

10-Week PELP programme: Course Outline

The PELP Programme will be delivered in person on campus. If you are unable to attend in person, there may be the option to take the programme online. Please contact us for further information.

Programme Aims

The primary aim of PELP is to provide thorough training in the academic skills and related language which will enable students to best achieve their academic potential at University.

The main aims of the programme are:

1. To develop awareness and competency in the range of language-related academic skills required for successful study at Higher Education level. These include (1) approaches to academic research, (2) processes and conventions of academic writing, (3) effective and extensive reading strategies, (4) effective participation in seminars and (4) delivery of presentations, and (5) listening to and recording information effectively from lectures, among others.
2. To develop the range and accuracy of written and spoken language to enable students to use language effectively and appropriately, with clarity and confidence.
3. To support students in reflecting on their learning and identifying how to improve their skills and language.
4. To ensure students are able to meet the requirements of the UKVI and the destination University through demonstrating the required minimum English language level for programme entry in the skills of reading, writing, listening and speaking.

Learning outcomes

Different degrees have different progression requirements. If you have a **progression requirement of 50%**, equivalent to CEFR B2 or IELTS 6, the following learning outcomes apply. On successful completion of this module, you will be able to:

Knowledge and Understanding

1. Read with a large degree of independence, (C) using effective reading strategies to identify the main lines of argument in academic texts and find specific information. (CA)
2. Express yourself clearly using a range of language and some complex sentence forms, (C) with appropriate style and register realised
3. Follow and take effective notes on the essentials of lectures, talks, reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (C)

Subject-Specific

4. Write an essay systematically developing an argument with appropriate highlighting of significant points and relevant supporting information, and synthesising information and arguments from a number of sources. (C)

Key Skills

5. Analyse, interpret and evaluate relevant information and ideas. (RQF Level 4)
6. Contribute, account for and sustain your opinions in discussion by providing relevant explanations, arguments and comments. (CA)
7. Research and plan written tasks effectively, identifying and incorporating reliable and relevant source materials. (B)
8. Give a well-structured, detailed academic presentation on a given subject. (CA)

If you have a **progression requirement of 60%**, equivalent to CEFR B2+, or IELTS 6.5, the following learning outcomes apply. On successful completion of this module, you will be able to:

Knowledge and Understanding

1. Use a broad active reading vocabulary to read with a large degree of independence, adapting style and speed of reading to different texts and purposes. (C)
2. Express yourself clearly and without much restriction, maintaining good grammatical control(C), with appropriate style and register realised.
3. Follow and take effective notes on the essentials of lectures, talks, reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (C)

Subject-Specific

4. Write a linguistically complex essay in response to a specific question (P), synthesising and evaluating information and arguments from a number of sources. (CA)

Key Skills

5. Analyse, interpret and evaluate relevant information and ideas. (RQF Level 4)
6. Contribute, account for and sustain your opinions in discussion by providing relevant explanations, arguments and comments. (CA)
7. Research and plan written tasks effectively, identifying and incorporating reliable and relevant source materials. (B)
8. Give a well-structured, detailed academic presentation on a given subject. (CA)

If you have a **progression requirement of 70%**, equivalent to CEFR C1, or IELTS 7.0, the following learning outcomes apply. On successful completion of this module, you will be able to:

Knowledge and Understanding

1. Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life. (C)
2. Maintain a high degree of grammatical control in speech and writing (C) with appropriate style and register realised.
3. Follow and take effective and detailed notes on most lectures, discussions and debates with relative ease. (C)

Subject-Specific

4. Write effective and appropriate essays in a range of genres (P), synthesising and evaluating information and arguments from a number of sources. (CA)

Key Skills

5. Analyse, interpret and evaluate relevant information and ideas. (RQF Level 4)
6. Develop an argument systematically in well-structured speech, highlighting significant points with supporting examples and concluding appropriately. (C)
7. Research and plan written tasks effectively, identifying and incorporating reliable and relevant source materials. (B)
8. Give a clear, well-structured presentation on a complex subject in their field, expanding and supporting points of view with appropriate reasons and examples. (C)

References to external benchmarking in the Learning Outcomes are: C – Common European Framework of Reference, CA – CEFR (Adapted), P – Pearson Global Scale of English Learning Objectives for Learners of Academic English, RQF – Regulated Qualifications Framework, B – BALEAP Can-do Framework for EA

How you will be taught

PELP follows a flipped classroom methodology which aims to increase student engagement and learning by indicating students to complete readings on their own time and work on live problem-solving during class time. The programme is taught through a mix of synchronous (live, online) and asynchronous sessions (work undertaken in your own time) that seeks to improve your knowledge and practice of academic Reading, Writing, Listening, Speaking and Study Skills.

Synchronous sessions

Depending on the programme format chosen, each week you will attend either online or face-to-face live synchronous sessions, totalling up to 12 hours and 15 minutes. These sessions will include:

1. **Whole group lessons** focused on improving your knowledge of new skills and concepts;
2. **Smaller group seminar sessions** focused on providing you with speaking practice and discussion;
3. **Reading circles** focused on academic reading and discussion;
4. **One-to-one tutorials** focused on offering you individual feedback and guidance.

Asynchronous activities

During the course of your studies you will be required to engage in a range of asynchronous activities. You are expected to complete these activities in your own time, outside of the 'live' timetabled classes. Asynchronous activities cover a range of tasks and may include independent reading as well as research and assessment preparation. In the course, you will also be required to complete a range of platform-embedded activities designed to complement your learning. These activities will feed into your live classes and help you meet the module's learning outcomes; as such, they are considered to be a compulsory component of your studies and will be monitored by tutors.

The asynchronous activities on this course are grouped into the following screen types:

Preparation screens

Preparation screens introduce the skills and concepts that will be discussed in your live classes through a range of short videos, input texts and interactive activities. You must complete relevant preparation screens before each of your synchronous sessions or you will not be able to fully participate in live class activities and discussions

Extension screens

Extension screens follow your synchronous Reading & Writing and Academic Skills sessions. They are designed to consolidate your learning and take it further, allowing you to deepen your knowledge of the concepts presented and gain greater mastery of the skills introduced in the preparation screens and live classes

Learning Development screens

The language development component is fully asynchronous. You are expected to complete language development activities in your independent study time. You can select the screens which best suit your needs and interest and complete them at your own pace.

Course Components

The course is made up of the following synchronous and asynchronous components:

1. Welcome to the week (synchronous & asynchronous)

This is a weekly whole-class session dedicated to setting up the context for the week's learning, providing whole-class feedback on activities completed, and answering your queries (content and/or course related).

2. Reading and Writing (synchronous & asynchronous)

These sessions focus on essential reading and writing skills for university studies. You will be required to complete preparation screen activities before your live class and are encouraged to complete an extension/consolidation screen following it. Live classes will provide clarification on the input presented in the preparation screens and expand on it as needed. Synchronous sessions will also include controlled practice and collaborative writing activities.

3. Speaking and Listening (synchronous & asynchronous)

These sessions focus on essential speaking and listening skills for university studies. The sessions focusing on speaking will be primarily developing the skills needed for effective participation in academic discussions and delivery of researched academic presentations. You will be required to complete a preparation screen prior to the relevant live class. The synchronous sessions will provide you with an opportunity to practise and extend your learning in small-group live seminars.

4. Integrated Skills (synchronous & asynchronous)

This is a weekly reading/listening into speaking session. The aim of these sessions is to help you familiarise yourself with different academic written and spoken genres and give you additional speaking practice as well as an opportunity to put your critical thinking skills to use. Before your live session, you will need to complete an asynchronous preparation screen in which you will read an authentic academic text or listen to a lecture or an academic podcast, take notes and record useful new vocabulary. You will also be given a list of questions you will discuss in a live class and may be asked to complete further research. Synchronous session is a tutor-led seminar where you will discuss issues related to the topic/genre presented in the preparation screen.

5. Academic Skills (synchronous & asynchronous)

These sessions focus on developing academic skills for university study as well as critical thinking skills. You will be required to complete preparation screen activities before your Academic Skills live class and are encouraged to complete an extension/consolidation

screen following it. Synchronous sessions will be used for discussion of practical applications of these skills and offer further opportunity to practise critical thinking skills.

6. Academic Language (asynchronous)

The language development component of this course is fully asynchronous. This means there are no live classes dedicated specifically to language development. You can complete activities at your own pace in the order that best suits your needs and interests. You should ask your tutor in your one-to-one session if you have questions related to elements of language development.

7. Reading circles (synchronous)

These sessions focus on developing academic skills for university study as well as critical thinking skills. You will be provided with an academic reading to work on as a group, and each student in your 'circle' will have a different role. This way, you will work together to examine in detail the same text from different perspectives, encouraging critical thinking and academic discussion.

Language-related skills

The course will cover a range of topics to allow for a range of lexical and grammatical input and a variety of tasks. Language-related skills to be covered in the module include:

Academic Writing: This component of the course takes you through the skills and language required for effective academic writing from planning to editing, covering:

- understanding essay questions
- analysing, planning and organising different text and essay types
- making notes from texts, lectures and presentations
- text organisation: effective introductions and conclusions, paragraphing, sequencing ideas to produce a logical and effective argument, cohesion

- incorporating support into writing: paraphrasing, summarising, synthesising sources, incorporating direct quotations, referring to data, in-text and end of text referencing
- writing instructions and describing processes
- academic writing style

Academic Reading: This component of the course introduces you to a range of text types, from short texts to academic articles, and includes:

- critical reading – evaluating the reliability of sources, distinguishing fact and opinion, evaluating the strength of claims
- effective reading skills – skimming for gist and scanning for specific information, distinguishing between main points and supporting information, identifying sources of information in a text
- understanding meaning – strategies for deducing the meaning of unknown words, understanding implied meaning and author purpose
- identifying relationships between ideas in a text
- identifying key information and making notes

Texts and academic skills of critical reading incorporated in the academic reading component of the module are appropriate to meet threshold standards of RQF level 4.

Academic Listening: Core listening skills to be covered in the module are:

- Recognising lecture and presentation structure, using signposting
- Understanding main ideas
- Identifying specific information
- Recognising implied meaning – speaker attitude and purpose

- Following discussions between speakers on academic and social topics
- Understanding instructions
- Deducing meaning from context, using non-verbal cues
- Recognising the importance of stress and intonation
- Making notes from a lecture or presentation
- Identifying questions to follow up post-lecture

Academic Speaking: The speaking component aims to develop student fluency and confidence in speaking in a range of situations. Content includes:

- Describing problems and negotiating solutions
- Expressing an opinion and reporting on the views of others
- Giving instructions and explaining information
- Initiating and maintaining a discussion
- Participating in seminars, supporting a view, seeking clarification, agreeing and disagreeing
- Developing an argument
- Summarising and paraphrasing
- Delivering a structured presentation to an audience and responding to questions
- Developing fluency – connected speech, stress and intonation

Academic Skills:

- Finding and evaluating sources
- Time management & independent learning

- Academic integrity and avoiding plagiarism
- Critical thinking
- Working with others
- Participating in a feedback tutorial
- Peer-review & constructive criticism
- Reflecting critically on your own work
- Editing and proof-reading your work
- Exam strategy

PELP Assessments

You will **not** be required to take an IELTS or TOEFL test at the end of this programme.

Instead, you will take the course assessments, which if you successfully pass we can use for the English language requirement for your visa application. The programme will assess your progress throughout the course using a range of formative (practice) and summative (final) assessments to check that you are meeting the learning outcomes of the programme.

Feedback will be provided regularly by the online platform tasks and the tutor. Assessments include both coursework and exams:

Coursework Portfolio

This takes you through the key stages of academic research, presentation and writing. The coursework portfolio process mirrors these stages and prepare you to conduct academic research in British Higher Education. You will be given a choice of topics based on your subject of study:

- Coursework 1: Source Report
- Coursework 2: Academic Presentation (online or face-to-face)
- Coursework 3: Essay

Exams

- Reading and Writing (online)
- Listening (online)
- Seminar discussion (online or face-to-face)

Each skill of reading, writing, listening and speaking is equally weighted at 25% of the overall mark. The marks for each skill are comprised of: Clear briefs, examples and practice for each assessment type, including information on how each assessment is marked. Exams are taken online through a secure digital platform. Written coursework assessments are submitted electronically allowing for greater standardisation in marking.