

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	International Foundation Certificate
<b>4</b>	<b>Programme Title</b>	International Foundation - Business and Management (Newcastle University International Study Centre)
<b>5</b>	<b>UCAS/Programme Code</b>	2961F / 2967F
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	3
<b>9</b>	<b>Date written/revised</b>	January 2025

**10 Programme Aims**

To provide a programme which:

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

**11 Learning Outcomes**

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

**Knowledge and Understanding**

On completing the programme students should:

- A1 have a basic knowledge and understanding of many aspects of British industry
- A2 understand some basic aspects of business in the UK
- A3 have an in-depth understanding of a chosen (project or option) topic
- A4 have an appreciation of the culture of UK higher education and its expectations of students
- A5 have an understanding of English grammar and vocabulary, including the conventions of academic English
- A6 understand the basic requirements for writing a competent essay or report

**Teaching and Learning Methods**

Knowledge and understanding is primarily taught through lectures supported by reading, seminar discussion, tutorials and asynchronous tasks. Each module will also provide opportunities for students to work together (e.g. student-led discussion) under Guided Independent Study.

**Assessment Strategy**

Knowledge and understanding is assessed primarily through written coursework and examinations. A group assessment in Study Skills will allow students to develop team-building as well as presentation skills.

<b>Intellectual Skills</b>
On completing the programme students should be able to: B1 Use and interpret data. B2 Evaluate arguments and evidence in written/spoken texts. B3 Read academic texts with some degree of analytical skill. B4 Argue a case orally or in writing. B5 (where required) Use quantitative techniques related to business issues.
<b>Teaching and Learning Methods</b>
These skills are best taught and learned through practice. The Study Skills module will provide students with advice on what is expected of UK students and strategies for developing these skills.
<b>Assessment Strategy</b>
The Study Skills module will assess B1 to B4. The Mathematics and Statistics module directly assesses B5.
<b>Practical Skills</b>
On completing the programme students should be able to: C1 Develop strategies for effective note taking in lectures and seminars C2 Read and take notes from an academic text C3 Take part in a discussion in a seminar or tutorial context C4 Write an essay or report in an academic context in understandable English following the conventions of essay or report writing. C5 Present ideas and arguments in a clear and logical manner in written and oral English C6 Apply proper referencing and other aspects of good academic practice
<b>Teaching and Learning Methods</b>
The Study Skills and English for Academic Purposes module will deliver C1, but the lessons learned will be reinforced in all the other modules. The English language skills will be taught through the English for Academic Purposes module in seminars with plenty of practice. However, every other module will also use and reinforce these skills through asynchronous activities. Not only will students be taught how to develop these skills but the academic modules will provide opportunities to put these skills into practice. C6 will be taught through the Study Skills module and reinforced in all other modules.
<b>Assessment Strategy</b>
English language competency will be tested directly on an IELTS equivalent basis in the English for Academic Purposes module using a mixture of online tests and electronically submitted coursework covering reading, writing, speaking and listening. Other modules will indirectly assess English language competence and the ability to take notes and use sources, as they all require an ability to express ideas in English.
<b>Transferable/Key Skills</b>
On completing the programme students should be able to: D1 work as a member of a team with colleagues from other backgrounds and cultures D2 make oral presentations D3 use IT skills effectively D4 manage their time effectively D5 use library and information sources effectively D6 think and work effectively on their own when required D7 communicate effectively with native speakers D8 analyse their own strengths and weaknesses and take action accordingly
<b>Teaching and Learning Methods</b>
The Study Skills module will introduce students to these key skills and provide guidance on techniques, with practice occurring largely in the other modules.
<b>Assessment Strategy</b>
Groupwork is required and students' success in working in teams will therefore be assessed via a portfolio of work, built-up in Semester 2. Transferable online skills will be developed such as the use of Canvas, discussion boards and other online tools for collaboration.

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

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

A one year 120 credit programme which combines the study of English for Academic Purposes (40 credits) with the study of Study Skills, an Introduction to Accounting, an Introduction to Business, a Business Maths module and a final project.

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

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

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

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

## **13 Support for Student Learning**

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

### **Induction**

Prior to the first teaching week of Semester 1, students attend an induction programme/week. New students will be given a general introduction to University life and the University's principal support services and general information about the Newcastle University International Study Centre and their programme, as described in the Programme Handbook. New students will be given detailed programme information and the timetable of seminars, study clinics and personal tutorials.

### **Technical support**

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

### **Study skills support**

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

### **Academic support**

The initial point of contact for a student is with a teacher, subject coordinator or their Personal Tutor (see below) for more generic issues. Thereafter the Deputy Academic Manager, Academic 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. The personal tutor is the first point of contact used when engagement and attendance become a concern. Newcastle University International Study Centre also provides placement and progression support to help students secure appropriate destination degree programmes when progression grades have not been achieved for Newcastle programmes. In addition the Centre makes use of the range of support services, including the Student Advice Centre, the Counselling and Wellbeing team. Newcastle University International Study Centre also employs a Welfare Officer who is available to offer help and guide students.

### **Support for students with disabilities**

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

support arrangements; a resources room with equipment and software to assist students in their studies.

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

#### Learning resources

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

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

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

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

#### *Accreditation reports*

n/a

#### *Additional mechanisms*

n/a

### **16 Regulation of assessment**

#### *Pass mark*

#### *Academic modules*

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

#### *English for Academic Purposes*

These modules are 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.

Satisfactory completion of the Foundation Certificate requires that:

- (a) the average mark over all academic modules, taking due account of the credit value, is not less than 40;
- (b) no single mark for any academic module is below 35;
- (c) marks of less than 40 are compensated in academic modules, provided the total credit value of these modules does not exceed 20;
- (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.

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

### *Marking Scheme*

Newcastle University International Study Centre employs the following marking scheme:

<40	Fail
40-49	Pass
50-59	Good
60-69	Very Good
70-79	Excellent
80+	Outstanding

For the English for Academic Purposes (EAP) module, the following will apply: Note:

The required pass mark for the module is 60 (an average of the four subskills (reading, listening, writing and speaking). The required competence level (as determined by UKVI regulations) in each subskill is 55. A minimum mark of 55 in all subskills as well as an average of 60 across all four components is required to pass the EAP module.

If a student has achieved a module mark of 60 or more but has one or more subskill mark of less than 55, then in line with Programme Regulations the student has not passed the module. In this case, the student will be required to re-sit only those subskills where they have failed to achieve the competence level of 55.

A student will only be granted one re-sit opportunity.

The second attempt result achieved at the subskill level will be capped at 60, but the overall module mark will be uncapped. The overall module mark will be calculated as an average of the capped mark(s) achieved at the second attempt, together with any first attempt subskill mark(s) where a re-sit was not required. This is to ensure that the University is provided with the student's actual English language competence level and that the re-sit capping penalty is only attached to those components being retaken.

University selectors (via admissions) will be provided with uncapped subskill marks if the achievement is higher than 60 and the progression requirement is also higher.

### *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;
- v. 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/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

Module	Type	Intended Learning Outcomes			
		A	B	C	D
INU0102 / INU0502	Comp	1, 4, 5, 6	3, 4	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7
INU0110 / INU0510	Comp	1, 2, 6	1, 2, 3, 4	2, 3, 4, 5, 6	3, 4, 5, 6, 7
INU0120 / INU0520	Comp	2	1, 2, 5	3, 6	3, 4, 5, 6, 7
INU0122 / INU0522	Comp	1, 3, 4, 6	2, 3, 4	1, 2, 3, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
INU0129 / INU0529	Comp		1, 2, 3, 5	3, 4, 6	3, 4, 5, 6, 7