

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	INTO Newcastle University
3	Final Award	No formal award
4	Programme Title	Academic English (AE)
5	UCAS/Programme Code	
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	
8	FHEQ Level	
9	Last updated	June 2022

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 undergraduate or postgraduate academic study at a British university.
- To help students develop the linguistic, communicative and academic competence to successfully embark upon an undergraduate or 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 and with different academic destinations.
- 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 individual 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

See Appendix 5 for detailed ILOs and sub-skills for each language skill and level on the programme.

Teaching and Learning Methods

Knowledge and understanding are primarily taught through small group classes (maximum 16 - 18 students) supported by reading, discussion and tutorials to ensure maximum student involvement in the learning process. This is reinforced through language practice inside and outside the classroom. The extended assignment or project involves student research.

Assessment Strategy
Knowledge and understanding are assessed primarily through end of term tests and examinations, but also through oral presentations and extended summative assignments.
Intellectual Skills
On completing the programme at the upper academic level, 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, task-based problem-solving activities in 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. Study Skills focuses on the skills needed for university study along with grammar and vocabulary development as well as enhancing 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 and Speaking, including an oral presentation at project levels. The extended assignment provides key assessment of the development of intellectual skills, in addition to set coursework and 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 is 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, broadly comparable to the levels in the IELTS bands, covering reading, and writing, listening and speaking. As the extended assignment is assessed this also gives a continuing 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 give 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, will also provide guidance on techniques, and will 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). It is anticipated that students who have taken the AE programme through the academic year can 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. This is providing that they meet the recommended minimum English language standard for admission to the programme. A particular feature of the AE Programme is that students are taught in small groups (usually a maximum of 16 - 18 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 by the class tutor.

The normal standard attainment level is **the 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. The plans to benchmark our standards against the Common European Framework, in collaboration with other INTO Centres, have now been completed. It has been established that students should be placed into three broad levels:

Pre-Academic, Lower Academic and Upper Academic.

Within these broad levels are narrower bands 1 – 8. 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 8 compares with IELTS 6.5 – 7.0. This came into operation in September 2009 for the first term of the academic year. UKBA rules that were implemented afterwards means effectively that the lowest level students currently on the programme are at Level 3 (comparable with IELTS 4.0 – 4.5)

PiP & Online Provision 2021-22

Students are currently assigned to one of four levels:

New Level 2 IELTS 4.5 – 5.0

New Level 3 IELTS 5.0 – 5.5

New Level 4 IELTS 5.5 – 6.0

New Level 5 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 ***Integrated Language Skills: Reading & Study Skills***

2 ***Integrated Language Skills: Written Language Skills***

3 ***Integrated Language Skills: Listening***

4 ***Integrated Language Skills: Speaking***

Students study the components in learning groups defined by their language competence. 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 7** there is the introduction of a Project element to the Reading & Writing components. From January 2014, students at **Level 6** were asked to write an extended summative assignment aimed at bridging the gap between the summative assignments at lower levels and the projects at **Levels 7 and 8**.

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 such as entry on to the INTO Pathway Programmes.

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 would be comparable to IELTS 3.0.

[INTO currently accepts Password and Duolingo exam scores to fulfil entry requirements to the Academic English programme.](#)

[Students who present scores between IELTS 4.0 and 5.0 on application](#) 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 Pearson PTE (also known as a SELT – Secure English Language Test), 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 Academic English 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 AE Programme so long as he/she meets the minimum required English language standards for entry.

14 Support for Student Learning

IUP Online plus support

In-country support programme, aimed directly at students. This encompasses four main areas: enhancement workshops, designed to help students get the most out of their online programme with topics such as adapting to online learning, understanding overseas study culture; pre-departure briefings, for students who are planning to transition to a centre; engagement and transition: help with students and parent questions about transitioning to

centres; onboarding for Academic English – to ensure students get to grips with technological skills in first few weeks of AE term.

Orientation – Preparing for Study

Orientation week will help students prepare for studies at INTO Newcastle University, whether you are undertaking the Flexible Learning course or the Online only course. The Orientation course will be delivered completely online, through Canvas, and will be available in advance of induction week. Students will be asked to complete set tasks to ensure they 1) are able to use the Virtual Learning Environment (Canvas) 2. are able to use technology in the most effective way 3) understand how flexible and online learning work; 4 know what is expected of them as a student of INTO Newcastle University; 5. become familiar with the University and the City; 6. make friends with other students and become part of a Learning Community; 7. develop new learning skills; 8. understand the range of support services available to them; 9. know what to expect on arrival in the UK; 10. know the importance of Induction Week

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 Foundation Programme Handbook. This will be delivered via a bespoke Canvas course for all students and will allow for some limited drop in sessions for Present-in-Person 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 Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. 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 tutor 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. In the case of the AE Programme, the personal tutor is also the academic tutor for the group, and teaches the Reading & Writing components of the programme. 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. This provides support students to make applications to Newcastle and elsewhere through UCAS for UG students or through PG portals. In addition the Centre makes use of the range of support services, including the Student Advice Centre, the Counselling and Wellbeing team.

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 coordinator who works across all academic 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 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 the INTO Centre

- 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 Language Resource Centre which provides an excellent environment for independent and small group learning.
- Tutorials for self-directed learning are offered in the Language Resource Centre to promote independent and lifelong learning (Learner Training).
- Access to the Centre's dedicated computing facility.
- Access to the INTO staff for administrative advice and support.
- Access to the Centre'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
- Student-Staff Committee meetings.
- Access to Student Advice Centre.
- Access to University's computer clusters.
- Access to University Library.
- Membership of University's Student Union and access to student societies
- Social activities specifically organised for the programme.
- Access to University's advice and support facilities

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

Component reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of, components are considered by the INTO Steering Group and at the Board of Studies. 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 Cross Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

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

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. This involves both the detailed consideration of a range of documentation, and a two-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 the University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further period. See: <http://www.ncl.ac.uk/quilt/committees/teaching>

To sum up methods for evaluating and improving quality and standards:

Curriculum and Teaching

- Programme Meetings
- Programme Reviews
- Class Observation
- Internal subject review
- Visits and Reports by External Examiners
- Student feedback questionnaires (programme evaluation)

Committees to Monitor Quality and Standards

- Board of Studies
- Programme Meetings
- Programme Managers' Meetings
- Co-ordinators' Meetings
- English Learning & Teaching Group
- Student-Staff Committee.
- Cross Faculty Learning, Teaching and Student Experience Committee
- Examiners' Meetings including Internal Markers' Meetings and Boards of Examiners

Mechanisms for Ensuring Feedback

- Academic schools (who receive students from the programme)
- Student-Staff Committee
- Student class representatives (students)
- Programme Meetings (staff)
- Student evaluation feedback questionnaires

- Advisory sessions with students
- Individual tutorials with students
- Teacher evaluation of the programme

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 Learning, Teaching and Student Experience Committee and his/her role is to:

- Review final, summative assignments and 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 term 4 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 Academic Student Handbook (updated termly)

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.

ACADEMIC ENGLISH STUDY PROGRAMME

Curriculum Matrix **NB: Components titles and codes subject to change**

Intended Learning Outcomes	Knowledge and Understanding				Practical Skills					Intellectual Skills					Transferable Key Skills							
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Components	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
INU1809-1812	√	√	√	√	√	√	√		√	√	√			√	√		√	√	√	√		√
INU1805-1808	√	√	√	√	√	√		√	√	√	√	√	√	√	√		√	√		√	√	√
INU1813-1816	√	√	√		√	√		√	√	√			√		√	√	√	√		√	√	√
INU1817-1820			√		√	√									√	√	√	√		√	√	√
INU1821-24	√	√	√		√	√		√	√	√			√		√	√	√	√		√	√	√

Code	Name	Code	Name
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INU 1809-1812	Reading and Study Skills (RSS)	INU 1813-1816	Listening Skills
INU 1805-1808	Written Language Skills (WLS)	INU 1821-1824	Speaking Skills

APPENDIX 1

ADMISSION REQUIREMENTS AND STATEMENTS OF COMPETENCE

Students enter and exit the programme with different levels of language competence. The chart below illustrates the different levels in terms of the INTO 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	<ul style="list-style-type: none"> ◆ Able to write English at the most basic level but with a severely restricted range of structures and vocabulary. ◆ Ability to write English is very limited and meaning is often unclear. ◆ Able to provide the most basic information and express views in written form but with frequent errors and omissions. ◆ Ability to organise ideas and argument is rudimentary and not very successful. ◆ Ability to take notes and write summaries is rudimentary. 	<ul style="list-style-type: none"> ◆ Able to read and comprehend only the simplest written texts. ◆ Limited ability in understanding written English and is likely to be very slow with serious omissions and misunderstandings. 	<ul style="list-style-type: none"> ◆ Able to understand spoken English in the most common, simple social situations but at a slow rate of delivery and requiring constant repetition and assistance. ◆ Very limited understanding of spoken English in general and there are likely to be serious omissions and misunderstandings. 	<ul style="list-style-type: none"> ◆ Able to request and provide basic information but with difficulty and requiring considerable assistance. ◆ Able to speak English in everyday situations but with frequent hesitations, pauses and breakdowns while organising thoughts or searching for language. ◆ Difficulty in expressing an opinion or soliciting the views of other people. 	<ul style="list-style-type: none"> ◆ Very limited understanding of the functions and structures of English. ◆ Able to locate and use learning materials but only with considerable assistance. ◆ Able to use only a very limited range of language learning strategies and frequently requiring assistance.

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

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

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

Level of attainment	Score in Centre Proficiency Test	DESCRIPTOR WRITING	READING	LISTENING	SPEAKING	GENERAL
Low-Advanced	70 - 79	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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 +	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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: ACADEMIC ENGLISH PROGRAMME

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 an undergraduate or 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 INTO Newcastle University. 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 *Academic English Programme* or *Pre-Sessional English Programme* may require *In-Sessional English* support in one or two particular skills (e.g. writing).
- 5 This approach to assessment is consistent with that of other INTO 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
ACADEMIC ENGLISH 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 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 6					
	Component 1: Reading and Study Skills (INU 1809-1812) Including Topics for University Study		Component 2: Written Language Skills (INU 1805-1808)	Component 3: Listening Skills (INU 1813-1816)	Component 4: Speaking Skills (INU1817-1820)	Component 5: Engagement and Communicative Language Skills
	Reading	Study Skills				
Lectures						
Seminars						
Tutorials						
Practicals						
Fieldwork						
Other: Small group classes / Pair work / Workshops	4	4	4	4	4	5
WEEKLY TOTAL HOURS' TUITION	8		4	4	4	5
Private Study	4		2	2	2	5
OVERALL TOTAL INCLUDING PRIVATE STUDY	12		6	6	6	10

Appendix 5: ILOs by Component and Level

	Level 1 (IELTS 4.0 – 4.5 or equivalent)	Level 2 (IELTS 4.5 – 5.0 or equivalent)	Level 3 (IELTS 5.0 – 5.5 or equivalent)	Level 4 (IELTS 5.5 – 6.0 or equivalent)	Level 5 (IELTS 6.0 – 6.5 or equivalent)	Level 6 (IELTS 6.5 – 7.0 or equivalent)
<p>Speaking</p> <p>On completion of this module, students will be able to ...</p>	<p>... interact and communicate at A2/B1 (pre-intermediate) level</p> <p>... Exchange, check and confirm basic meaning in a routine conversation on familiar topics, although are likely to require some help with formulation.</p>	<p>... interact and communicate at B1 (intermediate) level</p> <p>... exchange, check and confirm meaning with some fluency in a conversation, which includes the most common words from academic word lists, although are likely to have difficulty engaging in debate.</p>	<p>... interact and communicate at B1/B2 (intermediate/upper-intermediate) level</p> <p>... Exchange, check and confirm meaning communicate with reasonable fluency & appropriate detail in an extended conversation, which includes words from academic word lists.</p>	<p>... interact and communicate at B2 (upper-intermediate) level</p> <p>... Use the features of spoken English to exchange, check and confirm meaning with a degree of fluency, some precision & appropriate detail and formality on academic topics.</p> <p>... Account for and sustain their opinion.</p>	<p>... interact and communicate at B2/C1 (upper-intermediate /advanced) level</p> <p>... Use the features of spoken English to exchange, check and confirm meaning fluently, with precision and appropriate detail and formality on academic topics.</p> <p>... Argue a formal position convincingly.</p>	<p>... interact and communicate at C1 (advanced) level</p> <p>... Use the features of spoken English to present and debate abstract, complex academic topics fluently, with precision, detail and formality.</p> <p>... Respond to questions, comments and counter argument spontaneously and appropriately.</p>
<p>Listening</p> <p>On completion of this module, students will be able to ...</p>	<p>... show comprehension of spoken texts at A2/B1 (pre-intermediate) level</p> <p>... Identify the main points of spoken English on familiar topics, provided they be delivered in slowly, and clearly articulated standard speech.</p>	<p>... show comprehension of spoken texts at B1 (intermediate) level</p> <p>... identify the main points of spoken English, that includes some focus on academic content, provided they are delivered in clearly articulated speech.</p>	<p>... show comprehension of spoken texts at B1/B2 (intermediate/upper-intermediate) level</p> <p>... identify the main points and some detail of spoken English, that includes a focus on academic content, provided that it is delivered in standard dialect and clearly signposted by explicit markers.</p>	<p>... show comprehension of spoken texts at B2 (upper-intermediate) level</p> <p>... identify the main points and details of authentic spoken English, including academic English, provided that it is signposted by explicit markers.</p>	<p>... show comprehension of spoken texts at B2/C1 (upper-intermediate /advanced) level</p> <p>... identify with some ease the main points and details of authentic spoken English, including academic English.</p>	<p>... show comprehension of spoken texts at C1 (advanced) level</p> <p>... identify with relative ease the main points and details of authentic spoken English, including on abstract, complex academic topics.</p>

<p>Reading</p> <p>On completion of this module, students will be able to ...</p>	<p>... show comprehension of written texts at A2/B1 (pre-intermediate) level</p> <p>... demonstrate word recognition skills and decoding skills that allow them to access texts with a degree of fluency and basic understanding.</p> <p>... read graded materials at pre-intermediate level and short, simple authentic materials on general topics extensively.</p>	<p>... show comprehension of written texts at B1 (intermediate) level</p> <p>... demonstrate a range of reading strategies that allow them to access texts with some academic content with a degree of fluency and some detailed understanding.</p> <p>... read graded materials at intermediate level and straightforward authentic materials on general topics extensively.</p>	<p>... show comprehension of written texts at B1/B2 (intermediate/upper-intermediate) level</p> <p>... demonstrate ability to process information at different levels of text difficulty (modified and authentic) by applying comprehension skills at both literal & inferential level.</p> <p>... read graded materials at intermediate / upper-intermediate level and authentic materials on general topics extensively.</p>	<p>... show comprehension of written texts at B2 (upper-intermediate) level</p> <p>... demonstrate familiarity with the structure of appropriate text types (authentic academic materials) and demonstrate their ability to use this familiarity to enable them to access key information within a text.</p> <p>... read graded materials at upper-intermediate level and authentic materials, including those concerning their field, extensively.</p>	<p>... show comprehension of written texts at B2/C1 (upper-intermediate /advanced) level</p> <p>... demonstrate their ability to critically examine and evaluate a range of appropriate texts (authentic academic materials) in order to understand the writers' attitudes and differentiate fact from opinion.</p> <p>... read graded materials at upper-intermediate / advanced level and specialised authentic materials concerning their field, extensively.</p>	<p>... show comprehension of written texts at C1 (advanced) level</p> <p>... demonstrate their ability to critically examine and evaluate a range of appropriate texts (authentic academic materials) in order to better understand how the writer uses text and non-textual imagery to persuade the reader.</p> <p>... read graded materials at advanced level and authentic materials on various specialisms extensively.</p>
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<p>Writing</p> <p>On completion of this module, students will be able to ...</p>	<p>... produce written work at A2/B1 (pre-intermediate) level</p> <p>... write well-structured simple, compound & complex sentence forms with a reasonable degree of accuracy in response to prompts.</p> <p>... write an introductory & concluding paragraph using specified formulaic language.</p>	<p>... produce written work at B1 (intermediate) level</p> <p>... organise well-structured sentence forms into cohesive paragraphs, including the most common words from academic word lists.</p> <p>... use an extended range of formulaic language to produce introductory & concluding paragraphs.</p> <p>... show evidence of simple essay organisation.</p>	<p>... produce written work at B1/B2 (intermediate/upper-intermediate) level</p> <p>... write at least 2 body paragraphs to further a thesis statement of a piece of discursive writing based on opinion, including words from academic word lists..</p> <p>... make appropriate choices from a repertoire of introductory paragraphs.</p>	<p>... produce written work at B2 (upper-intermediate) level</p> <p>... write an essay to further a thesis statement of a piece of discursive writing text that shows awareness academic conventions and is based on a balanced consideration of the issues.</p>	<p>... produce written work at B2/C1 (upper-intermediate /advanced) level</p> <p>... draw upon a broad stock of language in order to write an extended text that follows academic conventions and is based upon informed consideration of the issues, and which comes to a logical and clearly developed position.</p>	<p>... produce written work at C1 (advanced) level</p> <p>... draw upon a broad stock of language in order to write an extended text that follows academic conventions and is based upon informed consideration of the issues, along with inclusion of their own research, and which answer a research question in a logical and balanced way.</p>
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Speaking sub-skills

	ILO	Sub-skills
<p>NEW LEVEL 1 (IELTS 4.0 – 4.5 or equivalent) On completion of this module, students will be able to ...</p>	<p>... interact and communicate at A2/B1 (pre-intermediate) level</p> <p>... exchange, check and confirm basic meaning in a routine conversation on familiar topics, although are likely to require some help with formulation.</p>	1. Production of formulaic chunks with some accuracy
		2. Production of individual words and phonemes which are mostly understandable.
		3. Usage of basic intonation to support meaning.
		4. Making some distinction between weak and strong forms.
		5. Asking simply for repetition / clarification.
		6. Production of some correct simple sentence structures, but rare usage of compound and complex sentences.
		7. Usage of basic vocabulary for the exchange of information on general topics.
<p>NEW LEVEL 2 (IELTS 4.5 – 5.0 or equivalent) On completion of this module, students will be able to ...</p>	<p>... interact and communicate at B1 (intermediate) level</p> <p>... exchange, check and confirm meaning with some fluency in a conversation, which includes the most common words from academic corpora, although are likely to have difficulty engaging in debate.</p>	1. Taking simple turns in a discussion
		2. Usage of rhetorical functions to agree / disagree & express basic opinions
		3. Giving further information / detail / evidence to support their ideas when prompted
		4. Usage of common linkers appropriately to help their speech flow
		5. Usage of appropriate sentence stress to distinguish content from grammar words
		6. Asking questions in response to what others say (e.g. checking understanding / requesting further information)
		7. Production of simple structures with reasonable accuracy, but frequent errors in compound and complex sentences.
		8. Usage of limited vocabulary, with some circumlocutions, to express themselves on most general and simple academic topics

<p>NEW LEVEL 3 (IELTS 5.0 – 5.5 or equivalent) On completion of this module, students will be able to ...</p>	... interact and communicate at B1/B2 (intermediate/upper-intermediate) level	1. Giving extended responses
	... exchange, check and confirm meaning with reasonable fluency and appropriate detail in an extended conversation, which includes words from academic corpora.	2. Paraphrasing ideas with some success
		3. Usage of appropriate chunking
		4. Production of compound and complex sentences, but with some errors.
		5. Usage of vocabulary to express themselves on most general academic topics
<p>NEW LEVEL 4 (IELTS 5.5 – 6.0 or equivalent) On completion of this module, students will be able to ...</p>	... interact and communicate at B2 (upper-intermediate) level	1. Usage of visual aids to support a talk
	... use the features of spoken English to exchange, check and confirm meaning with a degree of fluency, some precision and appropriate detail and formality on academic topics.	2. Usage of discourse markers to indicate stages of a talk
	... account for and sustain their opinion.	3. Usage of appropriate sentence stress & intonation to keep the interest of an audience
		4. Awareness of an audience's needs
		5. Production of a range of sentence structures, generally without mistakes leading to misunderstanding.
		6. Mostly accurate usage of a range of vocabulary related to their discipline and most general academic topics.
<p>NEW LEVEL 5 (IELTS 6.0 – 6.5 or equivalent) On completion of this module, students will be able to ...</p>	... interact and communicate at B2/C1 (upper-intermediate /advanced) level	1. Giving a presentation on their own academic field
	... use the features of spoken English to exchange, check and confirm meaning fluently, with precision and appropriate detail and formality on academic topics.	2. Production of connected speech that causes no strain
	... argue a formal position convincingly.	3. Having good control of features of connected speech (e.g. elision, assimilation, intonation)
		4. Production of a wide range of sentence structures, with some self-correction of errors.
		5. Good usage of a wide range of vocabulary related to their discipline and most general academic topics.

<p>NEW LEVEL 6 (IELTS 6.5 – 7.0 or equivalent) On completion of this module, students will be able to ...</p>	<p>... interact and communicate at C1 (advanced) level</p>	<p>1. Expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p>
	<p>... use the features of spoken English to present and debate abstract, complex academic topics fluently, with precision, detail and formality.</p>	<p>2. Description of specific data to support their presentation</p>
	<p>... respond to questions, comments and counter argument spontaneously and appropriately.</p>	<p>3. Production of a wide range of sentence structures, with a consistently high level of accuracy.</p>
		<p>4. Good usage of a broad lexical range to express themselves clearly without obviously searching for words.</p>

Listening sub-skills

	ILO	Sub-skills
NEW LEVEL 1 (IELTS 4.0 – 4.5 or equivalent) On completion of this module, students will be able to show comprehension of spoken texts at A2/B1 (pre-intermediate) level ... identify the main points of spoken English on familiar topics, provided they are delivered in slowly, clearly articulated standard speech.	8. Following a simple routine exchange & basic rhetorical functions.
		9. Decoding simple chunks of spoken language
		10. Awareness of the basic effect of stress-timing
		11. Familiarity with common intonation
		12. Extraction of and comprehension of the essential information from short recorded passages
NEW LEVEL 2 (IELTS 4.5 – 5.0 or equivalent) On completion of this module, students will be able to show comprehension of spoken texts at B1 (intermediate) level ... identify the main points of spoken English, that includes some focus on academic content, provided they are delivered in clearly articulated speech.	9. Following the general structure of a talk (e.g. movement between introduction, main body, conclusion)
		10. Recognition of section boundaries in a talk / conversation through use of simple discourse markers (e.g. sequence, time).
		11. Following of simple types of talks (e.g. narration, description).
		12. Usage of sentence stress to identify content words in sentences.
		13. Extrapolation of spelling of words from pronunciation.
NEW LEVEL 3 (IELTS 5.0 – 5.5 or equivalent) On completion of this module, students will be able to show comprehension of spoken texts at B1/B2 (intermediate/upper-intermediate) level ... identify the main points and some detail of spoken English, that includes a focus on academic content, provided that it is delivered in standard dialect and clearly signposted by explicit markers.	6. Comprehension of key points and details in extended speech.
		7. Following speech delivered at natural speed.
		8. Distinguishing word & sentence boundaries where elision & assimilation are used.
		9. Recognition of basic academic rhetorical functions (e.g. reformulating ideas, redirecting conversations).

NEW LEVEL 4 (IELTS 5.5 – 6.0 or equivalent) On completion of this module, students will be able to show comprehension of spoken texts at B2 (upper-intermediate) level	7. Comprehension of key points and details in short academic talks & lectures on a range of topics
	... identify the main points and details of authentic spoken English, including academic English, provided that it is signposted by explicit markers.	8. Following speech delivered in a variety of native accents.
		9. Recognition of speaker attitude and opinion on the topic of a talk / lecture.
		10. Distinguishing fact from opinion.
		11. Drawing inferences from what a speaker says.
NEW LEVEL 5 (IELTS 6.0 – 6.5 or equivalent) On completion of this module, students will be able to show comprehension of spoken texts at B2/C1 (upper-intermediate /advanced) level	1. Comprehension of key points and details in extended academic talks and lectures on a wide range of topics.
	... identify with some ease the main points and details of authentic spoken English, including academic English.	2. Recognition of the difference between registers.
NEW LEVEL 6 (IELTS 6.5 – 7.0 or equivalent) On completion of this module, students will be able to show comprehension of spoken texts at C1 (advanced) level	1. Recognition of the finer points of detail in extended academic lectures and discussions.
	... identify with relative ease the main points and details of authentic spoken English, including on abstract, complex academic topics.	2. Identification of difficulties with their own listening strategies & find solutions to those.

Reading sub-skills

	ILO	Sub-skills
<p>NEW LEVEL 1 (IELTS 4.0 – 4.5 or equivalent) On completion of this module, students will be able to ...</p>	<p>... show comprehension of written texts at A2/B1 (pre-intermediate) level</p> <p>... demonstrate word recognition skills and decoding skills that allow them to access texts with a degree of fluency and basic understanding.</p> <p>... read graded materials at pre-intermediate level and short, simple authentic materials on general topics extensively.</p>	<ol style="list-style-type: none"> 13. Identification of the general ideas within a simple written text 14. Identification of specific information in simple written material 15. Reaction to simple materials (e.g. by giving opinion) 16. Identification of different formats of simplified written texts 17. Reading a short, simplified passage without stopping to look up unknown words 18. Deduction meaning of unknown high frequency words by using context & word parts (e.g. compound words, prefixes / suffixes) 19. Usage of phonics & phonemic awareness to identify words accurately 20. Efficient use of resources such as dictionaries, L1 & peers to support the development of decoding.
<p>NEW LEVEL 2 (IELTS 4.5 – 5.0 or equivalent) On completion of this module, students will be able to ...</p>	<p>... show comprehension of written texts at B1 (intermediate) level</p> <p>... demonstrate a range of reading strategies that allow them to access texts with some academic content with a degree of fluency and some detailed understanding.</p> <p>... read graded materials at intermediate level and straightforward authentic materials on general topics extensively.</p>	<ol style="list-style-type: none"> 1. Usage of existing knowledge both to predict content & check understanding 2. Identification of type of text & writer's purpose 3. Recognition of general organisation of texts (e.g. intro, main body, conclusion) 4. Reading for gist (surveying, skimming) 5. Reading for detail (scanning, intensive reading) 6. Quizzing the text (e.g. answers questions who?, when?, where? etc) 7. Following the use of basic referencing words / phrases (e.g. pronouns, this / that, the former / the latter) 8. Review and development of means of recording vocabulary

<p>NEW LEVEL 3 (IELTS 5.0 – 5.5 or equivalent) On completion of this module, students will be able to ...</p>	<p>... show comprehension of written texts at B1/B2 (intermediate/upper-intermediate) level</p>	10. Recognition of general development of a text (e.g expansion, development and support).
	<p>... process information at different levels of text difficulty (modified and authentic) by applying comprehension skills at both literal & inferential level.</p>	11. Recognition of author’s point of view and makes inferences from this.
	<p>... read graded materials at intermediate / upper-intermediate level and authentic materials on general topics extensively.</p>	12. Distinguishing between cause / effect and fact / opinion.
		13. Categorisation and classification of given details.
		14. Usage of different methods for recording what they read (e.g. bullet points, mind maps).
		15. Recognition of an accurate reformulation of short section of text.
		16. Usage of information in a text to support their argument.
<p>NEW LEVEL 4 (IELTS 5.5 – 6.0 or equivalent) On completion of this module, students will be able to ...</p>	<p>... show comprehension of written texts at B2 (upper-intermediate) level</p>	17. Recognition of the function of cohesive devices
	<p>... demonstrate familiarity with the structure of appropriate text types (authentic academic materials) and use this familiarity to enable them to access key information within a text.</p>	12. Having a critical attitude towards academic texts (e.g. validity, objectivity)
	<p>... read graded materials at upper-intermediate level and authentic materials, including those concerning their field, extensively.</p>	13. Finding supporting and contrasting evidence in various texts and generalises from this wider reading
<p>NEW LEVEL 5 (IELTS 6.0 – 6.5 or equivalent) On completion of this module, students will be able to ...</p>	<p>... show comprehension of written texts at B2/C1 (upper-intermediate /advanced) level</p>	14. Synthesising and reporting information and arguments from a number of sources
	<p>... critically examine and evaluate a range of authentic academic materials in order to understand the writers’ attitudes and differentiate fact from opinion.</p> <p>... read graded materials at upper-intermediate / advanced level and specialised authentic materials concerning their field extensively.</p>	1. Following effortlessly the use of referencing words, substitutions (e.g. so, such), ellipsis & deixis in long, authentic texts
		2. Recognition of the opinions and attitudes of the writer through paying attention to word choice, data selection, use of diagrams etc

NEW LEVEL 6 (IELTS 6.5 – 7.0 or equivalent) On completion of this module, students will be able to show comprehension of written texts at C1 (advanced) level	1. Recognition of the finer points of detail in extended academic texts.
	... critically examine and evaluate a range of authentic academic materials in order to better understand how the writer uses text and non-textual imagery to persuade the reader. ... read graded materials at advanced level and authentic materials on various specialisms extensively.	2. Critiquing the argumentation and evidence of academic texts and production of a reasoned critical response.

Writing sub-skills

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<p>NEW LEVEL 1 (IELTS 4.0 – 4.5 or equivalent) On completion of this module, students will be able to ...</p>	... produce written work at A2/B1 (pre-intermediate) level	21. Showing a degree of accuracy in use of grammar, spelling and lexis when writing at sentence-level
	... write well-structured simple, compound & complex sentence forms with a reasonable degree of accuracy in response to prompts.	22. Writing a series of simple phrases and sentences linked with simple connectors
	... write an introductory & concluding paragraph using specified formulaic language.	23. Ability to use linkers, time expressions and appropriate register in both simple and compound sentences
		24. Responding to the process approach of planning, drafting and editing
		25. Editing of their work using verbal or written tutor feedback
		26. Usage of basic punctuation with some degree of accuracy
		27. Production of a limited range of sentence structures, with frequent errors.
		28. Appropriate usage of limited basic vocabulary.
<p>NEW LEVEL 2 (IELTS 4.5 – 5.0 or equivalent) On completion of this module, students will be able to ...</p>	... produce written work at B1 (intermediate) level	9. Composition of an essay plan (outline), including introduction, main body & conclusion
	... organise well-structured sentence forms into cohesive paragraphs.	10. Usage of simple cohesive devices (relative clauses, pronouns)
	... use an extended range of formulaic language to produce introductory & concluding paragraphs.	11. Writing paragraphs to show structure (e.g. topic and supporting sentences)
	... show evidence of simple essay organisation.	12. Following basic principles of text organisation
		13. Knowledge of the basic concept of plagiarism
		14. Writing cohesive and coherent texts as long as they are short and simple
		15. Production of simple structures with reasonable accuracy, but frequent errors in compound and complex sentences.
	16. Appropriate usage of limited vocabulary to express themselves on most general and simple academic topics.	

<p>NEW LEVEL 3 (IELTS 5.0 – 5.5 or equivalent) On completion of this module, students will be able to ...</p>	<p>... produce written work at B1/B2 (intermediate/upper-intermediate) level</p>	18. Composition of an essay plan to indicate idea organisation between and within sections
	<p>... write at least 2 body paragraphs to further a thesis statement of a piece of discursive writing based on opinion.</p>	19. Ability to create original point of view, argument
	<p>... make appropriate choices from a repertoire of introductory paragraphs.</p>	20. Distinguishing between academic and informal language
		21. Accurate usage of various forms of punctuation (comma, quotation marks, etc)
		22. Knowledge of the institutional conventions for referencing at a basic level
<p>NEW LEVEL 4 (IELTS 5.5 – 6.0 or equivalent) On completion of this module, students will be able to ...</p>	<p>... produce written work at B2 (upper-intermediate) level</p>	23. Production of a reasonable paraphrase of simple or adapted sentences.
	<p>... write an essay to further a thesis statement of a piece of discursive writing text that shows awareness academic conventions and is based on a balanced consideration of the issues.</p>	24. Production of compound and complex sentences, but with some errors.
		25. Usage of general academic vocabulary which adequately fulfils the task.
		1. Connecting ideas by using a wide variety of appropriate discourse markers
		2. Reformulating text by paraphrasing and summarising so as to avoid plagiarism
<p>NEW LEVEL 5 (IELTS 6.0 – 6.5 or equivalent) On completion of this module, students will be able to ...</p>	<p>... produce written work at B2/C1 (upper-intermediate /advanced) level</p>	3. Inclusion of appropriate referencing from academic sources
	<p>... draw upon a broad stock of language to write an extended text that follows academic conventions and is based upon informed consideration of the issues, and which comes to a logical and clearly developed position.</p>	4. Accurate use of punctuation in academic referencing & writing
		5. Ability to combine different genres of academic text types (e.g. descriptive, comparative, evaluative & hypothesising)
		6. Production of a range of sentence structures, generally without mistakes leading to misunderstanding.
		7. Mostly accurate usage of a range of vocabulary related to their discipline and most general academic topics.
	3. Writing an academic project with a good level of detail on an academic subject, incorporating and evaluating information and arguments from a number of secondary sources.	
	4. Ability to analyse and evaluate so as to respond originally, ensuring content is relevant	
	5. Production of a wide range of sentence structures, without errors leading to misunderstanding.	
	6. Good usage of a wide range of vocabulary related to their discipline and most general academic topics.	

NEW LEVEL 6 (IELTS 6.5 – 7.0 or equivalent) On completion of this module, students will be able to produce written work at C1 (advanced) level	1. Design of an effective questionnaire for primary research purposes
	... draw upon a broad stock of language to write an extended text that follows academic conventions and is based upon informed consideration of the issues, along with inclusion of their own research, and which answer a research question in a logical and balanced way.	2. Incorporation and evaluation of information and arguments from primary research sources to support their thesis in an academic project.
		3. Production of a wide range of sentence structures, with a consistently high level of accuracy.
		4. Good usage of a broad lexical range, including idioms and less common vocabulary.