

**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>	Certificate of Higher Education
<b>4</b>	<b>Programme Title</b>	International Year One – Business (INTO Newcastle University)
<b>5</b>	<b>Programme Code</b>	2992U / 2992J
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	4
<b>9</b>	<b>Date written/revised</b>	June 2022

**10 Programme Aims**

To provide a programme which:

1. Equips international students with the English language competence they need to study at Stage 2 at Newcastle University or in another UK HEI.
2. Provides students with the intellectual development they need to be academically capable of studying business subjects in Business Management, Marketing and Marketing and Management at Stage 2 at Newcastle University, or in another UK HEI.
3. Builds up students' Academic and Professional Development so that they are capable of entering UK HE, whilst also helping them to get accustomed to student life in the UK.
4. Provides practical experience of British university teaching methods.
5. 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 undergraduate study.

**11 Learning Outcomes**

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

**Knowledge and Understanding**

On completing the programme students should:

- A1 Have a knowledge and understanding of selected aspects of economics, marketing, management and organisation, and quantitative methods.
- 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 is primarily taught through lectures (pre-recorded) supported by weekly live synchronous seminars. A Study Clinic (Q&A session) for the cohort (lecture group) will occur every week (a separate session for the on-campus students and a separate session for the online students). Additionally, structured guided learning, for example, in the form of moderated discussion boards on Microsoft Teams and worksheet activities will be provided on a weekly basis. Each module will also provide opportunities for students to work together (e.g. student-led discussion) under Guided Independent Study.

**Assessment Strategy**

Knowledge and understanding is assessed primarily through written coursework in Semester 1 and examinations in Semester 2. A group written assignment in Marketing will allow

students to develop team-building skills in the form of a Marketing plan during Semester 1. These skills are further developed in Semester 2 in the Introduction to Economics module where the assessment is a Group Video Documentary Blog (creative project) that also involves presentation skills. 24-hour exams (i.e. open book timed essay) will be used in Semester 2 for Marketing, and Management and Organisation.

<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p>B1 Use and interpret data.            B2 Evaluate arguments and evidence in written/spoken texts.            B3 Read academic texts with some degree of analytical skill.            B4 Argue a case orally or in writing.            B5 Use quantitative techniques related to business issues.</p>
<b>Teaching and Learning Methods</b>
<p>These skills are best taught and learned through practice. The Academic and Professional Development module will provide students with advice on what is expected of UK students and strategies for developing these skills.</p>
<b>Assessment Strategy</b>
<p>The Marketing plan provides a key piece of assessment of the development of intellectual skills and assesses B1, B2 and B4. Likewise, the "creative project/VLOG" assessment in Introduction to Economics assesses B1-B4. Assignments in the Academic and Professional Development, and Management and Organisation modules assess B2-B4. The Quantitative Methods module directly assesses B1 and B5 in the form of a report.</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1 Develop strategies for effective note taking in lectures and seminars.            C2 Read and take notes from an academic text.            C3 Take part in a discussion in a seminar or tutorial context.            C4 Write an essay or report in an academic context in understandable English following the conventions of essay or report writing.            C5 Present ideas and arguments in a clear and logical manner in written and oral English.            C6 Apply proper referencing and other aspects of good academic practice.</p>
<b>Teaching and Learning Methods</b>
<p>The Academic and Professional Development module will deliver C1 but the lessons and skills learned will be reinforced in all the other modules. The English language skills will be taught through the English for Academic Purposes (EAP) module largely through small group teaching with constant 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. Although C6 will be taught through the Academic and Professional Development module and the EAP module, all subjects demonstrate the application of C6.</p>
<b>Assessment Strategy</b>
<p>English language competency will be tested directly on an IELTS equivalent basis in the English for Academic Purposes (International Year One - Business) module using a combination of tests and coursework covering reading, writing, speaking and listening. Other 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.</p>
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 Work as a member of a team with colleagues from other backgrounds and cultures.            D2 Make oral presentations.            D3 Use IT skills effectively.            D4 Manage their time effectively.</p>

- D5 Use library and information sources effectively.
- D6 Think and work effectively on their own when required.
- D7 Communicate effectively with native speakers.
- D8 Analyse their own strengths and weaknesses and take action accordingly.

### **Teaching and Learning Methods**

The Academic and Professional Development module's lectures will introduce students to these key skills and provide guidance on techniques, with practice occurring largely in the workshop seminars and also in other modules. Presentation skills are practised within this module to support the Introduction to Economics module (group VLOG). As some lessons or activities will be delivered online, transferable online skills will be developed such as the use of discussion boards and other online tools for collaboration.

### **Assessment Strategy**

Group work is required for many of the workshops in Academic and Professional Development, the Marketing Plan assignment in the Marketing module and the VLOG assessment in Introduction to Economics. Students' success in working in teams will be assessed (D1-D8) via the quality of all of these assessments. A Careers Analysis assignment in Academic and Professional Development assesses D8 directly.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

A two-semester, 120 credit programme which combines the study of English for Academic Purposes with Marketing, Management and Organisation, Academic and Professional Development, Introduction to Economics, and Quantitative Methods.

### **Key features of the programme (including what makes the programme distinctive)**

The combination of English for Academic Purposes, Academic and Professional Development and academic content in an environment designed to support international students and bring them up to the standard required for entry to Stage 2 of an undergraduate programme.

### **Programme regulations (link to on-line version)**

<https://www.ncl.ac.uk/regulations/programmeregandspec/>

## **13 Support for Student Learning**

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

### *Induction*

*Prior to the first teaching week of Semester 1, students attend an induction programme/week. 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 Programme Handbook. New students will be given detailed programme information and the timetable of seminars, study clinics and personal tutorials. This will be delivered via a bespoke Canvas course for all students.*

### *Technical support*

*Alongside the University's NUIT helpdesk, and Canvas chat and phone support, we have a dedicated INTO help desk for student support, which covers a range of issues students might have in accessing materials, engaging or joining live seminars and/or submitting online academic tasks/assessments.*

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including traditional study skills and career development skills, as outlined in the Programme Specification. *Students are explicitly tutored on their approach to both group and individual work.*

#### *Academic support*

*The initial point of contact for a student is with a teacher or Module Leader, or their Personal Tutor (see below) for more generic issues. Thereafter the Programme Manager, Deputy Programme Manager, Academic Director or Centre Director may be consulted. Issues relating to the programme may be raised at the Student-Staff 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. ePortfolios are also used to support tutorials. The personal tutor is the first point of contact used when engagement and attendance become a concern. INTO Newcastle also provides placement and progression support to help students secure appropriate destination degree programmes when progression grades have not been achieved for Newcastle programmes. In addition the Centre makes use of the range of support services, including the Student Advice Centre, the Counselling and Wellbeing team. INTO Newcastle University also employs a Welfare Officer who is available to offer help and guide students.*

#### *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.*

*The INTO Centre has a SEN (Special Education Needs) coordinator who works across all academic pathway and English programmes, providing support for students and colleagues as appropriate. The SEN coordinator liaises closely with University Student Wellbeing and Disability service to ensure consistency and coherence of support provision.*

#### *Learning resources*

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

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

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

#### *Accreditation reports*

n/a

#### *Additional mechanisms*

n/a

### **15 Regulation of assessment**

*Pass mark*

### *Academic modules*

Modules will be marked on a 0-100 scale. The pass mark for academic modules is 40. The following forms of assessment may be used: class tests, seen and unseen examinations, coursework, oral tests, presentations, group-work.

#### English for Academic Purposes (International Year One - Business)

This module is internally assessed, using Newcastle's English Language Proficiency Scale (and benchmarked against IELTS). Modules will be marked on a 0-90 scale with 50 being equivalent to IELTS 5.0, 60 equivalent to IELTS 6.0, 65 equivalent to IELTS 6.5, etc. The pass mark for the English for Academic Purposes modules is 60 for the International Year One – Business programme. In order to progress to a Newcastle University degree programme the pass mark is 65.

Satisfactory completion of International Year One 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 40%;
- (c) marks of less than 40% cannot be compensated.
- (d) the average mark for English for Academic Purposes is not less than 60 (equivalent to IELTS 6.0) with no competence (reading, writing, listening and speaking) below 55
- (e) no compensation for English for Academic Purposes is permitted.

A student who fails an academic 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 degree programme at Newcastle University carrying a failure in any module.

For EAP, a student will be granted one resit opportunity in either of the following cases:

- (a) If a student fails to achieve the required pass mark (60) for the module. In this case, the student will only be required to resit those subskills where they have failed to achieve a subskill pass mark of 60. The result achieved in the resit for the subskill in this case will be uncapped, but the overall module result following the resit will be capped at the pass mark of 60.
- (b) If a student has achieved a module mark of 60 or more but has one or more subskill mark of less than 55, then in line with Programme Regulations the student has not passed the module. In this case, the student will be required to resit those subskills where they have failed to achieve the competence level of 55. The result achieved will be uncapped but the overall module result following the resit will be capped at the pass mark of 60.

In both cases, marks of over 60 achieved in any subskill at a first attempt will need to be capped to ensure overall module marks following either resit case do not exceed 60. University selectors may be provided with uncapped marks so that a decision can be made based on the student's actual English language competence level.

### *Academic Marking Scheme*

INTO Newcastle University employs the following marking scheme:

<40	Fail
40-49	Pass
50-59	Good
60-69	Very Good
70+	Excellent

### *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 required to:

- i. confirm whether the standards of the University's awards meet or exceed the academic standards specified in external reference points such as the Framework for Higher Education Qualifications, the UK Quality Code, subject benchmark statements, and, where appropriate, the requirements of professional, statutory and regulatory bodies;
- ii. confirm whether the academic standards of the University's awards are consistent with those of similar programmes in other UK higher education institutions;
- iii. report on whether the University's processes for assessment measure student achievement rigorously and fairly and are conducted in line with University policies and regulations;
- iv. identify, where appropriate, examples of exemplary practice and innovation in learning, teaching and assessment;

comment on opportunities to enhance the quality of the learning experience provided to students.

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/> )

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.

**Annex**

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

<b>Module</b>		<b>Type</b>	<b>Intended Learning Outcomes</b>			
			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
INU1101/1501	EAP (IYO)	Comp	3, 4	2, 3, 4	1, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7
INU1107/1507	A&P DVLP	Comp	2, 4	1, 2, 3, 4	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
INU1106/1506	MGT & ORG	Comp	1, 4	1, 2, 3, 4	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6, 7
INU1110/1510	ECON	Comp	1, 4	1, 2, 3, 4	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7
INU1105/1505	MKTG	Comp	1, 4	1, 2, 3, 4	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6, 7
INU1111/1511	QUANTS	Comp	1, 4	1, 4, 5	1, 3, 4, 5, 6	1, 3, 4, 5, 6, 7