

Pre-Master's Programme Level 5



Programme Details

Who is this programme designed for?

The Level 5 Pre-Master’s Programme is designed to prepare international students for postgraduate study in the UK. The programme will allow students to improve their English while learning the study skills and research methods that they will need during their Master’s degree studies.

How long will I study for?

The duration of the Level 5 programme is two semesters. Each semester consists of a minimum of 13 teaching weeks.

Students will undertake 21 hours of classroom-based study per week. Students will be expected to timetable self-study hours in addition to the classroom-based hours.

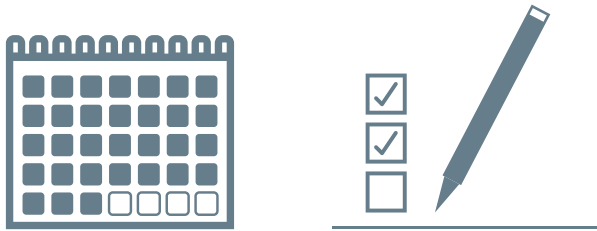
Please note: Learning hours are estimated and may be adjusted throughout the course.

As part of these hours, all students will study Academic English Language Development up to 6 hours per week.

How will I be assessed?

Each module will have an assessment schedule, which will be completed by the end of the appropriate semester. Assessments will be designed to demonstrate learning across the individual modules of the programme and to allow you to experience a wide range of the assessment methods used in UK postgraduate programmes.

Assessments will include coursework, essays, reports and other structured assignments and oral examinations.



Modules

Modules by ONCAMPUS centre are shown in the table below.

All Modules are taught at Level 5 and may be subject to change.

	ONCAMPUS READING	ONCAMPUS HULL	ONCAMPUS SUNDERLAND	ONCAMPUS PARIS
Personal Tutorial	✓	✓	✓	✓
Research Project	✓	✓	✓	✓
Academic English Language Development	✓	✓	✓	✓
Research and Digital Literacy Skills	✓	✓	✓	✓
Personal Development for Employability	✓	✓	✓	✓
Working in Teams	✓	✓	✓	✓
Quantitative and Qualitative Research Methods	✓	✓	✓	✓



Research Project

The aim of this module is to provide an opportunity for students to acquire and develop core academic and research skills in readiness for progression to a relevant Master's degree.

The module enables students to become familiar with different strategies for undertaking research and completing a professional research project within their chosen academic field.

The content in this module is planned in order to take the student step by step through their research journey with evidence of work produced along the way and interim submissions to ensure that students get constructive feeding forward guidance in order to maximise performance.



Key Topics

01

Introduction to module

1. Understand the purpose of a research project / dissertation
2. Explain the role of a researcher
3. Explore the research journey

02

Clarifying the research question and/or hypothesis

1. Identify the suitability of chosen research question(s) and modify/simplify as necessary

03

Planning and structure of the research project

1. Understand the structure of a research project
2. Produce a Gantt chart/ timeline to complete all elements

04

Writing a research module

1. Understand the requirements for producing a research proposal

05

Planning a literature review

1. Understand the requirements for reviewing literature
2. Identify key sources and relevance to project

06

Planning primary and secondary research

1. Introduction to primary and secondary research methods

07

Writing a research Proposal

1. Produce research proposals for submission

08

Ethics and integrity in research

1. Recognise legal boundaries, codes of practice and protocol
2. Recognise the difference between using sources honestly and plagiarism

09

Writing a literature review

1. Recognise the key features within a literature review

10

Types of research

1. Understand research methodology and decide on an approach

11

Gathering data

1. Explore different methods for gathering data

12

Gathering data

1. Explore different methods for gathering data

13

Data analysis

1. Presenting and interpreting data findings

14

Research methodology

- 1. Structuring the methodology section

15

Drawing conclusions

- 1. Synthesising findings



Academic English Language Development

The aim of the module is to develop English grammar, vocabulary and study-focused skills in listening, reading, writing and speaking.

The module addresses the students diverse academic and linguistic needs in a language learning context by developing strategies and techniques that enable active participation in an academic environment.

The module's primary focus is language, and how this supports acquisition and development of study skills.



Key topics

01

Introduction to the module and genre awareness

1. Identify and record key information relating to the course
2. Identify genre, audience, purpose and perspective in texts

03

Participating in a seminar

1. Prepare for a discussion individually and collaboratively
2. Active listening: check, clarify, and confirm

06

Writing discursive essays

1. Present an argument and incorporate citations.
2. Plan and write a body paragraph of a discursive essay

09

Reading Journal articles (cont-)

1. Identify arguments and supporting evidence from sources.
2. Recognise different types of citations and comments.
3. Understand focus in citations

02

Academic writing and application of genre knowledge

1. Personalise the writing process: plan, prepare and work with ideas
2. Analyse, plan and write a coherent essay introduction

04

Reading argumentative texts

1. Understand an argument and recognise a writer's stance
2. Identify arguments and supporting evidence

07

Reading Journal articles

1. Identify the features and structure of abstracts
2. Navigate journal articles and use abstracts for research

10

Understanding case studies

1. Understand case studies
2. Use generic language to express relationships
3. Establish reading purpose
4. Employ appropriate reading techniques

05

Using citations in writing

1. Understand the use of citations and avoid plagiarism
2. Varying reporting structures and citing accurately from sources

08

Writing an essay conclusion

1. Ensure coherence and cohesion throughout an essay
2. Analyse, write and evaluate a conclusion

11

Academic reading skills

- 1. Select key points related to the assessment topic
- 2. Make notes on reading
- 3. Summarise and paraphrase reading text for supporting arguments

12

Structure of texts

- 1. Analyse a text for a summary: structure, topic, main points
- 2. Prepare, write and evaluate summaries
- 3. Incorporate summaries into a literature review

13

Lectures and seminars

- 1. Understand and summarise the main point of a lecture.
- 2. Combine and compare information from two lectures
- 3. Read and prepare a logical argument for a seminar.
- 4. Conduct a seminar discussion and summarise main points

14

Data and sources

- 1. Evaluate data sources and ask critical questions about data
- 2. Describe data

15

Text evaluation

- 1. Recognise stance and subtle evaluation in an expository text.
- 2. Compare perspective and stance across text

16

Interpreting data

- 1. Interpret data in visual form and write a commentary

17

Complex phrases

- 1. Decode and construct complex noun phrases

18

Presenting data

- 1. Understand visual data in the presentation
- 2. Distinguish between evidence and evaluation
- 3. Critically evaluate a presentation
- 4. Plan, research and rehearse a short presentation of visual data
- 5. Evaluate performance: format, description, interpretation and stance

19

Citations and plagiarism

- 1. Understand the use of citations and avoiding plagiarism
- 2. Vary reporting structures and cite accurately from sources
- 3. Identify, use and record references in writing
- 4. Identify cause, effect, and association connections in a complex text

20

Connections in text

- 1. Recognising confident and tentative connections in reading texts.
- 2. Exploring evaluation across texts
- 3. Express cause and effect relationships coherently
- 4. Research, plan and write a cause and effect essay

21

Arguments

- 1. Show familiarity with both sides of an argument.
- 2. Present own conclusions in an academic manner

22

Reflection

- 1. Demonstrate understanding of reflective practice and models of reflection

23

Discussion skills

- 1. Identify characteristics of successful participation in seminars and discussions.
- 2. Consider problematic issues from different perspectives.
- 3. Practise summarising the outcome of a discussion.
- 4. Examine the role of a chairperson in a discussion
- 5. Develop awareness of how to help the audience follow a presentation.
- 6. Present an article to the class, using the language of presentations.
- 7. Consider the importance of anticipating arguments before a discussion.
- 8. Practise presenting opinions and counter-arguments in a discussion
- 9. Use a text to support ideas in a seminar discussion.
- 10. Practice active listening
- 11. Develop strategies to check understanding as a listener
- 12. Exchange information effectively by anticipating listeners difficulties

24

Seminar skills

- 1. Practice seminar skills by building on what previous speakers have said.
- 2. Identify and use phrases to refer to what other speakers have said.
- 3. Practise describing charts and data
- 4. 1Prepare for a discussion by thinking through the issues beforehand.
- 5. Using spoken material to support viewpoint.
- 6. Consider strategies for entering into a discussion
- 7. Gather evidence for a seminar discussion.
- 8. Defend your argument using justifying and evaluation language

25

Evaluation

- 1. Recognise, respond to and express evaluation
- 2. Write a critical response to a text

26

Lecture skills

- 1. Use techniques for dealing with different lecture styles.
- 2. Use lecture notes and slides effectively

27

Oral discussions

- 1. Prepare an oral summary and evaluation of a text
- 2. Participate in a seminar discussion and incorporate examples

28

Interview skills

- 1. Use key expressions for a job interview and vocabulary to describe personality and skills
- 2. Differentiate between face-to-face and online job interviews

29

Presentations

- 1. Reflect on pre to post-presentation planning.
- 2. Work towards script independence.
- 3. Evaluate a presentation

30

Understanding texts

- 1. Identify problems, solutions and evaluations in different texts.
- 2. Working out meaning in complex sentences
- 3. Recognise the perspective and stance of writers and readers

31

Essay skills

- 1. Define problems, propose and evaluate solutions.
- 2. Incorporate voice in an essay
- 3. Plan and write a problem-solution essay

32

Interpreting information

- 1. Read a conference presentation abstract to predict content
- 2. Recognise known and new information.
- 3. Evaluate the summary of a presentation

33

Measuring impact

- 1. Evaluate the importance of measuring the impact of research or any type of academic activity
- 2. Define and explain concepts related to Research Impact in own words
- 3. Analyse types of processes and identify evaluation

34

Description skills

- 1. Research and write a description of a process.
- 2. Provide constructive feedback to other students

35

Using visuals

- 1. Use visuals to understand and explain key concepts

36

Analysing text

- 1. Analyse a process text and developing material to use in a discussion

37

Editing and proofreading

- 1. Use feedback to edit a text for language accuracy.
- 2. Develop a personal proofreading checklist
- 3. Act on feedback to finalise a text

38

Notes

- 1. Identify note-taking techniques related to different purposes of listening.
- 2. Use lecture notes to prepare for a presentation

39

Speaking and presentations

- 1. Plan a research presentation
- 2. Consider the audience



Research & Digital Literacy Skills

The aim of the module is to build students' research and study skills in the context of digital literacy.

The module will support students in their completion of other modules on their programme by utilising a range of digital sources, platforms, and programs to reflect the digital demands of postgraduate studies.

The module blends established research techniques and study skills with a range of tools for the digital age, enabling students to make principled decisions as to how digital technologies can be an aid to effective learning.

This module encourages students to become more aware of the benefits and constraints of different types of online resources. It is aimed to help them to work and study more efficiently. It should also help them develop their skills in keeping bibliographical records as well as improve their research skills. An important aspect of the course is to develop skills in critically evaluating the relevance and reliability of online sources.



Key topics

01

Introduction to the module

1. Understand the purpose of research & digital literacy skills.
2. Understand how digital tools are used.
3. Evaluate use of digital tools

02

Self-assessment of digital literacy skills

1. To carry out a self-assessment of digital literacy skills

03

Modern study methods

1. To understand the role of digital practices in modern study methods

04

Digital well-being

1. To define digital well-being.
2. To review user habits in relation to digital well-being

05

Research tools

1. To apply key word searches to digital environments
2. To refine web searches

06

Source credibility

1. To identify the quality of search results

07

Collaborative software

1. To identify collaborative software.
2. To reflect on the effectiveness of software to complete a collaborative task

08

Presentation tools

1. To use a variety of presentation tools

09

Citation software

1. To be familiar with various types of citation software

10

Online behaviour

1. To be aware of ethical, privacy and intellectual property issues surrounding the storage of digital information

11

Using collaborative software

1. To review a document using collaborative software.
2. To edit a document using collaborative software

12

Digital footprint

1. To learn the potential impacts of a digital footprint

13

Applied research skills

1. To present information to an audience
2. To research for relevant information

14

Risk assessment

1. To understand the relevance of a risk assessment
2. To produce a risk assessment

15

Wider role of digital literacy

- 1. To relate digital literacy and research skills to study

16

Assessing digital literacy

- 1. To understand digital skills within the workplace.
- 2. To evaluate own skills.
- 3. To develop a broader understanding of digital skills

17

Professional software platforms

- 1. To understand how professionals use LinkedIn



Personal Development for Employability

This module aims to provide students with a grounding in preparing for their future careers after progression from ONCAMPUS to their prospective degrees.

Students will be introduced to key skills for personal development including CV and portfolio preparation, differential interview techniques, targeted guidance on specific careers and the needs of employers in these areas, as well as providing signposting to university career services and associated resources

The module will cover the following topics:

- Careers research
- Skills analysis and development action plan
- Writing a CV/applications
- Building a LinkedIn profile/social media/internet profile
- Interviews/selection activities
- Effective personal marketing



Key topics

01

Introduction to the module

1. Be able to define employability and how it applies at any stage of a career.
2. Understand how this module supports the work being undertaken in the final assessments
3. Understand the key deadlines involved in producing the final assessments

02

Changing career patterns

1. Be able to define the term "career" and what this means to the student.
2. Understand the global changes in careers in recent history
3. Understand the concept of portfolio careers and how this might work for the student.
4. Understand how psychometric testing is applied in career searches and what insight can be gained.
5. Evaluate how a career path might change over time and its implication on planning a career

03

Preparing for work

1. Define students' own competences.
2. Utilise SMART action planning for career searches
3. Produce a CV and a cover letter.
4. Produce a draft social media presence
5. Practice interview skills
6. Preparing a presentation for a job interview

04

Understanding yourself

1. Be able to define own learning style using a common learning style inventory.
2. Understand the concept of mentors and how they can assist you in career searches.
3. Understand how placements and internships can help career plans

05

Writing your own career path

1. Understand how building resilience is important in early careers

Working in Teams

The aim of this module is to provide experiential learning through a collaborative project involving working together with others from different disciplines.

The module enables students to explore various theoretical models and concepts of teamwork. The content is designed to encourage and teach students how to reflect on their learning experiences both as a group and individually.

Throughout the project, the focus is on the team work, dynamics, collaborative working and contribution rather than on the project or project outcome itself.

The multidisciplinary context of this module will develop communication skills and develop practical ways of using project management to further their learning experiences.



Key topics

01

Introduction to the module

- 1. Understand the importance of a team

04

Compare and contrast theoretical models

- 1. Review learning and deepen understanding of theoretical models

07

Belbin's model

- 1. To explain strengths and weaknesses of Belbin's team model

11

Problem-solving techniques

- 1. Understand why problems occur

02

Types of teams commonly found in a business

- 1. Explain the 5 main types of team found in a business

05

Experiential learning

- 1. Analyse FSNP model

08

Stages of project management

- 1. To identify the five stages of project management

12

Communication and leadership

- 1. To develop an understanding of communication techniques.
- 2. To develop an awareness of leadership skills

03

Exploring theoretical team models

- 1. Identify common themes with the GRPI Model of Team Effectiveness and Tuckman's FSNP Team Model

06

Personality type models

- 1. To describe the nine key roles of Belbin's team model

09

Project management tools

- 1. To use a Gantt chart

10

Gathering evidence

- 1. To gather evidence in various ways

13

Measuring impact

1. To measure the impact of contributions to group project

14

Group dynamics

1. To understand how conflict occurs
2. To learn techniques to deal with conflict

15

Independent research

1. To conduct independent research

16

SMART goals

1. To write SMART goals
2. To write an action plan for future skills



Quantitative & Qualitative Research Methods

The aim of the module is to ensure students have experience of a range of quantitative and qualitative research methods to prepare them for Master's level study in whatever field they choose.

Successful learners will be able to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding to develop an effective research proposal.

Students are expected to be active agents in the application of key research methodologies applicable to their progression degree.

A blended approach will be used, incorporating resources available at the partner university to ensure progression to postgraduate study is effective.



Key topics

01

Introduction to the module

1. Be able to define quantitative, qualitative and mixed research methodologies and how they might apply to a research question.
2. Understand how this module supports the work being undertaken in the research project/ dissertation.
3. Identify research methodologies that relate to specific subject area
4. Understand the key deadlines involved in producing the final assessment.

02

The selection of a research approach

1. Understand the three approaches to research.
2. Be able to define the three components involved in an approach.
3. Understand the criteria for selecting a research approach.
4. Begin to evaluate an approach for use in their research project

03

Review of the literature

1. Identify an appropriate research topic and begin a basic literature search using university library and/or other appropriate resources.
2. Choose appropriate means of presenting these methodologies in a journal format appropriate to the discipline of study

04

The use of theory

1. Understand quantitative theory use
2. Understand qualitative theory use
3. Understand mixed methods theory use
4. Be able to prepare a theoretical perspective section for their research paper assignment

05

Writing strategies and ethical considerations

1. Understand format for a qualitative proposal
2. Understand format for a quantitative proposal
3. Understand format for a mixed methods proposal
4. Be able to define ethical issues surrounding the proposed research subject area

06

The Introduction

1. Understand the importance of a carefully written introduction to a research paper, and the differences in approaches to this

07

The Purpose Statement

1. Understand why a purpose statement is a key element of a research proposal, and be able to demonstrate the ability to write an appropriate one for the area of study

08

Research questions and hypotheses

1. Understand the principles in designing research questions in quantitative, qualitative, and mixed methods studies

09

Quantitative methods

1. Understand the essentials in designing quantitative methods for a research proposal

10

Qualitative methods

1. Understand the essentials in designing qualitative methods for a research proposal

11

Mixed methods

1. Understand the essentials in designing mixed methods for a research proposal

Resources and reading list

Research Project

- Thomas, G. (2017) How to Do Your Research Project: A Guide for Students. 3rd edition. London: SAGE Publications Ltd
- Bell, J. (2010) Doing Your Research Project. 5th edition. London: Open University Press

Academic English Language Development

- Bailey, S, 2015. Academic Writing A Handbook for International Students. Fourth Edition. Routledge.
- Caplan, N.A. and Johns, A., 2022. Essential Actions for Academic Writing: A Genre-Based Approach. University of Michigan Press.
- de Chazal, E. and Hughes, J., 2015. Oxford English for Academic Purposes Advanced Student Book (C1). Oxford University Press.
Downloadable audio and video resources for Oxford EAP C1 <https://elt.oup.com/student/oxfordeap/?cc=g-b&sellLanguage=en>
- McCortmack, J. and Watkins, S., 2009. English for Academic Study: Speaking. Garnet Publishing Lt
- Paterson, K. and Wedge, R., 2018. Oxford Grammar for EAP: English grammar and practice for Academic Purposes. Oxford University Press.
- The Guardian News lessons <https://www.onestopenglish.com/adults/general-english/news-lessons>

Research and Digital Literacy Skills

- The Power of Digital Literacy: Increase Your Organization’s Knowledge (everyonesocial.com)
- The Digital Workplace Skills Framework: a free in-depth report for practitioners (linkedin.com)
- 5 Ways to Develop Your Digital Literacy Skills | Rasmussen University
- The Comprehensive List of Digital Skills Students Need (learning.com)
- Managing Your Online Presence | SkillsYouNeed

Personal Development for Employability

- Neugebauer J and Evans-Brain J (2016). Employability: Making the most of your Career Development. Sage, London.

Working in Teams

- West, M.A. (2012). Effective Teamwork: Practical Lessons from Organizational Research, 3rd Edition. Chichester: John Wiley ISBN: 978-0-470-97487-1

Quantitative & Qualitative Research Methods

- Creswell JW and Creswell JD (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (5th ed.). Sage (London).
- Cribb M (2021). Research Methods for Undergraduate and Postgraduate Students. Essential Tremor Publications, UK. ISBN 9798595081511.
- Kibet P (2020). Basic Research Methods: An Entry to Qualitative and Quantitative Research. Amazon POD. ISBN 9798650100317.

Example timetable






Please note this is an example timetable and may vary for every student. Students should anticipate lessons starting earlier than 9am or later than 5pm. Students will be expected to allocate self study and revision hours within their timetable which will be given at the start of the academic term.

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Mon	Research Project	Research Project	Working in Teams	Lunch	Personal Development for Employability	Personal Development for Employability		
Tues		Academic English Language Development	Academic English Language Development	Lunch	Working in Teams	Working in Teams		
Wed		Research Project	Research Project	Lunch	Working in Teams	Working in Teams		
Thur	Academic English Language Development	Academic English Language Development	Personal Tutorial	Lunch				
Fri	Academic English Language Development	Academic English Language Development	Personal Development for Employability	Lunch		Research Project	Research Project	

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