

Approved January 2016

Effective from September 2016

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b>	n/a
<b>Final award</b>	<b>Level 0. No target award. Students will receive a Certificate of Achievement</b>
<b>Title of programme</b>	<b>Pre-Masters Programme</b>
<b>Subsidiary awards</b>	n/a
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and modes of study</b>	<b>1 or 2 Semesters: Full-time</b>
<b>Start date (this version)</b>	<b>AY 2016/17</b>
<b>Periodic review next due</b>	<b>AY 2016/17</b>
<b>UCAS course code &amp; code name</b>	n/a
<b>Delivery venue</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

#### Rationale and general aims

This programme aims to provide a highly supportive environment for you to develop your language and academic skills to a standard which allows you to integrate on a taught postgraduate programme of study with students from other backgrounds. It is designed for students who would like to apply for a postgraduate programme of study but the level of their English language is below entry requirements (e.g. IELTS 5.0/5.5 or equivalent).

The programme aims:

1. To improve your level of English if your language skills are not at the standard required for your chosen programme of study, at the same time providing development of academic skills appropriate to UK study.

2. To provide a route of study if you already have the required qualifications to begin a postgraduate degree but want to gain more confidence in your language skills and academic skills before beginning your postgraduate studies.
3. To equip you with the skills to work within, integrate into and function within the UK and its HE system, ensuring you make the transition from the learning and teaching style you have previously experienced to the more independent UK learning environment.

The programme will provide sufficient tuition and hours to support students moving from IELTS 5 to IELTS 6 or 7 (depending on the programme of study).

As a Pre-Masters student you will have the same rights and access to facilities/resources as other full-time students at Leeds Trinity University.

All units will be taught with progression to a Leeds Trinity postgraduate programme of study in mind.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 6c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will be able to:

#### Knowledge and understanding (K)

- K1 Demonstrate knowledge and understanding of written and spoken English language at a level appropriate to the chosen programme of study;
- K2 Demonstrate knowledge and understanding of a range of academic reading and writing skills;
- K3 Demonstrate knowledge and understanding of a variety of academic writing skills and oral presentation skills;
- K4 Demonstrate knowledge and understanding of the requirements of UK higher education;
- K5 Demonstrate knowledge and understanding of the requirements of writing a research proposal.

#### Intellectual/cognitive/'thinking' skills (I)

- I1 Collect independently, order and analyse information relevant to a given academic assessment brief;
- I2 Use written and spoken English to present information in an appropriate structure for academic work;
- I3 Generate an idea for an independent research project and organise literature and methodology relevant to such a project;
- I4 Develop and utilise critical thinking skills.

### **Practical skills (P)**

P1 Use English language skills to read, write and speak in a range of contexts relevant to living and studying in the UK;

P2 Use a range of academic study skills in a range of ways appropriate to HE study in the UK.

### **Employability skills (E)**

E1 Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance, based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;

E2 Teamworking – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E4 Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E5 Communication and Information Technology (CIT) – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;

E6 Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider multicultural community.

### **Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB requirements)*

The Pre-Masters Programme has been developed with consideration of both the potential postgraduate academic subject requirements and the following reference points:

1. The QAA Languages and Related Studies benchmarking statement (2007). In particular, the English language teaching will be delivered to meet four key objectives identified in this document:
  - Use of target language for purposes of understanding, expression and communication
  - Intercultural awareness, understanding and competence
  - Explicit knowledge of the language
  - Knowledge of aspects of the cultures, communities and societies where the language is used
2. The Qualifications and Credit Framework
3. International English Language Testing System (IELTS).

## 4. Content

### Summary of content by theme

Overall, the programme has been designed to be academically challenging, providing an integrated approach to language skills and academic skills and an introduction to the requirements of higher education and your chosen area of study. Alongside the units you study, a key feature in the programme is a tutorial system which has been designed to ensure that all students are appointed an Academic Advisor and have regular (weekly) one-to-one appointments to track their progress and encourage development.

### INTRODUCTION TO LIVING AND STUDYING IN THE UK

Students will develop an understanding of the requirements of higher education (in particular in relation to their chosen area of study) and of living in the UK. These themes have been integrated into the English for Academic Purposes and Personal and Academic Development units.

### ENGLISH LANGUAGE DEVELOPMENT

Students will develop and improve their English fluency, with a focus on academic English, vocabulary, grammar, written and spoken language, listening and comprehension skills.

### ACADEMIC SKILLS

Students will develop key academic skills, including writing, presentation and analysis.

### PERSONAL AND ACADEMIC DEVELOPMENT

All students will have a personal Academic Advisor, who will work with them throughout their chosen programme and support them in achieving their study goals. Through regular meetings, the Academic Advisor will offer advice to help you to develop study skills and knowledge, ensuring you receive the best possible support and guidance during your Pre-Masters Programme. The tutorials will give you the opportunity to discuss your skills as they develop and consider how they apply to your chosen postgraduate degree, as well as to help build your confidence and fluency in English. Students can use these one-to-one tutorials to address queries which might arise out of unit studies and Advisors will be able to provide clarification and support for the learning within units. The one-to-one tutorials will also allow tutors to monitor progress and provide extra academic support when needed.

### PLANNING AND WRITING A RESEARCH PROPOSAL

This unit will develop skills linked to the development of a research proposal, which are essential for your postgraduate studies. The unit is closely linked to the work on the final Academic Skills unit, with the assessment in the two units requiring focus on the production of work which builds into a research proposal.

## 5. Structure

**Total credit rating:** Non-credit bearing

Students will study two semesters if they need to increase their IELTS score by a full point or one semester if they need to raise their score by half a point.

**The following units will run across a 12-week semester: January-March:**

MBM 0010	English for Academic Purposes 1
MBM 0020	Academic Skills 1

MBM 0030	Academic Skills 2
MBM 0040	Personal and Academic Development

**The following units will run across a 12-week semester: April-June:**

MBM 0050	English for Academic Purposes 2
MBM 0060	Academic Skills 3
MBM 0070	Planning and Writing a Research Proposal
MBM 0040	Personal and Academic Development

## **6. Learning, teaching and assessment**

### **6a) Statement of the strategy for learning, teaching and assessment for the programme**

The teaching on this programme will be focused around interactive workshops, which develop key academic and language skills along with the confidence required to use these skills in a variety of environments.

The workshops will be supported by a robust system of personal tutorials with Academic Advisors. The tutorials have been designed to support you through the programme of study and also to encourage you to be a reflective learner, identifying your strengths and developing your understanding of how to build on them, as well as drawing up clear actions to deal with skills needing further development.

Students on this programme will carry out regular formative and summative assessments. This means you will be able to receive regular feedback and develop your abilities to work with this feedback in order to improve your work. At the end of the year, you will be familiar with the common forms of assessment used in HE and the academic requirements around being successful in these.

The programme's assessment strategy is based on small and manageable elements, where your performance is checked against the programme's learning outcomes. Across the units there are a range of assessment types to test your performance in various areas e.g. oral and written communication, the latter including most commonly used academic styles – note-taking (Academic Skills 1), essay (Academic Skills 2), literature review (Academic Skills 3), introduction and research methodology description (Planning and Writing a Research Proposal).

As well as developing language and specific academic skills, the programme has an underlying theme of helping you to navigate the new experience of living and studying in the UK and the specific requirements of the UK HE system. These latter areas are linked to intercultural awareness, which you will be developing throughout the programme within, for instance, teamwork activities (integrated into English for Academic Purposes and Academic Skills sessions e.g. interactive class discussions and various team tasks and presentations), academic practices (e.g. academic writing, paraphrasing and referencing, which are covered in Academic Skills and Planning and Writing a Research Proposal sessions) and intercultural communication (again through the preparation and delivery of class discussions and oral presentations, which are assessed in many of the units).

## 6b) Unit details

Unit number and name	Learning and Teaching Methods	Assessment				Teaching Staff (unit co-ordinator as first name and in bold)
		Form	Magnitude	Weighting	Timing	
MBM 0010 English for Academic Purposes 1	Seminars/workshops	Team presentation and discussion	10 mins per person	15%	During Sem 1	<b>TBC</b>
		Unseen reading and writing in-class test	2 hours	60%	End of Sem 1	
		Listening test	1 hour	25%	During Sem 1	
MBM 0020 Academic Skills 1	Workshops	Note-taking assessment	1,200 words	55%	During Sem 1	<b>Learning Hub</b>
		Team presentation and discussion	20 mins	30%	During Sem 1	
		Individual oral presentation	10 mins	15%	End of Sem 1	
MBM 0030 Academic Skills 2	Workshops	Essay	2,500 words	85%	During Sem 1	<b>Learning Hub</b>
		Individual oral presentation	10 mins	15%	End of Sem 1	
MBM 0040 Personal and Academic Development	1-2-1 tutorials	Progress journal	1,500-word equivalent	50%	Throughout academic year	<b>Learning Hub</b>
		Personal and academic development plans x 6	1,500-word equivalent	50%	Throughout academic year	

MBM 0050 English for Academic Purposes 2	Seminars/workshops	Portfolio	2,500-word equivalent	85%	During Sem 2	<b>TBC</b>
		Oral in-class examination	10 mins	15%	End of Sem 2	
MBM 0060 Academic Skills 3	Workshops	Critical evaluation of a source	500 words	15%	During Sem 2	<b>Learning Hub</b>
		Literature review including justification of theoretical framework	2,500 words	85%	End of Sem 2	
MBM 0070 Planning and Writing a Research Proposal	Workshops	Introduction and research methodology	2,000 words	75%	During Sem 2	<b>Learning Hub</b>
		Poster presentation (oral)	15 mins	25%	End of Sem 2	





## 7. Entry requirements

This programme is offered to international students only (applications from UK/EU students will not be considered).

Applicants must hold an undergraduate degree qualification.

Applicants must already have achieved an IELTS score (or equivalent) of at least 5.0 (no component lower than 4.5) to gain entry to the programme in Semester 1 or an IELTS score of at least 5.5 (no component lower than 4.5) to gain entry to the programme in Semester 2.

Applicants who wish to continue to study at Leeds Trinity University following the Pre-Masters Programme will be made an offer for this programme and a conditional offer for the chosen postgraduate programme, with the condition that they pass the Pre-Masters Programme.

Applicants will receive a CAS (Confirmation of Acceptance for Studies) form for the Pre-Masters Programme only, in the first instance. If they successfully complete the programme and achieve the required level of English language proficiency, a second CAS will be issued for the postgraduate programme of study to which the applicant is being admitted.

## 8. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)  
(A certain level of attainment which must be achieved in a specific module; any deviation from the standard University stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

On successful completion of the programme, students will receive a Certificate of Achievement.

Students must undertake all elements of assessment and pass every unit to complete the programme successfully and enter a postgraduate programme of study at Leeds Trinity University.

## 9. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level  
*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

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## 10. External examining arrangements

External examining arrangements  
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

An external examiner will be appointed to oversee this programme.

## **11. Additional information**

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Students will have access to all the usual support systems within the University in relation to pastoral care, as well as access to the Academic Administration Office for the programme, where administrative staff have much experience of working with international students. Students will be informed about support networks at induction, both pastoral and academic, the latter including, for example, the Learning Hub and the one-to-one tutorial system within the programme.

## **12. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome. Arrangements will be made, via the normal University support network, to accommodate students with additional support needs, wherever possible.