

PROGRAMME SPECIFICATION

**for the award of**

**University English**

**Managed by Faculty of Business**

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| <b>Date approved:</b>                           | 2011      |
| <b>Applies to students commencing study in:</b> | 2018/2019 |

RECORD OF UPDATES

| <b>Date amended</b> | <b>Nature of amendment</b> | <b>Reason for amendment</b> |
|---------------------|----------------------------|-----------------------------|
| January 2017        | Wording                    | New template                |

## SECTION 1: GENERAL INFORMATION

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| <b>Awarding body:</b>  | Oxford Brookes University  |
| <b>Teaching institution and location:</b>                              | Oxford Brookes University, Gipsy Lane  |
| <b>Language of study:</b>  | English  |
| <b>Final award:</b>  | Certificate in University English  |
| <b>Programme title:</b>  | University English   |
| <b>Interim exit awards and award titles available:</b>                 | Certificate in University English  |
| <b>Brookes course code:</b>  | BH13 / CRTFN-UE (Level 1)<br>BH13 / CRTFN-UE (Level 2)<br>BH13 / CRTUG-UE (Level 3)<br>BH13 / CRTUG-UE (Level 4)   |
| <b>UCAS code:</b>  | Not applicable   |
| <b>JACS code:</b>  | Not applicable   |
| <b>HECoS code:</b>   | 101109   |
| <b>Mode of delivery:</b>   | Full-time (face to face/on-campus)   |
| <b>Mode/s and duration of study:</b>                                   | Full-time, 12-36 weeks   |
| <b>QAA subject benchmark statement/s which apply to the programme:</b> | None   |
| <b>Professional accreditation attached to the programme:</b>           | None   |
| <b>University Regulations:</b>   | The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a> |

## SECTION 2: WHY STUDY THIS PROGRAMME?

University English (UE) is a pre-sessional course which helps to improve academic English for successful study at an English-speaking university. Students will meet the language requirements for their Oxford Brookes degree by passing this course with the required grade at the right level instead of taking IELTS as proof of language ability. Students take four compulsory modules which cover: academic writing, academic reading, academic listening and speaking, research or language development. As a result, students will develop a wide range of academic English language and study skills so they are confident to start their next Pathways course or degree. Students will be full University students from the start of their UE course and familiarise themselves with the University before their degree. They will also have access to the University's Library and online learning environment – Moodle. University English also gives students the opportunity to meet others from different nationalities and cultures and learn from each other.

### **Oxford Brookes International Staff Profiles**

<http://www.brookes.ac.uk/international/courses/english-and-pathways/meet-your-teachers/>

## SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, students will demonstrate the following Brookes Attributes and be able to:

### 3.1 ACADEMIC LITERACY

- 3.1.1 Use a range of written and spoken English confidently, effectively and responsibly as an international language to work within a variety of academic global contexts. [Also active citizenship]
- 3.1.2 Work effectively using an appropriate range of learning and teaching methods, technologies and approaches commonly used in a higher education environment. [Also digital and information literacy]
- 3.1.3. Recognise the different genres and features of academic text types and text organisation and apply these to academic written and spoken work.
- 3.1.4. Demonstrate awareness of and develop the knowledge and skills necessary for thinking and behaving as a member of an academic community.
- 3.1.5. Use critical thinking strategies that can be applied to reading and written texts, within specific disciplines. [Also critical self-awareness and personal literacy]
- 3.1.6. Engage in critical debates.

### 3.2 RESEARCH LITERACY

- 3.2.1. Use and develop appropriate research methodologies.
- 3.2.2. Engage with, think critically about and evaluate information and research in order to perform specific research tasks. [Also digital and information literacy]
- 3.2.3. Design and conduct individual research in a discipline, using appropriate methodology. [Also academic literacy]

### 3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- 3.3.1. Understand one's own learning style to function effectively and flexibly as an independent and autonomous learner.
- 3.3.2. Employ appropriate interpersonal skills when relating to other people.
- 3.3.3. Demonstrate a range of learning and study skills to perform as an autonomous and independent learner.
- 3.3.4. Demonstrate the ability to organise oneself by managing learning time, meeting deadlines and setting personal goals.
- 3.3.5. Reflect on and evaluate the work of oneself and others in order to identify and record strengths and weaknesses.

### 3.4 DIGITAL AND INFORMATION LITERACY

3.4.1. Access and effectively engage with learning resources to search for information. [Also research literacy]

3.4.2. Use a range of technologies, including a virtual learning environment, as communication and learning tools, and to develop both personally and professionally.

3.4.3. Demonstrate the ability to critically evaluate a variety of information sources using a range of evaluative techniques. [Also research literacy]

3.4.4. Engage productively in online communities, for example, discussion forums.

3.4.5. Reflect on and record learning through the use of reflective journals, reflective statements and the use of formative feedback. [Also critical self-awareness and personal literacy]

### 3.5 ACTIVE CITIZENSHIP

3.5.1. Reflect on and question one's own and others' values, cultures and perspectives, both personally and within an academic context, as a responsible and ethical citizen.

3.5.2. Demonstrate the knowledge to and be able to function collaboratively in diverse groups showing cross-cultural awareness and valuing human diversity. [Also critical self-awareness and personal literacy]

3.5.3. Engage with the content of learning materials regarding society, equality, sustainability and environmental issues to challenge preconceptions.

3.5.4. Demonstrate an awareness of local and/or global issues and perspectives through engaging in written and spoken tasks and assessments on a wide range of topics.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

| <b>Code</b>        | <b>Module Title</b>               | <b>Credits</b> | <b>Level</b> | <b>Status</b> | <b>Coursework:<br/>Exam</b> |
|--------------------|-----------------------------------|----------------|--------------|---------------|-----------------------------|
| U72301 / UENG-3001 | Academic Writing 1                | 15             | 3            | Compulsory    | 100% coursework             |
| U72302 / UENG-3002 | Academic Reading 1                | 15             | 3            | Compulsory    | 100% coursework             |
| U72303 / UENG-3003 | Academic Listening and Speaking 1 | 15             | 3            | Compulsory    | 100% coursework             |
| U72304 / UENG-3004 | Grammar and Vocabulary Skills     | 15             | 3            | Compulsory    | 100% coursework             |
| U72305 / UENG-3005 | Academic Writing 2                | 15             | 3            | Compulsory    | 100% coursework             |
| U72306 / UENG-3006 | Academic Reading 2                | 15             | 3            | Compulsory    | 100% coursework             |
| U72307 / UENG-3007 | Academic Listening and Speaking 2 | 15             | 3            | Compulsory    | 100% coursework             |
| U72308 / UENG-3008 | Academic Language Development     | 15             | 3            | Compulsory    | 100% coursework             |
| U72310 / UENG/4010 | Academic Writing 3                | 15             | 4            | Compulsory    | 100% coursework             |

|                    |                                   |    |   |            |                 |
|--------------------|-----------------------------------|----|---|------------|-----------------|
| U72311 / UENG-4011 | Academic Reading 3                | 15 | 4 | Compulsory | 100% coursework |
| U72312 / UENG-4012 | Academic Listening and Speaking 3 | 15 | 4 | Compulsory | 100% coursework |
| U72313 / UENG-4013 | Research 3                        | 15 | 4 | Compulsory | 100% coursework |
| U72314 / UENG-5007 | Academic Writing 4                | 15 | 5 | Compulsory | 100% coursework |
| U72315 / UENG-5008 | Academic Reading 4                | 15 | 5 | Compulsory | 100% coursework |
| U72316 / UENG-5009 | Academic Listening and Speaking 4 | 15 | 5 | Compulsory | 100% coursework |
| U72317 / UENG-5010 | Research 4                        | 15 | 5 | Compulsory | 100% coursework |

#### 4.2 PROGRESSION AND AWARD REQUIREMENTS

Students must obtain a pass in each of the four compulsory modules at their level in order to achieve their University English award.

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|---|---|-----|-----------------------------------|
| University English Level 1<br><br>Entry Level: IELTS 4.5 or equivalent (no score lower than 4.0)<br><br>Exit level: IELTS 5.5 equivalent (with 60%) | 40%<br><br># University English Level 2 | 50% | 60%<br><br># Pre-master's Diploma |
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| University English Level 2<br><br>Entry Level: IELTS 5.0 or equivalent (no score lower than 4.5)<br><br>Exit level: IELTS 6.0 equivalent (with 60%) | 40%<br><br># University English Level 3 | 50%<br><br># Pre-master's Diploma<br><br># IFA / IFB | 60%<br><br># Undergraduate degree<br><br># Pre-master's Certificate |
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| University English Level 3<br><br>Entry Level: IELTS 5.5 or equivalent (no score lower than 5.0)<br><br>Exit level: IELTS 6.5 equivalent (with 60%) | 40%<br><br># University English Level 4 | 50%<br><br># Pre-master's Diploma<br><br># Undergraduate degree<br><br># Master's degree (for courses that require IELTS 6.0) | 60%<br><br># Master's degree (for courses that require IELTS 6.5)<br><br># Pre-master's Certificate |
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| University English Level 4<br><br>Entry Level: IELTS 6.0 or equivalent (no score lower than 5.5)<br><br>Exit level: IELTS 7.0 equivalent (with 60%) | 40% | 50%<br><br># Pre-master's Certificate<br><br># Undergraduate degree<br><br># Master's degree (for courses that require IELTS 6.5) | 60%<br><br># Master's degree / PhD (for courses that require IELTS 7.0) |
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Further details regarding the requirements for progression can be obtained from the University English programme handbook (see section 2.8 Progression pathways).

#### 4.3 PROFESSIONAL REQUIREMENTS

None

## SECTION 5: TEACHING AND ASSESSMENT

### Teaching and Learning

Classroom teaching on the University English course is based on a student-centred communicative approach to teaching. This means that in the classroom students will experience different kinds of learning activities. Sometimes they will work on their own and at other times they will work in pairs and groups with other students in the classroom. They will also work with their tutor as a whole group. An important aspect of learning on the University English course is that everyone's views about the topics being studied are interesting and it is important to share opinions and ideas with the tutor and the other students in the class. This type of learning experience may be new for students because they may be used to a different teaching and learning style in their home country. However, it is hoped that with encouragement and support they will become used to the approach and that they will become more confident and independent in the way they approach their studies. Tutors will use a wide range of teaching methods to enliven their classes and cater to a wide range of learning styles. They will pay particular attention to:

- promoting critical thinking and analysis in the classroom;
- introducing opportunities for practical experience in a range of activities relevant to written and oral communication;
- activating the desire to participate in cross-cultural communication activities;
- applying the principles of good language learning to authentic academic contexts;
- introducing a range of topic areas for deeper reflection and analysis in a non-threatening atmosphere;
- developing an understanding of the need for collaborative group assignments.

Methods will include: group and individual presentations; group seminars; skills acquisition sessions; tutorials; workshops; lectures; individual written and project work; directed independent learning; critical thinking tasks; reflective journals; working with practical resources, for example use of the Library, computers and virtual learning environment (Moodle).

### **Reflective independent learning**

Many of the course tasks and teaching methods are designed to encourage students to develop strategies for learning how to learn. These will include directed independent learning tasks (usually homework and self-study tasks), reflective journals and self/peer feedback. These all help students prepare for their future studies and careers.

### **Notional Learning Time**

Each module requires 150 hours of notional learning time. 48 hours (or 72 for Academic Listening and Speaking modules) is allocated to student – tutor contact in the form of classes, with 102 hours (or 78 for Academic Listening and Speaking modules) of independent study and preparation for assessments. A student will, therefore, study a total of 600 hours per semester.

### **Graduate Attributes**

The Graduate Attributes are addressed through the teaching and assessment across the modules.

The development of **academic literacy** is embedded within the subject area of the course and all the modules focus on key academic study skills and English language skills. Particular attention is paid to: producing written work, such as essays, reports and summaries; reading critically, accurately, at length and at good speed; understanding what is being said in a variety of different academic styles, for example in lectures and in groupwork; speaking in a way that can be easily understood, with confidence and a good degree of accuracy and fluency, for example presentations and groupwork; developing a range of accurate and appropriate academic vocabulary; developing a variety of study strategies, for example note-taking, planning, editing, skimming and scanning.

**Research literacy** is introduced and developed at all levels of the course. Students are shown how to: use resources, including journals, internet sites and databases, to gain knowledge and use in academic work; critically evaluate sources; develop independent learning and research skills, including library skills. Research literacy is explicitly addressed in the Research modules at Levels 3 and 4 where students are asked to conduct an extended piece of individual research in their disciplines.

**Critical self-awareness and personal literacy** is a central focus for the course. In all modules, students will: develop key self-management skills in order to be able to work as autonomous learners; learn how to cooperate in groups or teams; use feedback (self, peer and teacher) to improve performance.

**Digital and information literacy** is also developed throughout the course. Students will develop core skills in being able to identify and evaluate key digital based resources as well as develop some technological skills in the communication and presentation of information.

**Active citizenship** is also deeply embedded in the course. In all modules, students participate in tasks and activities set within a global context and need to cooperate effectively in a multi-lingual group. By contributing in these cross-cultural tasks, students will not only develop a deeper understanding of their own society but also other local and global issues.

### **Assessment**

#### **Formative tasks**

Each module is assessed separately, based on work covered during the module. At the end of week 4 and week 8, students will complete formative written and oral tasks, and progress reading, listening and language tasks. Marks awarded for these tasks do not count towards their final grade. More importantly, they will be asked to reflect on their own progress and they will receive feedback from their peers and tutor on these formative tasks to highlight areas that need further work, and to help them with their summative assessments in week 11 and 12. Formative feedback will help students to build confidence

in their work and to establish good models for future tasks and assessments. Evaluation of a student's own work will develop their future learning strategies. They will either receive feedback from their peers and tutors in class, or their tutor may arrange an individual or group tutorial to discuss their work. Peers and tutors may also give written feedback. Formative feedback is normally available one week after assignment deadlines. After summative assessments, students can make arrangements to receive feedback from their tutors.

### **Types of formative tasks and summative assessments**

The University English programme is assessed by 100% coursework. The modules may contain take-home, in-class and online tasks and assessments. Students may be asked to produce notes and a summary of a text, or an academic essay or research report (of varying length). Research reports and assessments may also require students to engage in primary research (questionnaires) and deal with data appropriately. The in-class tests are designed to review the learning students have achieved on the module as a whole under timed exam conditions. Students will also be assessed on oral tasks, such as giving group or individual presentations to the class and discussions. There are no formal exams outside the 12-week teaching period.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

To be admitted to the University English course, a student must have:

- a satisfactory level of achievement in their school-leaving certificate in their own or another country;
- a level of English language equivalent to IELTS 4.5 (minimum 4.0 in all skills).

#### **Entry requirements**

A student will be admitted to the course at one of the four possible levels, depending upon their language ability at the start of the course using the following guidelines.

#### **External English language**

##### **test 12-week course**

- UE Level 1: IELTS 4.5 with a minimum of 4.0 in all skills.
- UE Level 2: IELTS 5.0 with a minimum of 4.5 in Reading and Writing.
- UE Level 3: IELTS 5.5 with a minimum of 5.0 in Reading and Writing.
- UE Level 4: IELTS 6.0 with a minimum of 5.5 in Reading and Writing.

##### **Summer semester: 6-week course**

- UE Level 1: **NOT AVAILABLE.**
- UE Level 2: IELTS 5.5 (with 5.5 in every skill).
- UE Level 3: IELTS 6.0 (5.5 in every skill).
- UE Level 4: IELTS 6.5 (6.0 in every skill).

### **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

Not applicable

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

Students on University English progress to other Pathways programmes and a wide range of undergraduate and postgraduate programmes at Oxford Brookes University or another UK or English-speaking university, or return to university study in their country of origin. In addition to the development



of the Brookes Graduate Attributes, transferable skills form a key part of the student learning experience on this programme. These include: working in teams, planning and time management, personal reflection and using feedback, digital and presentation skills. The programme also runs a weekly lecture programme which gives students the opportunity to engage in authentic academic lectures given by Oxford Brookes University lecturers on a range of subject areas.