

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	No formal award.
4	Programme Title	Pre-Sessional Programme English
5	UCAS/Programme Code	2901L / 2901A
6	Programme Accreditation	Not applicable
7	QAA Subject Benchmark(s)	Not applicable
8	FHEQ Level	Not applicable
9	Last updated	May 2012

10 Programme Aims

- To provide a short, intensive, high quality English language and academic study skills programme, delivered during the summer over a ten- or six-week period, which prepares both undergraduate and postgraduate international students, whose first language is not English, for academic study at a British university.
- To help students develop from an intermediate level upwards the linguistic, communicative and academic competence to successfully embark upon a degree programme in an English language medium institution of higher education.
- To provide a flexible and responsive framework that allows students to develop the necessary competence across a range of language levels.
- To act as a natural follow-on from the English for University Studies programme.
- To enable students to adjust to the demands, challenges and expectations of British higher education and culture.

11 Intended Learning Outcomes

Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:

- A1 British life, culture and society through lessons and a programme of social events and excursions
- A2 The expectations of the British academic community
- A3 The structures and functions of English
- A4 The linguistic and other features of academic texts
- A5 Effective language learning strategies
- A6 Effective communication strategies in both academic and social contexts
- A7 Effective presentation strategies
- A8 The conventions and constraints of academic English in both speaking and writing e.g. bibliographic conventions

Teaching and Learning Methods

The primary method for imparting knowledge and understanding is through small group teaching (average 16 students) to ensure maximum student involvement in the learning process. The methodology used combines inductive and deductive approaches. Some classes tend to be characterised by input from the teacher e.g. Computer Skills whereas others e.g. Social Speaking Skills may involve a task-based approach with problem-solving and other small group activities. Knowledge and understanding of British academic life comes through the weekly lectures, the campus orientation including tours of the Robinson Library and the Language Resource Centre and the information which appears in the Academic and Project handbooks which are studied in class.

Assessment Strategy

Knowledge and understanding is primarily assessed by unseen tests but also to some extent by various forms of coursework.

Intellectual Skills

On completing the programme students should be able to:

- B1 Critically evaluate arguments and evidence in written/spoken texts
- B2 Locate, extract, analyse and draw conclusions from data researched by the student.
- B3 Use problem solving skills
- B4 Employ spoken communicative skills
- B5 Self-monitor learning through critical self-evaluation
- B6 Apply effective language learning strategies
- B7 Think and work independently at a level satisfactory to enter a degree programme
- B8 Demonstrate appropriate organisational skills

Intellectual skills are developed primarily through learner-centred problem-solving activities in all classes where students work independently, in pairs or small groups. More specifically, oral communication skills are developed in Seminar Skills classes where the conditions of academic seminars are replicated (B4). Other skills are developed through Project work (B2, B7, B8), Academic Reading and Writing classes (B1, B2, B3, B5, B6) and Independent Study Skills classes (B3, B4, B6).

Assessment Strategy

Intellectual skills are assessed through projects and unseen tests and coursework.

Practical Skills

On completing the programme students should be able to:

- C1 Comprehend and produce spoken and written English at a satisfactory level to enter a degree programme
- C2 Conceive and produce a project in their own academic subject area, employing appropriate vocabulary, etc

Teaching and Learning Methods
Language skills are developed intensively in small group classes using a variety of methods predominantly drawn from the communicative approach to language teaching and learning. The role of the teacher, therefore, will be varied and range from providing information to facilitating discussion in group and pair work and giving feedback. A key element of this approach is to expose learners to substantial amounts of comprehensible input (especially listening and reading) while providing them with the opportunity to use the language and practice the skills learnt in a supportive environment (C1). Students' subject-specific linguistic needs and academic skills are developed through project work where students are required to work independently on a topic drawn directly from their own subject area (C2).
Assessment Strategy
Subject-specific skills are assessed by unseen tests, projects and oral presentations.
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 Present ideas and arguments in a clear and logical manner in both oral and written English D2 Plan and write essays and projects D3 Think and work independently D4 Gather, sift and organise material independently and critically D5 Demonstrate appropriate information technology skills D6 Demonstrate appropriate time management and organisational skills D7 Demonstrate awareness of the need to avoid plagiarism D8 Demonstrate awareness of the importance of respecting the views of other people D9 Work co-operatively as a member of a team D10 Interact effectively and appropriately with people from other cultures</p>
Teaching and Learning Methods
All the linguistic skills developed on the course may be considered as transferable skills. In addition, other key skills are developed in the Computer Skills classes (as part of the Independent Study Skills Component (D5) and the Project classes (D1, D2, D3, D4, D5, D6, D7). Furthermore, the collaborative nature of work in class fosters the development of teamwork and intercultural communication (D8, D9, D10).
Assessment Strategy
Key transferable skills are assessed through unseen tests, projects and oral presentations.

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>The programme provides two entry points to students during the summer. The entry points are at the end of June and the end of July. Students can study the full programme (10 weeks starting in June) or the core programme (6 weeks starting in July). There is a recommended minimum English language standard for admission to each of these entry points (see 13 below).</p> <p>The desired attainment level is an overall 65 which falls within the Upper-Intermediate level as measured by the INTO band scale range 60-69. In some cases an overall score of 70 is recommended: "is capable of effective communication on a variety of topics and situations, although errors/inaccuracies and misunderstandings occur at times, especially when complex language is used. Should be able to cope with the language of own academic discipline but may experience difficulty in some areas."</p>

See Appendix 1 Admission Requirements and Statements of Competence

This recommended minimum English language standard is benchmarked against the International English Language Testing System (IELTS) which is the most widely recognised English language proficiency test for entry to British higher education.

There are four key components, all of which are offered in each block at several different levels of competence. These are:

- 1 Academic Reading and Writing**
- 2 Academic Listening and Speaking**
- 3 Independent Study Skills**
- 4 Project**

Students study the components in learning groups defined by their language competence (intermediate, upper-intermediate, lower-advanced). The language competence of students is assessed by means of the INTO language proficiency test band scales. Students must complete all four components at the appropriate language level in each block of the programme.

See Appendix 4 “Teaching and Learning Methods”

Other features of the programme include:

Orientation: Students are given detailed information on the University and taken on a tour of the campus on the first day of the programme.

Lecture Programme: A series of weekly lectures is arranged with lecturers from the University and other relevant bodies. This gives the students an opportunity to experience the kind of academic lectures that the students are likely to experience at British universities.

Social Programme: A full social programme of visits and events is provided to help students learn about life and culture in Britain. There are weekend trips to places of cultural interest such as Edinburgh, York and the Lake District and there are social events such as parties, quiz evenings and sports evenings which encourage the students to make new friends and get used to the social life in and around the University.

13 Criteria for admission

Prospective students must be at least 18 years of age by the programme start date and must already hold the offer of a place either conditional or unconditional to read for a degree at an institution of higher education in the UK.

Students enter and exit the programme with varying levels of language competence. The chart attached as Appendix 1 illustrates the different levels in terms of the INTO language proficiency band scale alongside relevant descriptors used widely internationally (the International English Language Testing System (IELTS)).

The minimum language level for admission to the programme, if a student is to achieve a satisfactory level for University study by the start of academic programmes in September, is as follows:

Entry Point	INTO Newcastle Centre	IELTS Band
Block 1 (June)	55-60	5.5-6.0
Block 2 (July)	60-65	6.0-6.5

Admissions procedures

Applicants are asked to provide evidence of previous language learning, in particular an English language test result in either IELTS or TOEFL, as well as written proof of an offer from an institution of higher education in the UK.

The majority of applicants will have received an instruction to attend for all or part of the programme as a condition of their offer of a place on a degree programme at this University, in which case the candidate will be automatically accepted for the Pre-Sessional Programme provided that they meet the minimum English language requirements.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: www.ncl.ac.uk/students/

- Pre-arrival information and support, including full information on how to travel to Newcastle,
- Assistance with arranging accommodation, and airport / station pick-up if requested.
- Orientation and induction
- Placement testing to ensure accurate and appropriate placement of students by language level.
- Student Academic and General Handbook.
- Blackboard
- Individual tutorials provide a mechanism for students to meet with a designated tutor on a regular basis.
- Induction to and instruction in the use of the Language Resource Centre which provides an excellent environment for independent and small group learning.
- Tutorials for self-directed learning are offered in the Open Access Centre to promote independent and lifelong learning.
- Access to Programme Manager for administrative advice and support.
- Access to INTO's and University's Accommodation Office for advice on accommodation and homestay opportunities.
- Access to Student Advice Centre.
- Access to University Computing Service (UCS) clusters.
- Access to University Library.
- Membership of University's Student Union and access to student societies
- Social activities specifically organised for the programme.
- Access to University's advice and support facilities

15 Methods for evaluating and improving the quality and standards of teaching and learning
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Curriculum and Teaching

- Weekly Programme Meetings
- Materials and Coursebook reviews.
- Programme Reviews.
- Class Observation of teachers and students.
- Internal subject review.
- Student feedback questionnaires (programme evaluation).
- Teacher feedback questionnaires (programme evaluation).

Committees to Monitor Quality and Standards

- Board of Studies
- Faculty Teaching Committee
- Teaching and Learning Committee
- Examiners Meeting

Mechanisms for Ensuring Feedback

- Academic Schools (who receive students from the programme).
- Programme Meetings (staff).
- Student evaluation feedback questionnaires.
- Advisory sessions with students.
- Teacher evaluation of the programme by questionnaire and Feedback meeting
- Staff-Student committee meeting

16 Regulation of assessment

The language and academic skills of students are assessed formally and informally by means of:

- unseen tests
- continuous coursework
- projects
- poster and oral presentations

Students are assessed at the end of Block 2. Students' language performance is assessed by means of INTO's band scales (see Appendix 1). Language band scales are used by the International English Language Testing System (IELTS) which is the most widely recognised English language proficiency test for entry to British higher education.

In some cases, students do not achieve the recommended 65 or 70 in the final test. Receiving schools are given advice based on an analysis of the students' overall performance on the programme and their potential for future improvement. At the end of the programme these schools receive a copy of the students' reports and they can also request a copy of the project report and the project itself. This information together with an assessment by the programme leader in consultation with the relevant tutors should give an accurate indication of how well a particular student could cope with study at a British university. If students are below 65 in any of the four skills INTO will recommend that the student takes appropriate classes on the In-Sessional programme.

BALANCE OF ASSESSMENT METHODS

(and Regulation of Assessment)

- The programme is not a "pass/fail" programme.
- The programme provides a learning opportunity for international students to improve their English language and study skills. Students will enter and exit the programme at a variety of language levels (see Appendix 2: "Output Standards").
- Students must complete all four components at the appropriate language level in each block of their studies.
- A cross-component approach to assessment is adopted rather than assessing each of the components separately. Assessment of student performance is based on all four language skills (listening, speaking, reading and writing).

See Appendix 3: Assessment Policy

Role of the External Assessor / Adviser

An External Examiner has been appointed for the Programme. The external examiner is an English Language expert and member of the academic/professional community, appointed by the Non-Faculty Teaching and Learning Committee and his / her / role is to:

- Review final, summative assessments
- Review samples of scripts and coursework to check standards and assessment procedures
- Advise on syllabus and outcomes in relation to current English language teaching methodology with particular reference to the teaching and learning of English for Academic Purposes
- Attend the final Board of Examiners' meeting at the end of the academic year
- Report back to the University

In addition, information relating to the programme is provided in:

The University Prospectus

The INTO Newcastle University Brochure: <http://www.into.uk.com/Newcastle/home>

The University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

PRE-SESSIONAL ENGLISH PROGRAMME

Curriculum Matrix

Intended Learning Outcomes	Knowledge and Understanding								Intellectual Skills								Practical Skills		Transferable Key Skills									
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
PS001	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓
PS002	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓
PS003	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
PS004	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓				

Code	Name	Code	Name
PS001	Academic Reading & Writing	PS003	Projects
PS002	Academic Listening & Speaking	PS004	Independent Study Skills

APPENDIX 1

ADMISSION REQUIREMENTS AND STATEMENTS OF COMPETENCE

Students enter and exit the programme with different levels of language competence. The chart below illustrates the different levels in terms of the INTO band scale and an approximation in terms of the International English Language Testing System (IELTS). In terms of predicting length of study, it typically takes two/three months (in an English speaking environment) for a language learner to progress by one whole band.

Minimum starting level to achieve 65 - 70 by September	Language Level	Entry Standard (INTO Centre)	INTO Newcastle University - Statement of Competence
Block 1 June 5.5 – 6.0	Intermediate	50-59	Deals adequately with familiar/general topics but has considerably difficulty with complex/unfamiliar topics and situations. The language is generally comprehensible but errors/inaccuracies occur frequently.
Block 2 July 6.0 – 6.5	Upper-Intermediate	60-69	Is capable of effective communication on a variety of topics and situations, although errors/inaccuracies and misunderstandings occur at times, especially when complex language is used. Should be able to cope with the language of own academic discipline but may experience difficulty in some areas.
	Low Advanced	70-79	Communicates effectively on a fairly wide range of topics and situations and can handle complex ideas and arguments. Can produce and understand complex language, but errors/inaccuracies and misunderstandings occur occasionally.
	Advanced	80+	Communicates effectively on a wide range of topics and situations and can handle complex ideas and arguments well. Can produce and understand complex language and errors/inaccuracies are rare.

INTERNATIONAL ENGLISH LANGUAGE TESTING SERVICE

As IELTS is the most widely used and recognized test of proficiency, the descriptors for that test are reproduced here, for the purposes of comparison.

IELTS test bands	Statements of Competence (IELTS)
Band 5.0	Modest User Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Band 6.0	Competent User Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and

	understand fairly complex language, particularly in familiar situations.
Band 7.0	Good User Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

NOTES

- Since language acquisition is a complex process, rates of progress can vary widely from one individual to another. The guidelines above on “length of study” can only be taken as approximate. A great many variables come into play e.g. first language, educational background, age, cultural background, motivation, previous language learning experience. Rates of progress can be faster or slower than indicated above.
- Rates of progress can be faster at the lower levels, becoming increasingly difficult to maintain at the higher levels.

APPENDIX 2

OUTPUT STANDARDS

Four key levels of attainment (language competence) are specified: elementary, pre-intermediate, intermediate and upper-intermediate. Each level of attainment is assessed by means of INTO's English Language band scales. Class output standards are specified for each level and cover the four language sub-skills of listening, speaking, reading and writing.

Attainment of the upper-intermediate language level (INTO band range 60-69) would be regarded as the minimum standard for entry to an English medium degree programme. Lower levels of attainment (as specified below) are interim levels or 'waystages'.

Level of attainment	Score in Centre Proficiency Test	DESCRIPTOR WRITING	READING	LISTENING	SPEAKING	GENERAL
ELEMENTARY	30 - 39	<ul style="list-style-type: none"> ◆ Able to write English at the most basic level but with a severely restricted range of structures and vocabulary. ◆ Ability to write English is very limited and meaning is often unclear. ◆ Able to provide the most basic information and express views in written form but with frequent errors and omissions. ◆ Ability to organise ideas and argument is rudimentary and not 	<ul style="list-style-type: none"> ◆ Able to read and comprehend only the simplest written texts. ◆ Limited ability in understanding written English and is likely to be very slow with serious omissions and misunderstandings. 	<ul style="list-style-type: none"> ◆ Able to understand spoken English in the most common, simple social situations but at a slow rate of delivery and requiring constant repetition and assistance. ◆ Very limited understanding of spoken English in general and there are likely to be serious omissions and misunderstandings. 	<ul style="list-style-type: none"> ◆ Able to request and provide basic information but with difficulty and requiring considerable assistance. ◆ Able to speak English in everyday situations but with frequent hesitations, pauses and breakdowns while organising thoughts or searching for language. ◆ Difficulty in expressing an opinion or soliciting the views of other people. 	<ul style="list-style-type: none"> ◆ Very limited understanding of the functions and structures of English. ◆ Able to locate and use learning materials but only with considerable assistance. ◆ Able to use only a very limited range of language learning strategies and frequently requiring assistance.

		<div>very successful.</div> <div>♦ Ability to take notes and write summaries is rudimentary.</div>				
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		DESCRIPTOR				
Level of attainment	Score in Centre Proficiency Test	WRITING	READING	LISTENING	SPEAKING	GENERAL
PRE-INTERMEDIATE	40 - 49	<ul style="list-style-type: none"> ◆ Able to provide basic information and express views in written form. ◆ Able to write English in common, everyday situations such as filling in forms, opening an account, writing a simple letter and requesting information. ◆ Able to use only a limited range of sentence structures and vocabulary. ◆ Able to organise ideas and argument but only at a basic level. ◆ Able to use a restricted range of cohesive devices. ◆ Able to write academic English at only a basic level and with frequent omissions and errors. ◆ Has difficulty in taking notes and writing summaries. 	<ul style="list-style-type: none"> ◆ Able to read and comprehend simple written instructions. ◆ Able to read simple newspaper articles and other relevant material from the media but with difficulty, some lapses in understanding and requiring assistance. ◆ Able to read in an academic context within a very restricted range of topics, styles and text types. ◆ Ability to read is characterised by slowness and difficulty in adjusting reading technique to purpose. 	<ul style="list-style-type: none"> ◆ Able to understand spoken English in common, simple social situations but at a slow rate of delivery and with frequent lapses in understanding. ◆ Able to understand spoken English in an academic context within a very limited range of topics and styles and at a slow rate of delivery and with frequent lapses in understanding. ◆ Has difficulty in understanding authentic broadcasts in the media and competence is limited with frequent lapses in understanding. ◆ Understanding of spoken English in general is rather limited and there are likely to be omissions and misunderstandings. 	<ul style="list-style-type: none"> ◆ Able to speak English in everyday situations but with some hesitations and pauses while organising thoughts or searching for language ◆ Able to express an opinion and solicit the views of other people in relation to common topics but with some breakdown in communication. ◆ Able to speak English in an academic context within a very limited range of situations. 	<ul style="list-style-type: none"> ◆ Understand the functions and structures of English at a basic level. ◆ Able to locate and use learning materials with some assistance. ◆ Able to use a limited range of language learning strategies. ◆ Has a basic awareness of the conventions of academic English.

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		DESCRIPTOR				
Level of attainment	Score in Centre Proficiency Test	WRITING	READING	LISTENING	SPEAKING	GENERAL
INTER-MEDIATE	50 - 59	<ul style="list-style-type: none"> ♦ Able to provide simple information and express views in written form. ♦ Able to write with a reasonable though limited range of sentence structures and vocabulary. ♦ Able to organise ideas and arguments for the most part in order to fulfil the required task but there may be some lack of clarity in the presentation and the development of the ideas and argument. ♦ Able to use a reasonable range of cohesive devices though there may be some misuse or omissions. ♦ Able to write academic English within a reasonable range of situations. 	<ul style="list-style-type: none"> ♦ Able to read and comprehend written texts in a variety of situations. ♦ Able to read simple newspaper articles and other relevant material from the media with some assistance. ♦ Able to read in an academic context within a limited range of topics, styles and text types. ♦ Ability to read may be slow with some difficulty in adjusting reading technique to purpose. 	<ul style="list-style-type: none"> ♦ Able to understand spoken English in everyday situations at a reasonable rate of delivery. ♦ Able to understand spoken English in an academic context within a limited range of topics and styles at a fairly slow rate of delivery. ♦ Able to understand authentic broadcasts in the media to a limited extent but will require some assistance or repetition. 	<ul style="list-style-type: none"> ♦ Able to request and provide information in a fairly broad range of familiar situations. ♦ Able to cope with most everyday, social situations and react appropriately for the most part. ♦ Able to carry out transactions with some negotiation. ♦ Able to express an opinion and solicit the views of other people in relation to a variety of topics. ♦ Able to convey meaning on a range of topics. ♦ Able to speak English in an academic context within a limited range of situations. 	<ul style="list-style-type: none"> ♦ A fair understanding of the functions and structures of English. ♦ Able to locate and use materials. ♦ Able to use a range of language learning strategies. ♦ Has a fairly good awareness of the conventions of academic English.

		♦ Able to take notes and write summaries in order to fulfil the required task but there may be some omissions or irrelevancies.				
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		DESCRIPTOR				
Level of attainment	Score in Centre Proficiency Test	WRITING	READING	LISTENING	SPEAKING	GENERAL
UPPER-INTERMEDIATE	60 - 69	<ul style="list-style-type: none"> ◆ Able to provide information and express views in written form in a wide variety of situations. ◆ Able to write English clearly and effectively in a variety of social situations. ◆ Able to write with an adequate range of sentence structures and vocabulary. ◆ Able to organise ideas and arguments in a clear and logical manner for the most part with some difficulties. ◆ Able to use a reasonable range of cohesive devices appropriately. ◆ Able to write academic English within a reasonable range of situations. ◆ Able to take notes and write summaries 	<ul style="list-style-type: none"> ◆ Able to read and comprehend written instructions in a wide variety of situations. ◆ Able to read a range of newspaper articles and other relevant material from the media with little required assistance. ◆ Able to read in an academic context within a fairly good range of topics, styles and text types. ◆ Able to read with considerable facility at a reasonable speed. 	<ul style="list-style-type: none"> ◆ Able to understand spoken English in most everyday situations at a normal rate of delivery. ◆ Able to understand spoken English in an academic context within a good range of topics and styles. ◆ Able to understand authentic broadcasts in the media but with some omissions and misunderstandings. 	<ul style="list-style-type: none"> ◆ Able to speak English effectively in most social situations with some lapses in the use of grammar and vocabulary and some inappropriacies. ◆ Able to speak English in an academic context within a good range of situations. ◆ Able to use an adequate range of communication strategies which are usually appropriate to context, function and intention. ◆ Able to communicate meaning in a clear and unambiguous manner. 	<ul style="list-style-type: none"> ◆ A reasonably good understanding of the functions and structures of English. ◆ Able, for the most part, to locate, use and critically evaluate materials. ◆ Able to use a range of language learning strategies in a flexible and appropriate manner. ◆ A good understanding of the conventions of academic English. ◆ Able to work both independently and in collaboration with others.

		<p>effectively in order to fulfil the required task with only a few omissions or irrelevancies.</p> <ul style="list-style-type: none">◆ Able to write academic English using appropriate conventions.				
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APPENDIX 3

ASSESSMENT POLICY

Students are assessed in the four language skills of reading, writing, listening and speaking. The assessment is designed to measure both general language/communication skills and study skills for academic work in a UK higher education environment. The rationale for this approach is given below:

- 1 This approach to assessment is consistent with the programme's overall aim of developing the language, communication and study skills of international students to a level that will enable them to undertake a postgraduate degree programme at Newcastle or other UK universities.
- 2 The assessment addresses the specific learning outcomes outlined in Section 11 of the Programme Specification.
- 3 The individual language skills and overall mark are directly linked to a specific band in the statements of competence provided by the INTO Newcastle University Centre. This enables students, receiving schools and sponsors to interpret the grades easily and accurately.
- 4 The marks for the individual language skills enable programme leaders and tutors to make appropriate recommendations for further tuition or self-study in specific language skill areas. It is possible, for example, that a student who has satisfactorily completed the *Pre-Sessional English* Programme may require *In-Sessional English* support in one particular skill (e.g. writing).
- 5 This approach to assessment is consistent with that of other Centre programmes (e.g. *Pre-Sessional*, *In-Sessional*), which also use skills-based assessment and apply the same criteria when awarding marks. This ensures a smooth transition from one programme to another and gives a clear indication of progress over time. It also ensures that reporting mechanisms are standardised across programmes and that the information contained in entry standard and progress reports is standardised and easily interpreted by schools and sponsors.

Proficiency Level	Statement of Competence
30-39	Communication is extremely limited even when dealing with simple, familiar topics. The message is generally unclear and fragmented. Breakdowns in communication are common.
40-49	Communication is possible within a very limited range of situations. Can use very simple language only. Breakdowns in communication occur with some frequency and are caused by comprehension problems and/or errors and inaccuracies in the use of language.
50-59	Deals adequately with familiar/general topics but has considerably difficulty

	with complex/unfamiliar topics and situations. The language is generally comprehensible but errors/inaccuracies occur frequently.
60-69	Is capable of effective communication on a variety of topics and situations, although errors/inaccuracies and misunderstandings occur at times, especially when complex language is used. Should be able to cope with the language of own academic discipline but may experience difficulty in some areas.
70-79	Communicates effectively on a fairly wide range of topics and situations and can handle complex ideas and arguments. Can produce and understand complex language, but errors/inaccuracies and misunderstandings occur occasionally.
80+	Communicates effectively on a wide range of topics and situations and can handle complex ideas and arguments well. Can produce and understand complex language and errors/inaccuracies are rare.

APPENDIX 4

TEACHING AND LEARNING METHODS

As a student's learning time varies, depending on the point at which they enter and exit the programme, the following grid describes teaching and learning methods, for the programme as a whole, according to the number of hours accorded on a weekly basis, by component and / or skill. As this is an intensive, full-time programme, it is assumed that a student will spend approximately the same amount of time again in total in private study. As the practice of one skill inevitably involves other skills, the distribution of private study time is inevitably only an approximation but should give some idea of the relative importance / weighting of the components.

Teaching and Learning Methods	Number of Student Hours (WEEKLY) by Component / Skill Levels INTO 1 – INTO 3					
	Component 1: Writing and Reading (PS001)		Component 2: Listening and Speaking (PS002)		Component 3: Independent Study Skills (PS003)	Component 4: Project (PS004)
	Writing	Reading	Listening	Speaking		
Lectures			2		2	
Seminar Skills						
Tutorials						
Practicals						
Fieldwork						
Other: Small group classes / Pair work / Workshops	4	4	2	4		2
Private Study	8		8		2	2
WEEKLY TOTAL HOURS' TUITION	8		8		2	2
OVERALL TOTAL INCLUDING PRIVATE STUDY	16		16		4	4

* Speaking practice outside the classroom is likely to be of a more informal nature and exceed the total here