

ELT Online Pre-sessional Foundation and Modules 1-3

Bespoke online course

The course is a bespoke online course developed in collaboration with [Education Enhancement](#) at Strathclyde and incorporating course design features and learning technologies specifically to support online learning. The course is [BALEAP accredited](#), and in the BALEAP accreditation in 2021, the ELT unit met all 46 accreditation criteria.

- Hosted on the University VLE, [MyPlace](#), and supported by Oxford University Press [Oxford EAP](#) series of e-books, which include:
 - Embedded audio and video;
 - Interactive activities with edit-ability tools to support revision and independent study;
 - Supplementary support from the Oxford Learner's Bookshelf desktop app to support offline teaching and learning, available to download from the Google Play and Apple store (tablet only for Apple).
 - (Students in China can download the Android app by using the following link which works on tablets and phones: <https://ipf-release-eu.s3-accelerate.amazonaws.com/olb/production/android/bau/5-6-11/index.html>.)
- MyPlace (VLE) content based on a variety of activity types to keep students engaged, including videos, quizzes, student forum questions and answers, articles, discussion tasks, and supplementary videos.
- Students work through the course sequentially, and the completion of one activity or stage unlocks the next set of materials, which provides momentum, gives a sense of progression and keeps students motivated.
- Clear video and written instructions for weekly aims and for the different activities with clear deadlines so the course is well-organised and easy to follow.

'Flipped' approach

The course follows a 'flipped classroom' approach, putting students at the centre of the learning, with students given approximately 20 hours of self-study tasks per week to complete in stages before the live teaching sessions, so that they come to the live sessions prepared to get the maximum possible benefit from these sessions. In the live teaching sessions, students will to ask questions, and do activities and tasks in pairs and groups to activate and consolidate their learning by communicating with their tutor and fellow students. By working on the self-study tasks before the live sessions, students develop autonomous learning skills, which will be essential for main degrees, when students are expected to take a greater share of responsibility for their own learning.

- 15 hours of live teaching sessions per week in small groups (around 8 students) of multi-lingual and multi-discipline students, giving the opportunity to mix with students from their Faculty and other Faculties, to form friendships before coming to the UK.
- 3 hours of live sessions per day at Asia-friendly times from 8.00am – 9.30am UK time, and 10.00am – 11.30am UK time, with a weekly tutorial between 12.00pm – 1.00pm UK time on Wednesday, Thursday or Friday.
- Live sessions on [Zoom](#), which is provided free as part of Strathclyde students' IT package, and enables a communicative approach with students working collaboratively with each other in pairs and groups as well as in whole class settings.

- One tutor for each group for the whole course so students build a strong relationship with their tutor, reinforced in weekly 1:1 tutorials, so students can get individualised support.

Syllabus and assessment

The course is composed of the learning strands of:

- Reading for Research and Study Skills, preparing students to read critically and efficiently, and identify the main and supporting points in a text;
- Written Literacy, preparing students to write in an appropriate academic style, summarising and synthesising ideas from a number of different academic sources, and follow academic conventions to avoid plagiarism;
- Oral Communication Strategies, developing students' ability to speak fluently with peers in seminar discussions and deliver formal academic presentations;
- Listening Strategies, focussing on students' listening and notetaking skills in extended academic speech in preparation for lectures;
- Exam Strategies, preparing students for the course exams in Listening and Reading, with practice exam material;
- Academic Genres, supporting students to read academic sources within their discipline area and related to their Research Project topic;
- Academic Workshops, consolidating the input from the week, and responding to students' needs;
- Vocabulary Focus in Pre-sessional Foundation, to support Listening Strategies and Oral Communication Strategies.

The course is designed around the final assessments, each worth 25% of the final mark, to give students the best chance for success, and the assessments are based on realistic tasks students will encounter on their main degrees.

- Research Project, a 1,500 word extended academic writing on a topic of students' choosing related to their main degree;
- Oral Presentation, a 5-8 minutes individual presentation based on key findings of the Research Project;
- Listening and Reading exams, based on authentic academic tasks, such as lecture listening and evaluating written sources for a piece of academic writing.

Students also submit a Reflection with each assessment submission, which captures how students approached the task, what they learned from it, and how they might do things differently next time. Reflective writing is a common feature on students' main degrees, so these Reflections are good preparation.

The final coursework assessments are broken down into smaller stages with practice assessments, to help students build up to the Research Project and Oral Presentation, by supporting their engagement with academic sources. These include:

- Annotations of academic sources, giving a short summary of what the source covers and how students will use it for their research;
- an Annotated Bibliography, collecting a number of annotations, and showing the main body of research students will use for their writing;
- a Synopsis, a proposal to the tutor about what the student is going to write about, what sources they are going to use, and where they need to do further research;
- Oral Progress Reviews, a short presentation on what stage a student has reached with their research, and answering some questions from fellow students;

- Poster Presentation, a practice opportunity for individual presentations, using a poster as a visual aid.
- Each assessment submission has a draft stage, so students can get feedback on their work in progress, and re-draft it, before they submit.

Key strengths

- Up to 29-weeks of preparation, with multiple entry points according to students' English language proficiency level on entry.
- A focus on useful learning, i.e. on real-life situations and tasks which applicants are likely to face during their degrees or future careers.
- Library support and free access to the University's extensive e-library facilities.
- 100% pass rate, with above 90% student feedback 'Excellent' or 'Good' for all aspects of the online course in 2020, 2021 and 2022.
- An enhanced course, building on feedback from 2022 students and tutors.
- Friendly, well-qualified tutors, with dedicated Programme Coordinators and Administrators.
- Tutor support on how to maximise students' effectiveness as online learners.
- Comprehensive technical support available from [Information Services](#).
- Support for obtaining a visa for the UK built into the course, and course dates end 4 weeks before induction week in academic year 2023-24, so there is enough time for students to get a visa for their main degree and travel to the UK.
- Students on Online Pre-sessional Foundation 2, 3, or 4, can begin their studies online, then, subject to availability, transfer to the On Campus Modules 1-3 course at the end of Online Foundation 4.
- Four weeks' pro rata fee component will be refunded to applicants from all courses who go on to register on a full-time course of at least 9 months in duration and pay full overseas fees.

Course dates and fees

| Course Name | Weeks | Start Date - End Date | Fees (£) | Refund (£) |
|---|----------|--|----------|------------|
| Online Modules 1-3 September | 12 weeks | 18 September – 15 December, 2023 (M1 ends 13 October, 2023) | £5,005 | £1,668 |
| Online Modules 2-3 October | 8 weeks | 16 October – 15 December, 2023 (M2 ends 10 November, 2023) | £3,465 | £1,733 |
| Online Foundation 2-4, plus Modules 1-3 | 29 weeks | 15 January – 16 August, 2024 (F2 ends 23 February, 2024) | £10,200 | £1,407 |
| Online Foundation 3-4, plus Modules 1-3 | 23 weeks | 26 February – 16 August, 2024 (F3 ends 19 April, 2024) | £8,230 | £1,431 |
| Online Foundation 4, plus Modules 1-3 | 17 weeks | 22 April – 16 August, 2024 (F4 ends 24 May, 2024) | £6,830 | £1,607 |
| Online Modules 1-3 | 12 weeks | 27 May – 16 August, 2024 (M1 ends 21 June, 2024) | £5,005 | £1,668 |
| Online Modules 2-3 | 8 weeks | 24 June – 16 August, 2024 (M2 ends 19 July, 2024) | £3,465 | £1,733 |

What do students need to study the course?

Students will need to have a fast and reliable internet connection, a laptop or desktop with a webcam and microphone, and somewhere quiet where they can study and take part in the live teaching sessions.