

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	Preparation for IELTS
<b>Qualification</b>	Non-credit bearing
<b>Intermediate Qualification(s)</b>	N/A
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA/AD
<b>Mode(s) of Study and Duration</b>	<i>Part time over 12 weeks And full time over 3 weeks</i>
<b>Core Teaching Pattern</b>	<i>N/A start dates September, February and April Full time June and July</i>
<b>FHEQ Level</b>	0
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	N/A
<b>PSRB Renewal Date</b>	N/A
<b>University of Bedfordshire Employability accreditation</b>	N/A
<b>Route Code (SITS)</b>	
<b>Subject Community</b>	EFL
<b>UCAS Course Code</b>	N/A
<b>Relevant External Benchmarking</b>	The course has been mapped to the Common European framework of Reference for language (CEFR) level B2-C1 for grades 5.5-6.5.

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option core
	0	0	Preparation for IELTS	core

### Why study this course

The IELTS (International English Language Testing System) is well known worldwide and is respected by employers and academic institutions alike. This course enables you to enhance your language and academic skills to help you in your future studies or your chosen career

### Course Summary – Educational Aims

On completion of this course you should be able to:

Understand a range of written texts, including recognition of opinion, tone, purpose and attitude

Produce non-specialised types of text, such as articles, essays, letters and reports

Participate in discussions and express thoughts coherently, using appropriate grammatical structures and lexical range

Understand a range of spoken communication including media broadcasts, lectures, speeches and interviews

### Entry requirements

Internal placement test

Previous academic and English language studies and experience will be taken into account

### PSRB details

N/A

### Graduate Impact Statements

N/A

### Higher Education Achievement Report - Additional Information

N/A

### Learning and Teaching

The approach to teaching is essentially communicative in nature. Newer language items such as words, expressions and grammatical structures are presented in context. A variety of text types will also be considered in class and will include a range of spoken and written styles, according to level. Teachers encourage you to follow current affairs in the media, as well as reading economic and business articles, as a

vehicle for language work. Exam skills and academic language will also be focused on, incorporating examples of practice papers and exam techniques as well as examining model answers.

**Developing your employability**

N/A

**Department (s)**

English Language and Communication

**Assessment**

You will undertake a range of formative tasks, including class assessment tests and course work, covering all four skills. You will also have a mid- point progress test covering speaking, reading, listening and writing. In speaking, you will be given an IELTS style interview, marked against the CEFR level descriptors, within the IELTS 9 band scale. You will be assessed on fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation. For reading, writing and listening, you will also be given IELTS practice tests and graded using the same CEFR framework and IELTS 9 band scale. For written assessments, you will be marked on task achievement and response, coherence and cohesion, lexical resource, grammatical range and accuracy.

For the end point test, a mock exam will be conducted, and graded as above, using IELTS practice test materials and conducted by one of the CEFL team, Peter Ansell, who is an IELTS examiner.

Additionally, you will be given advice and information on taking the IELTS exam, externally.

**After Graduation**

N/A

**Student Support during the course**

You will have access to student support offered by the university. In addition, you will be offered the chance to speak to your class tutor, individually, to discuss progress and review your formative assessments and other work and identify strategies for improving areas of weakness.

**Students with disabilities**

The University is committed to supporting students with disabilities. Full information on the support provided can be found on our website <http://www.beds.ac.uk/studentlife/student-support/health/disabilities>

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

On completion of this course you will be able to:

- Understand a variety of spoken texts, including extended speech, lectures and talks
- Scan texts to identify key ideas, opinions, tone and purpose
- Draw conclusions from financial and academic reports and data
- Present ideas clearly and fluently orally and in writing
- Interact with native speakers with a good degree of fluency and spontaneity
- Use appropriate formats and academic conventions when presenting ideas in speech and in writing

### Course-specific regulations

N/A

### Teaching, Learning and Assessment

See previous section

### Additional Academic Information

#### ***Peer-assisted learning (PAL)***

N/A

#### ***Initial Assessment***

You will have a UoB DELC initial assessment test to demonstrate comprehension of reading texts, at word, sentence and text level, demonstrate knowledge of appropriate grammatical and lexical structures and present ideas in writing. You will then have a discussion with your tutor to assess listening and spoken interaction. Formative assessments will take place throughout the course, and will include marked course work and in-class feedback.

#### ***Improving students' learning***

This course develops your verbal and written communication skills as well as academic study skills, which you can later transfer to other academic studies or employment.

#### ***Academic Integrity***

The academic skills element of the course prepares you for university study and familiarises students with formal conventions in report writing.

#### ***HEAR implementation***

N/A

#### ***Internationalisation***

N/A

#### ***Sustainability***

N/A

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	<b>Education and Sport</b>
<b>Portfolio</b>	<b>English as a Foreign Language</b>
<b>Department/School/Division</b>	<b>English Language and Communication</b>
<b>Course Coordinator</b>	<b>Katy Robertson-Hohmann</b>
<b>Version Number</b>	2/15
<b>Approved by (cf Quality Handbook ch.2)</b>	<b>SCAP</b>
<b>Date of approval (dd/mm/yyyy)</b>	<b>March 2015</b>
<b>Implementation start-date of this version (plus any identified end-date)</b>	<b>June 2015</b>

Form completed by:

Name: ... Katy Robertson-Hohmann ..... Date: .....19.11.14.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
08/05/15	Addition of 3 week intensive summer delivery	