



**Intensive English Language Programmes (Standalone)**

Pathway Type	Intensive English Language
Pathway Areas	English
Pathway/s	English
University Quercus Code/s	N/A
College NAVIGATE Code/s	IELA, IELB, IELC, IELD
Awarding University	N/A
Subject Benchmark Statements	
College Status	Associate College
College Location	College Lane Campus, Hatfield (part of University estates provision)
University Location	College Lane Campus
University Faculty	N/A
University School/s	N/A
Rationale	<p>The Intensive English Language programme has been set up to help international students gain a strong basis of general English skills. In particular, the programme was established to:</p> <ol style="list-style-type: none"> <li>1. Ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and <b>acquire the necessary skills to be able to communicate effectively (speaking, listening and writing) in English.</b></li> <li>2. Commit to the provision of best practice customer service and student experience for international students.</li> <li>3. Enhance the global reach of Navitas into previously untapped markets and market segments.</li> <li>4. Add resource, human and financial, to the Navitas' marketing process.</li> <li>5. Facilitate access to a global recruitment process.</li> <li>6. Assist in the diversification of the student body.</li> </ol>
Educational Aims	<p>The key focus within Intensive English programs is on general English skills, covering aspects such as:</p> <p><b>Reading and Listening</b></p> <ul style="list-style-type: none"> <li>• note-taking strategies for lectures and tutorials</li> <li>• analysis of reading text structures</li> <li>• techniques for speed reading, skimming and scanning</li> </ul> <p><b>Speaking and Writing</b></p> <ul style="list-style-type: none"> <li>• planning, drafting and editing reports and essays</li> <li>• effective communication in tutorials</li> <li>• pronunciation and voice training for presentations and seminars</li> <li>• active participation in group projects</li> <li>• bibliographic and in-text referencing</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• analysis of tertiary assessment tasks</li> <li>• research skills</li> <li>• learner independence</li> <li>• intercultural communication</li> </ul> <p><b>Study Skills</b></p> <ul style="list-style-type: none"> <li>• Note taking and revision</li> <li>• Research skills</li> <li>• Time management and planning</li> <li>• Dictionary work</li> <li>• Learner autonomy</li> </ul>

	<p><b>Cultural and Personal Development</b></p> <ul style="list-style-type: none"> <li>• Understanding cultural difference and similarity</li> <li>• Teamwork and leadership</li> <li>• Presenting an argument</li> <li>• Discussion skills</li> </ul>		
<b>PROGRAMME</b>			
Title	Intensive English Language D (IELD)	Intensive English Language C (IELC)	Intensive English Language B (IELB)
Credit Points	N/A		
Duration of Study	11 months	6 months	3 months
Weeks of Study	48 weeks	26 weeks	13 weeks
Mode of Study	Full-time	Full-time	Full-time
Mode of Delivery	Face to Face	Face to Face	Face to Face
Contact Hours	680	200	240
Delivery Model	Standard Delivery Model (SDM)	Standard Delivery Model (SDM)	Standard Delivery Model (SDM)
Language of Delivery	Delivery	English	
	Assessment	English	
	Council of Europe	Common language reference level B2 Independent User	
Intended Learning Outcomes	<p>This course (including all points of entry) focuses on key on beginning to gain a key understanding of the <b>English language, assessment skills, spoken texts and written texts for general use</b>. Each of these has distinct learning outcomes which are taught and assessed through the course.</p> <p>Intensive English Language D (IELD) specific learning outcomes:</p> <ul style="list-style-type: none"> <li>• Understanding and consolidation of elementary grammar structures</li> <li>• Increased knowledge of high-frequency vocabulary</li> <li>• Foundation of English sounds and pronunciation development</li> <li>• Increased confidence in speaking in pairs and groups</li> <li>• Understanding of listening/reading for gist and detail</li> <li>• Improved reading skills, including using context to guess meaning</li> <li>• Increased familiarity and confidence in using a range of texts</li> <li>• Understanding of register, structure and fixed phrases regarding writing</li> </ul> <p>Intensive English Language C (IELC) specific learning outcomes:</p> <ul style="list-style-type: none"> <li>• Identify own language and learning goals</li> <li>• Apply a limited range of individual learning strategies</li> <li>• Apply a limited range of team learning strategies</li> <li>• Operate within the socio-cultural context of the learning environment</li> <li>• Meet course assessment requirements</li> <li>• Undertake assessments</li> <li>• Understand a short academic presentation</li> <li>• Plan and deliver a short spoken presentation</li> <li>• Interpret a short written factual report</li> <li>• Interpret a short written exposition text</li> <li>• Plan and write a short academic report</li> </ul> <p>Intensive English Language B (IELB) specific learning outcomes:</p> <ul style="list-style-type: none"> <li>• Understand the course requirements (attendance, self- study) and assessment structure</li> <li>• Understand the meaning of plagiarism and collusion, and some ways in which to avoid plagiarism</li> <li>• Understand how to use present and future tenses correctly in English</li> <li>• Understand how to use effective note-taking symbols and abbreviations when listening to <b>lectures</b></li> <li>• Understand the basics of <b>referencing</b> and know when it is required</li> <li>• Understand how to use reference words to improve cohesion in writing</li> <li>• Understand how to analyse a text: type and structure</li> <li>• Understand the basics of planning and giving a <b>presentation</b></li> <li>• Understand and demonstrate how to use compare and contrast language appropriately</li> <li>• Demonstrate ability to take part in a <b>discussion</b></li> <li>• Demonstrate ability to deliver a <b>presentation</b> to an audience</li> <li>• Understand the basics of critical reading</li> <li>• Understand the basic requirements of planning and writing a research report</li> <li>• Understand the difference between fact and opinion</li> </ul>		

	<ul style="list-style-type: none"> <li>• Understand and demonstrate how to draft and execute a basic questionnaire</li> <li>• Understand and demonstrate how to draft methodology, results and discussion sections of a research report</li> <li>• Understand how to draft an introduction to a research report</li> <li>• Demonstrate the ability to self and peer edit sections of a research report</li> <li>• Understand basic debating techniques</li> <li>• Demonstrate the ability to write an effective introduction and conclusion</li> <li>• Demonstrate the ability to write accurate references and bibliography</li> </ul>
Assessment Regulations	<p>Summary: The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.</p> <p>In-course written, reading, listening and oral assessments are built into all levels of pre-sessional English through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.</p> <p>All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.</p> <p>Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material.</p> <p>Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement as a consequence of the Specific LOs associated within a specific course. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated within the course cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.</p> <p>Formal assessment modalities (coursework and examination, respectively), combine to produce the weightings applied to any given level of study. Successful completion of a specific level is based on attaining the required overall pass grade prescribed.</p> <p>All assessment items in the Intensive English Language (IEL) course are marked using specially created marking guides. Marking is based on the language, structural and style elements needed to successfully achieve the assessment. These marking guides are given to the student when the assignment is returned.</p> <p>For each of the genre (weekly) essays and the research report, students must hand in a draft assignment which is then discussed (conferenced) with the teacher before submission of the final draft the following day.</p> <p>Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.</p>
Moderation	IEL teachers are required to undertake moderation sessions. Moderation is the process where both the validity (testing what we say we are testing) and reliability (ensuring students of similar skill level are receiving the same mark) of marking are checked by discussing and agreeing on how student samples meet or do not meet performance criteria. Where there is total agreement, these examples become standard benchmarks to be used by teachers. Moderation is a continual process of checking and evaluation.
Progression Criteria	<p>Summary: All entrants are assessed at the final point of the course, in this case at the end of Intensive English Language B (IELB). There are assessments held at the end of each level point, Intensive English Language D (IELD), and Intensive English Language C (IELC). However, these do not form the overall pass / fail grade of the course (this only occurs in Intensive English Language B (IELB). There is no progression to the University Partner; the course goes from IELD, IELC and IELB.</p> <p>The overall minimum pass mark is 50% averaged across all assessments.</p>
Failure to Progress	Summary: a student may not fail a course on more than two (2) occasion, failure of the course once requires that a student re-take the entire course at full cost; failure of a student to complete a course on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision.
	Associated teaching aids for a module as required

Associated Documentation	Associated Student Handbook College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated HIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use HIC's Moodle platform for online resources, facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.
E-learning	College Portal; College Moodle; Library.
Library	College Lane Campus
Programme Framework	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Intensive English Language B (IELB) – 12 weeks overall</b></p> <p>Increases initial IELTS score by 1.0 points upon completion</p> <p>Students are deemed to have passed if they pass with an average of 50% overall</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Intensive English Language C (IELC) – 26 weeks overall (inclusive of IELB)</b></p> <p>Increases initial IELTS score by 1.5 points upon completion</p> <p>Students then progress to IELC at the end of the initial 10 week period</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Intensive English Language D (IELD) – 48 weeks overall (inclusive of IELB and IELC)</b></p> <p>Increases initial IELTS score by 2.0 points upon completion</p> <p>Students then progress to IELC at the end of the initial 12 week period</p> </div> <p>Students are eligible to enter the programme in either IELD, IELC or IELB.</p>
Management	<p>The Intensive English Language (standalone) programme/s are delivered by HIC on the College Lane campus of University of Hertfordshire. This scenario seeks to provide the necessary resources to ensure that all students enrolled with HIC are afforded an educational experience that provides assimilation into campus and student life</p> <p>The programme operates under and according to the general compliance structures determined by Navitas UPE Academic Registry. The Registry has oversight of all Navitas programmes operating in UPE. Any changes to a programme must be submitted via the normal Navitas UPE processes through the Academic Registry.</p> <p>The general operational management of the programme lies with HIC's academic services which assumes overall responsibility for the administrative and implementation functions. The HIC Head of Teaching and Learning or nominee is responsible for the day-to-day management of the programme inclusive of attendance monitoring.</p> <p>The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the HIC Head of Teaching and Learning or nominee in consultation with the Navitas UPE Academic Registry.</p>
Monitoring and Review	Formal review of the Intensive English Language programmes (standalone), takes place as an annual review in March/April between HIC and Navitas UPE Academic Registry. Progression from IELD towards IELB is determined via the HIC Board of Examiners. For details of this review and quality management of this and all HIC programmes, see, CPR QS9.

Entry Requirements	<u><b>Intensive English Language D (IELD)</b></u> Our entry requirements vary depending on your previous level of study and the academic programme you wish to progress on to at HIC. The absolute minimum entry requirement is usually an UKVI IELTS 3.5 (with no band lower than 3.0) or equivalent.	<u><b>Intensive English Language C (IELC)</b></u> Our entry requirements vary depending on your previous level of study and the academic programme you wish to progress on to at HIC. The absolute minimum entry requirement is usually an UKVI IELTS 4.0 (with no band lower than 4.0).	<u><b>Intensive English Language B (IELB)</b></u> Our entry requirements vary depending on your previous level of study and the academic programme you wish to progress on to at HIC. The absolute minimum entry requirement is usually an UKVI IELTS 4.5 (with no band lower than 4.5).
Appendix 1	Intensive English Language D (IELD) – Programme Overview and Course Structure		
Appendix 2	Intensive English Language C (IELC) – Programme Overview and Course Structure		
Appendix 3	Intensive English Language B (IELB) – Programme Overview and Course Structure		

## Appendix 1

### Intensive English Language D (IELD) – Programme Overview and Course Structure

Week	Focus	Assessment/Practice
1	<ul style="list-style-type: none"> <li>• Introduction to Course and class members</li> <li>• Getting to know HIC</li> <li>• Pronouns – <i>I, You</i> etc</li> <li>• Verb <i>be</i> (positive/negative/questions)</li> <li>• Possessive adjectives <i>my, your</i> etc</li> <li>• <i>a/an/the</i> – plurals</li> <li>• <i>This/that/these/those</i></li> <li>• Present simple (positive/negative/questions)</li> <li>• Possessives</li> </ul>	Revision Test 1
2	<ul style="list-style-type: none"> <li>• Adjectives (plus <i>quite/very</i>)</li> <li>• Telling the time and routine</li> <li>• Adverbs of frequency and prepositions of time</li> <li>• <i>Can/Can't</i></li> <li>• <i>Like</i> (verb + ing)</li> <li>• Object pronouns (<i>me, you, him</i> etc)</li> <li>• Possessive pronouns (<i>mine, yours, his</i>)</li> </ul>	Writing Test 1
3	<ul style="list-style-type: none"> <li>• Past simple of <i>be</i> (<i>was, were</i>)</li> <li>• Past simple regular and irregular verbs</li> <li>• Past time expressions</li> <li>• <i>Go, have, get</i> verb formations</li> <li>• <i>There is/there are</i></li> <li>• <i>There was/there were</i></li> <li>• Present continuous (Compared with present simple)</li> </ul>	Revision Test 2
4	<ul style="list-style-type: none"> <li>• How much/how many plus quantifiers</li> <li>• Planning and predicting (going to)</li> <li>• Comparative and superlative adjectives</li> <li>• Adverbs</li> <li>• Would like to/like</li> </ul>	Writing Test 2
5	<ul style="list-style-type: none"> <li>• Revision Week (of all items in weeks 1 to 4)</li> </ul>	Mid Term Exams (all skills reading, writing, listening and speaking)
6	<ul style="list-style-type: none"> <li>• Common verb phrases</li> <li>• Defining relative clauses (<i>a person who, a thing which</i>)</li> <li>• Expressions for paraphrasing (<i>for example, like</i>)</li> <li>• Past simple (regular and irregular) and Past continuous</li> <li>• Prepositions of time and place (<i>at, on, in</i>)</li> <li>• Conjunctions (<i>so, because, but</i> etc)</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Future arrangements (<i>going to, present continuous</i>)</li> <li>• Predictions (<i>will/won't</i>)</li> <li>• Promise, offers, decisions (<i>will/won't</i>)</li> <li>• Review of present, past, future</li> </ul>	Revision Test 3
8	<ul style="list-style-type: none"> <li>• Present perfect (plus <i>ever/never</i>)</li> <li>• Present perfect v past simple</li> <li>• Time expressions</li> <li>• Comparatives (<i>as.....as/less.....than</i>)</li> <li>• Superlatives (+ <i>ever</i> + present perfect)</li> <li>• Opposites</li> </ul>	Writing Test 3
9	<ul style="list-style-type: none"> <li>• Verb + infinitive</li> <li>• Verb + <i>ing</i></li> <li>• <i>Have to/don't have to, must/mustn't</i></li> <li>• Expressions of movement</li> <li>• First conditional</li> <li>• Second conditional</li> <li>• <i>May/might</i> and <i>should/shouldn't</i></li> </ul>	Revision Test 4

10	<ul style="list-style-type: none"> <li>• Present perfect + <i>for/since</i></li> <li>• Present perfect v past simple</li> <li>• Used to</li> <li>• Passive</li> </ul>	Writing Test 4
11	<ul style="list-style-type: none"> <li>• <i>Something, anything, nothing</i> etc</li> <li>• Quantifiers <i>too, not enough</i> etc</li> <li>• Phrasal verbs</li> <li>• <i>So/neither</i> + auxiliaries</li> <li>• Past perfect</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Revision Week (of all course contents)</li> </ul>	End of Term Exams (all skills reading, writing, listening and speaking)

### **Assessments**

1. Revision Grammar Tests (4): 20%
2. Revision Writing Tests (4): 20%
3. Mid Term Exams (4): 20% (reading, writing, listening and speaking)
4. End of Term Exams (4): 40% (reading, writing, listening and speaking)

## **Appendix 2**

Week	Topic	Focus	Assessment/Practice
1	Introduction to Course Food	Verb tenses Present simple and continuous	<ul style="list-style-type: none"> <li>In-class and homework writing practice</li> <li>Presentation</li> <li>In-class grammar test</li> </ul>
2	Sport and family	Past tenses and future tenses	<ul style="list-style-type: none"> <li>Homework – workbook exercises</li> <li>Presentation</li> <li>In-class grammar test</li> </ul>
3	Money Changing your life Transport and travel	Present perfect simple and continuous and Comparative forms Writing paragraphs	<ul style="list-style-type: none"> <li>Homework – workbook exercises</li> <li>Presentation</li> <li>In-class grammar test</li> </ul>
4	Essay structure Comparing and Contrasting	Essay structure Writing Intros and Conclusions Comparative forms Modal verbs	<ul style="list-style-type: none"> <li>Assessment 1: Comparative Essay. In class assessment. Day TBC</li> </ul>
5	Exam practice Modern manners Judging by appearances If at first you don't succeed	Listening Skills Reading Skills Modal verbs	<ul style="list-style-type: none"> <li>Homework – workbook exercises</li> <li>In-class grammar test</li> </ul>
6	Exam practice If at first you don't succeed Back to school	Modal verbs Usually and used to	<ul style="list-style-type: none"> <li>Mid-Term Exams. In class assessment.</li> </ul>
7	Work/life balance Gender differences Work	Quantifiers Articles Gerund/infinitive use	<ul style="list-style-type: none"> <li>Homework – workbook exercises</li> <li>In-class grammar test</li> <li>Practice Speaking Exam</li> </ul>
8	Essay structure Cinema What people do	Essay structure Passive Relative clauses	<ul style="list-style-type: none"> <li>Assessment 2: Speaking Exam</li> <li>Homework – workbook exercises</li> <li>In-class grammar test</li> </ul>
9	Debating Essay structure Looking at opinions	Essay structure Writing Intros and Conclusions	<ul style="list-style-type: none"> <li>Assessment 3: Argument Essay. In-class assessment.</li> </ul>
10	Exam Practice and Course Review	Grammar Revision Listening skills Phrasal verbs	<ul style="list-style-type: none"> <li>Revision</li> </ul>
11	Final Exams		Final Exams. Listening/ Reading/ Writing

### Assessments

1.	Presentation	15%
2.	Reading Exam	10%
3.	Writing Exam	10%
4.	Listening Exam	10%
5.	Discussion essay	20%
6.	Weekly Essays	20%
7.	Comparative Essays	15%

### Appendix 3



Intensive English Language B (IELB) – Programme Overview and Course Structure

Week	Topic	Focus	Assignment
1	Introduction to Course Academic English Using the LRC Research Skills Speaking & Presenting	Grammar Review Verb tenses Vocab building Pronunciation	Study Needs Analysis -Assessed Grammar & spelling test (in class) Group Presentations
2	Historical recounts Essay organisation Paraphrasing Skills Harvard Referencing	Past tenses Using TurnItInUK Research and Referencing	Recount Essay (400 words) Submit on TurnItInUK Deadline: Sunday 19 June 10am
3	Descriptions Paragraph building & organisation	Relative Clauses Comparatives Linking words Introductions & conclusions	Comparative Essay (400 words) Submit on TurnItInUK Deadline: Sunday 26 June 10am
4	Cause and Effect	Cause & reason Purpose & result	Cause & Effect Essay (300 words) Timed (in-class) essay Friday 1 July (open-book)
5	Discussion Essay Class debate	Relative Clauses Linking Devices Group Presentation	Discussion Essay (400 words) Timed (in-class) essay Friday 8 July (closed-book)
6	Revision of Language Skills and Exam Practice Reading, Writing, Listening Presentation Practice	various	MID-TERM EXAM Friday 15 July (Reading, Writing & Listening Papers) Mid-term Study Needs Analysis - Assessed
7	Presentation practice and pronunciation skills practice Exam Practice	Speaking Skills Individual Tutorials with teachers	SEMINAR PRESENTATIONS 10 MINS + 5 MINS Q & A Presentation Reflective Essay Assessed
8	Process Descriptions	Passive forms Linking phrases	Process Essay (300 words) Timed (in-class) essay Friday 29 July (closed-book)
9	Graphs and Charts Numbers and Percentages	Analysis & Contrast	Graph Description (200words) Timed (in-class) essay Friday 5 August (closed-book)
10	Research Reports Questionnaire Data Collection Introduction	Articles (review) Tense review	Research topic – background reading and synthesising of previous research, writing introduction.
11	Methodology Results analysis	Graph descriptions Grammar review Conditionals Modal Verbs	Finalise methodology and start results. Finalise graphs
12	Discussion Section Draft Research Report	Grammar Revision	Complete discussion analysis.

	Finalise research report. Exam Practice and Course Review	Listening Skills	Revise referencing.  Research Report (approximately 2,000 words) Deadline: Tuesday 23 August before 5pm  Final Study Needs Analysis - <i>Assessed</i>
13			Final Exam - Reading, Writing and Listening

**Assessments**

Weekly essays and timed writing (6)	20%
Seminar Presentation (spoken- 10-15 minutes)	20%
Research Report (1200 + words)	20%
Mid-term and Final Exams (3 papers x 2)	30%
Personal Development Portfolio and Participation	10%