1. **Title of the module**

FOUN0047 (LZ047) Academic skills for Maths and Science Foundation

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

This will be a wild module for Foundation students in SMSAS and SPS.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. form, develop, support and conclude written and spoken argument in a logical way, and in a format which is appropriate to UK academic conventions and culture.
   2. select relevant information from a range of textual formats (e.g. quantitative, tabular and graphic data, reports, textbooks and articles) and reformulate it in written (through reports, descriptions and interpretation) and spoken form.
   3. develop own arguments and integrate these appropriately with source material in written and spoken form.
   4. demonstrate enhanced academic and linguistic skills related to presentations, seminar discussion, workshops, laboratory work, reading, note-taking, research, essay writing and referencing, as appropriate to the subject.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. apply their academic reading, writing, listening and speaking skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university.
   2. apply analytical skills to all areas of study, as appropriate.
   3. utilise improved listening and note-taking skills and their ability to interpret information through lectures.
   4. demonstrate increased fluency, confidence and appropriateness in English language skills, with a particular emphasis on English for general and specific academic purposes.
   5. speak more confidently in public and lead seminars.
   6. comply with methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate, and practise the key skills of time management and organisation.
   7. access support services for independent study—e.g. the Templeman library, the Computing Centre.
   8. understand how to use the available literature without plagiarising.
3. **A synopsis of the curriculum**

Through this module, students will develop the transferable linguistic and academic skills necessary to successfully complete other modules on their programme and acquire the specific language skills that they will require when entering SMSAS and SPS Stage 1 programmes. The programme of study focuses on writing and speaking skills, enhancing academic language through classroom, homework and assessed activities. Writing skills will be used to write a technical report, interpret data and describe processes. Spoken skills will be used in presentations and seminars.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Armer, T. (2011). *Cambridge English for Scientists*. Cambridge: Cambridge University Press.
* Davies, J. W.& Dunn, I. K. (2011). *Communication Skills: A Guide for Engineering and Applied Science Students*. (3rd.ed.) Harlow: Pearson.
* Glasman – Deal, H. (2010). *Scientific Research Writing*. London: Imperial College Press.
* Pears, R. & Shields, G. (2010) *Cite them right: The essential referencing guide*. (8th ed.) Basingstoke: Palgrave Macmillan.
* Wallwork, A. (2013). *English for Research: Usage, Style, and Grammar*. New York: Springer.
* Williams, E.J. (2008). *Presentations in English.* London: Macmillan.

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *44* |
| Private study hours: | *116* |
| Total Study hours: | *150* |

1. **Assessment methods**
   1. Main assessment methods

In Course Test 1 (45 minutes) (20%)

Seminar preparation (20%)

Presentation (5 – 8 minutes) (25%)

Assignment (1,200 words) (35%)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Assessed presentation | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Seminar participation | **x** | **x** | **x** |  |  |  |  | **x** | **x** |  |  |  |
| Written assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| In-course test | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  |  |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module is designed with international students in mind and assessments and activities are tailored towards giving students the skills that they need to succeed on their programme of study. This helps ensure that they can communicate effectively with home students, staff and in all academic situations. A mix of nationalities ensures that students can learn from one another’s cultures.

Assessed seminars give students insight into other cultures and also familiarise students with a range of UK expectations in terms of law, plagiarism, education, media and culture. Students also get the opportunity to exchange views from different cultural perspectives.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018