

Academic Language and Literacies (ALL) information for Schools

What is our Academic Language & Literacies provision?

Academic Language & Literacies (ALL) provision is designed in collaboration with Schools on the principles of contextualisation, embedding and mapping. This ensures that academic language provision is relevant to the disciplinary area, embedded in programmes as far as possible, and mapped to the student life cycle.

Our courses are designed to help all students be successful on their programmes and reach their academic potential. Students engage in collaborative activities and analyse materials from the subject area allowing the development of genre awareness, linguistic expertise, and awareness of expectations and practices within their disciplines. The challenges facing students related to discipline expectations, practices, genres and language intersect in different ways. While language proficiency may not be the only issue, language enhancement is a core feature of our provision.

Examples of possible content includes:

- Unpacking assignment criteria and tasks
- Structure and language for successful argumentation
- Integrating source material and avoiding plagiarism
- Understanding and utilizing feedback
- Writing coherently and fluently

Specific requirements are negotiable and can be discussed when Schools note interest. Sessions can take place throughout the student lifecycle, delivered at the most suitable time. The provision should be accessible to all students, international and home, though depending on the demographics and needs of the School, a referral system may be negotiated to prioritise those most in need.

How it works

Provision can be delivered through an online learning platform or face-to-face.

For example, we can provide:

- Lectures (one-off or a series throughout the academic year)
- Small-group workshops (up to 20 students per class)
- Workshops delivered in collaboration with discipline tutors
- Tailored self-study digital writing resources combined with opportunities for individual writing feedback
- 20-30 minute 1-1 sessions to focus on formative feedback, language needs, or other needs.

Your contribution:

We will work together with you to develop the academic language and literacies provision. This is best done with the assistance of both:

- An academic liaison (for information about programmes and expectations)
- A professional services liaison (for scheduling and recruitment)

In order to fully contextualise ALL courses we may require access to:

- Marking schemes
- (Example) assignment titles
- Samples of student assignment submissions with tutor feedback
- Programme handbooks
- Schedule of assignments and submission dates

Timeframes:

Course development is linked to the annual programme planning timeline as it takes time to fully contextualise, embed and map ALL provision. However, we can normally offer a pilot within the same academic year as the request, if our staffing arrangements allow for it.

Stage 1

Noting interest and discussion

- Initial expression of interest
- Initial meeting
- Needs analysis/ further discussion

Stage 2

Materials development

- Sharing of materials (assignment questions, programme handbooks etc.)
- Design of overall learning outcomes
- Design of scheme of work with delivery weeks and dates
- Creation of course with further meetings with Schools and feedback iterations with Schools

Stage 3

Promotion and delivery

- School and ELE, in partnership, promote and communicate provision
- School recruits students
- Delivery of course
- Evaluation and planning for next cycle

For further information please contact:

Jill Northcott (for CAHSS) jill.northcott@ed.ac.uk

Rowan Murray (For CSE and CMVM) rowan.murray@ed.ac.uk