

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	International Graduate Diploma
4	Programme Title	International Pre-Master's – Business and Humanities (Newcastle University International Study Centre)
5	Programme Code	2993U / 2993J
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	6
9	Date written/revised	January 2025

10 Programme Aims

1. Equips international students with the English language competence they need to study their chosen subject at postgraduate level at Newcastle University or in another UK HEI
2. Provides students with the intellectual development they need to be academically capable of studying at postgraduate 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 become accustomed to studying in the UK
4. Provides practical experience of British university teaching methods
5. Provides a sufficient understanding of academic subjects for further study at postgraduate level
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. Provides students with subject specific knowledge to prepare them for postgraduate study.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes at Honours level.

Knowledge and Understanding

On completing the programme students should be able to demonstrate knowledge and understanding of:

- A1 The academic culture of UK higher education and its expectations of students
- A2 Theoretical and subject-specific vocabulary which demonstrate an in-depth understanding of business and management and financial analysis (business pathway), sociology and introduction to humanities relations (humanities pathway)
- A3 English grammar and vocabulary, including the conventions of academic English
- A4 The requirements for writing a competent essay, including research, citation and referencing

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.. The final extended essay in Academic Research Methods involves a large element of research.

Assessment Strategy

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

Intellectual Skills	
On completing the programme students should be able to:	
B1	Use and interpret a range of qualitative and quantitative data
B2	Critically 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
Teaching and Learning Methods	
These skills are best taught and learned through practice in small group work. The Academic Research Methods module will provide students with advice on what is expected of UK students and strategies for developing these skills. The extended essay in particular reinforces B1- B4.	
Assessment Strategy	
The Academic Research Methods extended essay submitted online via the VLE provides a key piece of assessment of the development of intellectual skills, assessing all skills from B1 – B4 (other than the ability to use and interpret quantitative data which is assessed in Financial Analysis). Social and Cultural Studies assesses these skills through oral presentations delivered present in person or via video conferencing software (but not quantitative data), and skills B2 and B4 are also assessed via examinations submitted online via the VLE	
Practical Skills	
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 academic discussions in a seminar or tutorial context
C4	Write an academic essay in coherent English following conventions of essay writing, including the correct usage of referencing.
C5	Present ideas and arguments in a clear and logical manner in written and oral English
Teaching and Learning Methods	
English language skills will be taught through the English for Academic Purposes module through small group teaching either present in person or in synchronous online seminars with plenty of practice. However, every other module will also teach and reinforce skills (through asynchronous activities) C1 to C5. Referencing protocol (see C4) in addition to EAP modules will be taught through the Academic Research Methods' module.	
Assessment Strategy	
Practical skills C2 to C5 will be assessed through written assignments, presentations, group work and end of term examinations using a mix of online tests and electronically submitted coursework. All 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.	
Transferable/Key Skills	
On completing the programme students should be competent in:	
D1	Teamwork and interpersonal skills
D2	Delivering academic, oral presentations
D3	Time management skills
D4	Use of library and information sources
D5	Independent thinking
D6	Adaptability to a range of academic situations
D7	Academic written communication, including essay writing
Teaching and Learning Methods	
The Academic Research Methods module lectures will introduce students to these key skills and provide guidance on techniques, with practice occurring largely in this module but also developed in all other modules.	
Assessment Strategy	
The Academic Research Methods module will assess skills D3 to D7 in coursework submitted online via the VLE whilst D2 is assessed through the EAP module. All modules specifically assess D5 and D7 either through exams or coursework.	

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 (Pre-Master's) with the study of Academic Research Methods and either Business and Management and Financial Analysis, or Social and Cultural Studies and Introduction to Humanities.
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 help them develop necessary skills to enable them to move onto a postgraduate degree programme.
Programme regulations (link to on-line version)
https://www.ncl.ac.uk/regulations/programmeregandspec/

13 Support for Student Learning
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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. The 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. The Newcastle University International Study Centre also employs a Welfare Officer who is available to offer help and guide students.</p> <p>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.</p> <p>The Newcastle University International Study Centre has a SEN (Special Education Needs)</p>

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 learning and teaching

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

https://www.ncl.ac.uk/ltlds/assets/documents/qsh_progspec_generic_info.pdf

Accreditation reports

n/a

Additional mechanisms

n/a

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. The introduction of 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 Learning, Teaching and Student Experience Committee. The Cross Faculty Education Committee takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Education 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 stages are subject to review through online questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo Learning and Teaching Review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University 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

The pass mark is 40

The pass mark for English for Academic Purposes modules is 60

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions.

Satisfactory completion of the Pre-Master's 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 35-39 in academic modules can be compensated, provided the total credit value of these modules does not exceed 40;
- (d) the 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 postgraduate degree programme at Newcastle University carrying a failure in any module.

Performance higher than a basic pass (in academic modules and English for Academic Purposes) will be required for entry into Newcastle University degree programmes as specified in the entry requirements for specific degree programmes (see <http://www.ncl.ac.uk/postgraduate/courses/>)

Weighting of stages

N/A

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	Modules not used for degree classification
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	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;
 - 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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Business Pathway

Module		Type	Intended Learning Outcomes			
			A	B	C	D
INU3102/3502	EAP	Core	1,2,3,4	1,2,3,4	1,2,3,4,5	1,2,7
INU3130/3530	Academic Research Methods	Comp	1,2,3,4	1,2,3,4	1,2,3,4,5	3,4,5,6,7
INU3105/3505	Business and Management	Comp	1,2,3	1,2,3,4	1,2,3,4,5	1,2,3,4,5,6,7
INU3128/3528	Financial Analysis	Comp	1,2,3	1,2,3,4	1,2,3,4,5	1,2,4,5,6,7
INU3131/3531	Global Perspectives	Comp	1,2,3	1,2,3,4	1,2,3,4,5	1,2,4,5,6,7

Humanities Pathway

Module		Type	A	B	C	D
INU3102/3502	EAP	Core	1,2,3,4	1,2,3,4	1,2,3,4,5	1,2,7
INU3130/3530	Academic Research Methods	Comp	1,2,3,4	1,2,3,4	1,2,3,4,5	3,4,5,6,7
INU3111/3511	Introduction to Humanities	Comp	1,2,3	1,2,3,4	1,2,3,4,5	1,2,4,5,6,7
INU3112/3512	Social and Cultural Studies	Comp	1,2,3	1,2,3,4	1,2,3,4,5	1,2,4,5,6,7
INU3131/3531	Global Perspectives	Comp	1,2,3	1,2,3,4	1,2,3,4,5	1,2,4,5,6,7