BIC6017-B module descriptor	
Module Title	English for Masters Preparation (2 term)
Credit Level	20 credits (FHEQ Level 6)
Session	2026/7 academic year
BDB occurrence	Academic Year available at University of Bradford
BDA occurrence	Non Standard Year available at University of Bradford
BDB occurrence	Non Standard Year available at University of Bradford
BDC occurrence	Non Standard Year available at University of Bradford

Transparency notice

This specification for module code BIC6017-B has been generated automatically in advance of the academic year 2026/7. Every effort has been made to ensure that the information is accurate at the time of publication, but changes permitted by our Student Contract Terms and Conditions could be made in the interval between publishing and commencement of teaching; where changes impact the terms and conditions of an applicant's or student's offer, these are communicated to them as soon as possible.

BIC6017-B module aims

Spread across two terms, this module will consolidate and develop your existing English language and skills and enable you to demonstrate that you have the level of proficiency required (IELTS Band 6.0 or above) to progress on to your postgraduate degree course.

As well as raising the overall level of your English, the module will help you to understand the different conventions of academic discourse - the way that language is used in a UK university context - with a particular focus on reading and writing academic texts. It will also equip you with the core study skills you will need as a postgraduate student.

BIC6017-B module learning outcomes

No.	Students completing the module will be able to:
01	Demonstrate the language skills (listening, speaking, reading and writing) required of a higher-level independent learner (IELTS 6.0 or above).
02	Apply appropriate strategies to extract and record relevant information from lectures and from longer, more complex academic texts (listening and reading)
03	Produce accurate, coherent and well-structured written texts, following the requirements and conventions of good academic practice.
04	Present information and arguments clearly, coherently and confidently when making presentations or taking part in academic discussions.
05	Demonstrate a range of effective research skills (identifying and evaluating sources, synthesising and paraphrasing, referencing).

BIC6017-B module outline syllabus

The module is a language and study skills course designed to prepare students whose first language is not English for postgraduate (Level 7) study in English. Students on the Integrated Master's programme are Independent Users (CEFR) and while they may have jagged skills profiles, they will all have an overall level of English language proficiency equivalent to IELTS 5.5 or higher.

As an integrated language and skills module that builds on and develops their existing resource, this module is designed to improve the range, control and appropriacy of students' written and spoken production and to increase their confidence in dealing with extensive and more complex academic input (listening and reading).

Specific areas of focus include:

* listening and reading skills and strategies
* finding and evaluating sources
* differentiating between fact and opinion
* note-taking and paraphrasing
* process writing (POWER: planning, organising, writing, editing and reviewing)
* cohesion and coherence in academic writing
* using complex sentences and grammar
* register and academic style
* acknowledging sources using an appropriate referencing convention
* speaking skills (spoken production and interaction)
* signposting in speech
* academic integrity and plagiarism

For more information, visit the VLE (**Canvas**) page, go to our **Reading Lists webpage for this module** or search **https://bradford.rl.talis.com** for this module.

BIC6017-B module notional learning hours

- 100 hours Directed Study
- 100 hours Lectures

The overall expected hours may include contact time, scheduled learning activity, directed and independent study and any minimum expectations for placement learning. Most learning at the University of Bradford has some online content and sessions which are delivered fully by virtual means are labelled as "online".

BIC6017-B module learning, teaching and assessment

Teaching groups are small and classes are student-centred, task-based and interactive.

The classroom approach is explicitly designed to help international students acquire new knowledge and skills, to build their confidence and enable them to become more independent learners. By doing this consistently and across all modules, the programme provides them with a strong foundation for further study in their chosen subject area.

The approach is inclusive and recognises that students come from different backgrounds with a range of previous learning experiences and associated expectations, beliefs and behaviours. Teaching and learning methods are clearly explained so students understand why (where appropriate) they need to engage in new ways of learning and why those they have used or relied on up to this point may be less suited to supporting their ongoing development and their chances of success in UK HE.

Formative work is an integral part of the approach. In class, students are set tasks that require them to apply their knowledge and skills, to think critically and to solve problems. The level of challenge is gradually increased as the students grow in confidence and Tutors help them to see that experimentation, trial and error are central to the learning process, providing constructive feedback on both what has been achieved and how.

Formative tasks specific to this module will include short and collaborative writing tasks focused on specific elements of an essay or report (e.g., introduction, thesis statement, executive summary, recommendations, conclusion) with feedback provided either by peers or by the Tutor. Students will also work on their speaking and presentation skills by doing a series of discrete tasks focused on particular sub skills (e.g., slide design, delivery - pace, stress and pausing - signposting...). Students will also have regular opportunities to consider, develop and practise their receptive skills and sub skills (e.g., listening for gist and detail or note-taking).

Students are also expected to engage in independent study, to reflect on their own performance and to discuss this with either their module tutor or their personal academic tutor (PAT), who will provide support and advice and, if necessary, draw the attention of the Academic Management Team to a struggling student.

Summative assessment activities are spread out across two terms and are designed to test relevant knowledge (language) and skills.

BIC6017-B mode of assessment			
Type	**Mode**	**Assessment description**	**Weight**
Summative	Examination - Closed Book	Reading Comprehension (90 Mins)	25%
Summative	Examination - Open Book	Written Assignment with sources provided (500 Words) (90 Minutes)	50%
Summative	Examination - oral/viva voce	Academic Discussion: A Seminar Style Speaking Assessment (10-20 Minutes)	25%

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