

WRITING COMPETENCIES			Exemplification/ideas for development of competencies
Academic context	W1.1	Approaching academic tasks	
	W1.2	Completing academic tasks	
	W1.3	Dissertation or project writing	
Academic discourse	W2.1	General	
	W2.2	Language specific	
	W2.3	Genre specific	
Discipline related	W3		
Practical skills	W4		
SPEAKING COMPETENCIES			Exemplification/ideas for development of competencies
Academic context	S1.1	General approach	
	S1.2	Group competencies	
	S1.3	Individual competencies	
	S1.4	Supplementary competencies	
Academic discourse	S2.1	General /Language specific	
	S2.2	Group competencies	
	S2.3	Individual competencies	
Discipline related	S3		
Practical skills	S4		
READING COMPETENCIES			Exemplification/ideas for development of competencies
Academic context	R1.1	Approaching academic tasks	
	R1.2	Completing academic tasks	
Academic discourse	R2.1	General	
	R2.2	Language specific	
Discipline related	R3		
Practical skills	R4		
LISTENING COMPETENCIES			Exemplification/ideas for development of competencies
Academic context	L1	General	
Academic discourse	L2.1	General	
	L2.2	Language specific	
Discipline related	L3		
Practical skills	L4		

Areas of competency within UK higher education, postgraduate level	WRITING	
	Specific Competencies	Exemplification/ideas for development of competencies
Academic context relates to: - the academic practices, values and conventions - the cognitive capacity and metacognitive strategies required to cope with courses in this environment	Approaching academic tasks	
	W1.1.1 Decode and respond appropriately to task requirements *	<ul style="list-style-type: none"> • Analyse an essay title from past exam papers on university website [W1.1.1, W1.1.3] • Create mind map of title components [W1.1.1, W1.1.2, W2.1.1] • [Using sample essay] Analyse/deconstruct essay title; match title components to appropriate paragraphs, showing descriptive/critical/analytical writing as required in essay response [W1.1.1, W1.1.2, W1.1.3, W2.1.4] • OR produce list of ‘response types’ required (e.g. descriptive, discursive, evaluative...) [W1.1.2, W1.1.3, W1.1.4] • Write an outline plan showing understanding of task requirement (min. 200 words) [W1.1.1, W1.1.2, W1.1.3, W1.1.4, W2.1.1, W2.1.4] • Raise awareness of process of writing (start of course) by matching features from a list provided to show the different aspects and areas of writing and increase student’s knowledge of what writing [W1.1.4] • Provide extracts from four different student texts (use introductions, conclusions and possibly other parts of the texts) <ul style="list-style-type: none"> ○ Ask students to rate the texts in terms of quality and note the criteria used ○ Compare their responses to ratings given by academic/EAP staff ○ Elicit a checklist of what constitutes an effective student text [W1.1.4] • Compare and contrast a variety of outline plans (both appropriate and inappropriate), select most appropriate and reconstruct essay from outline [W1.1.4, W2.1.1] • Practise margin annotation [W1.1.6, W1.1.7, W2.1.4, W2.1.8] • Produce Cornell notes on a reading text, identifying main points; use of evidence within a text; stance of writer (using two reading texts showing two differing views on a topic) [W1.1.5, W1.1.6, W1.1.7, W2.1.4, W2.1.8] • Write response to a reading text [W1.1.5, W1.1.6, W1.1.7, W1.1.8, W2.1.4, W2.1.8] • Read a short text used as a source for an essay <ul style="list-style-type: none"> ○ Read the essay and identify where the source has been used ○ Identify methods of incorporating sources: quotation, summary and paraphrase [W1.1.2, W1.1.5]
	W1.1.2 Demonstrate conceptual understanding of writing purpose	
	W1.1.3 Identify where a critical or analytical response is required rather than a descriptive response *	
	W1.1.4 Demonstrate understanding of essay format and requirements *	
	W1.1.5 Demonstrate familiarity with concept of critical thinking skills *	
	W1.1.6 Apply critical thinking skills from start of course *	
	W1.1.7 Adopt a critical stance towards source materials (particularly in relation to lecturers’ own work)	
	W1.1.8 Demonstrate critical thinking [in production of strong academic argument with supporting evidence]	

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		<ul style="list-style-type: none"> • Find one important article and one or two subsequent articles where the authors cite the original article. Identify: <ul style="list-style-type: none"> ○ How subsequent authors cite the first article ○ What their purpose in doing so is in each case (e.g. providing a context; as supporting evidence for their own views; to show an opposing view to their own) <p>[W1.1.2, W1.1.5, W2.1.4, W2.1.8]</p> <ul style="list-style-type: none"> • Read a range of texts cited by one writer and analyse how the texts have been used. Students make independent choice of reading – development of previous scaffolded task [W1.1.2]
	<p>Completing academic tasks</p>	
	<p>W1.2.1 Synthesise information into a cohesive, cogent, convincing argument with supporting evidence</p> <p>W1.2.2 Relate material from one source to another</p> <p>W1.2.3 Incorporate relevant literature to create and support argument</p> <p>W1.2.4 Critically evaluate data</p> <p>W1.2.5 Comment on sources</p> <p>W1.2.6 Respond evaluatively and analytically</p> <p>W1.2.7 Assimilate theory and match theory to practice</p> <p>W1.2.8 Adopt a stance</p> <p>W1.2.9 Develop own voice / Establish individual voice *</p>	<ul style="list-style-type: none"> • Paragraph level writing of a main point with <i>detailed</i> supporting evidence (individual work) <ul style="list-style-type: none"> ○ Group comparison of evidence used in above ○ Redraft paragraphs <p>[W1.2.1, W1.2.2, W1.2.3, W1.2.4]</p> <ul style="list-style-type: none"> • Guided synthesis of two or more paragraphs (each developing main points with evidence; either written by students or provided by teacher) [W1.2.1, W1.2.2, W1.2.3] • Analyse sample texts identifying (1) evidence, comment on evidence, and viewpoint; (2) language used for comment, argumentation and cohesion [W1.2.1, W1.2.5] • Provide 3 texts (or more) of same/similar topic but different audiences/purpose or bias <ul style="list-style-type: none"> ○ Students take notes identifying the differences in the texts ○ Students synthesise information to produce an essay plan (with reference to all 3 texts, correctly referencing sources) from a given title ○ [Students write the essay] <p>[W1.2.1, W1.2.2, W1.2.3, W1.2.11, W1.2.12]</p> <ul style="list-style-type: none"> • Provide data in graph/chart (any non-linear info), <ul style="list-style-type: none"> ○ Students consider currency, origin, reliability and level of recognised expertise of data ○ Students evaluate and brainstorm ‘omitted’ information/parameters that could skew or change the accuracy of the data <p>[W1.2.4]</p> <ul style="list-style-type: none"> • Early in course, explore in seminar discussion Ss own educational context, compare with western style to raise awareness of differences [W1.2.10; S1.1.1] • Show recorded footage of an academic seminar evidencing critical thinking skills and independence of thought and response [W1.2.8, W1.2.9] • Use ‘practice’ academic seminars to encourage confidence, stance and a western style response [W1.2.8, W1.2.9, W1.2.10, W1.2.11]

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	<p>W1.2.10 Write in a ‘western’ style as evidenced by pattern of organisation, coherent argument, sequencing of ideas to produce logical progression</p> <p>W1.2.11 Understand and adhere to academic conventions</p> <p>W1.2.12 Cite correctly</p> <p>W1.2.13 Write a bibliography</p> <p>W1.2.14 Be self-critical(evaluate own work in relation to task requirements)</p>	<ul style="list-style-type: none"> • Provide appropriate input/model on writing a bibliography, citing in text [W1.2.11, W1.2.12, W1.2.13] • Students bring in an article from their discipline which has a list of references <ul style="list-style-type: none"> ○ Identify different types of sources – book, journal paper, etc ○ Identify commonalities (in referencing systems) in referencing one of these e.g. book (family name, initial/full first name. date etc.) ○ AND differences, e.g. numeric system ○ Put selected items into a table or grid (including punctuation) and check the order of components for each source <p>[W1.2.11, W1.2.12, W1.2.13]</p> <ul style="list-style-type: none"> • [Referencing task to be carried out in a computer room] • PREPARATION: <ul style="list-style-type: none"> ○ Find enough books, web pages, journals, etc. so that there is one source for every student plus a couple more (two of each type) ○ Create two bibliographies using your university’s guidance on referencing ○ Bring the actual sources to class • IN CLASS: <ul style="list-style-type: none"> ○ Introduce your university’s referencing guide ○ Divide class into groups and give each group have the sources as they correspond to your pre-made bibliographies ○ Each student logs on to a computer, opens a word document and follows the referencing guide to make a bibliography using the pile of sources you have provided ○ Students check bibliographies against teacher’s completed bibliography <p>[W1.2.13]</p> <ul style="list-style-type: none"> • Analyse an essay title and accompanying set of possible sources <ul style="list-style-type: none"> ○ Select appropriate texts from the list and arrange appropriately in bibliographical order <p>[W1.2.3, W1.2.13]</p> <ul style="list-style-type: none"> • Students complete reflective evaluation questionnaire or log recording self-evaluation of performance in tasks e.g. a study project [W1.2.14]
	<p>Dissertation or project writing</p>	
	<p>W1.3.1 Demonstrate understanding of dissertation structure and requirements</p>	

	<p>W1.3.2 Identify a clear research focus</p> <p>W1.3.3 Identify a clear research question</p> <p>W1.3.4 Write project proposals (with appropriate language and content)</p> <p>W1.3.5 Write a literature review identifying and analysing relevant issues</p> <p>W1.3.6 Relate literature review to own research</p> <p>W1.3.7 Critically evaluate research/experimental methodology</p> <p>W1.3.8 Describe methodology sufficiently clearly to allow replication</p> <p>W1.3.9 Present results clearly</p> <p>W1.3.10 Critically evaluate data</p> <p>W1.3.11 Identify ways in which data either conform to or deviate from literature</p> <p>W1.3.12 Speculate on reasons for data deviating from literature</p> <p>W1.3.13 Relate discussion to literature review</p>	
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		WRITING
General		
<p>Academic discourse relates to language knowledge and a student’s ability to mobilise appropriate language in response to the demands of a specific academic context.</p>	W2.1.1 Plan written tasks effectively, especially essays	<ul style="list-style-type: none"> • Provide students with 2 short texts as a basis for an essay, and an appropriate essay title <ul style="list-style-type: none"> ○ Analyse essay title stating functions e.g. describe/analyse/argue/compare ○ Read texts intensively, analysing structure, mining for information, looking at embedded points of view (preferably use texts that contrast in levels of formality) ○ Write detailed plan (250-300 words) focusing on integration of content and relationships of ideas within the text in response to the title [W2.1.1] • Provide exercises to first brainstorm ideas and then organise ideas from an essay question, then produce an outline by grouping ideas e.g. using listing or clustering techniques [W2.1.3] • Provide exercises to rank general-specific ideas/main and supporting detail. This can be done by (a) asking students to re-assemble paragraphs or texts that have been cut up or (b) asking students to rank a series of statements in terms of general to specific or (c) providing sentences from a paragraph which have been mixed up and students must find the topic sentence and sequence the supporting detail. [W2.1.1, W2.1.3] • Analyse the Literature Review section of an article extrapolating the language used to incorporate references to sources <ul style="list-style-type: none"> ○ Create a table showing literature referred to; purpose of its inclusion; language which shows the purpose and position of author in relation to the source [W2.1.4] • Review language used for critiquing, use simple short exercises in initial stages e.g. short piece of text – state if this is an argument or not (many students unfamiliar with the concept) [W2.1.4, W2.1.8] • Provide text for students so that they can: <ul style="list-style-type: none"> ○ Identify strengths of argument and what makes them strong/cogent [W2.1.4, W2.1.8] ○ Identify weaknesses of argument and what makes them weak [W2.1.4, W2.1.8] ○ Identify objectivity and subjectivity [W2.1.8] • Provide practice in language, especially re-writing complex statements (e.g. in less than 10 words/word limit if appropriate [W2.1.6, W2.2.1]) • Practice exercises in academic semantic markers e.g. gap fill/reconstruct a full text from a set of isolated statements to produce a coherent, cohered, connected text [W.2.1.7, W2.2.1]
	W2.1.2 Build and depart from model/sample structure (e.g. essay templates)	
	W2.1.3 Organise written texts *	
	W2.1.4 Produce a critical or analytical response *	
	W2.1.5 Understand complexity and express this in writing	
	W2.1.6 Communicate relevant information concisely	
	W.2.1.7 Connect content fluently	
	W2.1.8 Comment on sources	
	W2.1.9 Apply appropriate style and language register	

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		<ul style="list-style-type: none"> • Use text transfer – informal to academic style and exercises to produce academic alternatives to words (e.g. and/but/also) [W2.1.9, W2.2.1] • Use Flax* resource (BAWE corpus) to provide complete texts to analyse structure and compare different rhetorical structures [W2.1.3] * http://flax.nzdl.org/greenstone3/flax • Establish the difference between analytical and critical – dictionary work / informal journal or blog work responding to news items and comparing responses to reveal different critical responses [W2.1.4] • Use Flax/BAWE texts to: <ul style="list-style-type: none"> ○ Deconstruct essay title ○ Make notes from essay that outline the writer’s main points in response (to establish understanding of text) ○ Analyse individual paragraphs to differentiate between general factual information; what might be described as more detailed and analytical; what shows an individual critical response <p>[W2.1.4, W2.1.8]</p>
	<p style="text-align: center;">Language specific</p> <p>W2.2.1 Write clearly without meaning being obscured</p> <p>W2.2.2 Demonstrate language knowledge and control/accuracy (word choice, syntax, punctuation, spelling) *</p> <p>W2.2.3 Understand subtleties / nuances of language</p> <p>W2.2.4 Use appropriate style *</p> <p>W2.2.5 Demonstrate language fluency (automaticity)</p>	<ul style="list-style-type: none"> • Re-drafting/re-writing ambiguous sentences to clarify meaning [W2.2.1, W2.2.3] • Editing/error correction activities (controlled). Provide an academic text with errors and ask students to a) identify these errors and b) correct if possible. Useful to use a standard set of error correction symbols to teach students ‘how’ to improve their identification of own errors and to use when marking students own work. [W2.2.2] • Students are given a list of AWL words (or similar) and research other word forms (H/W). 5 mins at beginning of class, teacher gives word/shows on board and asks for different word form – Ss call out (teacher corrects pron/stress) [W2.2.2, W2.2.5] • Vocabulary exercises to generate multiple ways of describing same word (on scale from informal> formal/ general>academic e.g. analyse/deconstruct/break down [W2.2.3] • 5 minute writing practice (increasing time when repeated). The teacher asks students to write about a general academic topic, increasing in time to 6 minutes etc. following week/day or the topic can be given in advance. The purpose is to increase the fluency of writing. [W2.2.5]
	<p style="text-align: center;">Genre specific</p> <p>W2.3.1 Structure own texts correctly (reports/lab reports/case</p>	<ul style="list-style-type: none"> • Use models (as appropriate), students deconstruct or take sections, cut up, re-arrange to gain familiarity with contents and sequence [W2.3.1]

	<p>studies/essays/project proposals/lit reviews)</p> <p>W2.3.2 Apply genre appropriate style (e.g. scientific)</p> <p>W2.3.3 Reference using appropriate system (APA, numeric, etc.)</p>	<ul style="list-style-type: none"> • Students re-write an account of an experiment, transferring to a template fit for this purpose i.e. lab report [W2.3.1]
<p>Discipline related skills relate to recognising and exploring students' disciplines and how they influence the way knowledge is expanded and communicated.</p>	<p>W3.1 Communicate subject content</p> <p>W3.2 Communicate relevant information concisely</p> <p>W3.3 Apply a style of writing appropriate to discipline/genre product</p> <p>W3.4 Demonstrate awareness of discipline-related activities/tasks e.g. problem-solving</p> <p>W3.5 Use discipline terminology accurately</p>	<ul style="list-style-type: none"> • Use subject-related texts for reading or place students in discipline specific groups (PS tutors cannot check accuracy of subject content but can encourage subject reading). [W3.1] • On discipline-related PS courses, explore products and types of writing e.g. lab reports [W3.1, W3.3, W3.4] <ul style="list-style-type: none"> ○ Input language related to the above e.g. use of passives [W3.1, W3.5] • Create tasks related to technical/business etc.. exposure to vocabulary [W3.4, W3.5]
<p>Practical skills relate to the skills specifically appropriate to postgraduate study.</p>	<p>W4.1 Access available support to complete tasks appropriately</p>	<ul style="list-style-type: none"> • Use Google Scholar to see how relevant literature can be accessed [W4.1] • Conduct library inductions with a possible task e.g. students find a journal/book [W4.1; R4.1.2] • Conduct self-access inductions [W4.1] • Conduct tours of other facilities (e.g. Student Services) [W4.1]

Areas of competency within UK higher education, postgraduate level	SPEAKING	
	Specific Competencies	Exemplification/ideas for development of competencies
Academic context relates to: - the academic practices, values and conventions - the cognitive capacity and metacognitive strategies required to cope with courses in this environment	General approach	<ul style="list-style-type: none"> Group presentations to encourage collaboration, assessed by tutor, evaluated by group. To encourage understanding of the value of group work [S1.1.3], encourage students to reflect (using simple pro forma 'Things that went well/didn't go well/feelings/frustrations?') on success/lack of success when researching, planning & delivering a group presentation [S1.1.2 - S1.1.5; S2.2.] Introduce a western-based cultural concept to be critically reviewed from students own viewpoint [S1.1.1, S1.1.8] Encourage the asking of questions at the end of guest lectures and presentations and provide input on question types – practise in class with recorded lectures (write one question each) and/or live presentations [S1.1.1, S1.1.7, S2.1.2] Introduce/review problem-solving language → set problem solving activities [S1.1.5] Role play in pairs using cards, S1 gives viewpoint, S2 agrees/disagrees. Provide exercises prior to role play to focus on language for agreeing/disagreeing [S1.1.6] Maximise opportunities to interact with speakers (outside the classroom) by including full social programme, trips, visits, social events. [S1.1.7, S1.1.8, S1.2.1]
	S1.1.1 Demonstrate critical thinking	
	S1.1.2 Work independently as well as collaboratively	
	S1.1.3 Understand value of group tasks	
	S1.1.4 Take part in group work using enquiry-based learning approach	
	S1.1.5 Take part in group work analysing and solving problems	
	S1.1.6 Tell other people when they are wrong	
	S1.1.7 Interact with native speakers	
	S1.1.8 Introduce cultural insights	
	Group competencies	<ul style="list-style-type: none"> Analyse video footage of seminar interaction to identify 1) interactional language, 2) content bearing discourse, 3) body language (culturally defined/common to many cultures) <ul style="list-style-type: none"> Build role play on basis of analysis [S1.2.1, S1.2.2, S1.1.8] Prepare a topic for discussion (preferably subject specific, either spontaneous choice or researched) <ul style="list-style-type: none"> Students discuss in pairs or groups and record discussion (teacher to guide students in purpose of discussion – open-ended/problem-solving/debate etc.) Students transcribe their own contributions to build a full transcript (or transcribe
S1.2.1 Take part in group discussion (and socializing) *		
S1.2.2 Contribute to discussion in seminars *		
S1.2.3 Engage fully in discussion rather		

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	<p>than providing superficial contribution *</p> <p>S1.2.4 Debate and communicate/share thoughts or feelings *</p> <p>S1.2.5 Engage in peer review</p>	<p>others' contributions).</p> <ul style="list-style-type: none"> ○ Students review transcript – make corrections – suggest improvements – analyse the nature of the exchanges. ○ Teacher also makes corrections and comments on discussion. <p>[S1.2.1 - S1.2.5; S2.2.6, S2.2.7, S2.2.8]</p> <ul style="list-style-type: none"> ● Build speaking tasks/activities on source materials (spoken or written) to ensure more spontaneous, authentic discussion <ul style="list-style-type: none"> ○ Students given different information or points of view and react and respond accordingly (e.g. individual students are given different information about an academic-related subject, such as the tutorial system and try to establish key information) <p>[S1.2.1 - S1.2.4; S2.2.6, S2.2.7, S2.2.8]</p> <ul style="list-style-type: none"> ● Use reflective tasks (writing) to elicit student responses to group work, both to identify difficulties in engagement and practice the communication of thoughts and feelings [S1.2.1, S1.2.2, S1.2.4, S1.2.5]
	<p style="text-align: center;">Individual competencies</p> <p>S1.3.1 Demonstrate high level presentation skills</p> <p>S1.3.2 Select appropriate detail and limit content of presentations</p> <p>S1.3.3 Expand on what is written on slides</p> <p>S1.3.4 Present without over-reliance on PowerPoint</p>	<ul style="list-style-type: none"> ● Provide input session on how to deliver effective oral presentations, covering:- <ul style="list-style-type: none"> ○ Research and preparation (information gathering, understanding of material, selection of material for audience and time available, organisation of material, creation of visual aids) ○ Presentation techniques (contextualising and introduction, sequencing of main body of talk, signposting for audience, use of and reference to visuals, providing a conclusion, interactive communication (handling questions), non-verbal communication, use of presentation equipment ○ Oral delivery and language skills (audibility, clarity, pronunciation and intonation, fluency, accuracy of expression, appropriacy of lexis used, ability to rephrase and clarify) <p>[S1.3.1, S1.3.2, S1.3.3, S1.3.4]</p> <ul style="list-style-type: none"> ● Automated presentation <ul style="list-style-type: none"> ○ Students prepare a number of slides (5/10/20) with appropriate, preferably subject specific content ○ Set PowerPoint to move the slides on automatically; ○ Students keep talking as slides move on without either running out of things to say or talking too much about any one slide <p>[S1.3.2, S1.3.3, S2.3.2, S4.1.3]</p>

		<ul style="list-style-type: none"> • Practise 1-3 minute stand up talks to promote greater confidence, fluency with no aids [S1.3.4]
	Supplementary competencies	
	S1.4.1 Apply critical thinking skills in supervision context	
	S1.4.2 Interact effectively with supervisor [acknowledging problems] *	<ul style="list-style-type: none"> • Identify the appropriate mode of address when speaking or writing to lecturers – discuss e-mail conventions / spoken conventions e.g. use of ‘teacher’, ‘sir’, titles, etc. [S1.4.2]
	S1.4.3 Develop and maintain an independent stance while engaging effectively with supervisor	<ul style="list-style-type: none"> • Role play in pairs using cards, S1 asks for advice, S2 provides some advice. Provide exercises prior to role play to focus on language for giving advice [S1.4.6, S1.4.7]
	S1.4.5 Engage in ‘Socratic’ dialogue with supervisors	<ul style="list-style-type: none"> • Set up staged seminar with prepared roles (person who challenges, person who agrees, person who disagrees, person who seeks clarification....). The seminar input/stimulus can be an academic reading text and students are given time to write their questions/statements after reading and prior to seminar. Students then conduct the seminar taking on the roles given with the teacher chairing (or another student as confidence increases) [S2.1.1, S2.1.2, S1.4.8, S2.1.3]
	S1.4.6 Ask for advice and feedback	
	S1.4.7 Respond to advice and feedback	
S1.4.8 Challenge a lecturer		

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		SPEAKING
<p>Academic discourse relates to language knowledge and a student’s ability to mobilise appropriate language in response to the demands of a specific academic context.</p>	<p>General / Language specific</p>	<ul style="list-style-type: none"> • Encourage the asking of questions at the end of guest lectures and presentations and provide input on question types – practise in class with recorded/live lectures or extracts of lectures, students pause at end to write one question each seeking clarification/more detail [S2.1.1, S2.1.2] See also Academic Context above [S1.1.1, S1.1.7, S2.1.2]
	<p>S2.1.1 Ask for clarification</p> <p>S2.1.2 Ask questions / respond to questions [seminar /lecture situations] *</p> <p>S2.1.3 Show disagreement</p> <p>S2.1.4 Tell other people when they are wrong</p> <p>S2.1.5 Communicate effectively: e.g. asking for things; giving orders; selling a product</p>	
	<p>Group competencies</p>	<ul style="list-style-type: none"> • Group project - PREPARATION <ul style="list-style-type: none"> ○ Put students into groups and choose topic to research and write about (or allocate a topic) – teacher sets word limit and perhaps give further guidance depending on level of group ○ Students discuss work to be done; how to divide up; possible issues ○ Groups write up discussion and post on a wiki/blog ○ Teacher comments on reports and makes suggestions/gives more direction • Group project - PRODUCTION <ul style="list-style-type: none"> ○ Write up project ○ Report on progress each week on the wiki/blog; ask questions on a more regular basis (teacher monitors) ○ Final presentation – presentation itself can be divided up into sections, but students should be prepared to talk about any section, not just one part that they have particularly prepared • POST ACTIVITY <ul style="list-style-type: none"> ○ Students write reflective text on what they have learnt about group work [S2.2.2, S2.2.3, S2.2.4, S2.2.5, S2.2.9]
	<p>S2.2.1 Co-operate and take part in group work in a lab environment</p>	
	<p>S2.2.2 Take part in group work analysing and solving problems</p>	
	<p>S2.2.3 Co-operate and complete group tasks [on time]</p>	
	<p>S2.2.4 Involve other participants in group work</p>	
	<p>S2.2.5 Report on group tasks</p>	
	<p>S2.2.6 Contribute to discussion in seminars</p>	

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	<p>S2.2.7 Engage fully in discussion rather than providing superficial contribution</p> <p>S2.2.8 Take part in group discussion</p> <p>S2.2.9 Challenge other members of the group</p>	<ul style="list-style-type: none"> • Spend 10-15 minutes after group presentation a) collating group experience b) reporting back – provide group reflection pro forma [S2.2.5] See also S1 above • Provide practice in question types/statements that challenge, ensuring appropriacy (could be simple multiple choice with distractors) [S2.2.9]
	<p style="text-align: center;">Individual competencies</p> <p>S2.3.1 Demonstrate high level presentation skills</p> <p>S2.3.2 Select appropriate detail and limit content of presentations</p> <p>S2.3.3 Interact effectively with supervisor [acknowledging problems]</p> <p>S2.3.4 Develop and maintain an independent stance while engaging effectively with supervisor</p> <p>S2.3.5 Engage in ‘Socratic’ dialogue with supervisors</p> <p>S2.3.6 Ask for advice and feedback</p> <p>S2.3.7 Respond to advice and feedback</p> <p>S2.3.8 Challenge a lecturer</p>	<ul style="list-style-type: none"> • Practise group and individual oral presentations and assess formally using an assessment template that evidences the importance of all the different areas that make an effective presentation (research and preparation, presentation techniques, oral delivery and language skills...) [S2.3.1] See also S1 above
<p>Discipline related skills relate to recognising and</p>	<p>S3.1. Communicate effectively: e.g. asking for things; giving orders; selling a product</p> <p>S3.2 Co-operate and take part in group</p>	

<p>exploring students' disciplines and how they influence the way knowledge is expanded and communicated.</p>	<p>work in a lab environment S3.3 Challenge a lecturer</p>	
<p>Practical skills relate to the skills specifically appropriate to postgraduate study.</p>	<p>S4.1 Demonstrate high level presentation skills S4.2 Select appropriate detail and limit content of presentations S4.3 Present without over-reliance on Power Point</p>	

Areas of competency within UK higher education, postgraduate level	READING	
	Specific Competencies	Exemplification/ideas for development of competencies
Academic context relates to: - the academic practices, values and conventions - the cognitive capacity and metacognitive strategies required to cope with courses in this environment	Approaching academic tasks	<ul style="list-style-type: none"> • Provide sample reading lists from departments and identify which items are books and which are articles in order to estimate amount of reading potentially required [R1.1.1, R1.1.4] • Introduce the concept of peer-reviewed journals; students search reading lists (if possible) and university library website to identify major journals in relevant disciplines [R1.1.2; R4.1.2] • Students search for items on reading lists and identify where they are located (i.e. generally available through university library sites and not necessarily available publicly) [R1.1.2, R1.1.4; R4.1.2] • Provide 3 texts (or more) on same/similar topic but with different audiences (e.g. a news item from a web source such as BBC news, based on an article in a popular magazine such as <i>Nature</i>, based on a paper in an academic journal) <ul style="list-style-type: none"> ○ Students analyse the language and identify academic language and features [R1.1.2] • Use Google scholar to distinguish between appropriate sources and inappropriate sources <ul style="list-style-type: none"> ○ Print off page with a Google Scholar search ○ Students identify which texts they think would be suitable to use as sources ○ Show page on screen with same internet search (page set to show links with your institution’s library) ○ Students research the ‘cited by’ link and other links and identify purpose ○ Students write an account of what they have found out ○ Students carry out their own searches both using Google Scholar and university library database ○ Review the experience of searching these sources [R1.1.2, R1.1.5] • Students have a reading purpose by being given an essay/presentation/seminar title and texts with contain varying degrees of relevance. The task is to rank the texts in order of relevance with justification [R1.1.4]
	R1.1.1 Demonstrate familiarity with UK academic expectations of length and variety of reading lists	
	R1.1.2 Understand relevance and status of different text types in disciplines e.g. books, journal articles, etc.	
	R1.1.3 Recognise relevance of available materials	
	R1.1.4 Select appropriate materials from (extended) reading lists provided	
	R1.1.5 Read widely and select <i>varied</i> texts (primary sources, secondary sources, journal articles) *	
	R1.1.6 Recognise need for different approaches, e.g. applicability of text to current research interests; strengths and weaknesses of argument within a text	
	R1.1.7 Apply different approaches to a text as appropriate (e.g. critical/analytical)	
R1.1.8 Understand the nature of		

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	<p>academic ‘authority’</p> <p>R1.1.9 Apply different approaches (critical/sceptical/analytical) across texts</p> <p>R1.1.10 Recognise converging and/or contradicting opinions in reading and different approaches to issues / problems</p> <p>R1.1.11 Apply reasoning and intuition</p> <p>R1.1.12 Access non-literal interpretation of texts (inferring meaning)</p>	<ul style="list-style-type: none"> • Analyse reading texts to identify language of bias, language to present statistics, logical development of argument, conclusions etc. [R1.1.9] • If students are in subject groups, find one or two samples of literature reviews in published articles. Students carry out the following tasks: <ul style="list-style-type: none"> ○ Identify the sources referred to in the LR ○ Note how the sources are organised where more than one source is given (i.e. chronologically, alphabetically, other) ○ Differentiate between sources given in parentheses and those in the body of the sentences (colour highlighting?) ○ Identify the language used to introduce/refer to the sources and compile a list of the verbs and phrases (make sure that the ss are including enough of the language) ○ Compile a table of the language used indicating the purpose or view of the author(s) in including those sources <p>[R1.1.6, R1.1.8, R1.1.10]</p> <ul style="list-style-type: none"> • Select a couple of texts on a similar topic, but which approach the topic from different angles <ul style="list-style-type: none"> ○ Students create graphic organisers (GO) for each text which require students to recognise the text structure and the relationships between ideas ○ After students complete GOs, they compare the ideas and the structures used to present those ideas <p>[R1.1.10]</p>
	<p style="text-align: center;">Completing academic tasks</p> <p>R1.2.1 Scan texts (books in particular) in order to make decisions on selection of materials and exploitation of contents *</p> <p>R1.2.2 Read in depth comparing texts with other sources, own observations, relating theory to practice</p> <p>R1.2.3 Analyse source materials and ideas effectively</p> <p>R1.2.4 Evaluate source materials and ideas</p>	<ul style="list-style-type: none"> • Selective versus global summarising practice <ul style="list-style-type: none"> ○ Supply reading purpose such as an assignment title e.g. <i>Significant problems with food preservation methods</i> ○ Provide text or texts with varying degrees of ‘relevant’ information ○ Students create mind-map or linear notes and write an appropriate selective summary ○ Compare with model for critical reading practice <p>[R1.2.1, R1.2.6]</p> <ul style="list-style-type: none"> • Provide a number of texts of varying lengths, accessibility and relevance plus reading purpose e.g. an assignment, research topic or problem-solving task <ul style="list-style-type: none"> ○ Students analyse texts and order them in terms of relevance ○ Write a brief summary justifying their choice (this could simply be tick box or continuum ranking task) <p>[R1.2.1, R1.2.4, R1.2.5, R1.2.10]</p>

	<p>R1.2.5 Abstract main issues from reading</p> <p>R1.2.6 Collect appropriate <i>evidence</i> from appropriate academic sources</p> <p>R1.2.7 Make notes effectively *</p> <p>R1.2.8 Organise notes</p> <p>R1.2.9 Synthesise information</p> <p>R1.2.10 Use motivation and content knowledge to complete required reading</p> <p>R1.2.11 Show evidence of application of analytical and evaluative skills (e.g. through selection of texts)</p> <p>R1.2.12 Analyse and discuss written texts as group activity</p>	<ul style="list-style-type: none"> • Provide students with sets of abstracts, introductions and conclusions, mixed up (and no titles) <ul style="list-style-type: none"> ○ Students scan the different paragraphs and match up the relevant parts of the individual articles ○ Once correctly matched, students suggest possible titles for the articles [R1.2.5] • Provide short texts on a common topic but with varied content <ul style="list-style-type: none"> ○ Students in groups work on one text. Group leader makes notes. Photocopy notes ○ Students reform into separate groups in order to exchange information (using only the notes) in order to carry out a group task requiring information from each of the texts ○ Each phase completed within a time limit and overall time limit [R1.2.6, R1.2.7, R1.2.8] • Provide assignment task (reading purpose) and jumbled notes; re-organise notes into appropriate main and supporting order intra-paragraph and inter-paragraph format [R1.2.8]
<p>Academic discourse relates to language knowledge and a student's ability to mobilise appropriate language in response to the demands of a specific academic context.</p>	<p>General</p>	<ul style="list-style-type: none"> • Find or create short texts (500-750) in students' disciplinary areas <ul style="list-style-type: none"> ○ Make a set of 8 -10 comprehension questions ○ Students practice timed reading to develop fluency and automaticity. ○ Students measure reading speed in words per minute and keep a chart to show progress [R2.1.2, R2.2.4]
	<p>R2.1.1 Scan texts and identify key points/sections</p>	
	<p>R2.1.2 Go beyond superficial understanding of texts and demonstrate deep comprehension</p>	
	<p>R2.1.3 Synthesise information</p>	<p>Language specific</p>
<p>R2.2.1 Demonstrate sufficient language knowledge and control (wide, active</p>		

	<p>vocabulary; syntactical knowledge)</p> <p>R2.2.2 Understand subtleties / nuances of language</p> <p>R2.2.3 Access non-literal interpretation of texts (metaphor, collocation, formulaic language)</p> <p>R2.2.4 Read sufficiently quickly for course demands</p>	<ul style="list-style-type: none"> ○ Work together to find the meanings ○ Demonstrate understanding by providing an English definition, an example, an association, a synonym or antonym, a demonstration, an explanation of the origin of the word or phrase, or a description of a situation where the word would be used. ○ Students consider which words in the long list are worth spending time on studying and which are not <p>[R2.2.1]</p>
<p>Discipline related skills relate to recognising and exploring students' disciplines and how they influence the way knowledge is expanded and communicated.</p>	<p>R3.1 Decode and respond appropriately to task requirements *</p>	

READING		
<p>Practical skills relate to the skills specifically appropriate to postgraduate study.</p>	R4.1 Select appropriate materials/relevant sources from (extended)reading lists provided *	<ul style="list-style-type: none"> • Take a selection of abstracts from articles where key words are already identified. Students scan the abstracts, write down a (limited) number of key words and then compare with the original [R4.5]
	R4.2 Locate source materials	
	R4.3 Read sufficiently quickly for course demands	
	R4.4 Cope with huge reading load *	
	R4.5 Use keywords in web-based research	
	R4.6 Possess effective IT skills	

Areas of competency within UK higher education, postgraduate level	LISTENING	
	Specific Competencies	Exemplification/ideas for development of competencies
Academic context relates to: - the academic practices, values and conventions - the cognitive capacity and metacognitive strategies required to cope with courses in this environment	General	<ul style="list-style-type: none"> • Produce Cornell notes for lecture/talk [L1.1] • Annotate PowerPoint slides for a critical response [L1.1] • Compare listening to a lecture with pre/post reading to see which strategy works best [L1.2] • Provide a selection of lecture extracts; students identify: <ul style="list-style-type: none"> ○ lecturer’s purpose e.g. information giving/applying concepts/challenging students ○ lecture style e.g. monologue/interactive [L1.3, L2.1.2] • Exemplify why/how lecturers might introduce recent events into their lectures (using lecture extracts) [L1.4] • Students identify relevant sources for current events reporting in their own disciplines or more generally, if appropriate [L1.4]
	L1.1 Adopt critical stance to information provided in lectures *	
	L1.2 Use lecture extension materials to support understanding	
	L1.3 <i>Cope with different lecturing styles</i>	
	L1.4 Recognise allusions to recent events (UK/Euro-centric)	
Academic discourse relates to language knowledge and a student’s ability to mobilise appropriate language in response to the demands of a specific academic context.	General	<ul style="list-style-type: none"> • Provide a series of real academic lectures on Pre-sessional courses [L2.1.1] • Record group problem solving activity; transcribe extracts; analyse successful and unsuccessful communication [L2.1.3] • Provide staged tasks to raise awareness of different aspects of cognitive load, e.g. listening with and without note-taking; responding critically to monitor their own comprehension [L2.1.5, L2.2.6]
	L2.1.1 Understand rapid, colloquial ‘lecture’ speech *	
	L2.1.2 <i>Cope with different lecturing styles</i>	
	L2.1.3 Understand unfamiliar/non-native accents	
	L2.1.4 Understand lengthy preambles	
	L2.1.5 Understand sufficient content to allow for engagement with topic (speed of comprehension and assimilation of information)	

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	L2.1.6 Understand sufficient content to detect lapses in understanding	<ul style="list-style-type: none"> • Provide a series of tasks which require listening with different purposes and ss decide if note-taking is appropriate [L2.1.8, L2.1.9] • Provide a series of listening extracts where students are required to take notes or not take notes and reflect on how this affects comprehension [L2.1.9]
	L2.1.7 Use headings on PowerPoint to understand lecture organisation and meaning	
	L2.1.8 Cope with information presented orally and visually	
	L2.1.9 Cope with con-current note-taking and listening	
	L2.1.10 Assimilate information and take full and effective notes	<ul style="list-style-type: none"> • Listen to a lecture with a transcript; students underline words and phrases that are emphasised and match changes of emphasis to main ideas and details [L2.1.11] • Student groups reconstruct main points of a lecture and check against the transcript, noting key terms [L2.1.11]
	L2.1.11 Identify 'big' ideas; dismiss less relevant detail	
	L2.1.12 Take notes sufficiently quickly to record appropriate detail	
	L2.1.13 Take notes without being impeded by poor spelling	
	L2.1.14 Respond to questions directed at them	
	Language specific	
L2.2.1 Understand (rapid) colloquial speech		
L2.2.2 Interpret vernacular expressions correctly		

	L2.2.3 Interpret idioms correctly	
<p>Discipline related skills relate to recognising and exploring students' disciplines and how they influence the way knowledge is expanded and communicated.</p>	<p>L3.1 Understand sufficient content to allow for engagement with topic (speed of comprehension and assimilation of information)</p> <p>L3.2 Understand sufficient content to detect lapses in understanding</p> <p>L3.3 Follow mathematical problems</p> <p>L3.4 Recognise allusions to recent events (UK/Euro-centric)</p>	
<p>Practical skills relate to the skills specifically appropriate to postgraduate study.</p>	<p>L4.1 Assimilate information and take full and effective notes</p> <p>L4.2 Take notes sufficiently quickly to record appropriate detail</p> <p>L4.3 Use lecture extension materials to support understanding</p>	