Programme Title:

Queen Mary
University of London

Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	Pre-Sessional Programme 5 weeks
Name of Interim Award(s)	N/A
Duration of Study / Period of Registration	5 weeks
QM Programme Code / UCAS Code(s)	Y2E1
QAA Benchmark Group	Q330 English as a second language
FHEQ Level of Award	Level 3
Programme Accredited by	British Council
Date Programme Specification Approved	
Responsible School / Institute	School of Languages, Linguistics & Film

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

The College seeks to recruit suitably qualified international students with EFL/ESL backgrounds to its UG and PG programmes. Applicants whose English language qualifications fall just below minimum entry requirements can satisfy these requirements by successfully completing a Level 3 Pre-Sessional English programme. The Pre-Sessional Programme 5 weeks fits within a portfolio of Pre-Sessional programmes (13 weeks, 9 weeks, 5 weeks, 1 week and Distance Learning) which enables the College to meet its international recruitment targets. The programme not only helps international students improve their English and academic skills, but also helps them to adjust to the academic culture and requirements of UK higher education.

Aims of the Programme

The 5 week programme is designed to take students from their English entry levels up to, and beyond, the level of English required for their degree programme at Queen Mary.

The programme aims to train students to manage their learning effectively: in terms of language, such as grammar, syntax, pronunciation and oral fluency; in terms of study skills, such as academic writing, critical thinking, academic reading, note-

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taking, and effective research; in terms of communication, such as delivering presentations and leading/participating in seminars; and in terms of acculturation for those to whom the UK is a very new study environment.

What Will You Be Expected to Achieve?

	Academic Content:
A 1	to enable students to demonstrate knowledge and understanding of the key linguistic features essential for academic reading at HE level, through discourse analysis of disciplinary texts, note-taking, and skills including skimming and scannning.
A 2	to enable students to demonstrate knowledge and understanding of the key linguistic features essential for academic writing at HE level, through extension of grammar, syntax, text planning and rhetorical structure, the process of writing, argument construction and incorporation of evidence, citation and referencing, proof reading and register.
A 3	to enable students to demonstrate knowledge and understanding of the key linguistic features essential for academic oral communication, through pronunciation, stress, intonation, and training in presentation and seminar leadership/ participation.

	Disciplinary Skills - able to:
B 1	appreciate the differences between academic/formal English and conversational/informal English, and the situations in which both are applied.
B 2	demonstrate ability to perform desk-based research effectively, and to incorporate research into writing/speaking.
B 3	demonstrate criticality in reading and writing, thus demonstrating skills which are valued in UK HE and which may differ from the student's home educational environment.

	Attributes:
C 1	students will be able to demonstrate an ability to work autonomously through scaffolded, and then independent, learning, thus demonstrating the skills to continue to learn in a changing world.
C 2	students will be able to demonstrate communication skills, through working as part of international teams to achieve targets, thus demonstrating an awareness of an international perspective.
C 3	students will be able demonstrate an ability select appropriate information in relation to a defined task, particularly from web-based information, but also from information contained in other media.

How Will You Learn?

Students are taught principally through interactive seminars (groups of around 16 students), but also have the opportunity to attend lectures, have weekly tutorials, use the language laboratories and work independently under guidance from their teachers.

Early in the programme, students undergo a diagnostic test for the purposes of identifying any students who are likely to struggle, so that extra support can be put in place, as appropriate.

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How Will You Be Assessed?

The Pre-Sessional Programme 5 weeks does not lead to an award. The aim is to assess whether a student has met the English language requirements of study at Queen Mary, and will thus be able to cope with the language demands of their degree programme.

Assessment:
Formative assessment is an important feature of the programme. There are regular homework tasks and students are given formative feedback on all work they submit. Summative assessment meets the requirements of both the UKVI and College: students are assessed on Reading skills, Listening skills, Speaking skills and Writing skills (an extended essay and in-class writing test). All assignments are double-marked and audited by an external examiner, and grades are submitted to the Pre-Sessional Assessment Board for ratification. Results are expressed as a percentage which correlates to IELTS grades.

Summative assessments take place in the penultimate and ultimate weeks of the programme, and the final days of the programme are devoted to feedback, and enabling students to use feedback constructively.
The Pre-Sessional assesses students' levels in Writing, Reading, Speaking and Listening through:
Coursework 70% (consisting of a portfolio of work)
Practical 30% (consisting of oral presentation and seminar leadership 30%)

An individual student report is produced, which includes the result and a recommendations on further language/skills development classes. Copies of the report are sent to Admissions, the receiving department and to the student. Students who do not achieve the required grade may be required to follow language/skills development classes in the Language Centre's In-Sessional Programme, or may be advised to defer (in line with UKVI guidance 13th December 2012). Students are summatively assessed by an in-class reading test, in-class listening test, in-class open book writing text under exam conditions, extended essay and presentation/seminar leadership of the extended essay.

Students' marks for each assessment is benchmarked to IELTS, and an overall grade produced, also benchmarked to IELTS. In this way, both College and UKVI requirements for an overall grade and minimum grades for each element are met.

How is the Programme Structured?

The programme consists of 150 hours of study overall: 98 hours of classroom contact, tutorials and guided independent study (56 sessions total) and 52h of independent study over 4 weeks, followed by one week of assessment and feedback.

Indicative Content
Grammar (4 sessions): focus on grammar needed for academic writing
Vocabulary (4 sessions): focus on academic vocabulary with reference to the Academic Word Lists
Academic Writing (12 sessions): focus on essay title analysis and planning
Academic Reading (4 sessions): focus on navigating texts, deducing unknown words, note-taking
Academic Listening (8 sessions): focus on extensive and intensive listening in lectures and seminars, listening for main ideas, recognising signalling words
Academic Speaking (8 sessions): focus on structuring your speech, pronunciation, intonation, communicating the main ideas.
Tutorials and guided independent study (16 sessions): focus on one-to-one support and guidance
In addition:
We encourage you to read the newspapers regularly to build up your vocabulary and background knowledge about the UK.

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Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What Are the Entry Requirements?

Students must meet the entry requirements for the programme which are: a specific English language shortfall (normally equivalent to a shortfall of IELTS 0.5) and a conditional offer for their academic programme at UG or PG level.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

In addition to the range of support for students provided by the College (the Student Finance and Bursary Officer; Queen Mary Advice and Counselling Service; Occupational Health Service; Student Health Service; Careers Service; Library Services; Disability and Dyslexia Service; Students' Union; Westfield Nursery; Chaplaincy, etc.), all students are supported by their individually assigned teacher. Students will also attend induction sessions held by College staff at the beginning of the programme, and regularly, as required, throughout the programme.

Programme-specific Rules and Facts

Students must attend a minimum of 80% of the programme from the programme's Day 1 in order to meet the UKVI's attendance requirements. Attendance is taken per session, and students are issued with amber and red warnings at 10% and 15% of absence, and deregistered if they fail to attend 20%+.
Latest start date: students must arrive, and be ready to start their classes, by 9am on Day 3 of the programme at the latest. Students who arrive later than this will not be allowed to continue with the programme.

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Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

N/A: students progress to degree programmes at Queen Mary.

Programme Specification Approval

Person completing Programme Specification	Kathryn Richardson
Person responsible for management of programme	Alan Hart
Date Programme Specification produced/amended by School Learning and Teaching Committee	March 2015
Date Programme Specification approved by Taught Programmes Board	

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