help you with listening and speaking tasks you will need to do confidently when communicating in English. You will listen to model conversations in different accents and use as a basis for speaking. This module will also provide you with opportunities to speak with and listen to other students from different countries which will broaden your views and help you to further understand different accents.

More specifically, you will listen to and practise using language functions such as asking questions, starting and ending a conversation, giving opinions, expressing agreement or disagreement, dealing with problems, making a request or a complaint, asking for or making recommendations, describing people, objects and symptoms, interrupting politely and asking for clarification. You will also use

models to improve your pronunciation and speak with appropriate word stress and intonation. Building academic vocabulary and useful expressions is also encouraged and monitored by the tutor.

In line with the programme learning and teaching strategy, this module adopts an interactive and learner-centred approach. This module will be classroom based, delivered on a face to face basis by a tutor, with extensive directed and independent study for you to develop e-learning skills by using Moodle and other websites. You will participate in collaborative / interactive activities such as role plays, pair work and group work using media such as You tube, DVDs and websites in taught sessions. There are supporting materials for the module on Moodle including activities for listening and pronunciation practice. You are also offered tutorials on a one to one basis to discuss any aspect of your work. Teaching materials are from a variety of sources including paper-based and electronic, to maintain your interest and motivation.

Module Learning outcomes: There can only be a **maximum of 4 learning outcomes**, each of which must be assessed summatively **once only**. All outcomes are weighted equally.

11. Demonstrate the ability to discuss relevant research based on your given topic.
12. Demonstrate the ability to express your ideas using appropriate language.

Library & Learning Resources – available through REBUS (Reviewed Annually)

Purchase

Craven, M. (2008) *Real Listening and Speaking 3* (with answers) Cambridge: Cambridge University Press. (class book)

*The cost of the class book is covered in the course fee.

Essential (Books/Journals/Specific chapters/Journal Articles)

Clare, A. and Wilson, J. (2011) Speakout intermediate. Essex: Pearson Education Limited

Daily listening to a radio station, TV and/or English language films, songs or DVDs

Daily listening practice on websites available on Moodle

Daily pronunciation practice using YouTube and other pronunciation websites available on Moodle

Recommended

Pelteret, C. (2012) English for Life: Speaking B1+. London: HarperCollins Publishers.

Craven, M. (2004) *Listening Extra*. Cambridge: Cambridge University Press.

Gammidge, M. (2004) *Speaking Extra*. Cambridge: Cambridge University Press.

Background

Websites:

https://icity.bcu.ac.uk/library-and-learning-resources/centre-for-academic-success

http://englishforacademicstudy.com/

https://www.anglo-link.com/index.php?/online_lessons/video_lessons

www.uefap.com

www.bbc.co.uk

www.britishcouncil.org

www.esl-lab.com

http://www.englishclub.com/pronunciation/phonemic-chart-ia.htm

http://www.shiporsheep.com/

http://howjsay.com/

http://www.youtube.com/results?search_query=teaching+pronunciation+esl&oq=teaching+pronunciation&

Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
Read through guides and tips on Moodle and check out the websites Learn international spelling code and telephone vocabulary for use in telephone conversations	An overview of the module, 'Moodle' and the class book. **Socialising in everyday situations** • Practice telephone vocabulary • Listen and practice telephone conversations	Continue to read through guides and tips on Moodle and check out the websites Practise useful expressions for socialising found at the back of the class book. Consolidation of telephone terminology and useful expressions for leaving, receiving

	• Practice vocabulary for socialising in different situations	and confirming messages
Learn vocabulary for the listening comprehension topic available on Moodle	**Listening Comprehension** • Listening for main ideas • Listening for details • Listening for specific information • Predicting • Inferring	Look at video script of the listening comprehension and answers on Moodle
Read selected scripts in preparation for role play	**Role play on social and academic situations** • Use audio script as a model for speaking • Practice role plays for different scenarios in pairs or small groups	Search the web for listening podcasts on different scenarios and listen for extra practice
Use 'Quizlet' (online learning resource) to learn new vocabulary Learn vocabulary from the Academic word list (AWL)	**Vocabulary building** • Prefixes • Suffixes • Word classes • Word family • Guessing vocabulary from context • Practising dictionary definitions • Using vocabulary in sentences	Use an English learner's dictionary to learn new vocabulary and how to use it in a sentence Continue to learn vocabulary from the Academic word list (AWL)
Use various e-resources such as Youtube and 'ship or sheep' available on Moodle to improve your pronunciation	**Pronunciation** • Phonemic chart • Word stress • Syllable sounds	Use various e-resources such as 'You tube' and 'ship or sheep' available on Moodle to improve your pronunciation

	• Listening and repeating sounds of unfamiliar vocabulary	
Learn useful expressions for the different speaking strategies	**Speaking strategies** • Expressing agreement and disagreement • Giving opinion • Making suggestions • Expressing likes and dislikes • Comparing and contrasting • Repeating key information • Asking for clarification	Study useful expressions for different speaking strategies

Section Two – Assessment (Reviewed Annually)

Assessment method	Filmed discussion on a previously given scenario/topic
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	This is a collaborative speaking task which gives variety to the assessment methods for this programme and enhances your employability skills by working with others as part of a team. In carrying out research, this assessment will help you familiarise yourself with the types of support available for students in the University. This assessment will also offer you the opportunity to speak fluently, using accurate grammatical structures with good pronunciation and relevant expressions and vocabulary, which will help you achieve the learning outcomes. The following provides an overview of this module's learning and teaching approaches which aligns with the programme LT & A strategy. • Learner-centred, interactive approach to learning and teaching.

	• Extensive use of collaborative and autonomous activities to include individual /pair/group work and role play.
	• Extensive opportunity for practical and meaningful application of language through the expression of personal opinions and ideas,
	• Peer and self-assessment using a variety of media.
	• Tutor-directed self-study
	• Tutor-guided independent study
	• 1:1 or small group tutorials to support specific needs
	• Integrated approach with wide use of media such as CDs, film, websites etc.
	• Elements of the course will be taught through Moodle with the use of websites and quizzes etc.
	• Technologically enhanced learning with the use of media and other technical devices.
	• Whole class and group discussions
	• Peer assessment, including in class and online activities
	• Peer evaluation, including use of previous students' work (with observation of data protection protocols)
	• Peer learning: learn by teaching
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	You will be required to carry out research on three topics/scenarios based on the University support services / facilities. All three scenarios /topics will be discussed and practised in class with peer and tutor feedback prior to the assessment. During the summative assessment, you should be prepared to discuss in pairs for 10 minutes, using appropriate language, any one of the topics/scenarios decided by the assessor. You will be filmed during the assessment and will be expected to speak fluently with good pronunciation and grammar using relevant expressions and vocabulary in accordance with the assessment criteria. The formative learning replicates the summative assessment so that you are well prepared for the end of module assessment.
Assessment Scope Explanation of the scope and range of the assessment.	10 minutes collaborative speaking task
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	**Formative Learning** You will have much opportunity to practice speaking and will be given oral feed forward from your peers and tutor throughout the module. There will also be an interim, mid-module collaborative activity through which you will practise communication strategies while being filmed. You will select a topic to be agreed by the tutor. This is a practice assessment

	to prepare you for the summative assessment. Your score will not count towards your final mark for the module. Technologically enhanced learning will be used to provide self and peer evaluation with tutor feedback throughout. There will also be opportunities for you to receive tutor feedback in tutorials.
	Summative Assessment
	There will be an end of module role play similar to your mid-module formative learning demonstrating your understanding of the learning outcomes; this is worth 100% of the final module mark. You will receive written electronic summative feedback to feed forward by your tutor via your email. You will also be given an indication of your level of attainment against the assessment criteria.
Plagiarism	You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Week 15 of first semester	Face to face	Week 18 (Week 2 of semester 2)
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	**Submission method (e.g. electronic/Moodle/other)**	**Return of work**
Week 16	Face to face	Week 19 (Week 3 of semester 2)
***Resubmission deadline(s)** *are only relevant if you are unsuccessful in your first attempt – please see* *University Regulations* *on resubmission policy and procedure.*		

Marking Criteria

Undergraduate bands

	0 – 39% Fail	40 – 49% Pass	50 – 59% Good pass	60 – 69% Strong pass	70 – 79% Very strong pass	80 – 100% Exceptionally strong pass
Criterion 1 Mark:	Demonstrate the ability to discuss relevant research based on your given topic.					
	Little or no demonstration of the ability to participate in the discussion. Little or no evidence of relevant research based on the given topic.	Adequate demonstration of the ability to participate in the discussion. Adequate evidence of relevant research based on the given topic.	Secure demonstration of the ability to participate in the discussion. Secure evidence of relevant research based on the given topic.	Good demonstration of the ability to participate in the discussion. Good evidence of relevant research based on the given topic.	Very good demonstration of the ability to participate in the discussion. Very good evidence of relevant research based on the given topic.	Excellent demonstration of the ability to participate in the discussion. Excellent evidence of relevant research based on the given topic.
Criterion 2 Mark:	Demonstrate the ability to express your ideas using appropriate language.					
	Little or no ability to express ideas using appropriate language is demonstrated.	Adequate ability to express ideas using appropriate language is demonstrated.	Secure ability to express ideas using appropriate language is demonstrated.	Good ability to express ideas using appropriate language is demonstrated.	Very good ability to express ideas using appropriate language is demonstrated.	Excellent ability to express ideas using appropriate language is demonatrated.
Criterion 3 Mark:						
Criterion 4 Mark:						

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Overview Group Sizes/Rooming/Staffing	Session details Please include: **Term** 1, 2 or 3 **Week number** of term	Space Requirements (Per Week)		Number of students per session
		Number of rooms & groups (please state if required together i.e. same day / time)	Hours required per room	
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.)	Semester 1, Week 1-13, General teaching	Group A	4	15
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.) *add more rows as necessary*	Semester 1, Week 1-13, General teaching	Group B	4	15
Sessions requiring specialist space (please state event type below)		Rooms with flexible seating arrangements		

Please state the kind of specialist space required (use room numbers where known). Where facilities are not currently available please state requirements.	

Section One

Module Title: Listening for Academic Purposes	**Code EDU3018**
Credit Value 20	**Level 3**
Module Overview	

Overall, the FCEAP programme aims to help you thoroughly prepare for your chosen pathway to a BCU, or occasionally another British university, undergraduate or postgraduate programme in any discipline, using technologically enhanced learning.

In keeping with the overall philosophy and aims of FCEAP, this module uses a practice-led, knowledge applied, learning strategy that will enhance your competence in all four English language skills which are necessary for you to succeed in your degree programme. In the pursuit of excellence,

this module will expose you to the types of texts and tasks that you will encounter in your academic course work and provide you with the skills to succeed. You will encounter lecture material specially prepared by experts in their field and learn how to take notes from these.

You will be exposed to listening tasks that are designed to help you develop strategies before, during and after listening to academic texts, such as: predicting content, focusing on main ideas, taking comprehensive notes, reviewing your notes effectively and summarising. You will develop other skills such as making use of lecture introductions, becoming familiar with the structure of lectures, identifying unstressed words that are spoken quickly, and finally recognising word and sentence stress. You will be exposed to exercises and tasks to practise retrieval of factual and inferred information, identification of main points with supporting details and completion of abbreviated notes.

Academic vocabulary development is also critical to student success. As a result, you will be exposed to intensive vocabulary practice using the academic word list and by referring to a monolingual English dictionary/thesaurus. You will also learn prefixes, suffixes and word class to help broaden your range of vocabulary. You will build on existing skills for guessing vocabulary in an academic context.

In line with the programme learning and teaching strategy, this module adopts an interactive and learner-centred approach. This module will be classroom based, delivered on a face to face basis by a tutor with extensive directed and independent study for you to develop e-learning skills by using Moodle and other websites. There will be opportunities for individual, pair and small group work and interactive activities in taught sessions to practise academic listening strategies. You will participate in collaborative activities such as information gap tasks using media such as DVDs, CDs and listening materials from different types of sources, including paper-based and electronic to maintain your interest and motivation. You will be encouraged to collate signpost language, cohesive devices, abbreviations and symbols, academic and subject-specific vocabulary to be monitored by the tutor. You will also be offered tutorials on a one to one basis to discuss any aspect of your work. Finally, there are supporting materials for the module on Moodle for example, websites for listening practice.

Module Learning outcomes: There can only be a **maximum of 4 learning outcomes**, each of which must be assessed summatively **once only**. All outcomes are weighted equally.

13. **Demonstrate the ability to recall the definition of academic vocabulary used in a lecture or talk.**

14. **Demonstrate the ability to recall the main ideas and details in a lecture or talk.**

15. **Demonstrate the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.**

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Library & Learning Resources – available through REBUS (Reviewed Annually)
Purchase
Sanabria, K. (2012) *Academic Encounters: Life in Society.* 2nd end. Cambridge: Cambridge University Press. (class book) *The cost of the class book is covered in the course fee.
Essential (Books/Journals/Specific chapters/Journal Articles)
Cotton, D. Falvey, D. & Kent, S. (2015) New Language Leader Intermediate. 2nd imp. Essex: Pearson Education Limited. Daily listening to a radio station Watching TV and/or DVD once weekly, particularly news and current affairs
Recommended
Badger, I (2012) English for Life: Listening B1+. London: HarperCollins Publishers. Campbell, C. & Smith, J. (2007) *English for Academic Study: Listening.* Reading: Garnet Publishing
Background
Websites: https://icity.bcu.ac.uk/library-and-learning-resources/centre-for-academic-success http://englishforacademicstudy.com/ https://www.anglo-link.com/index.php?/online_lessons/video_lessons www.uefap.com www.bbc.co.uk www.britishcouncil.org www.esl-lab.com http://www.prepareforsuccess.org.uk/listening_to_lectures.html http://learning.londonmet.ac.uk/TLTC/learnhigher/notemaker/ https://www.ted.com/talks

Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
Read through 'sound bites', 'sound advice' and 'academic listening guides' on Moodle and check out the websites Look at the 'Note maker' resource on Moodle to enhance your note-taking skills	An overview of the module, 'Moodle' and the class book. Listening puzzle **Taking notes in various forms** • Organising notes in columns • Organising notes in outline form • Organising notes as a map	Continue to read through 'sound bites', 'sound advice' and 'academic listening guides' on Moodle and check out the websites Study the 'Note maker' resource on Moodle to enhance your note-taking skills
Do the 'Reading and thinking about the topic' in your class book Do the pre-listening activities in your class book Study key terms and definitions related to the various lectures.	**Listening Comprehension** • Listening for main ideas and supporting details • Listening for stressed words, signal words and tone of voice • Drawing inferences • Listening for opinions and contrasting ideas • Listening for key terms and definitions • Listening for problem – solution relationships • Listening for cause and effect relationships	Read the audio scripts for the various lectures on Moodle to check understanding and learn new vocabulary
Find out the difference between gender-specific and gender-neutral language. What is	**Note taking strategies** • Using abbreviations • Using symbols	Study the 'Note maker' resource on Moodle to enhance your note-taking skills

telegraphic language? Look at the 'Note maker' resource on Moodle to enhance your note-taking skills Learn types of abbreviations and symbols for use in note taking	• Using telegraphic language • Using cohesion to organise notes • Using gender neutral language • Recording numerical information • Using notes to answer test questions	Practise taking notes using gender-neutral and telegraphic language
Use 'Quizlet' (online learning resource) to learn new vocabulary Learn vocabulary from the Academic word list (AWL)	**Vocabulary building** • Prefixes • Suffixes • Word classes • Word family • Guessing vocabulary from context • Practising dictionary definitions • Using vocabulary in sentences	Check meanings of key vocabulary used in lectures Use an English learner's dictionary to learn new vocabulary and how to use them in sentences
Read the 'Listening and summarising' guide on Moodle Read 'how to summarise' on Moodle	**Listening and summarising** • Listen to short audio extracts and summarise • Summary practice using various video clips • Practise using cohesion in summarising • Practice paraphrasing	Listen to various extracts on Moodle and summarise for extra practice
Learn useful expressions for use in discussions	**Listening and discussion** • Giving personal opinions about the different topics in the lectures	Listen to the lectures again to consolidate your knowledge of the different topics

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Section Two – Assessment (Reviewed Annually)

Assessment method	Test
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	The examination method of assessment has been chosen as it is considered the most objective and effective method of testing listening skills. You will learn academic vocabulary, understand how to extract key points and details from spoken academic texts and enhance your summarising skills, all of which will help you achieve the learning outcomes. The following provides an overview of this module learning and teaching approaches which aligns with the programme LT & A strategy. • Learner-centred, interactive approach to learning and teaching. • Peer and self-assessment using a variety of media. • Tutor-directed self-study • Tutor-guided independent study • 1:1 or small group tutorials to support specific needs • Integrated approach with wide use of media such as CDs, film, etc. • Elements of the course will be taught through Moodle with the use of websites and quizzes etc. • Technologically enhanced learning with the use of media and other technical devices. • Peer learning: learn by teaching • Collaborative learning activities • Autonomous learning activities
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	There will be a 1.5 hour end-of-module test based on two extracts from lectures or talks, where you will demonstrate an understanding of the learning outcomes; this is worth 100% of the final mark. The summative assessment tests three areas of listening: vocabulary, comprehension and summarising. During the assessment you will listen to two spoken texts and answer questions on vocabulary definitions and comprehension. You will also be required to take notes in your preferred style while listening to one of the extracts and use these notes to write a summary.
Assessment Scope	1.5 hour test

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Explanation of the scope and range of the assessment.	
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	**Formative Learning** The formative learning is a mirror task of the summative assessment set within test conditions to help you familiarise yourself with the final examination. You will receive peer evaluation and tutor feedback. Your score will not count towards your final mark for the module. You will also receive continuous oral feedback in tutorials throughout the module. **Summative Assessment** You will receive written electronic summative feedback to feed forward by your tutor via your email. You will also be given an indication of your level of attainment against the assessment criteria according to Faculty and course procedures.
Plagiarism	You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Week 15 of semester 2	Face to face	Week 18 of semester 2
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	**Submission method (e.g. electronic/Moodle/other)**	**Return of work**
Week 16 of semester 2	Face to face	Week 19 of semester 2
*****Resubmission deadline(s)** *are only relevant if you are unsuccessful in your first attempt – please see* *University Regulations* *on resubmission policy and procedure.*		

Validation date
Course code(s)

Marking Criteria
Undergraduate bands

		0 – 39% Fail	40 – 49% Pass	50 – 59% Good pass	60 – 69% Strong pass	70 – 79% Very strong pass	80 – 100% Exceptionally strong pass
Criterion 1 Mark:	**Demonstrate the ability to recall the definition of academic vocabulary used in a lecture or talk.**						
		Little or no demonstration of the ability to recall the definition of academic vocabulary used in a lecture or talk.	Adequate demonstration of the ability to recall the definition of academic vocabulary used in a lecture or talk.	Secure demonstration of the ability to recall the definition of academic vocabulary used in a lecture or talk.	Good demonstration of the ability to recall the definition of academic vocabulary used in a lecture or talk.	Very good demonstration of the ability to recall the definition of academic vocabulary used in a lecture or talk.	Excellent demonstration of the ability to recall the definition of academic vocabulary used in a lecture or talk.
Criterion 2 Mark:	**Demonstrate the ability to recall the main ideas and details in a lecture or talk.**						
		Little or no ability to recall main ideas and details in a lecture or talk is demonstrated.	Adequate ability to recall main ideas and details in a lecture or talk is demonstrated.	Secure ability to recall main ideas and details in a lecture or talk is demonstrated.	Good ability to recall main ideas and details in a lecture or talk is demonstrated.	Very good ability to recall main ideas and details in a lecture or talk is demonstrated.	Excellent ability to recall main ideas and details in a lecture or talk is demonstrated.
Criterion 3 Mark:	**Demonstrate the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.**						
		Little or no demonstration of the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.	Adequate demonstration of the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.	Secure demonstration of the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.	Good demonstration of the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.	Very good demonstration of the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.	Excellent demonstration of the ability to restate in a summary form, key points in an excerpt from an academic lecture or talk.

Programme Specification

Overview Group Sizes/Rooming/Staffing	Session details Please include: **Term** 1, 2 or 3 **Week number** of term	Space Requirements (Per Week)		Number of students per session
		Number of rooms & groups (please state if required together i.e. same day / time)	**Hours required per room**	
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.)	Semester 2, Week 1-13, General teaching	Group A	4	15
Session type/event (e.g. lecture, seminar, tutorial, workshop, practical, online activity, etc.) *add more rows as necessary*	Semester 2, Week 1-13, General teaching	Group B	4	15
Sessions requiring specialist space (please state event type below)		Rooms with flexible seating arrangements		

Please state the kind of specialist space required (use room numbers where known). Where facilities are not currently available please state requirements.	

Validation date
Course code(s)