<table>
<tr><td rowspan="4">**PROGRAMME SPECIFICATION**</td><td rowspan="4"> Newcastle University</td></tr>
</table>

| 1 | **Awarding Institution** | Newcastle University |
|---|---|---|
| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | Graduate Diploma |
| 4 | **Programme Title** | INTO Newcastle University Graduate Diploma in Business and Humanities |
| 5 | **Programme Code** | 2993U / 2993J |
| 6 | **Programme Accreditation** | n/a |
| 7 | **QAA Subject Benchmark(s)** | n/a |
| 8 | **FHEQ Level** | 6 |
| 9 | **Date written/revised** | June 2012 |

| **10** | **Programme Aims** |
|---|---|

1.  equips international students with the English language competence they need to study Business and Humanities at postgraduate level at Newcastle University or in another UK HEI
2.  provides students with the intellectual development they need to be academically capable of studying subjects at postgraduate level at Newcastle University or in another UK HEI
3.  builds up students' study skills so that they are capable of entering UK HE, whilst also helping them to get accustomed to studying in the UK
4.  provides practical experience of British university teaching methods
5.  provides sufficient appreciation of British life, institutions and culture for both studying and living in the UK
6. enables students to develop confidence in communicating with native speakers
7. encourages students to undertake self-evaluation to help them analyse their progress
8  provides students with subject specific knowledge to prepare them for post graduate study.

| **11** | **Learning Outcomes** |
|---|---|

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes at Honours level.

### Knowledge and Understanding

On completing the programme students should be able to demonstrate knowledge and understanding of:
A1     Aspects of UK institutions and culture
A2      Theoretical and subject-specific vocabulary related to selected aspects of management, economics, law, and social and cultural studies which demonstrate an in-depth understanding of a chosen topic
A3     The academic culture of UK higher education and its expectations of students
A4     English grammar and vocabulary, including the conventions of academic English
A5     The requirements for writing a competent essay or report, including citation and referencing

**Teaching and Learning Methods**

Knowledge and understanding is primarily taught through lectures supported by independent reading, seminar discussions and interactive activities and study clinics. English is primarily taught in smaller classes and reinforced through practice. The final project involves a large element of independent student research.

| **Assessment Strategy** |
| --- |
| Knowledge and understanding is assessed primarily through written coursework and tests, but also through presentations and the project. |

| **Intellectual Skills** |
| --- |
| On completing the programme students should be able to:<br>B1    Use and interpret a range of data<br>B2    Critically evaluate arguments and evidence in written/spoken texts<br>B3    Read academic texts with some degree of analytical skill<br>B4    Argue a case orally or in writing |

| **Teaching and Learning Methods** |
| --- |
| These skills are best taught and learned through practice, although the Study and Research Skills module will provide students with advice on what is expected of UK students and strategies for developing these skills. The final project in particular reinforces B1- B4. |

| **Assessment Strategy** |
| --- |
| The final project provides a key piece of assessment of the development of intellectual skills, as do other pieces of coursework and oral presentations. The Study and Research Skills module will assess B1 to B4 in particular. |

| **Practical Skills** |
| --- |
| On completing the programme students should be able to:<br>C1    Develop strategies for effective note taking in lectures and seminars<br>C2    Read and take notes from an academic text<br>C3    Take part in academic discussions in a seminar or tutorial context<br>C4    Write an academic essay or report in coherent English following conventions of essay or report writing, including the correct usage of referencing.<br>C5    Present ideas and arguments in a clear and logical manner in written and oral English |

| **Teaching and Learning Methods** |
| --- |
| The Study and Research Skills module will deliver C1, but the lessons learned will be reinforced in all the other modules. The English language skills will be taught through the English for Academic Purposes (Graduate Diploma) module largely through small group teaching with plenty of practice. However, every other module will also use and reinforce these skills. Not only will students be taught how to develop these skills, but the academic modules will provide opportunities to put these skills into practice. Referencing protocol (see C4) will be taught through the Study and Research Skills' module, in addition to EAP modules. |

| **Assessment Strategy** |
| --- |
| Practical skills will be assessed by a range of coursework, including individual written assignments, presentations, end of term examinations and group work.  All modules will indirectly assess English language competence and the ability to take notes and use sources, as they all require an ability to express ideas in English. |

| Transferable/Key Skills |
| --- |
| On completing the programme students should be competent in:<br>D1    Team work and interpersonal skills<br>D2    Delivering academic, oral presentations<br>D3    IT skills<br>D4    Time management skills<br>D5    Use of library and information sources<br>D6    Independent thinking<br>D7    Adaptability to a range of academic situations<br>D8    Self evaluation skills<br>D9    Academic written communication, including essay and report writing |
| |
| **Teaching and Learning Methods** |
| The Study and Research Skills' module lectures will introduce students to these key skills and provide guidance on techniques, with practice occurring largely in the other modules and in small group teaching on the Study and Research Skills module. |
| **Assessment Strategy** |
| Some groupwork is required and students' success in working in teams will therefore be assessed via the quality of the end product. Several assessed oral presentations are built into the module. D3-D6 will be assessed via coursework assessment and in particular through the project. The Study and Research Skills module will also assess teamwork and essay writing. It will also be developed through the EAP modules and through extra-curricular activities. D8 will be developed particularly via the Study and Research Skills module. |

| 12    Programme Curriculum, Structure and Features |
| --- |
| **Basic structure of the programme** |
| A one year 120 credit programme which combines the study of English for Academic Purposes (Graduate Diploma) with the study of Study and Research Skills, UK Institutions & Culture, together with modules selected from Management and Organisation, Economics, Introduction to UK and EU Law, and Social and Cultural Studies. |
| **Key features of the programme (including what makes the programme distinctive)** |
| The combination of English for Academic Purposes, study skills and academic content in an environment designed to support international students and help them develop necessary skills to enable them to move onto a postgraduate degree programme. |
| **Programme regulations (link to on-line version)** |
| http://www.ncl.ac.uk/regulations/programme/ |

| 13    Criteria for admission |
| --- |
| *Subject qualifications*<br>Pass in a university degree (as approved by Newcastle University), or<br>Diploma (3 to 5 years) with satisfactory grades (as approved by Newcastle University)<br><br>*English qualifications*<br>English language equivalent to minimum of IELTS 6.0 (with a minimum<br>of 5.5 in all subskills) or an equivalent score |

*Admissions policy/selection tools*
Candidates will be selected according to their ability to complete the programme successfully and gain entry to their chosen programme and will be counselled accordingly.

*Non-standard Entry Requirements*
Will be considered on their individual merits

*Additional Requirements*
n/a

| 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/

*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 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 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 the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

*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.

| 15 | Methods for evaluating and improving the quality and standards of teaching and learning |
|---|---|

*Module 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, Learning and Student Experience Committee.

*Programme reviews*
The Board of Studies conducts an Annual Monitoring and Review of the programme and reports to the Cross-Faculty Teaching, Learning and Student Experience Committee.  The Cross-FTLSEC takes an overview of all programmes within its remit and reports any Faculty or institutional issues to the University 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 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 modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.  The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising issues are captured at programme and School/institutional level and reported back to the appropriate body.

*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.

*Accreditation reports*
n/a

*Additional mechanisms*
n/a

| 16 | Regulation of assessment |
|---|---|

*Pass mark*
The pass mark is 40
The pass mark for English for Academic Purposes modules is 65


*Course requirements*
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions.

Satisfactory completion of the Graduate Diploma requires that:
- a) the average mark over all academic modules, taking due account of the credit value, is not less than 40;
- (b) no single mark for any academic module is below 35;
- (c) marks of 35-39 in academic modules can be compensated, provided the total credit value of these modules does not exceed 20;
- (d) the mark for English for Academic Purposes is not less than 65 (equivalent to IELTS 6.5) with no competence (reading, writing, listening and speaking) below 60
- (e) no compensation for English for Academic Purposes is permitted

A student who fails a module will be able to have **one** further attempt to achieve a pass for that module. Students will not be permitted to proceed to a postgraduate degree programme at Newcastle University carrying a failure in any module.

Performance higher than a basic pass (in academic modules and English for Academic Purposes) will be required for entry into Newcastle University degree programmes as specified in the entry requirements for specific degree programmes.

*Weighting of stages*
N/A

*Common Marking Scheme*
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

|  | Modules used for degree classification (DC) | Modules not used for degree classification |
|---|---|---|
| <40 | Fail | Failing |
| 40-49 | Third Class | Basic |
| 50-59 | Second Class, Second Division | Good |
| 60-69 | Second Class, First Division | Very Good |
| 70+ | First Class | Excellent |

*Role of the External Examiner*
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
    See and approve examination papers
    Moderate examination and coursework marking
    Attend the Board of Examiners
    Report to the University on the standards of the programme

---

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

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/)

The INTO Newcastle University Brochure (see http://www.intohigher.com/uk/en-gb/our-centres/into-newcastle-university.aspx)

The University Regulations (see http://www.ncl.ac.uk/regulations/docs/ )

The Foundation Certificate 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.

**Annex**

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

| Module | | Type | Intended Learning Outcomes | | | |
|---|---|---|---|---|---|---|
| | | | **A** | **B** | **C** | **D** |
| INU3102 | EAP | Comp | 5, 6 | 2, 3, 4 | 1, 4, 5 | 2, 7 |
| INU3108 | UKIC | Comp | 1 | 1, 2, 3 | 2, 3, 4, 5 | 1, 6 |
| INU3107 | S&RS | Comp | 3, 4, 6 | 1, 2, 3, 4 | 1, 2, 3, 4, 5, 6 | 2, 3, 4, 5, 6, 7, 8 |
| INU3106 | MGT | Comp | 1, 2, 3 | 1, 2, 3 | 2, 3, 4, 5 | 1, 6 |
| INU3110 | ECON | Option | 1, 2, 3 | 1, 2, 3 | 2, 3, 4, 5 | 1, 6 |
| INU3112 | SOC & CULT | Option | 1, 2, 3 | 1, 2, 3 | 2, 3, 4, 5 | 1, 6 |