

NCUK TASTER AND ACADEMIC SKILLS SUMMER SCHOOL PROGRAMME

NCUK
THE UNIVERSITY CONSORTIUM



BRITISH STUDY CENTRES
Pathways

MONDAY 1ST JULY

Main objectives: have a thorough understanding of the educational system in the UK, learn the components of an academic presentation, make a presentation engaging				
Academic Skills	Speaking	Listening	Reading	Writing
<p>I can understand the UK educational system including:</p> <ul style="list-style-type: none"> the Socrates system types of classes I can expect at university such as: lectures, tutorials, and seminars the NCUK IFY programme; the subjects available and the opportunities for progression <p>I understand how I can access the best of British university education.</p> <p>I can identify some components that make a presentation engaging and I can try to replicate these in my own presentations.</p> <p>I can grasp the essential components in an academic presentation including:</p> <ul style="list-style-type: none"> Introduction Research Question(s) Methodology Background Discussion of results Analysis Conclusion 	<p>I can hold a conversation about the UK educational system using the knowledge I have gained today.</p> <p>I can give a short presentation, on a familiar topic that attempts to be engaging.</p> <p>I can deliver a presentation on a familiar topic using a couple of the components expected in an academic presentation (at this stage, most likely a short introduction, discussion and conclusion).</p>	<p>I can understand some of the main ideas in a presentation on the educational system in the UK and the NCUK IFY programme so long as the speaker modifies their language and explains the key terminology.</p> <p>I can identify when a speaker introduces their topic, talks about their research question, methodology, background, discusses their results and analysis, and concludes their presentation.</p>	<p>I can read for gist and select the main details in a short text about the UK educational system, although some of the more specific vocabulary may prove challenging at this stage in the course.</p> <p>I can understand the overall meaning and some specific details in a text about the NCUK International Foundation Year.</p>	<p>I can plan and write a presentation that attempts to be engaging by using some of the techniques I have learned in class.</p> <p>I can plan and write a short presentation that uses some aspects of the academic structure (most notably: an introduction, discussion and conclusion).</p>

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TUESDAY 2ND JULY

University Visits	
AM	PM
University of Bradford	University of Salford
Experiment in the labs at the University of Bradford and explore the triple accredited Business School, followed by a city tour	See the TV studios and Media City at the University of Salford

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BRITISH STUDY CENTRES
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WEDNESDAY 3RD JULY

Main objectives: have a thorough understanding of the university lifestyle in the UK, develop critical listening and note-taking skills				
Academic Skills	Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> ▪ I can show an increased awareness of the university lifestyle and culture in the UK. ▪ I can display general knowledge of what living and studying in the UK entails. ▪ I can appreciate the importance of pre-lecture tasks in order to improve my chances of understanding the lecture and the topics being discussed. ▪ I can listen critically and question what I am being told during a short lecture or speech. ▪ I can determine the traits of effective note-taking. ▪ I can take basic notes while listening to a lecture and use these notes to inform my arguments in an academic debate. 	<ul style="list-style-type: none"> ▪ I can hold a conversation about the UK educational system using the knowledge I have gained today. ▪ I can give a short presentation, on a familiar topic that attempts to be engaging. ▪ I can deliver a presentation on a familiar topic using a couple of the components expected in an academic presentation (at this stage, most likely a short introduction, discussion and conclusion). 	<ul style="list-style-type: none"> ▪ I can follow the main ideas in a presentation on the university lifestyle and culture in the UK. ▪ I can listen critically when someone is speaking; identifying potential bias, and distinguishing fact from opinion. ▪ With some effort, I can catch the general meaning and some specific details in a lecture style presentation when the speaker does not modify their language. ▪ I can select information that I heard in the lecture to inform my stance in a debate. 	<ul style="list-style-type: none"> ▪ I can comprehend general meaning and some more specific details in short texts on university lifestyle and culture in the UK. ▪ I can prepare for a lecture by reading about the subject that will be discussed. ▪ I can read the lecture slides while listening to a speaker, in order to complete my notes. ▪ I can read other students' lecture notes and determine if they have missed any key details. 	<ul style="list-style-type: none"> • I can take basic notes during a presentation or lecture-style talk. • I can use some symbols, diagrams, and abbreviations in order to make my note-taking more effective. • I can use highlighting to show importance within my notes.

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THURSDAY 4TH JULY

University Visits	
AM	PM
University of Leeds	Leeds Beckett University
A "Leeds Day" spending some time at the University of Leeds in the morning and Leeds Beckett University in the afternoon	

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FRIDAY 5TH JULY

University Visits

University of Manchester

Meet the team at the University of Manchester and see the campus, led by an international student ambassador

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BRITISH STUDY CENTRES
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SATURDAY 6TH JULY

University Visits	
AM	PM
Manchester Metropolitan University	University of Birmingham
Explore the Manchester Metropolitan Campus with some activities at the Engineering and Design building	Visit the University of Birmingham and meet student ambassadors, exploring a range of different faculties at the university

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SUNDAY 7TH JULY

City Visit

Day Trip to Manchester

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MONDAY 8TH JULY

Main objectives: have a thorough understanding of the university lifestyle in the UK, develop critical listening and note-taking skills				
Academic Skills	Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> I can distinguish the basic differences between a range of UK universities. I can think critically about potential career choices and I can select degrees which may benefit my chosen career path. I can take part in the initial stages of a group research project. I can set goals with my group and work together to assign each group member a role in our research project. I can identify a PowerPoint or Prezzi presentation that is academic in style and I know what is expected of me in terms of visual aids in an academic presentation. 	<ul style="list-style-type: none"> I can evaluate the advantages of some universities over others when considering my chosen career path. I can support my opinions in a discussion by providing relevant explanations, arguments and comments. I can verbally summarize the information I have found out about universities and degree programmes, and share it with my group. I can work with my group to discuss our research goals and our plan to achieve them by the end of the course. 	<ul style="list-style-type: none"> I can identify general and specific details when discussing the range of universities in the UK. I can follow a talk on career choices and be able to select the information that is most relevant to me. I can easily follow a discussion on assigning group roles and setting research goals for the group project. 	<ul style="list-style-type: none"> I can skim a university prospectus in order to find out more about the university and their degree programmes. I can scan a university prospectus to find information relating to entry requirements. I can compare and contrast the information I have read about different universities. 	<ul style="list-style-type: none"> I can make notes on universities and degree programmes that interest me. I can begin creating a PowerPoint or Prezzi presentation that is engaging, and utilises an academic style.

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TUESDAY 9TH JULY

University Visits	
AM	PM
Sheffield Hallam University	University of Sheffield
Spend the morning in the faculty of Health Sciences at the Sheffield Hallam University. Afterwards, explore the city of Sheffield before spending the afternoon at the University of Sheffield with the chance to speak to some of the university's own international students	

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BRITISH STUDY CENTRES
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WEDNESDAY 10TH JULY

Main objectives: understand the UCAS (Universities and Colleges Admissions Service) and the Clearing Process. Produce a personal statement for UCAS				
Academic Skills	Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> I can display a basic understanding of the UCAS system including the options that would become available to me if I were to complete the NCUK IFY programme. I can also comprehend clearing. I can understand the NCUK guaranteed offer system and how this could benefit me. I can read the course descriptions and recognise the qualities, skills and experience they require me to have. I can identify my ambitions and qualities that can be included in my personal statement I can produce a draft of a personal statement in order to apply for university. 	<ul style="list-style-type: none"> I can share with my classmates my preferred university courses, the reasons behind my choices and my skills and qualities that would suit this course. I can summarize, with some accuracy, the process of applying for university in the UK. I can orally evaluate a Personal Statement identifying strong and weak points, and I can defend my reasons. 	<ul style="list-style-type: none"> I can select what should be included in a Personal Statement and how to approach the writing process by watching a short video on the UCAS website. I can follow a discussion on course preferences with my classmates. 	<ul style="list-style-type: none"> I can read, and subsequently evaluate, examples of personal statements. I can recognise the language used in course descriptions in prospectuses or on university websites. From a text, I can identify the qualities, skills and experience that courses require, and I can use this information to tailor my personal statement towards a course I may be interested in. 	<ul style="list-style-type: none"> I can logically structure a Personal Statement using some sign-posting and linking words. With support, I can write a first draft of a Personal Statement that includes: <ul style="list-style-type: none"> my ambitions and reasons for choosing a course my relevant skills, experience and/or achievements that are relevant to this course my experience on the NCUK summer programme, what I have learned so far and how this supports my application my extracurricular activities that demonstrate what kind of person I am

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THURSDAY 11TH JULY

University Visits	
AM	PM
Liverpool John Moores University	
Tour the Engineering department with a taster session of a Computer Science seminar at Liverpool John Moores University. Then explore the Art and Design facilities before exploring the city – visiting the famous Albert Docks and Waterfront	

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FRIDAY 12TH JULY

Main objectives: understand what academic misconduct is, its repercussions and how to avoid it. Develop a knowledge of referencing and paraphrasing. Put this into practise in the presentation tomorrow (adding verbal references, a reference list, and correctly attributing any quotes)

Academic Skills	Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> ▪ I can define and clearly describe academic misconduct. ▪ I can grasp the potential repercussions of committing academic misconduct. ▪ I can avoid deliberately or accidentally committing academic misconduct. ▪ I can use some basic academic referencing and I can identify when it is necessary to use citations. ▪ I can paraphrase straightforward sentences without changing the meaning and I can recognise 'patch plagiarism'. 	<ul style="list-style-type: none"> ▪ I can take part in discussions about whether something is academic misconduct, and I can support my opinion by giving examples from the text ▪ I can use verbal referencing when talking about the views of others. ▪ I can use some referencing verbs such as 'states', 'claims' and 'argues'. 	<ul style="list-style-type: none"> ▪ I can follow discussions on academic misconduct and respond appropriately to what I have heard. ▪ I can identify verbal referencing in presentations and know the sign-posting language that I can expect to hear. 	<ul style="list-style-type: none"> ▪ I can identify plagiarism in written texts. ▪ I can decide when a reference is needed in a text. ▪ I can distinguish between quotations and paraphrasing. ▪ I can evaluate the strength of paraphrased text by comparing the original to the paraphrased version. 	<ul style="list-style-type: none"> ▪ I can follow basic referencing conventions. ▪ I can add references, where necessary, to a text. ▪ I can paraphrase some basic text and I can avoid patch plagiarism. ▪ I can add a reference list to my presentation slides.

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SATURDAY 13TH JULY

Main objectives: expand ideas on careers and raise awareness of potential industries of the future. Give the final presentation and present the blogs/vlogs from the week				
Academic Skills	Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> I have expanded my knowledge of potential careers and raised my awareness of industries of the future. I can recognise potential industries that may appeal to me for a future career. I can demonstrate my learning by taking part in a group presentation to discuss our findings from the course and our university visits. I can reflect on my learning from the course and discuss what my plans for the future may be in light of what I have learned. 	<ul style="list-style-type: none"> I can take an active role in a discussion about industries of the future and which of these may appeal to me. I can successfully deliver a presentation, as part of a group, about my findings from the course. I can ask other groups questions based on their presentations. I can reflect on what I have learned on the course and discuss my potential plans for the future with my classmates. 	<ul style="list-style-type: none"> I can follow a presentation about industries that I may not be familiar with, and can think critically about the information I am presented with. I can understand, with relative ease, presentations from other groups on their research results, and I can select my questions based on what I have heard. 	<ul style="list-style-type: none"> I can read a short text on industries of the future and decide, based on what I have heard and read, which industries may appeal to me. I can gain information from slides in presentations and blog posts and/or posters from the other groups on what they have learned from the course. 	<ul style="list-style-type: none"> I can make notes on future industries that interest me. With some assistance, I can correct any grammar or vocabulary errors in my PowerPoint or Prezzi presentation before delivering it.