

**SLC** Specialist Language Courses

Providing outstanding Medical English and test preparation services to educators around the world.

**MEDICAL ENGLISH, OET  
AND IELTS PREPARATION  
MATERIALS AND COURSES  
FOR UNIVERSITIES,  
COLLEGES AND SCHOOLS**



PART OF **nocn** GROUP



The CPD Standards Office

CPD PROVIDER: 50028  
2023-2024

[www.cpdstandards.com](http://www.cpdstandards.com)





*“SLC online courses are engaging and effective, and the specialized adaptable resources help support the demanding language training needs for our dynamic, international Life Sciences University in Italy”*

**Patricia Taylor**, Language Unit Coordinator,  
Humanitas University, Milan, Italy

*“The course helped me in building vocabulary, strong relationships with patients, colleagues and also helped me in delivering outstanding levels of practice and care.”*

**Serina Rai**, English for Nurses

*“In an era where technology and online learning are becoming more prevalent and convenient, it is important to further integrate the use of online materials into the learning and teaching process. Having an online platform, provided by SLC, has helped RCSI Bahrain to do so.”*

**Christina Strachan**, Online Course Coordinator, Royal College of Surgeons in Ireland – Medical University of Bahrain

*“It could be a mandatory course before working in an English speaking country.”*

**Dr Simona Huica**, English for Doctors

*“It would have been a monumental effort to design medical English content for different contexts (practicing doctors, graduate medical residents, and other healthcare professionals) so we were fortunate to discover SLC’s offerings. The content is well designed, comprehensive, and presented in an intuitive platform for users at all technical skill levels. We have had great success blending SLC’s medical English content with our face-to-face and online lessons, giving doctors flexibility and choice along the way.”*

**Daniel Ruelle**, Director: Teaching and Learning Excellence Center, VinUniversity, Vietnam

*“Very useful, it covers everything and explained it very well. I would highly recommend it to everybody.”*

**Agnes Hermoso**, Reach OET B Nursing

*“This course provided me with all the information that I had been struggling with before, it is really a rewarding and inspiring course with wide range of valuable information relevant to the OET exam.*

*The best course I have studied.”*

**Amar Elmubarak**, Reach OET B Medicine

*“I never had followed such an interesting way to learn a language. I really enjoyed it! The contents and the methods are perfect. I am sure it has helped me to get a better band score in my exam.”*

**Aliya Yerlan**, English for Medical Academic Purposes



# TRANSFORM YOUR MEDICAL ENGLISH, OET AND IELTS PREPARATION COURSES WITH OVER 850 HOURS OF UNIQUE ONLINE MATERIALS



**English for Doctors**



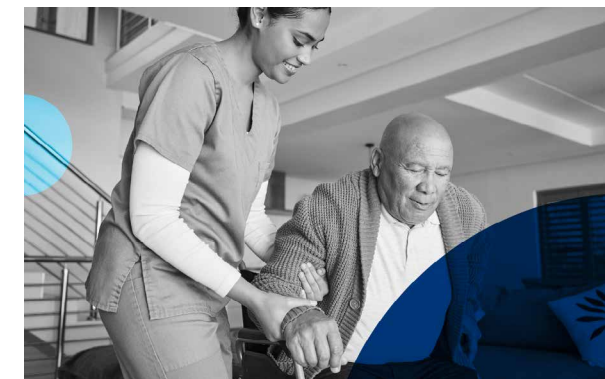
**English for Nurses**



**English for Nurses Foundation**



**English for Care**



**Mastering Communication in Social Care**



**English for Pharmacy**



**English for Radiology**



**English for Medical Academic Purposes**



**English for Pandemics**



**Essential Grammar for Healthcare**



**Advanced Grammar for Healthcare**



**Writing for Publication**



**An Introduction to Medical Humanities**



**Medical Terminology**



**Reach OET B Medicine**



**Reach OET B Nursing**



**OET Practice Tests**



**Reach IELTS**



**IELTS Practice Tests**





## DESIGNED FOR TEACHERS

SLC's materials and courses are designed to be used by teachers with their students.

### Digital coursebooks

Like a textbook, the courses have a clear structure that can be taught sequentially or modularly. Unlike a textbook, they are packed with video, audio, recording activities and lots of hands-on activities that enable teachers to give lively, dynamic and engaging classes.

### Blended learning

Students work on specific material in their own time, such as medical terminology or the language of patient communication. Teachers then activate the language with their students in lessons through discussion, role-play and problem solving tasks.

### Complementary study

Teachers can give all or specific parts of the courses to students to do outside lessons. This helps students consolidate classroom learning and build a strong language base, freeing teachers to deliver their curriculum in lessons.



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*“This course is useful because it covered all work activities: speaking, listening, writing articles and abstracts, making presentations.”*

**Ekaterina Shashina**, Associate Professor,  
Sechenov Medical University, Moscow –  
English for Medical Academic Purposes

*“The course is so useful to me and my students in many ways such as knowing more about medical terminology, how to pronounce medical words, improving reading skills and listening.”*

**Kim An**, Nursing Lecturer, Da Nang University,  
Vietnam – English for Care

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## CUTTING EDGE TEACHING PLATFORM

The teaching platform is designed to make using the courses easy and effective. Courses display seamlessly on mobile phones, tablets and computers enabling teachers and students to access them wherever they are.

- ✓ Intuitive design, simple to use
- ✓ See 'at a glance' scores and course completion rates for your students
- ✓ Get detailed reports on student activity whenever you want
- ✓ See your student pages as if you were them
- ✓ Have access to as many courses as you need for your teaching
- ✓ Leave text and audio feedback for your students on their screens
- ✓ Seamless integration with Moodle, Blackboard, Canvas, Google Classroom and more
- ✓ Arrange your students into groups for teaching
- ✓ Communicate with students through in-built messaging
- ✓ Invite students to online tutorials with in-built video-conferencing
- ✓ Set and receive homework assignments
- ✓ Get technical support from SLC whenever you need it

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*“Through the use of the online course, the Language and Culture Unit team has been able to provide extra English support for nursing students, of all levels, which in turn helps to enhance their learning experience.”*

**Christina Strachan**, Online Course Coordinator, Royal College of Surgeons in Ireland  
– Medical University of Bahrain – English for Nurses

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# YOUR TEACHING PLATFORM

The image displays several overlapping screenshots of the SLC (Smart Learning Cloud) teaching platform interface. The top-left screenshot shows a dashboard with navigation tabs for 'Courses', 'Students', and 'Assignments'. It features a 'New assignment' button and sections for 'Active', 'Upcoming', and 'Completed' assignments, each with a 'Draft' indicator. The top-middle screenshot is a 'Provide new group information' form with fields for 'Group image', 'Group name', 'Description', and 'Group code', along with 'Back' and 'Continue' buttons. The bottom-left screenshot shows a course page for 'English for Doctors: Advanced Communication Skills' with a '96% Average score' and a list of course modules like 'Introduction', 'Tenses and verb forms', and 'Connecting the past and the present'. The rightmost screenshot, shown on a monitor, is a 'Reports' dashboard for a course, displaying a '92% Average Score' and a progress bar for 'Introduction' (3/9 Completed). It also shows 'Pending marks' and 'Download report' buttons, and a breakdown of scores: 92% Reading, 87% Writing, and 97% Listening. A table at the bottom of the reports dashboard lists individual user scores.

User	Progress	Average score
John Doe	100%	91%
Jane Smith	100%	89%
Michael Brown	100%	98%
Sarah White	100%	98%
David Green	100%	94%
Emily Black	100%	79%
James Grey	100%	95%
Alice Blue	100%	97%
Robert Red	100%	97%
Michelle Yellow	100%	98%



## RELEVANT, ENGAGING CONTENT

Courses target the language needs of the healthcare sector.

Medical English courses are both profession-specific – medicine, nursing, care, pharmacy and radiography – and cross-sector – grammar, terminology, academic, writing for publication, pandemics.

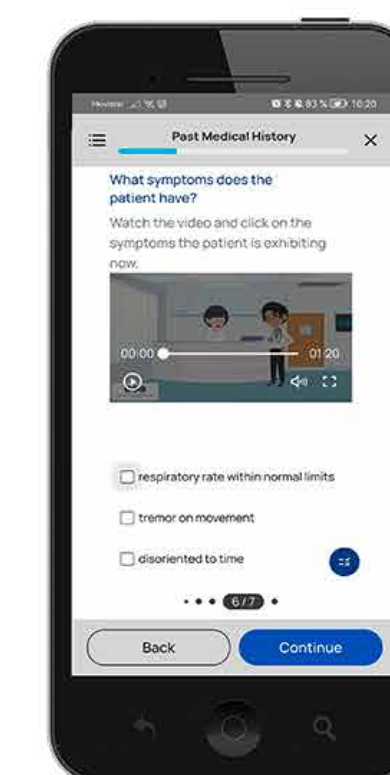
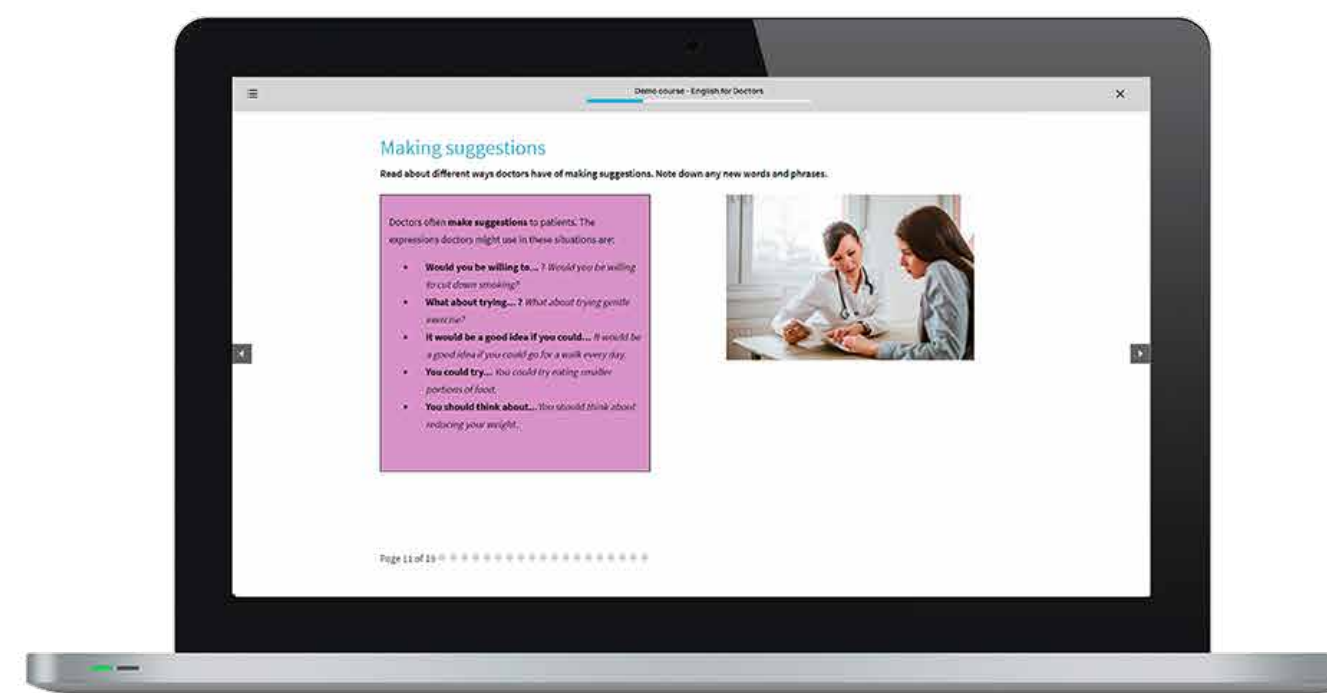
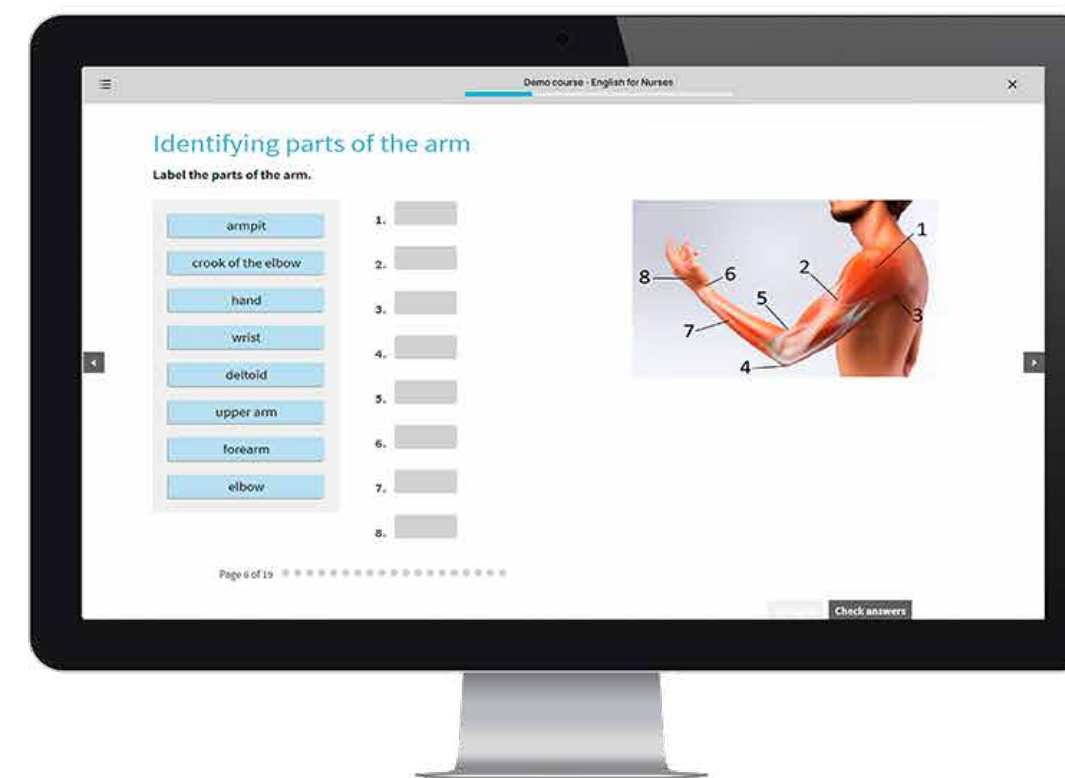
Language includes patient communication, colleague interactions, medical terms, hospital language, documents and charts, downloadable PDFs, and links to further study and authentic content.

OET and IELTS preparation courses cover the tests paper by paper, question by question.

On every page, students build their vocabulary, range of expression, grammatical accuracy, pronunciation and skills.

Activities are interactive and full of variety, so students really engage with the language.

Tasks include text completion, drag and drop, categorisation, sequencing, free writing, highlighting, multiple choice, extensive voice recording and playback.





# UP-TO-DATE CONTENT

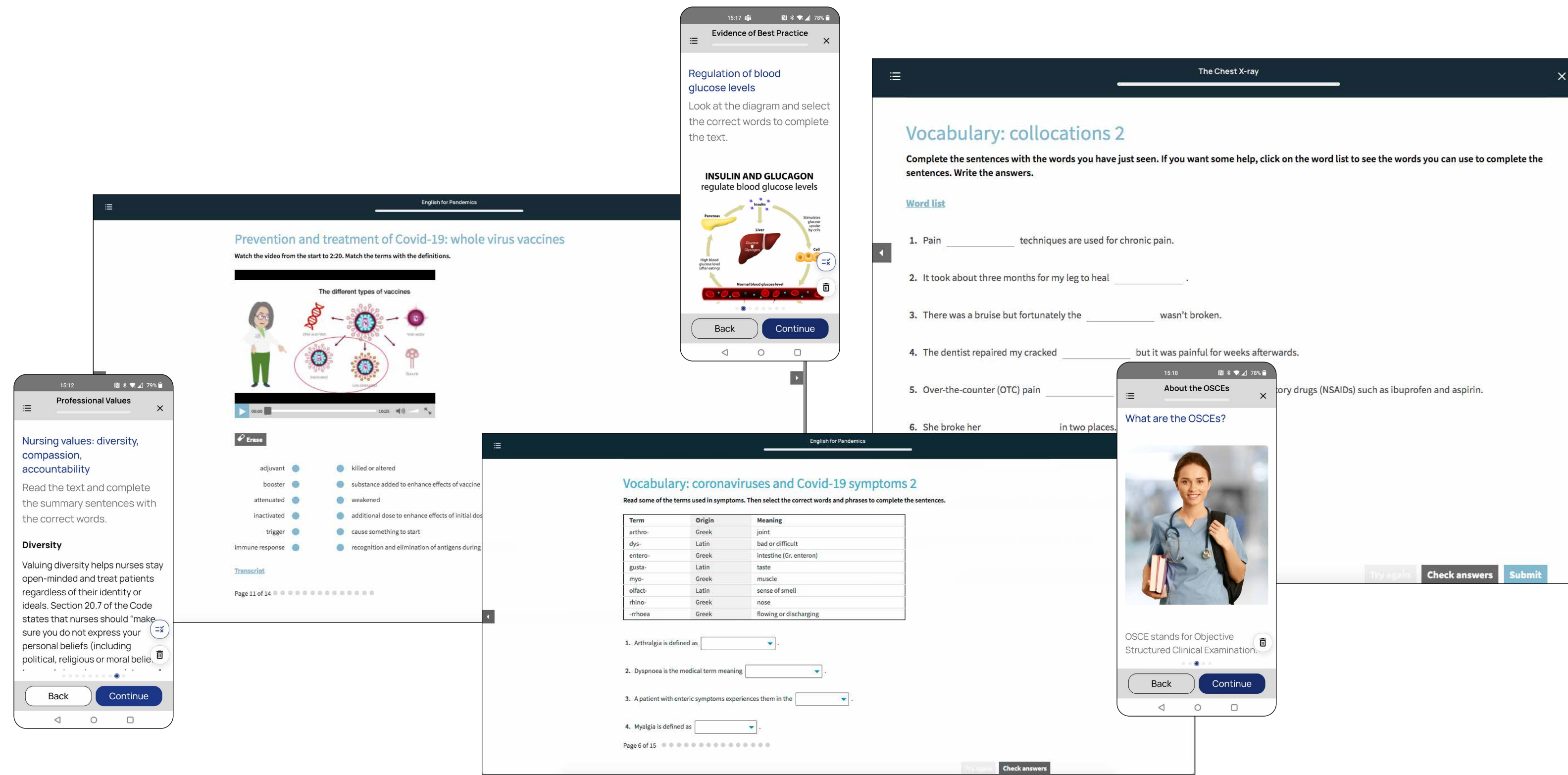
All courses are regularly reviewed to make sure they are up-to-date.

New content is added, images are replaced, videos are re-made, PDF downloads are attached, links to useful sites are integrated, and new activities are created.

One of the great advantages of using online course materials is that they are easy to update and edit.

The content therefore keeps up with developments in healthcare and any changes to the OET or IELTS tests.

In this way you can be sure that teachers and students access fresh, relevant content at all times.





## MATCH EXPERT CONTENT TO YOUR SYLLABUS

SLC offers over 850 hours of content which can be mapped to an institution's curriculum, from a short course of a few weeks to a degree programme of 4 years.





# EXAMPLE 3-YEAR SYLLABUS



## Year 1 B1-B2 (intermediate)

On this course, students develop a strong foundation in the language of healthcare and clinical communication. Topics include patient admission, patient interviews, taking observations, taking a history and discussing pain. Modules focus on patient interactions, medical terminology, symptoms, diseases and conditions, and the language of the hospital. The course also teaches how to use a variety of grammar in a healthcare context to describe past, present and future accurately.

### Year 1 course content

#### Patient Admission

- Greeting a patient
- Clerking a patient
- Non-verbal communication
- Therapeutic listening
- Completing a patient admission form
- Writing a patient file note
- The body: anterior, posterior
- Wounds and burns

#### Taking Observations

- Blood pressure and pulse
- Temperature
- Neurological changes

#### Past Medical History

- Patient centred care
- Allergies and adverse drug reactions
- Taking a sexual history
- Substance misuse
- Describing dementia
- Challenging behaviours in the elderly
- The body: the chest

#### Grammar for Healthcare

- Talking about the present
  - Present simple
  - Present continuous
  - Present perfect 1
  - Present perfect 2
- Talking about the past
  - Past simple
  - Past simple vs present perfect
  - Past continuous
  - Past perfect

#### Interviewing a Patient

- The language used in healthcare
- Conducting patient interviews
- Asking different types of questions
- Cardiovascular conditions
- Respiratory symptoms and conditions
- Describing strokes
- The body: the nose, head, face

#### Hospital charts: Early Warning Score

- The body: the arm, hands
- The body: skin, nails, hair

#### Talking about Pain

- Types of pain
- Pain severity
- Pain location
- Using pain scales
- Chronic back pain
- The body: muscles, tendons, bones, ligaments

#### Talking about the future

- Going to
- Will / future simple
- Using a, an, the, and no article
- Describing how things are shared or divided: distributive determiners
- Talking about amount: quantifiers
- Talking about how often: adverbs of frequency

## Year 2 B2 (upper-intermediate)

Year 2 builds on the foundation established in Year 1. Students learn how to interact with patients in a wide range of scenarios – from carrying out examinations to explaining tests, discussing diagnoses, explaining treatments, to discussing viruses, pandemics and their management. Students also further develop their healthcare-specific grammar and learn how to express important functions such as possibility, giving advice, and making suggestions, offers and requests.

### Year 2 course content

#### Examining a Patient

- Patient confidentiality
- Putting a patient at ease
- The female reproductive system
- Doing an internal examination
- Protecting vulnerable patients
- Writing letters to a patient's doctor

#### Explaining Tests

- Blood tests, taking a blood sample
- Radiological tests
- Testing for tuberculosis
- Cervical smear tests
- Taking a urine specimen
- Diabetes tests
- Hospital forms: pathology forms
- The body: the ears

#### Discussing a Diagnosis

- Discussing different diagnoses
- Discussing injuries
- Discussing IBS
- Infectious diseases and conditions
- The body: intestines, abdomen
- The body: feet, ankles

#### Explaining Treatment

- Managing diabetes
- Managing constipation
- Managing urinary incontinence
- Managing asthma
- Stoma therapy
- Administering medications, PCA
- Hospital charts: controlled drugs, oxygen therapy

#### Discussing viruses and pandemics

- What are viruses
- Types of virus
- Coronaviruses and Covid-19
- Management of pandemics
- Antivirals and vaccines

#### Grammar for Healthcare

- Describing things: adjectives
- Describing things: comparatives and superlatives
- Using enough, too, so, and such

- Asking questions
- Giving advice and making suggestions
- Making offers and requests
- Using the passive 1
- Using the passive 2

- Conditionals in the present
- Conditionals in the past
- Modals and modality 1
- Modals and modality 2

## Year 3 B2-C1 (advanced)

Year 3 students develop their language so they can understand and express complex ideas accurately and effectively. They build their communication skills further, explaining surgery, pre-operative and post-operative care, oncology, and end of life care, while continuing to strengthen their healthcare vocabulary. They also learn academic writing skills and conventions used in healthcare, enabling them to read research, write research articles, and give presentations.

### Year 3 course content

#### Discussing Surgery

- Surgical procedures
- Cosmetic surgery
- Hospital chart: VTE
- Arthritis
- The body: hips, thighs, legs
- The body: shoulders
- Using SBAR

#### Pre-operative Care

- Consent, infection control, MRSA
- Pre-operative investigations
- Assessing level of risk: anaesthesia
- Healthcare acquired infections
- The kidneys, fluid loss, dehydration
- Inserting an IV cannula
- IV fluids

#### Post-operative Care

- Giving a post-operative handover
- Endocrine disorders: subtotal thyroidectomy
- Wound infections
- Hospital charts: sepsis screening tool
- Suggesting lifestyle changes
- The body: mouth, eyes, the senses
- Writing a discharge letter

#### Oncology and End-of-Life Care

- Types of cancers
- Oncology and chemotherapy
- Radiotherapy
- The breast and breast cancer
- Cancer of the cervix
- Lung cancer
- Palliative care
- End-of-life care

#### Medical Academic Writing Skills 1

- Academic vocabulary
- Constructing different types of sentences
- Building paragraphs
- Text structure and format
- Referencing conventions
- Paraphrasing and summarising
- How to proofread your work

#### Medical Academic Writing Skills 2

- Writing abstracts
- The research paper and the IMRaD convention
- Writing Introduction and Methods
- Writing Results and Discussions
- Common mistakes
- Writing and giving presentations



## CUSTOMISABLE CONTENT

SLC's digital content can be customised for your needs.

- ✓ Rearrange, remove, re-name
- ✓ Combine parts of different courses together
- ✓ Add new content

In this way, students follow a course that is aligned closely with your curriculum.

The course they take is uniquely yours.



## CASE STUDY: English for Nursing, 2-year syllabus for Royal College of Surgeons in Ireland – Medical University of Bahrain

Following detailed guidance from the Language and Culture Unit (LCU) at RCSI Bahrain, we re-arranged the content of the English for Care and the English for Nurses courses to match the syllabus taught at the university to undergraduate nursing students.

English for Care was studied by Year 1 students and English for Nurses by Year 2. The courses strengthened and extended existing English language programmes and supported students in their degree courses which are taught in English. The teaching platform enables the LCU to monitor and check student progress closely.

Demo course - English for Nurses

### Vocabulary: taking a blood sample

Listen to the pronunciation of these terms. Make a note of any new vocabulary. Practise saying the words.

00:00 00:16

- antiseptic wipe
- plaster
- straight
- tourniquet
- vein
- fist
- sleeve
- tight
- tube
- wrap

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Demo course - English for Nurses

### Grammar focus: verbs followed by infinitives

In the dialogue, some of the verbs are followed by an infinitive with *to*, e.g. 'I **want to go** to sleep', while others are followed by an infinitive without *to*, e.g. 'I **hold onto** the bed rail'. Put the verbs under the correct headings.

have want going can prefer remember should need

Followed by an infinitive with *to*

Followed by an infinitive without *to*

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Try again Check answers

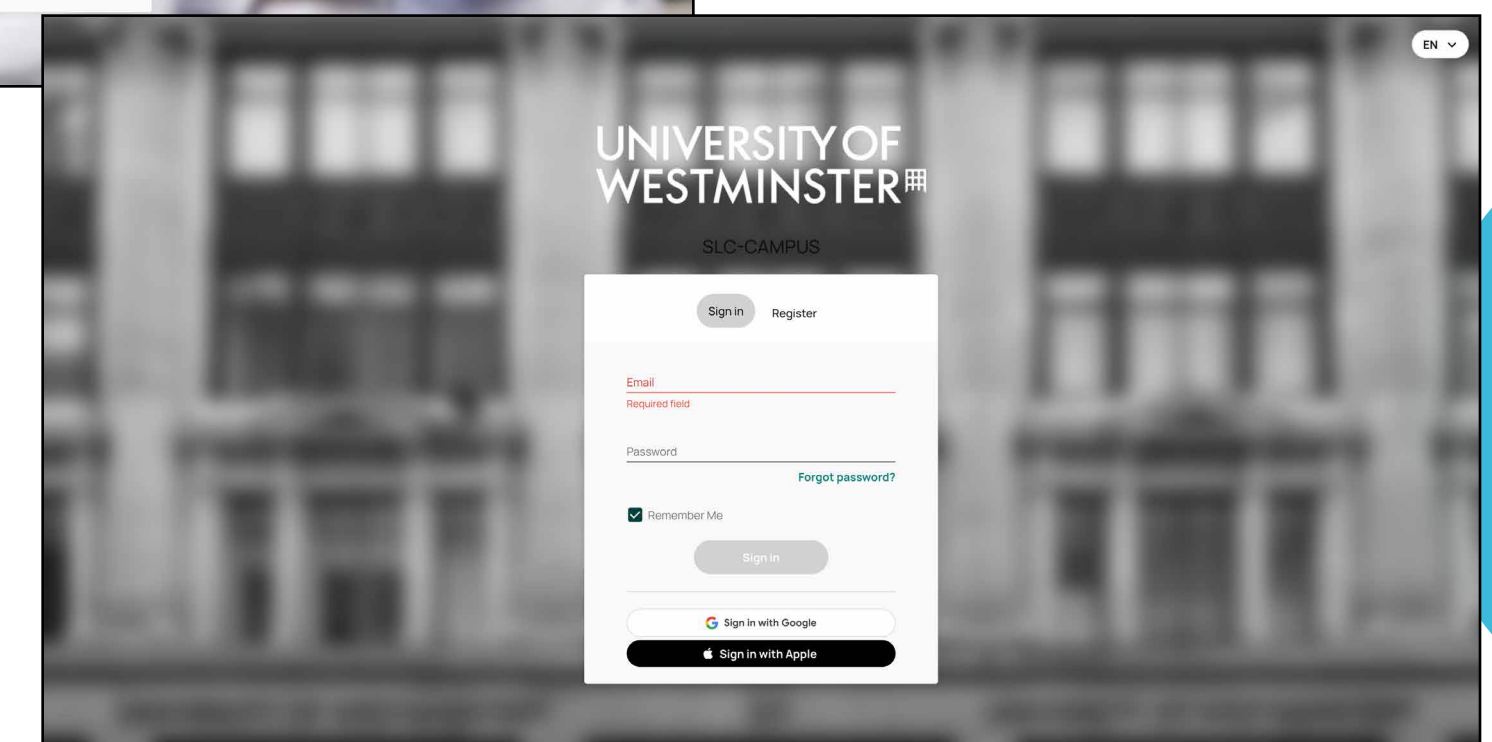
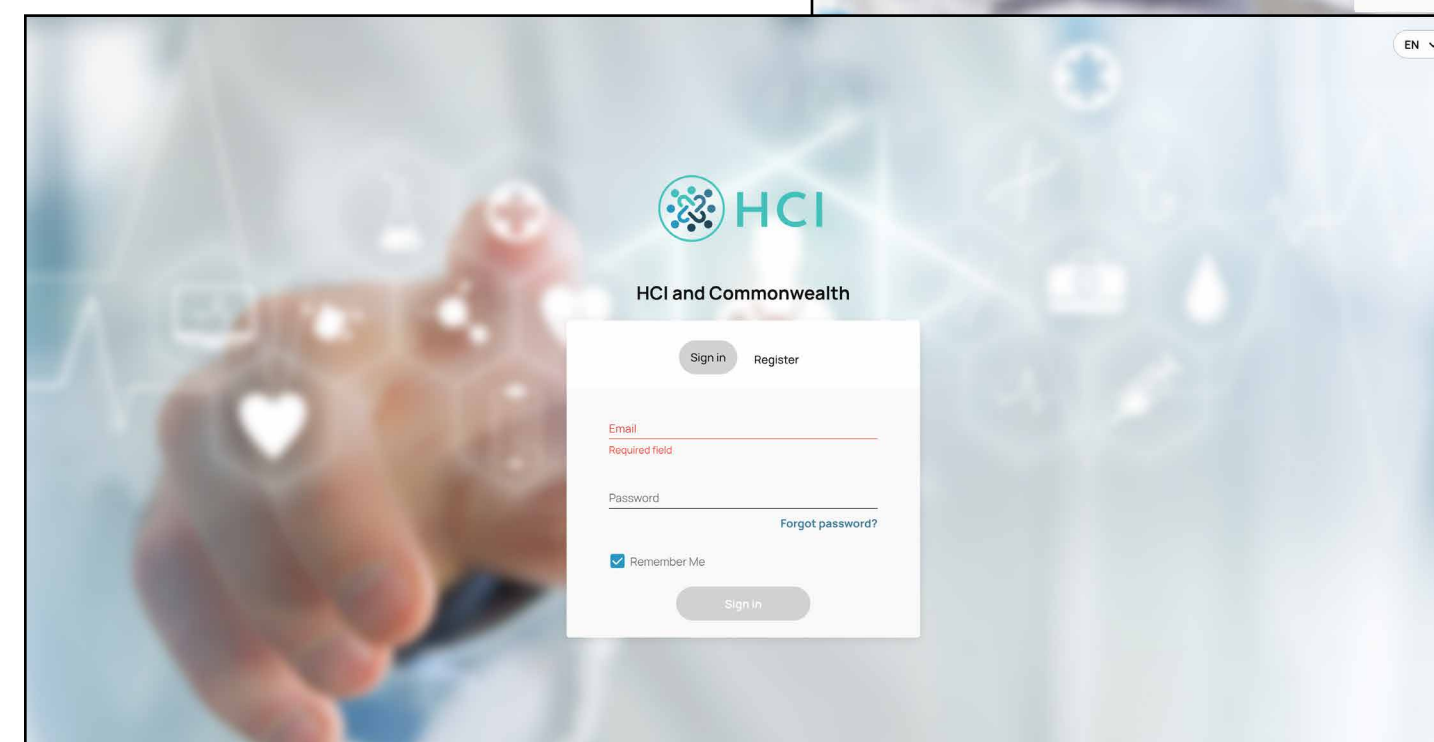
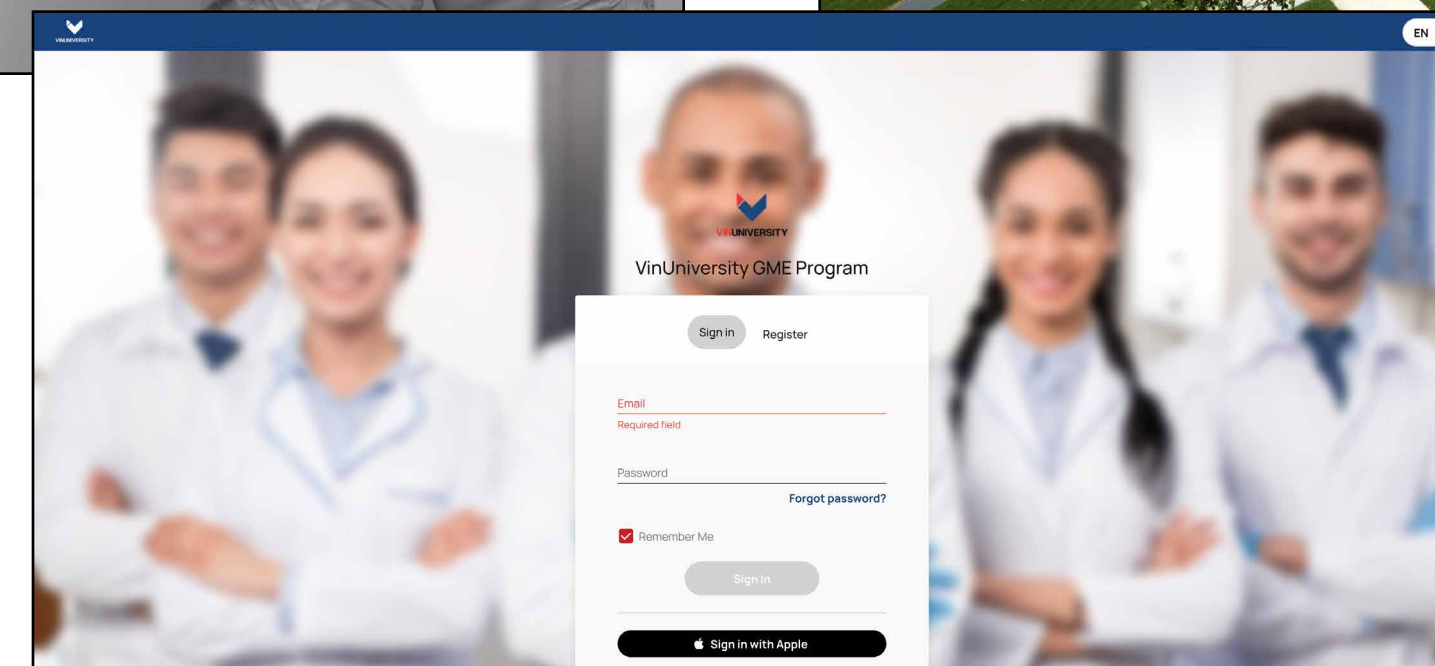
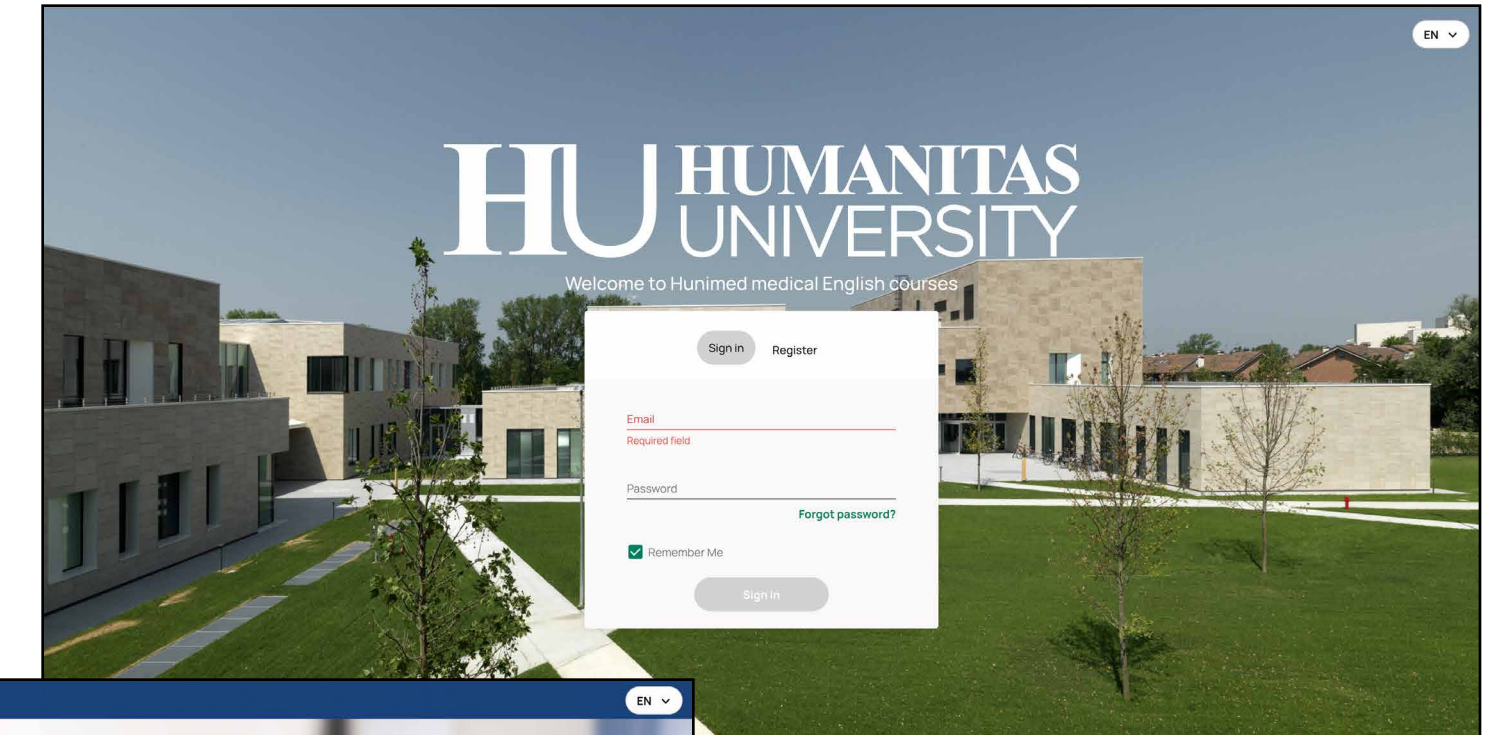
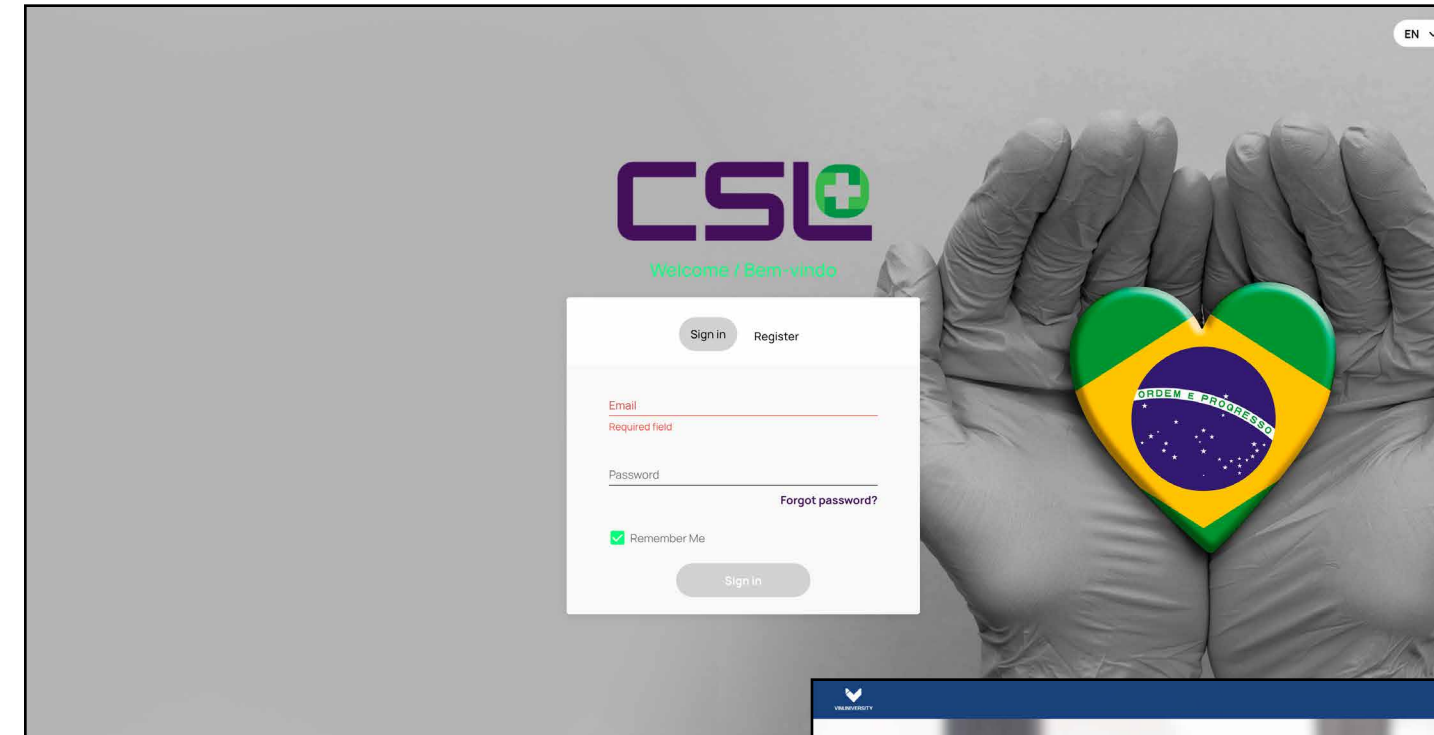


## YOUR INSTITUTION AREA

Every institution gets its own secure area on the Learning Management System.

- ✓ Logos
- ✓ Colours
- ✓ Text
- ✓ Social media links

This means your students know they are in the right place for them. And there's no danger of crossing over with students from any other institution.





## CONSISTENTLY EXCELLENT FEEDBACK

English for Doctors – 99%

English for Nurses – 99%

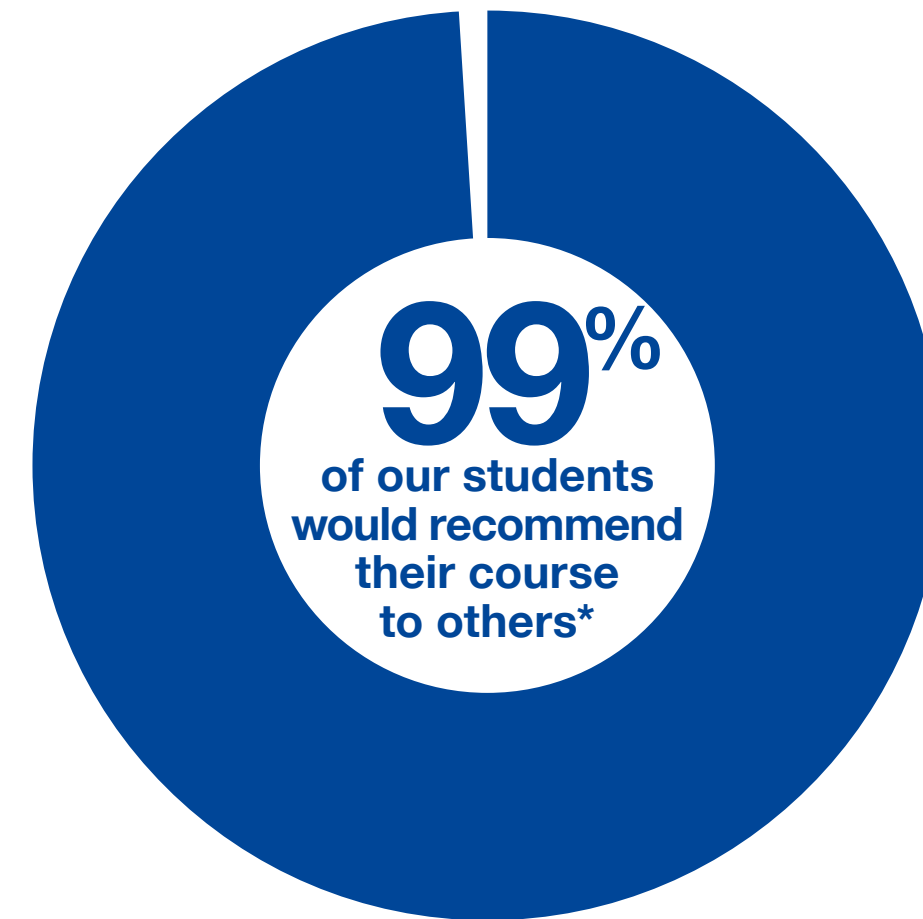
English for Care – 99%

English for Pharmacy – 100%

Medical Terminology – 95%

English for Radiography – 100%

Advanced Grammar for Healthcare 100%



Writing for Publication 100%

English for Medical Academic  
Purposes – 100%

Essential Grammar for  
Healthcare – 100%

Reach OET B Medicine – 98%

Reach OET B Nursing – 99%

Reach IELTS – 98%

Taken from feedback provided by 2907 students in March 2024.

“

*“In my opinion this was very useful. Not only did this allow me to obtain new information that’s very important and common in our profession, but also allowed me to spend my time in a useful and productive way. Learning this way is much more fun and efficient and I hope we get to have another course in our third year.”*

**Abeer**, nursing student, English for Nurses

*“The course has helped to use English in such specific medical situations, I’ve never thought of before. It was very useful to listen to various dialogues with native speakers because it gave me opportunity to pick up many phrases and collocations which are used in real conversations.”*

**Matvey**, medical student, English for Doctors

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## MEET THE WRITERS

Our materials writers are all well-known Medical English, OET and IELTS preparation experts.



### **Virginia Allum**

Virginia is SLC's Head of Medical English and an internationally renowned Medical English and OET preparation author, exam writer, teacher trainer, and conference speaker. Virginia Allum is also a practising Registered Nurse, with years of practice in the UK and Australia.



### **Ros Wright**

Ros Wright is a widely published writer, including books for CUP, Pearson, Express and Garnet, and expert in English for Healthcare and OET preparation, with over 20 years' experience working with healthcare professionals and students.



### **Catherine Richards**

Catherine Richards is a highly experienced teacher, materials developer, OET item writer, Cambridge examiner and teacher trainer. Catherine is founder and director of EALTHY, the leading association for teachers of medical English.



### **Patrick Fitzgerald**

Patrick is a published Medical English and English for Academic Purposes author and specialist. He is also an experienced teacher having worked for universities and schools in the UK and overseas.



### **Mark Waistell**

Mark Waistell graduated in biochemistry before entering English language teaching. He is founder and Senior Partner of Accent International in the UK where he has taught, designed courses and led seminars for numerous global pharmaceutical companies.



### **Annelie Phillips**

Annelie Phillips is a highly experienced IELTS and OET preparation trainer, materials writer and examiner, having taught for many years online and in different countries around the world.



### **Anthony Cosgrove**

Anthony Cosgrove is an experienced IELTS test item writer, course book author and university lecturer who writes IELTS material for Cambridge University Press, the British Council and FutureLearn.



### **Professor John Skelton**

John was Professor of Clinical Communication from 1992 to 2020, and Lead for Education Quality at Birmingham University College of Medical and Dental Sciences. He has published widely in Clinical Communication, Applied Linguistics and related areas. John is currently Emeritus Professor at the University of Birmingham and President of EALTHY.



## ACCREDITED AND CERTIFICATED

All courses are externally checked and accredited by the CPD Standards Office and/or NOCN. All students receive an official certificate from the accrediting body.

In this way, you know that the courses have been assessed by training experts and found to meet their quality criteria.

### **NOCN Group**

SLC is an approved NOCN international training centre. This means that SLC's organisational infrastructure, policies and processes have undergone rigorous inspection by NOCN



Group to ensure we meet its high accreditation and quality assurance standards.

NOCN Group is a leading UK Awarding Organisation, established in 1987 and registered by Ofqual, the UK government body responsible for standards and quality in qualifications. NOCN Group operates in

over 20 different countries, with over 2,000 approved training centres delivering their qualifications and certificates to over 250,000 learners a year.

### **CPD Standards Office (CPDSO)**

All SLC's courses have been independently accredited by the CPD Standards Office in the UK. This means that they have all been inspected and have successfully met the quality criteria set by CPDSO for any training they accredit. CPDSO works with hundreds of training providers, educational organisations and employers in over 40 countries.



### **OET Premium Preparation Provider**

SLC was the first OET-accredited Premium Preparation Provider in Europe. We successfully completed an OET teaching skills programme, demonstrating high levels of quality in material creation and curriculum planning. SLC works



closely with OET to ensure our materials and training are up-to-date and meet OET's rigorous accreditation criteria.

### **EALTHY**

All SLC's medical English courses are approved by EALTHY, the European Association for Language Teachers for Healthcare.



EALTHY represents Medical English teachers at universities, language schools and vocational colleges around the world, holding regular seminars, conferences and workshops around Europe.





Get in touch to talk through how we can work together



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