

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	No formal award
<b>4</b>	<b>Programme Title</b>	Pre-Sessional English Programme
<b>5</b>	<b>Programme Code</b>	Not applicable
<b>6</b>	<b>Programme Accreditation</b>	Not currently accredited
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Not applicable
<b>8</b>	<b>FHEQ Level</b>	Not applicable
<b>9</b>	<b>Last updated</b>	July 2022

**10 Programme Aims**

1. By the end of the course, students will be able to identify and select appropriate texts from the specialist literature of their subject and read at various speeds appropriate to the purpose of the text and their reading purpose.
2. By the end of the course, students will be able to produce academic writing of a sufficiently high standard to meet the requirements of a University degree programme and to be of sufficient quality to be acceptable to a subject tutor/supervisor not only in grammatical correctness but also in the planning and organisation of the written argument.
3. By the end of the course, students will have improved their fluency, accuracy and complexity in a range of grammatical and lexical features of written and spoken academic style.
4. By the end of the course, students will be able to take an active part in small group discussions on a range of topics.
5. By the end of the course, students will be able to prepare and deliver an effective and clearly structured presentation, using appropriate visual aids and deal with the audience's questions.
6. By the end of the course, students will be able to understand a lecture sufficiently well to be able to take adequate notes on the speaker's main points and supporting detail.

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

**Knowledge and Understanding**

On completing the programme students should have an understanding of:

- A1 the writing process
- A2 academic writing style
- A3 general academic vocabulary
- A4 collocations
- A5 lexical sets
- A6 complex noun phrases
- A7 cohesive devices
- A8 a range of complex sentences
- A9 verb patterns
- A10 the language of hedging
- A11 the language used to explain key ideas
- A12 signalling and signposting language
- A13 aspects of connected speech

**Teaching and Learning Methods**

<p>The primary means of imparting knowledge and understanding (A1-A13) is small group teaching in classes of approximately eighteen students. Learning takes place via teacher-guided problem-solving exercises, group activities, independent study, and coursework related feedback (A1-A13).</p>
<p><b>Assessment Strategy</b></p>
<p>Knowledge and understanding is primarily assessed by coursework, presentation assessment, reading assessment and listening assessment (A3-A10 &amp; A12); coursework, presentation assessment and listening assessment (A11); coursework (A1 &amp; A2); and listening assessment (A13).</p>
<p style="text-align: center;"><b>Intellectual Skills</b></p>
<p>On completing the programme students should be able to:  B1 read a text critically  B2 select evidence from reading to support their arguments  B3 consider the reader and purpose for writing</p>
<p><b>Teaching and Learning Methods</b></p>
<p>Cognitive skills are developed through small group teaching (B1-B3). Students are encouraged to acquire them through classroom-based practice tasks, independent study and coursework related feedback (B1-B3).</p>
<p><b>Assessment Strategy</b></p>
<p>Cognitive skills are assessed by coursework (B1-B3) in addition to reading and listening assessment (B1)</p>
<p style="text-align: center;"><b>Practical Skills</b></p>
<p>On completing the programme students should be able to:  C1 use library catalogues, library guides and databases to select appropriate texts  C2 use a variety of note-taking techniques &amp; systems  C3 prepare presentation visuals  C4 deal with questions in presentations</p>
<p><b>Teaching and Learning Methods</b></p>
<p>Practical skills are developed in small group teaching (C1-C4) and workshops (C1). Students are encouraged to 'learn by doing' via classroom-based practice tasks (C1-C4), independent study (C1-C3), coursework related feedback (C1) and group activities (C4).</p>
<p><b>Assessment Strategy</b></p>
<p>C1 and C2 are assessed by coursework, while C3 and C4 are assessed by presentation.</p>
<p style="text-align: center;"><b>Transferable/Key Skills</b></p>
<p>On completing the programme students should be able to:  D1 identify the main sections in a written text  D2 identify main ideas in a written text  D3 identify specific information in a written text  D4 identify useful examples in a written text  D5 understand essay titles  D6 use a variety of brainstorming techniques  D7 organise written texts  D8 plan written texts  D9 organise and develop paragraphs  D10 organise the structure and content of a range of paragraph types  D11 make texts coherent and cohesive  D12 avoid plagiarism when using academic sources  D13 give opinions, agree and disagree in seminar discussions and presentations  D14 manage turn-taking in seminar discussions  D15 clarify and ask for clarification in seminar discussions and presentations  D16 make suggestions in seminar discussions</p>

<p>D17 reach a consensus in seminar discussions  D18 support arguments in seminar discussions and presentations  D19 report on group work after seminar discussions  D20 organise a presentation  D21 refer to visuals in a presentation  D22 deliver a presentation with comprehensible intonation, word stress and phrasing  D23 recognise different lecture structures  D24 identify the lecture theme and the main ideas  D25 distinguish between key points, supporting evidence and examples in a lecture  D26 recognise signposting and referencing language in a lecture  D27 recognise cause and effect relationships in a lecture  D28 recognise analysis and evaluation in a lecture  D29 recognise techniques used for introducing new terminology in a lecture  D30 identify digressions in a lecture</p>
<p><b>Teaching and Learning Methods</b></p> <p>Transferable/Key Skills are developed in small group teaching (D1-D30) using group activities (D1-D30), classroom-based practice tasks (D1-D19, D23-D30), independent study (D1-D12, D23-D30), peer-evaluation (D13-D22), coursework related feedback (D5, D7-D12), problem-solving exercises, (D13-D19) and student presentations (D20-22)</p>
<p><b>Assessment Strategy</b></p> <p>D4, D8 and D12 are assessed by coursework. D1-D3 and D5 are assessed by a combination of coursework and reading assessment. D7 and D9-D11 are assessed by coursework. D13, D15, D18, D20-D22 are assessed by presentation. D23-D30 are assessed by listening assessment. The other skills are not assessed.</p>

<p><b>12 Programme Curriculum, Structure and Features</b></p>
<p><b>Basic structure of the programme</b></p> <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 shortened 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>Students have a 2-day induction period, which includes orientation and a campus tour (where relevant), registration, talks by welfare and student services, and academic induction by the Programme Manager. The assessment period runs from Tuesday of week 9 to Tuesday of week 10. Students submit their written assignment and have a formal assessment of their reading, listening and presentation skills. Classes continue in the final week. Lessons focus on reviewing or extending work covered before the assessment, and/ or the longer term aims of preparing students beginning their first semester of university study.</p> <p>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.</p>
<p><b>Key features of the programme (including what makes the programme distinctive)</b></p> <p>There are three key components:</p> <p>PS001: Academic Reading and Writing, including Research Project  PS002: Academic Listening and Speaking, including Seminar Skills and Presentation Skills  PS003: Grammar and Vocabulary</p> <p>Students study the components in learning groups defined by their eventual degree subject.</p>

<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>

**13 Criteria for admission**

Prospective students must be at least 17 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.

The standard language entry requirements are as below:

Faculty	10 week programme	6 week programme
Science, Agriculture and Engineering	5.5 (with a minimum of 5.0 in all subskills)	6.0 (with a minimum of 5.5 in all subskills)
Humanities and Social Sciences,	6.0 (with a minimum of 5.5 in all subskills)	6.0 (with a minimum of 6.0 in writing and 5.5 in all other subskills)
Medical Sciences	6.0 (with a minimum of 5.5 in all subskills)	case by case only

Note that some degree programmes require a higher English language level for entry to the Pre-sessional English course.

See Appendix 1

**Admissions procedures**

Applicants are asked to provide evidence of previous language learning, in particular an English language test result, as well as written proof of an offer from Newcastle University.

The majority of applicants will have received an instruction to attend either the ten- or six-week 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**

- 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
- Student Handbook
- Canvas training
- 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
- 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 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

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

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### Curriculum and Teaching

- 5 day induction for teachers
- Regular programme meetings
- Peer dialogue for all teachers
- Regular teacher development sessions
- Materials and coursebook reviews
- Programme reviews
- Class observation of teachers and students
- Student feedback questionnaires (programme evaluation)
- Teacher feedback questionnaires (programme evaluation)
- External examiner report

### 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 feedback questionnaires
- Student-Staff committee meeting
- External examiner review

### *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 and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

### *External Examiner reports*

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

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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 actions are captured at programme and School / institutional level and reported to the appropriate body.

*Mechanisms for gaining student feedback*

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

*Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo Learning and Teaching Review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

## **16 Regulation of assessment**

The programme is not a "pass/fail" programme. In order to successfully complete the Pre-sessional programme, students must meet the following criteria:

- Attendance on the programme (minimum 90%)
- Satisfactory completion of both a written assignment and presentation
- Completion of all components of the final assessment

Students do not need to obtain a particular score in their final assessment to proceed to their University degree providing that they successfully complete the programme. However, to satisfy UKVI visa regulations, students must also gain a minimum of 55 (IELTS 5.5) in each of the four parts of the final assessment.

See Appendix 3

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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 Handbooks

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	
	A1	A2	A3-10	A11-13		B1-3	C1	C2	C3-4	D1-12
PS001	X	X			X	X	X		X	
PS002				X			X	X		X
PS003		X	X							

Code	Name
PS001	Academic Reading and Writing, including Research Project
PS002	Academic Listening and Speaking, including Seminar Skills and Presentation Skills
PS003	Grammar and Vocabulary



# 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
10 week programme 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.
6 week programme 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	<b>Modest User</b> 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	<b>Competent User</b> 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	<b>Good User</b> 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
<b>ELEMENTARY</b>	30 - 39	<ul style="list-style-type: none"> <li>◆ Able to write English at the most basic level but with a severely restricted range of structures and vocabulary.</li> <li>◆ Ability to write English is very limited and meaning is often unclear.</li> <li>◆ Able to provide the most basic information and express views in written form but with frequent errors and omissions.</li> <li>◆ Ability to organise ideas and argument is</li> </ul>	<ul style="list-style-type: none"> <li>◆ Able to read and comprehend only the simplest written texts.</li> <li>◆ Limited ability in understanding written English and is likely to be very slow with serious omissions and misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Very limited understanding of spoken English in general and there are likely to be serious omissions and misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Able to request and provide basic information but with difficulty and requiring considerable assistance.</li> <li>◆ Able to speak English in everyday situations but with frequent hesitations, pauses and breakdowns while organising thoughts or searching for language.</li> <li>◆ Difficulty in expressing an opinion or soliciting the views of other people.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Very limited understanding of the functions and structures of English.</li> <li>◆ Able to locate and use learning materials but only with considerable assistance.</li> <li>◆ Able to use only a very limited range of language learning strategies and frequently requiring assistance.</li> </ul>

		<p>rudimentary and not very successful.</p> <ul style="list-style-type: none"><li>◆ Ability to take notes and write summaries is rudimentary.</li></ul>				
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		<b>DESCRIPTOR</b>				
<b>Level of attainment</b>	<b>Score in Centre Proficiency Test</b>	<b>WRITING</b>	<b>READING</b>	<b>LISTENING</b>	<b>SPEAKING</b>	<b>GENERAL</b>
<b>PRE-INTERMEDIATE</b>	40 - 49	<ul style="list-style-type: none"> <li>◆ Able to provide basic information and express views in written form.</li> <li>◆ Able to write English in common, everyday situations such as filling in forms, opening an account, writing a simple letter and requesting information.</li> <li>◆ Able to use only a limited range of sentence structures and vocabulary.</li> <li>◆ Able to organise ideas and argument but only at a basic level.</li> <li>◆ Able to use a restricted range of cohesive devices.</li> <li>◆ Able to write academic English at only a basic level and with frequent omissions and errors.</li> <li>◆ Has difficulty in taking notes and writing summaries.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Able to read and comprehend simple written instructions.</li> <li>◆ Able to read simple newspaper articles and other relevant material from the media but with difficulty, some lapses in understanding and requiring assistance.</li> <li>◆ Able to read in an academic context within a very restricted range of topics, styles and text types.</li> <li>◆ Ability to read is characterised by slowness and difficulty in adjusting reading technique to purpose.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Able to understand spoken English in common, simple social situations but at a slow rate of delivery and with frequent lapses in understanding.</li> <li>◆ 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.</li> <li>◆ Has difficulty in understanding authentic broadcasts in the media and competence is limited with frequent lapses in understanding.</li> <li>◆ Understanding of spoken English in general is rather limited and there are likely to be omissions and misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Able to speak English in everyday situations but with some hesitations and pauses while organising thoughts or searching for language</li> <li>◆ Able to express an opinion and solicit the views of other people in relation to common topics but with some breakdown in communication.</li> <li>◆ Able to speak English in an academic context within a very limited range of situations.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand the functions and structures of English at a basic level.</li> <li>◆ Able to locate and use learning materials with some assistance.</li> <li>◆ Able to use a limited range of language learning strategies.</li> <li>◆ Has a basic awareness of the conventions of academic English.</li> </ul>



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

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

		<p>fulfil the required task with only a few omissions or irrelevancies.</p> <ul style="list-style-type: none"><li>◆ Able to write academic English using appropriate conventions.</li></ul>				
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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. *English for University Study*, *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.