PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	No formal award
4	Programme Title	English for University Study
5	UCAS/Programme Code	n/a
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	n/a
9	Last updated	March 2012

10   Programme Aims

- To provide a high quality English language and study skills programme which prepares international students whose first language is not English for postgraduate academic study at a British university.
- To help students develop the linguistic, communicative and academic competence to successfully embark upon a postgraduate degree programme in an English language medium institution of higher education.
- To provide a flexible and responsive framework which allows students to develop the necessary competence across a range of language levels from pre-intermediate to low-advanced.
- To provide a programme with four entry points to cater for students at different language levels.
- To provide a flexible programme with varying durations (10/20/30/40 etc. weeks) in response to student needs.
- To enable students to adjust to the demands, challenges and expectations of British higher education and British culture.

11   Intended Learning Outcomes:

Knowledge and Understanding

On completing the programme students should:
A1   have a basic knowledge of the future University subject that the student wishes to study, particularly in terms of vocabulary
A2   have an appreciation of the culture of UK higher education and its expectations of students
A3   have an understanding of English grammar and vocabulary, including the conventions of academic English
A4   understand the basic requirements for writing a competent essay or report

Teaching and Learning Methods

Knowledge and understanding are primarily taught through small group classes (maximum 16 students) supported by reading, discussion and tutorials to ensure maximum student involvement in the learning process . This is reinforced through practice. The extended assignment or project involves student research.

Assessment Strategy
Knowledge and understanding are assessed primarily through written coursework, end of term tests and examinations, but also through oral presentations and extended assignments.

Intellectual Skills
On completing the programme students should be able to: B1   Use and interpret basic data B2   Critically evaluate basic arguments and evidence in written and spoken texts B3   Read academic texts with some degree of analytical skill B4   Argue a basic case orally or in writing B5   Demonstrate appropriate organisational skills
Cognitive skills are developed primarily through learner-centred problem-solving activities in all classes where students work independently in pairs or small groups. These skills improve best through practice. Transferable skills are developed through Academic Reading & Writing and Academic Listening & Speaking classes. Language Development, which focuses mainly on General English, develops all of the cognitive skills. The input lessons provide students with advice on what is expected of UK students and strategies for developing these skills. The extended assignment in particular reinforces B1 – B4.

Assessment Strategy
The summative testing takes place at the end of each term. There are separate tests for Reading, Writing, Listening & Speaking, including an oral presentation. The extended assignment provides key assessment of the development of intellectual skills, in addition to set coursework and oral presentations.

Practical Skills
On completing the programme students should be able to: C1   recognise and implement some strategies for effective note-taking in lectures and seminars C2   read and take notes from an academic text C3   write an essay in an academic context in coherent English following the conventions of essay writing C4   present ideas and arguments in a reasonably clear and logical manner in written and oral English C5   apply proper referencing and other aspects of good academic practice

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 is a varied one and ranges from providing key information to facilitating discussion in pair and group work as well as giving feedback. One element of this approach is to expose learners to substantial amounts of comprehensible input while providing them with the opportunity to use the language and skills learnt in a supportive environment (C1). The Academic Listening classes will help with C1, and reinforced in the other modules. English language skills are improved through the small group teaching with plenty of practice and interactivity. Both C2 and C3 will be delivered through the Academic Reading and Writing module and C3, C4 and C5 will be helped through the extended assignment practice.

Assessment Strategy
English language competency will be tested directly with exams in the four skills, comparable to IELTS, covering reading, writing, listening and speaking. As the extended assignment is assessed this also gives an indication of the student's writing and speaking skills.

Transferable/Key Skills
On completing the programme students should be able to: D1   work as a member of a small team with colleagues from other backgrounds and cultures D2   make oral presentations D3   use IT skills D4   manage time efficiently D5   use library and information sources D6   study independently when required D7   communicate effectively with native speakers D8   present ideas and arguments in a clear manner in both oral and written English

Teaching and Learning Methods
These key skills will be introduced and encouraged on the extended assignment component and provide guidance on techniques and will also be reinforced in the other components.

Assessment Strategy
Apart from the group work required in class, which will aid team work, the other skills can be judged by the quality of the final product, which is the written extended assignment, and the oral presentation. Communication with native speakers is encouraged through the research conducted by the students, including questionnaires, and through extra-curricular activities.

12   Programme Curriculum, Structure and Features
Basic structure of the programme
The programme is flexible and provides four entry points for students throughout the academic year (September-June). The entry points during the year are as follows: September, January, April and June. Students can study for one, two, three or four terms (from a minimum of 10 weeks to a maximum of 40 weeks) though it is expected that students who have taken the EUS programme through the academic year would progress to the Pre-Sessional programme for term 4 if they require further English study, and are due to start University in September of that year. There is a recommended minimum English language standard for admission to these entry points. A particular feature of the Programme is that students are taught in small groups (usually a maximum of 16 students) and this ensures that learning is highly interactive and communicative. There are a series of formal orientation and induction sessions at the start of each term to ensure that all students settle in comfortably. Ongoing tutorial support is provided throughout the Programme. The normal standard attainment level **is upper-intermediate language level** as measured by the INTO Newcastle University Centre's English Language proficiency band scale range 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."* **See Appendix 1 ("Admission Requirements and Statements of Competence").** This recommended minimum English language standard is currently 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. Students should be placed into three broad levels: Pre-Academic, Lower Academic and Upper Academic. Within these broad levels are narrower bands 1 – 7. Each band is comparable with half of a band on the IELTS scale. The lowest level 1 compares with IELTS 3.0 to 3.5 and Level 7 compares with IELTS 6.0 – 6.5.

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

1   Reading & Study Skills (RSS)
2   Written Language Skills (WLS)
3   Speaking & Listening Skills (SLS)
4.   Language Development (LD)

Students study the modules in learning groups defined by their language competence (Pre-Academic etc.). The key language skills are learnt in a variety of ways and the programme acknowledges that students may have different learning styles. Both inductive and deductive learning are deployed. As well as whole-class activities, a great deal of emphasis is placed upon pair work and small group work. The language competence of students is assessed by means of the INTO Newcastle University Centre's English language proficiency test band scales. Students must complete all four components at the appropriate language level in each term of their studies and at Level 6 there is the introduction of a Project element to the Reading & Study Skills component.

13   Criteria for admission

Prospective students must be at least 17 years of age by the programme start date and must either already hold the offer of a place to read for an undergraduate or postgraduate degree at an institution of higher education, or have some form of undergraduate or postgraduate academic study as their stated future intention.

Students enter and exit the programme with varying levels of language competence.
See Appendix 1 ("Admission Requirements and Statements of Competence").

The chart attached as Appendix 1 illustrates the different levels in terms of the INTO Newcastle University Centre's English Language proficiency band scale. For illustrative purposes, the language levels may be compared to IELTS (International English Language Testing System), one of the most widely used international tests of English for higher education. The minimum language level for admission to the programme is 30 which is comparable to IELTS 3.0. After arrival, students take entry tests in writing and listening to check their entry level.

The recommended minimum language level for admission to the programme is 30 with 30 in writing. Students who score between 30 and 50 on the entry test will spend the majority of their class time improving their General English skills and being introduced to basic academic and study skills. If a student is to achieve a satisfactory level for University study by the start of academic programmes in the following September, the recommended minimum level for starting the programme needs to be followed. [This assumes that the student may need to undertake further preparatory work through the INTO Newcastle University Centre's Pre-Sessional Intensive Language Programme (June – September)]. Students who arrive one year before with a level lower than the recommended minimum of 45 are likely to take longer to reach the required level of English required for University study.

Entry Point	INTO Newcastle Centre	IELTS Band
September	45	4.5
January	50	5.0
April	55	5.5
June	60	6.0

Admissions procedures
Applicants are asked to complete the INTO Application Form, including education history, work experience (if any) and provide evidence of previous language learning and current English language proficiency, in particular an English language test result in either IELTS or TOEFL, as well as their study goals and their reason for wishing to study English at INTO Newcastle University.

Some applicants, however, may receive an instruction to attend for all or part of the English for University Study programme as a condition of their offer of a place on a degree programme at this University. In such cases, the candidate will be automatically accepted for the EUS Programme so long as he/she meets the minimum required English language standard for entry.

14   Support for Student Learning

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

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and general information about the INTO Newcastle University Centre and their programme, as described in the Degree Programme Handbook. New students will be given detailed programme information and the timetable of lectures/practicals/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Students are explicitly tutored on their approach to both group and individual projects.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their Personal Tutor (see below) for more generic issues. Thereafter the Programme Manager or Academic Director may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a Personal Tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Personal Tutors will support students to make applications to Newcastle and elsewhere through UCAS.

INTO Newcastle University also employs a Welfare Officer who is available to offer help and guide students to the range of support services offered by Newcastle University. These include one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues, etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

A summary of support provided by INTO Newcastle University
- 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 (immediately preceding the teaching term).
- Placement testing to ensure accurate and appropriate placement of students by language level.
- Student Handbook.
- Centre website.
- Class tutorials provide a mechanism for students to meet with a designated tutor on a regular basis.
- Designated class representatives (students) for each learning group.
- Induction to and instruction in the use of the University's Learning Resource Centre which provides an excellent environment for independent and small group learning.
- Tutorials for self-directed learning are offered in the Learning Resource Centre to promote independent and lifelong learning (Learner Training).
- Access to the Centre's dedicated computing facility.
- Access to the INTO Newcastle University Newcastle University staff for administrative advice and support.
- Access to the INTO Newcastle University's Accommodation Officer for advice on accommodation and homestay opportunities, and the Centre's Welfare Officer for support and advice on personal issues.
- Access to the International Office's INTO Liaison Officer
- Staff-Student Committee meetings.
- Access to Student Advice Centre.
- Access to University's computer clusters (ISS).
- 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

Component reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Cross-Faculty Teaching, Leaning and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the programme and reports to Cross-Faculty Teaching, Learning and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through the Cross-Faculty Teaching, Learning and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All components of the programme are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

16	Regulation of assessment
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 Cross-Faculty Teaching, Learning and Student Experience Committee and is expected 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.

ENGLISH FOR UNIVERSITY STUDY PROGRAMME
Curriculum Matrix

Intended Learning Outcomes	Knowledge and Understanding				Practical Skills					Intellectual Skills					Transferable Key Skills						
Modules	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
EUS001	√	√	√	√	√	√	√		√	√	√			√	√		√	√	√	√	
EUS002	√	√	√	√	√	√		√	√	√	√	√	√	√	√		√	√		√	√
EUS003	√	√	√		√	√		√	√	√			√		√	√	√	√		√	√
EUS004			√		√	√									√	√	√	√		√	√

Code	Name	Code	Name
EUS001	Reading and Study Skills (RSS)	EPS003	Speaking and Listening Skills (SLS)
EUS002	Written Language Skills (WLS)	EPS004	Language Development (LD)

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 Newcastle University Centre band scale and an approximation in terms of the International English Language Testing System (IELTS).

Language Level	Entry Standard (INTO Centre)	INTO Newcastle University - Statement of Competence
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.
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.

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

Six key levels of attainment (language competence) are specified: *elementary, pre-intermediate, intermediate, upper-intermediate., low-advanced and advanced.* **Each level of attainment is assessed by means of the INTO Newcastle University Centre'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 Newcastle 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	♦ 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 very successful. ♦ Ability to take notes and write summaries is rudimentary.	♦ 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.	♦ 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.	♦ 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.	♦ 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.

Level of attainment	Score in Centre Proficiency Test	DESCRIPTOR				
		WRITING	READING	LISTENING	SPEAKING	GENERAL
PRE-INTERMEDIATE	40 - 49	♦ 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.	♦ 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.	♦ 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.	♦ 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.	♦ 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.

		DESCRIPTOR				
Level of attainment	Score in Centre Proficiency Test	WRITING	READING	LISTENING	SPEAKING	GENERAL
INTER-MEDIATE	50 - 59	♦ 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. ♦ Able to take notes and write summaries in order to fulfil the required task but there may be some omissions or irrelevancies.	♦ 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.	♦ 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.	♦ 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.	♦ 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.

Level of attainment	Score in Centre Proficiency Test	DESCRIPTOR				
		WRITING	READING	LISTENING	SPEAKING	GENERAL
UPPER-INTERMEDIATE	60 - 69	♦ 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 effectively in order to fulfil the required task with only a few omissions or irrelevancies. ♦ Able to write academic English using appropriate conventions.	♦ 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.	♦ 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.	♦ 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.	♦ 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.

Level of attainment	Score in Centre Proficiency Test	DESCRIPTOR				
		WRITING	READING	LISTENING	SPEAKING	GENERAL
Low-Advanced	70 - 79	♦ Able to provide information and express views in written form in a wide range of situations. ♦ Able to write English clearly and effectively in a wide variety of social situations. ♦ Able to write with a very good range of sentence structures and vocabulary. ♦ Able to organise ideas and arguments in a clear and logical manner with occasional difficulties. ♦ Able to use a wide range of cohesive devices successfully for the most part. ♦ Able to write academic English within a good range of situations. ♦ Able to take notes and write summaries effectively in order to fulfil the required task. ♦ Able to write academic English effectively using appropriate conventions.	♦ Able to read and comprehend written texts in a wide variety of situations. ♦ Able to read a range of newspaper articles and other relevant material from the media. ♦ Able to read in an academic context within a good range of topics, styles and text types. ♦ Able to read with considerable facility and speed.	♦ Able to understand spoken English in a wide variety of everyday situations at a normal rate of delivery. ♦ Able to understand spoken English in an academic context within a wide range of topics and styles. ♦ Able to understand authentic broadcasts in the media with only occasional omissions and misunderstandings.	♦ Able to speak English effectively in most social situations with occasional inappropriacies. ♦ Able to speak English in an academic context within a wide range of situations. ♦ Able to express an opinion confidently and solicit the views of other people effectively in relation to a wide variety of topics. ♦ Able to use a good range of communication strategies which are usually appropriate to context, function and intention. ♦ Able to communicate meaning in a clear and unambiguous manner.	♦ A very good understanding of the functions and structures of English. ♦ Able to locate, use and critically evaluate materials. ♦ Able to use a good range of language learning strategies in a flexible and appropriate manner. ♦ A very good understanding of the conventions of academic English. ♦ Able to work both independently and in collaboration with others in a confident manner.

Level of attainment	Score in Centre Proficiency Test	DESCRIPTOR				
		WRITING	READING	LISTENING	SPEAKING	GENERAL
Advanced	80 +	♦ Able to provide information and express views in written form in a full range of situations. ♦ Able to write English clearly and effectively in most social situations. ♦ Able to write with a wide range of sentence structures and vocabulary. ♦ Able to organise ideas and arguments in a clear and logical manner. ♦ Able to use a wide range of cohesive devices successfully. ♦ Able to write academic English within a wide range of situations. ♦ Able to take notes and write summaries effectively in order to fulfil the required task. ♦ Able to write academic English to a high standard using appropriate conventions.	♦ Able to read and comprehend written texts in a full variety of situations. ♦ Able to read a wide range of newspaper articles and other relevant material from the media. ♦ Able to read in an academic context within a very good range of topics, styles and text types. ♦ Able to read a wide variety of text types with considerable facility and speed.	♦ Able to understand spoken English in a wide variety of situations at a normal rate of delivery. ♦ Able to understand spoken English in an academic context within a wide range of topics and styles. ♦ Able to understand authentic broadcasts in the media.	♦ Able to speak English effectively in most social situations. ♦ Able to speak English in an academic context within a full range of situations. ♦ Able to express an opinion confidently and solicit the views of other people effectively in relation to a wide variety of topics. ♦ Able to use a wide range of communication strategies which are appropriate to context, function and intention. ♦ Able to communicate meaning and complex ideas in a clear and unambiguous manner.	♦ Demonstrates a high level of understanding with regard to the functions and structures of English. ♦ Able to locate, use and critically evaluate materials; especially on complex topics. ♦ Able to use a wide range of language learning strategies in a flexible and appropriate manner. ♦ Demonstrates a high level of understanding with regard to the conventions of academic English. ♦ Able to work both independently and in collaboration with others in a confident manner.

Appendix 3
ASSESSMENT POLICY: ENGLISH FOR UNIVERSITY STUDY PROGRAMME

Students are assessed in the four language skills of reading, writing, listening and speaking and a Use of English exam. 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 10 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 *English for University Study* Programme or *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
ENGLISH FOR UNIVERSITY STUDY PROGRAMME

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: **Reading and Study Skills (EPS001)**		Component 2: **Written Language Skills (EPS002)**	Component 3: **Speaking & Listening Skills**		Component 4: **Language Development (EPS004)**	
	Reading	Study Skills		Speaking	Listening		
Lectures							
Seminars							
Tutorials							
Practicals							
Fieldwork							
Other: Small group classes / Pair work / Workshops	4		4	3	3	6	
WEEKLY TOTAL HOURS' TUITION	4		4	6		6	
Private Study	4		4	6		6	
OVERALL TOTAL INCLUDING PRIVATE STUDY	8		8	12		12	

Teaching and Learning Methods	Number of Student Hours (WEEKLY) by Component / Skill Levels INTO 4 – INTO 5 (Lower Academic)						
	Component 1: **Reading and Study Skills (EPS001)**		Component 2: **Written Language Skills (EPS002)**	Component 3: **Speaking & Listening Skills**		Component 4: **Language Development (EPS004)**	
	Reading	Study Skills		Speaking	Listening		
Lectures							
Seminars							
Tutorials							
Practicals							
Fieldwork							
Other: Small group classes / Pair work / Workshops	2	2	6	3	3	4	
WEEKLY TOTAL HOURS' TUITION	4		6	6		4	
Private Study	4		6	6		4	
OVERALL TOTAL INCLUDING PRIVATE STUDY	8		12	12		8	

Teaching and Learning Methods	Number of Student Hours (WEEKLY) by Component / Skill Levels INTO 6 – INTO 7 (Upper Academic)						
	Component 1: **Reading and Study Skills (EPS001)**		Component 2: **Written Language Skills (EPS002)**	Component 3: **Speaking & Listening Skills**		Component 4: **Language Development (EPS004)**	
	Reading	Study Skills		Speaking	Listening		
Lectures							
Seminars							
Tutorials							
Practicals							
Fieldwork							
Other: Small group classes / Pair work / Workshops	2	4	6	3	3	2	
WEEKLY TOTAL HOURS' TUITION	6		6	6		2	
Private Study	6		6	6		2	
OVERALL TOTAL INCLUDING PRIVATE STUDY	12		12	12		4	