

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Certificate of Higher Education
4	Programme Title	International Year One in Engineering (Newcastle University International Study Centre)
5	Programme Code	2943F
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	4
9	Last updated	January 2025

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 international students with the intellectual development and subject specific knowledge they need to be academically capable of studying Engineering at Stage 2 at Newcastle University (or in another UK HEI).
3. Provides practical experience of British university teaching methods.
4. Enables students to develop confidence in communicating with native speakers.
5. Encourages students to undertake self-evaluation to help them analyse their progress.
6. Provides students with subject knowledge to prepare them for graduate study.

11 Learning Outcomes

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

Knowledge and Understanding

- A1. Have acquired a basic knowledge and understanding of topics and concepts needed to sustain successful undergraduate study at Level 2 on the General Engineering Degree Programme at Newcastle University.
- A2. Knowledge and understanding of mathematical principles necessary to underpin their education within the engineering disciplines.
- A3. Have developed the necessary practical skills to enable specified laboratory or field experiments to be carried out effectively and safely.
- A4. Be able to apply appropriate quantitative methods to experimental data and to interpret experimental results.
- A5. Have an appreciation of the culture of UK higher education and its expectations of students.
- A6. Have increased knowledge and understanding of English grammar and vocabulary, including the conventions of academic English.
- A7. Understand the basic requirements for writing a competent essay/case study report or laboratory report.

Teaching and Learning Methods

Knowledge and understanding is primarily taught through lectures and practical laboratory sessions supported by reading, seminar discussion and tutorials. English is primarily taught in smaller classes and reinforced through practice. Case studies and project work will involve an element of student research. Average English and Academic class size is 18.

Assessment Strategy
Knowledge and understanding is assessed primarily through unseen examinations, written coursework (such as numerical exercises, essays, case studies, project reports, and laboratory reports), in-course tests and observation of ability to carry out specific practical experiments.
Intellectual Skills
On completing the programme students should be able to: B1. Use and interpret data B2. Read academic texts and other sources of information with some degree of analytical skill B3. Discuss and evaluate the results of experiments or other forms of research either orally or in writing B4. Use quantitative techniques related to experimentation B5. Apply appropriate mathematical techniques to numerical data
Teaching and Learning Methods
These skills are best taught and learned through practice. Laboratory and seminar/tutorial/calculation class work will assist in development of B1, B3-B5. English for Academic Purposes module addresses B2 specifically.
Assessment Strategy
All of the above intellectual skills will be assessed as part of the overall assessment of case study and project reports and/or oral presentations, calculation class exercises, laboratory work and laboratory reports. The Design and Professional Skills module will assess B3. Unseen examinations will assess B1, B4, B5.
Practical Skills
On completing the programme students should be able to: C1. Carry out basic techniques in laboratory and field work (if appropriate) with emphasis on development of good laboratory skills/technique and an appreciation of laboratory and field work (if appropriate) safety. C2. Present scientific data and ideas in clear and logical form, either tabulated, graphically or in written or oral English C3. Develop strategies for effective note taking in lectures and seminars C4. Read and take notes from an academic text or other sources of information C5. Take part in a discussion in a seminar or tutorial context C6. Write an essay or laboratory report in an academic context in understandable English following the appropriate conventions C7. Apply proper referencing and other aspects of good academic practice C8. Demonstrate competence in appropriate basic mathematical techniques
Teaching and Learning Methods
The EAP module will deliver C3, but the lessons learned will be reinforced and practiced in other modules. The skills, C4 and C5, will be taught through the English for Academic Purposes modules largely through small group teaching with plenty of practice and C7 will also be introduced in those modules. However, every other module will also use and reinforce these skills. Laboratory/field classes and seminar/tutorials exercises will develop C1, C2, C6, C8
Assessment Strategy
Practical laboratory and scientific skills will be assessed through observation of experimental technique and laboratory reports, seminar/tutorial exercises and in some tests and exams. English language competency will be tested directly on an IELTS equivalent basis in the English for Academic Purposes module IYO Engineering using a mixture of tests and coursework and 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. C7 will be assessed through specific exercises in the study skills module and as part of assessment of case study and project reports and essays submitted in academic modules.

Transferable/Key Skills

On completing the programme students should be able to:

- D1. Work as a member of a team with colleagues from other cultures and backgrounds.
- D2. Make oral presentations using appropriate scientific language and terminology.
- D3. Use IT skills effectively.
- D4. Manage their time effectively.
- D5. Use library and other information sources effectively.
- D6. Think and work effectively on their own when required.
- D7. Express ideas and facts in an acceptable format in understandable English.
- D8. Understand and communicate effectively with native speakers of English.
- D9. Analyse their own strengths and weaknesses and take action accordingly.
- D10. Demonstrate good levels of numeracy.

Teaching and Learning Methods

The Design and Professional Skills module will introduce students to D3 and all modules provide guidance on techniques with practice. Students will further develop D8 through attendance at selected classes which are part of modules from appropriate undergraduate degree programmes

Assessment Strategy

Some group work is required and students' success in working in teams will therefore be assessed via the quality of the end product. Several assessed oral presentations are built into most modules. D3-D7 and D10 will be assessed via coursework assessment and in particular through case studies, posters, essays and laboratory reports. The Design and Professional Skills module will also assess teamwork and essay writing. D9 will be assessed through preparation of a reflective log with particular emphasis on development of D8 skills

12 Programme Curriculum, Structure and Features

Basic structure of the programme

A two semester 140 credit programme which combines the study of English for Academic Purposes module with Engineering for Maths, Design and Professional Skills, Electrical and Magnetic Systems, Electronics and Sensors, Thermofluid Mechanics, Engineering Materials, and Mechanics modules.

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

The programme is specially designed for international students to adapt their skills and abilities for studying General, Electrical and Electronic, Civil, and Mechanical Engineering programmes at Stage 2 at the School of Engineering (SENG), SAgE Faculty, Newcastle University

Programme regulations (link to on-line version)

[REGS 2943F International Year One - Engineering.pdf](#)

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. New students will be given a general introduction to University life and the University's principal support services and general information about the Newcastle University International Study Centre and their programme, as described in the Student Handbook (available on Canvas). New students will be given detailed programme information and the timetable of lectures, seminars, tutorials and study

clinics. The International Office offers an additional induction programme for overseas students.

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 projects.

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

Support for students with disabilities

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

Learning resources

The University's main learning resources are provided by the 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

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies and Programme Curriculum Committee (PCC). Changes to, or the introduction of new, modules are considered 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 Education Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the programme and reports to the Cross-Faculty Education Committee. The Cross-Faculty Education Committee takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Taught Programme Sub-Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. External Examiner reports and the response to the External Examiner from the Board of Studies are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and 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. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School/institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

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

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: seen and unseen examinations, computer-based examinations, coursework, oral tests, presentations, group work.

English for Academic Purposes (International Year One in Engineering)

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

Academic Marking Scheme

Newcastle University International Study Centre employs the

<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 Newcastle University International Study Centre Brochure (see <https://www.intostudy.com/en-gb/universities/newcastle-university>)

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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	INU1121, INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
A2	INU1121, INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
A3	INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
A4	INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
A5	INU1101
A6	INU1101
A7	INU1101, INU1128, INU1129.
B1	INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
B2	INU1123, INU1124, INU1125, INU1126, INU1127.
B3	INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
B4	INU1128, INU1129.
B5	INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
C1	INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
C2	INU1101, INU1121, INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
C3	INU1101
C4	INU1101
C5	INU1101
C6	INU1120, INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
C7	INU1101, INU1122,
1C8	INU1121, INU1123, INU1124, INU1125, INU1126, INU1127, INU1128, INU1129.
D1	INU1101, INU1128, INU1129.
D2	INU1101, INU1128, INU1129.
D3	INU1101, INU1121, INU1128, INU1129, INU1123, INU1124, INU1125, INU1126, INU1127.
D4	INU1101, INU1121, INU1128, INU1129, INU1123, INU1124, INU1125, INU1126, INU1127.
D5	INU1101, INU1128, INU1129.
D6	INU1101, INU1121, INU1128, INU1129, INU1123, INU1124, INU1125, INU1126, INU1127.
D7	INU1101, INU1121, INU1128, INU1129, INU1123, INU1124, INU1125, INU1126, INU1127.
D8	INU1101, INU1121, INU1128, INU1129, INU1123, INU1124, INU1125, INU1126, INU1127.
D9	INU1101, INU1128, INU1129.
D10	INU1121, INU1128, INU1129, INU1123, INU1124, INU1125, INU1126, INU1127.

