**Programme Title:**

**Foundation Certificate in English for Academic Purposes (FCEAP)**

**September: FQ0203  
February: FQ0205**

**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

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| 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 life and employability 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 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. |
| 1. 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. |
| 1. Interdisciplinarity | To deliver a curriculum based on teaching and learning methods, activities and skills that may be transferred across all academic disciplines. |
| 1. Employability-driven | To produce confident, autonomous learners who are able to think reflectively and critically. |
| 1. 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. |

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| 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 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 students and/or volunteers 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 orally and electronically, at various stages of your assignments; this will help you improve your work before you submit it. Film is also used extensively to facilitate tutor, self and peer evaluation. |
| 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 it. . |
| 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 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 create a Mahara page, 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 students and/or volunteers 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 are 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, 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 their progress. Feedback is given by peers and tutors (1:1), both orally and electronically. Expectations regarding students’ commitment to their learning experiences 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 FCEAP and interactive classroom activities, based around pair and small group work, particularly in the initial weeks of teaching, are used for supporting and scaffolding 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 programme is available to all 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.

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| **Level 3** Core Modules  All modules are compulsory | **Speaking and Communication Skills** | **Reading and Writing Development** | **Birmingham: Past and Present** | **Listening for Academic Purposes** | **Reading and Writing for University** | **Speaking for University Purposes** |
| 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 Video Project  Self-reflection | Test | 1. Test  2. 2000 word assignment | Presentation |
| Assessment scope | 10 minutes | 1. 1.5 hours  2. 1.5 hours | 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, highlighting personal strengths and areas for development. | 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 incorporates all conventions required for academic writing. | Demonstrate an ability to use spoken language appropriate to the task and express your individual ideas. |
|  |  |  | Demonstrate the ability to restate in summary form, key points in an excerpt from an academic lecture or talk. |  |  |
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| 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) (whole year)  IELTS 5 (minimum) (second semester only) | N/A | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 70% | Foundation Certificate (Level 3) |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 30% |
| **Pl**acement (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. |