

# English as a Foreign Language



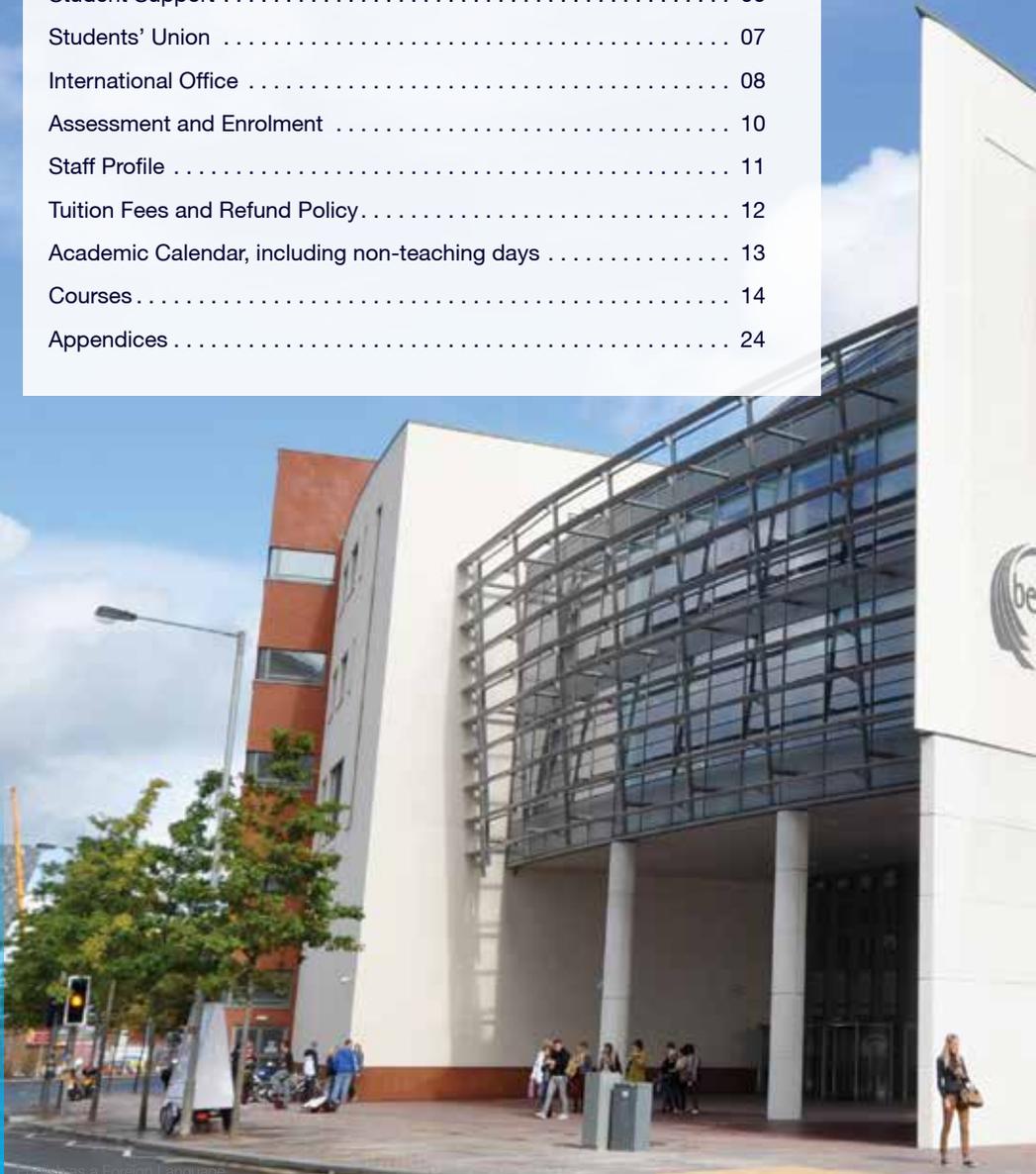
#makeitathommet

[www.belfastmet.ac.uk/esol](http://www.belfastmet.ac.uk/esol)



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# Welcome

We take great pride in providing first class training and education and we are confident that Belfast Met will be the right choice for you. Many teaching staff within the centre are experienced and have in-depth knowledge of a wide variety of teaching methods. We are proud of our relaxed and supportive learning environment where you will be made to feel comfortable learning a new language or improving the language skills which you have already acquired.

Belfast Met is committed to excellence in every way. We pride ourselves on providing a complete student experience - in addition to a varied curriculum offering, we nurture your personal development and have a wide range of support services to assist you upon your educational journey.

All of our tutors have a passion for languages and foreign cultures and will create opportunities to share this with you, should you decide to join us.

## **Marie-Thérèse McGivern** Principal and Chief Executive

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Belfast Metropolitan College is the largest college in Northern Ireland. We have a long history of providing English language courses in Belfast and are proud to have been accredited by the British Council for the teaching of English since 2010.

We provide a variety of part-time and intensive English Language courses leading to international qualifications such as PET, FCE, CAE and CPE. We also provide IELTS Academic Preparation courses. Class sizes are set at a maximum of 20, although actual class sizes are often lower. Our campuses are well-equipped with interactive whiteboards and audio equipment to provide you with the best possible learning experience.

Our enthusiastic, dedicated teachers have experience of teaching both locally and internationally, and many of our teachers have postgraduate level qualifications in teaching English.

## **Tere McBurney** Curriculum Area Manager



# Leading the Way with our Facilities

When studying a course at Belfast Met we realise the importance of not only receiving up to date, high quality and professional teaching but we also want to give you the added advantage of using industry standard equipment and facilities as part of your course.

Over the past few years we have invested upwards of £60m in our estate. We pride ourselves on the range and standard of our facilities and as an inclusive and welcoming College, we are committed and dedicated to your learning experience.

## Titanic Quarter Campus

- Conference and Multimedia Centres
- Demonstration and Bakery Kitchens
- Industrial Sewing and Craft Workshops
- Science Laboratories
- Beauty and Hairdressing Salons
- Fitness Suite
- Fine Dining Restaurant



## Millfield Campus

- Audio Recording Studio
- TV Studio
- Photographic Studio and Dark Room
- Journalism Classroom
- Broadcast Journalism Computer Suite
- Art and Pottery
- Life Drawing Room
- Print Studio
- Electronic Communication Room
- Electrical Testing Labs
- Joinery Workshop
- Plastering Workshop
- Tiling Workshop
- Bricklaying Workshop
- Motor Vehicle Workshop





## Castlereagh Campus

- Electrical Testing Labs
- Joinery Workshop
- Plastering Workshop
- Tiling Workshop
- Bricklaying Workshop
- Motor Vehicle Workshop
- Gym Hall
- Fitness Suite
- Motor Vehicle Workshop
- Heating and Ventilation Workshop
- Beauty Salon and Nailbar
- Training Restaurant
- Training Kitchens
- Dressmaking and Tailoring Workroom
- Pottery Room with Double Kiln



## e3 at Springvale Campus

- 3D Animation Suite
- Soundproofed Recording Studio
- News and Radio Studios
- Sound and Vision, Audio and Post Production Facilities
- Renewable Technologies Workshop
- Composites Autoclave
- A Hatchery for the Development of Business Ideas
- Nine Business Incubation Units



# Student Support

## Careers and Employability

Sometimes, knowing where to start is the hardest part . We realise that the vast range of courses on offer and various levels of qualifications available can be confusing . If you need help in selecting the course best suited to you, you can telephone us for advice . Later, when you are on your course, you might wish to take your education further . We can meet with you at times when you are making decisions about your education, training and career .

Belfast Met's Careers and Employability Service holds the 'matrix' National Quality Award for Information, Advice and Guidance.

Our contact number is tel: **028 9026 5066** or email: **careers@belfastmet.ac.uk**

## Student Counselling

The College provides a counselling service for students with personal problems, great or small . The service is professional, confidential and free. Belfast Met are working in partnership with Carecall to provide a comprehensive Counselling service for all Belfast Met representatives, students and staff alike.

The 24hr freephone number (0808 800 0032) is a dedicated number for the sole use of Belfast Met students and staff. A Student Drop in Counselling Service is available weekly on the three main sites. Promotional material has been made extensively available to both students and staff and is readily available on the website, blackboard and intranet.

## Supporting You at Belfast Met

At Belfast Metropolitan College, our classes are for adults and this includes young people aged 16 and 17. Before you enrol on one of our courses it is important that you (and your parents) understand how we care for students aged 16 and 17.

Classes can include students of all ages above 16. This means that it is likely that there will be students over the age of 18 in the classes. When you are not in class, we do not provide supervision for students aged 16 and 17. You are responsible for organising any extra study or social activities.

Any activities organised by the Students' Union will be supervised according to College guidelines. None of these activities will be compulsory and some of the activities will only be suitable for students aged 18 and above.

We provide a 24hr emergency number for students. The college also has a counselling service to support you in dealing with any personal problems.



## Inclusive Learning/Disability Services

The Inclusive learning Team provides advice, guidance and support for students with disabilities and long term medical conditions. Coming to a large college can be a daunting experience for any student, but can be particularly challenging for those with a disability.

The centre is designed to ensure that students with a disability receive the additional support that they require to enable them to achieve in their programme of study.

For further information on how we can provide guidance and support if you have a disability, contact tel: **028 9026 5097** or email: **CILD@belfastmet.ac.uk**

## Library Learning Centres

At Belfast Met, we offer fantastic library and learning centre facilities to complement your learning experience here as a student.

We aim to provide all the things you would come to expect from a modern learning support service – books, journals, PCs, the internet and email, and dedicated areas for group work and quiet places for when you want to work or study alone. In addition we offer free Skype facilities, low cost printing and photocopying, and excellent online resources that you can also access from home 24/7.

Opening hours include late nights across sites, whilst you can also avail of our enquiry service - 'Ask a Librarian' via the internet. All of this is supported by an experienced library team dedicated to helping you get the most out of what's on offer at Belfast Met.

## Students' Union

The Students' Union strives to enhance the quality of your experience at Belfast Met. As a member of the Students' Union, you will be able to:

- Avail of all Students' Union support services
- Obtain an NUS-USI card which will enable you to obtain discounts galore
- Attend social activities run by the Students' Union
- Receive all free student offers and giveaways throughout the year

There are a number of ways that you, as a student, can become involved:

- Run for election as Students' Union President, Student Governor or site representative
- Become your class representative
- Join one of the sports teams, GAA, rugby, football, netball or basketball
- Participate in Students' Union activities, events and campaigns
- Join or start a club or society
- Write for our student newspaper, 'Impress' (three editions per year)

For further information, please contact Declan Crummey,  
email: **DCrummey@belfastmet.ac.uk**  
tel: **028 9026 5059**.

## Student Finance

Belfast Met Student Finance Team provides advice and guidance on student finance and administers a number of funds including, the Hardship Fund, the Care to Learn Scheme, Belfast City Council Achieve Bursary, and the Full Time Higher Education Bursary.

For further information/criteria on all funds outlined above or any other Student Finance query you may have please check out the Student Finance section on our website or the Student Activities and Advice section on Blackboard.

If you require 1:1 advice or would like to make an appointment with a Student Finance Officer to discuss the funds available, and what you may be entitled to apply for, please send a request via email to: [studentfinance@belfastmet.ac.uk](mailto:studentfinance@belfastmet.ac.uk) or tel: 028 9026 5183 . You may also visit the Student Finance Office at TQ1-029.



## International Office

We welcome international students who choose Belfast Metropolitan College as the place to study. We also understand that it can be difficult to settle into a new culture. Our aim is to make the transition as easy as possible.

Our International Office can provide assistance to full-time fee paying international students and Irish American Exchange Programme Scholars in areas such as course information and in making an application, welfare support, immigration and visa renewal and cultural/social information and activities.

For further information, email: [rlaing@belfastmet.ac.uk](mailto:rlaing@belfastmet.ac.uk) or tel: 028 9025 5192.

Alternatively, visit our website at: <http://www.belfastmet.ac.uk/support-for-business/international-programmes/>

Students who have a non-EU passport, or have lived outside the European Union for all or part of the last three years may be liable for International fees . Such students must contact the International Office regarding fees .

The International Office can also offer some information regarding non-UK exam qualifications and equivalencies.

## Case Studies

### Essaid Mechiche (France)

“I’ve studied English for about two years at Belfast Met. I’ve done a few courses such as ESOL Level 2, IELTS and now CAE. At Belfast Met, there is a good opportunity to study English because there is help from the teachers, library staff and facilities and the IT equipment. I enjoy speaking in English, learning Idioms and the rich vocabulary. The more I learn here, the more fascinated I become with the language.”

### Talal Abdullah (Sudan)

“I’ve been studying English at Belfast Met since January 2014. I started in the First Certificate course and now I am in the CAE class. What I really like about studying here is that the teachers are really helpful and they are really concerned about everyone’s progress. The resources and library that are available to students is comprehensive.”

### Indre Tunile (Lithuania)

“I’ve been studying English at Belfast Met since 2006. I attended ESOL classes at various levels, including City and Guilds and IELTS preparation courses. I found all of the classes very beneficial in progressing my language skills and knowledge. The courses were well structured, easy to follow and conducted at the right pace. Also, all of the teachers I came across were very helpful, tactful and with a sense of humour, which I particularly liked.”

### Maria Moya (Spain)

“I’ve been studying at Belfast Met since Jan 2013. I started at Intermediate and I am currently doing the Advanced course. I consider this to be a great and challenging experience for me. On the one hand, studying at Belfast Met is helping me to improve my English and on the other hand, it is a huge challenge. I’ve had a good time and it’s been an experience for me.”

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ENGLISH UK   
*member*



# Assessment & Enrolment

You must be at least 16 years old to study ESOL/ELT at Belfast Metropolitan College. All students must be assessed before the start of the course. Our teachers will give you a short test to check your level of English and then we will advise you on the best course to suit your needs. If you have recent certificates from a previous ESOL/ELT course, you may not need to take the test but you must bring your certificates with you to the assessment session.

You must also bring photographic ID, such as a valid passport or national identity card to the assessment session.

The dates and times for assessment can be found at -

**<https://www.eventbrite.co.uk/e/esol-assessment-1819-tickets-44444171714>**

If you are applying as an international (Visa) student, please contact our International Office, **tel: 028 9026 5192** or **email: [rlaing@belfastmet.ac.uk](mailto:rlaing@belfastmet.ac.uk)**

You may also visit our website at: **<http://www.belfastmet.ac.uk/support-for-business/international-programmes/>**

## New Students -

please follow the instructions below

1. Request a token to do the Online Assessment from [esolbookings@belfastmet.ac.uk](mailto:esolbookings@belfastmet.ac.uk)
2. For example: "My name is.....and I would like to request a token to do the online placement test".
3. We will reply and give you instructions about how to do the online test. The online test assesses your reading and listening. When you have your result, you must also come to the College to have your speaking and writing tested. Information on how to book an appointment for the speaking and writing assessment will be in the email.

If you prefer not to do the online assessment, you can do the assessment at the College.

You must book a place via the following link:  
<https://www.eventbrite.co.uk/e/esol-assessment-1819-tickets-44444171714>

These internationally recognised qualification classes may help you to gain employment or undertake further studies. EFL classes are offered at four levels - Entry Level, Level 1, Level 2 and Level 3.

These courses are available part-time (6 hours per week) or on an intensive basis (15 - 17.5 hours per week).

These include:

- Cambridge English Entry Level Certificate in ESOL International (Preliminary)
- Cambridge English Level 1 Certificate in ESOL International (First)
- Cambridge English Level 2 Certificate in ESOL International (Advanced)
- Cambridge English Level 3 Certificate in ESOL International (Proficiency)

The College also offers IELTS preparation courses.

## Staff Profile

Staff delivering these courses are experienced, and qualified as TEFLQ or TEFLI, as specified by the British Council inspection criteria.



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*member*

# Payment of Tuition Fees and Charges

## Payment of Tuition Fees

Tuition fees are payable in full at the time of enrolment. Our course fees comprise assessment, tuition, registration and examination fees. Payment is accepted by cash, cheque, direct debit or credit card (Visa, Mastercard). A place on the course is not secure unless the enrolment process is completed and payment is made.

## Payment of Fees by Direct Debit

Students with a UK bank account that facilitates direct debit can arrange for fees to be paid in instalments if they are enrolling on a course(s) of 16 weeks duration or more and the total cost is greater than £200. Students will have to pay a minimum of 25% of the total fee at time of enrolment, followed by three consecutive monthly equal payments by

direct debit. Fully completed Direct Debit Forms must be provided at time of enrolment.

## Payment by Sponsor/Employer

If your fees are to be paid by a sponsor such as your employer, please ensure that all the information is available to enable us to raise the appropriate invoices and to allow your sponsor to make payment on your behalf. You must present a signed letter from your sponsor/employer at time of enrolment. If you leave the employer it is your personal responsibility to ensure that your fees are paid and you will be liable for any outstanding balances.

## Payment by Student Loan Company

If your fees are to be paid by the Student Loan Company (SLC) you must present a letter from your SLC at time of enrolment where possible. It is your personal responsibility to ensure that your fees are paid.

## Reduced Fees

A concessionary fee shall be applied to a student on certain part time accredited FE courses who is in receipt of one of the following benefits. The concession applies to the tuition fee only.

Evidence required at enrolment

Income Support

A copy of your SSA letter of current entitlement displaying your claim reference number or Confirmation of Receipt of Benefit letter.

Jobseekers Allowance (Income based)

A copy of your SSA letter of current entitlement displaying your claim reference number or Confirmation of Receipt of Benefit letter.

Working Tax Credit (Incorporating Disabled Persons Tax Credit) for earnings below £16,190 (subject to change)

A copy of your NHS Exemption Certificate or a copy of your Award notice (Form TC602) confirming income.

Guaranteed Pension Credit

A copy of your Guaranteed Pension Credit letter of entitlement.

Housing Benefit (Rates Relief) or Rate Rebate

A copy of your Housing Benefit award letter.

Income Related Employment and Support Allowance

A copy of your SSA letter of current entitlement or Confirmation of Receipt of Benefit letter.

A minimum fee of £30 will apply.

The student must produce documentation to prove that they are in receipt of benefits at the time of enrolment to show that they qualify for the concessionary fees.

# Refund Policy

The College's policy is that all tuition fees are paid in full and are not refundable. The exceptions to this are as follows:

- A course/session is cancelled by the College. Where the cancellation of a course takes place, students will be offered either a place on a suitable alternative course or a full refund.
- Where a student has not attended a course and has provided written notification to the College at least 5 working days before the course commences.
- If the time, day or evening meeting of the class has been changed and the student is unable to continue attending because of these changes, a refund will be issued if written notification is received within 20 working days of the change.
- Other refund/cancellation applications shall be considered only in exceptional circumstances by the Director or designated authority (Head of Finance).

If an applicant has made one or more attendances, no refund/cancellation may be given, except in circumstances as listed in sections 3 or 4. However, where a refund has been refused it may be possible to transfer the tuition fee paid to another programme.

All applications for refunds must be made in writing. Requests for the refund/cancellation of tuition fees may be recommended by a member of the Curriculum Department and forwarded to Finance but only the Director or Head of Finance have the authority to authorise a refund or deferral of fees.

Where a refund has been authorised, payment originally made by credit or debit cards will be refunded by cheque within 20 working days.

## Academic Calendar

**There will be no classes on these days:**

### **Half-term (Hallowe'en)**

Monday 29 Oct to Friday 2 Nov 2018

### **Christmas**

Monday 24 Dec 2018 to Friday 4 Jan 2019

### **Half-term**

Monday 11 February to Friday 15 February 2019

### **St. Patrick's Day**

Monday 18 Mar 2019

### **Easter**

Monday 15 April to Friday 26 April 2019

### **May Day**

Monday 6 May 2019

### **Spring Holiday**

Monday 27 May 2019

## Intensive Course (Part - time International students only)

If you require a visa to study in the UK as a full-time international student on, for example, a Tier 4 visa, please contact our International office for more information on fees (see page 8 for contact details) or go to our website at: <http://www.belfastmet.ac.uk/support-for-business/international-programmes/>

	Weeks	Hours per week	Dates	Fees in Total
Cambridge English PET B1: 1st Semester only	14	17.5	Sept – Dec	£1982
Cambridge English PET B1: 2nd Semester only	16	15	Jan – May	£1943
Cambridge English PET B1: 30 weeks	30	6	Sept – June	£1471
Cambridge English First B2: 1st Semester only	14	17.5	Sept – Dec	£2017
Cambridge English First B2: 2nd Semester only	16	15	Jan – May	£1978
Cambridge English First B2: 30 weeks	30	6	Sept – June	£1506
Cambridge English Advanced C1: 1st Semester only	14	17.5	Sept – Dec	£2022
Cambridge English Advanced C1: 2nd Semester only	16	15	Jan – May	£1983
Cambridge English Advanced C1: 30 weeks	30	6	Sept – June	£1511
Cambridge English CPE: C2 30 weeks	30	6	Sept – June	£1516
IELTS course (1st semester)	14	2.5	Sept – Dec	£275
IELTS course (2nd semester)	16	2.5	Jan – May	£315
Hourly rate	variable	variable		£7.86 per hr

## IELTS Preparation Course (Part-time)

- We offer IELTS preparation courses at two different start dates during the year (September and January).
- Students who wish to enrol on an intensive course may also enrol on our IELTS preparation course to help them achieve the IELTS course they need for their future studies.
- The cost of text books is not included in the course fee.

## International Students with Study Visas

English language courses are offered at a variety of levels – from Cambridge Preliminary CEFR B1 to Proficiency (CEFR C2).

- The maximum class size is 20.

- There are 4 levels in our international qualifications programme – Cambridge English: Preliminary (PET), Cambridge English: First (FCE), Cambridge English: Advanced (CAE) and Cambridge English: Proficiency (CPE). These courses lead to an internationally recognised qualification by Cambridge English. Please note that Proficiency Level is only available in the evening on a part-time basis.
- For those on a Tier 4 International Student Visa, the minimum English level required for entry is an IELTS score of 5.0 in each component and 5.5 in total.
- For those on a Student Visitor Visa, the minimum English level required for entry is an IELTS score of 5.00 in all components.
- The cost of the examination and course book is not included in the course fee.



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## Courses

- IELTS Preparation Course Intermediate (IELTS 5.5/6.5)**
- IELTS Preparation Course Upper - Intermediate (IELTS 7.0/8.0)**
- Cambridge English: Preliminary (PET)**
- Cambridge English: Preliminary (PET) Intensive**
- Cambridge English: First (FCE)**
- Cambridge English: First (FCE) Intensive**
- Cambridge English: Advanced (CAE)**
- Cambridge English: Advanced (CAE) Intensive**
- Cambridge English: Proficiency (CPE)**



# IELTS Preparation Course Intermediate (IELTS 5.5/6.5)

## Course Code

C1024/A01P & C1024/B01P

## Level

NQF level 1/CEFR B1 to B2

## Location

Titanic Quarter Campus

## Duration

1st semester:

14 weeks from 10/9/18 - 21/12/18

2nd semester:

16 weeks from 14/01/19 - 29/05/19

## Timetable

2.5 hours per week on Tuesday from 13:30 to 16:00

## Cost (Home and EU students)

1st semester - £190

2nd semester - £215

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

Although we do not offer the IELTS exam in Belfast Metropolitan College, we are happy to give advice on where you can take the exam in Northern Ireland. The cost of the exam is approximately £150.

## Overview

This course will help you to improve your speaking, listening, reading and writing in English. We will help you to prepare for the IELTS Academic Test. More information can be found at [www.ielts.org](http://www.ielts.org).

This course will help you to:

- Practise for the IELTS Academic exam in all 4 areas – reading, writing, speaking & listening.

- Understand the question types in all four areas and understand what the examiners expect from your answers.
- Tell the difference between a good and a bad answer in the IELTS exam.
- Produce clear, well-structured writing on complex subjects.
- Understand a range of complex written texts and extract relevant information.
- Listen and extract specific and general meaning in order to complete a variety of tasks.
- Express your ideas clearly in speaking and interact with others naturally and without too much difficulty.

Intermediate Level IELTS topics include: culture, health, the arts, education, business, science and communication.

We will also review and study a range of grammatical areas including: tenses, modal verbs, prepositions, articles, reported speech, relative clauses, question formation, conditionals, nouns and adjectives, gerunds and infinitives, quantifiers and adverbs together with useful language needed to answer specific exam tasks; for example, language to describe statistical information and cause and effect

For further information on intended learning outcomes for the range of IELTS bands, see Appendix A, page 24.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course.

## Opportunities and Progression

Achievement of 5.5 or 6.5 in the IELTS exam will help you to progress through our ESOL/ EFL courses or to progress to a different area of study within the college or at university. Please talk to your teacher at the end of the course to discuss the best progression route for you.

# IELTS Preparation Course

## Upper - Intermediate

### (IELTS 7.0/8.0)

#### Course Code

C2143/A01P & C2143/B01P

#### Level

NQF level 2/CEFR B2

#### Location

Titanic Quarter Campus

#### Duration

1st semester:

14 weeks from 10/09/18 - 21/12/18

2nd semester:

16 weeks from 19/01/19 - 29/05/19

#### Timetable

Tuesday from 13:30 - 16:00

#### Cost (Home and EU students)

1st semester - £190

2nd semester - £215

#### Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

Although we do not offer the IELTS exam in Belfast Metropolitan College, we are happy to give advice on where you can take the exam in Northern Ireland. The cost of the exam is approximately £150.

#### Overview

This course will help you to improve your speaking, listening, reading and writing in English. We will help you to prepare for the IELTS Academic Test. More information can be found at [www.ielts.org](http://www.ielts.org).

This course will help you to:

- Practise for the IELTS Academic exam in all four areas – reading, writing, speaking & listening.
- Understand the question types in all four areas and understand what the examiners expect from your answers.

- Tell the difference between a good and a bad answer in the IELTS exam.
- Produce clear, well-structured writing on complex subjects.
- Understand a range of complex written texts and extract relevant information.
- Listen and extract specific and general meaning in order to complete a variety of tasks.
- Express your ideas clearly in speaking and interact with others naturally and without too much difficulty.
- Intermediate Level IELTS topics include: culture, health, the arts, education, business, science and communication.

Upper-Intermediate Level IELTS topics include: culture, health, the arts, education, business, science, the environment, psychology, innovation, history and communication. We will also review and study a range of grammatical areas including: tenses, modal verbs, prepositions, articles, reported speech, relative clauses, question formation, conditionals, nouns and adjectives, gerunds and infinitives, quantifiers and adverbs together with useful language needed to answer specific exam tasks; for example, language to describe statistical information and cause and effect.

For further information on intended learning outcomes for the range of IELTS bands, see Appendix A, page 24.

#### Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course.

#### Opportunities and Progression

Achievement of 7.0 or 8.0 in the IELTS exam will help you to progress through our ESOL/ EFL courses or to progress to a different area of study within the college or at university. Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: Preliminary (PET)

## Course Code

C0151/101E

## Level

NQF Entry Level 3/CEFR B1

## Location

Titanic Quarter Campus

## Duration

30 weeks from 17/09/18 - 5/06/19

Please note that the final exam may take place after this date.

## Timetable

6 hours per week on Tuesdays & Thursdays from 18:00 - 21:00

## Cost (Home and EU students)

£341 (£227 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

## Overview

This course will help you improve your English for study and work purposes. It will cover all four language skills (Reading, Writing, Listening and Speaking) and knowledge of pre-intermediate to intermediate grammar and vocabulary. We will prepare you for the internationally recognised Cambridge English: Preliminary (PET) exam.

This general English course will help you improve your English for study and work purposes.

The course will cover all four language skills (Reading, Writing, Listening and Speaking) and knowledge of pre-intermediate to intermediate grammar and vocabulary. We will prepare you for the internationally recognised Cambridge English: Preliminary (PET) exam.

This course will help you to:

- deal with everyday events

- read simple textbooks or magazine articles
- write letters on familiar subjects
- take notes when listening
- understand the main points of straightforward instructions or public announcements
- deal with most of the situations you might meet when travelling as a tourist in an English speaking country
- ask simple questions and take part in factual conversations in a work environment
- write letters/emails or make notes on familiar matters.

PET topics may include: describing people, health, education, jobs, public signs, the past, the future, and shopping.

An example of some the areas we will revise and practise: an overview of verb patterns in English, regular and irregular verbs, conditional forms, modals, simple, continuous and perfect tenses. We will also help you to expand vocabulary, improve your knowledge of spelling and your awareness of formal and informal phrases

For further information on intended learning outcomes for PET, see Appendix B, page 31.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course. Please note that you cannot enrol on a year long course any later than the first week in November.

## Opportunities and Progression

This course will help you to progress through our English language courses. The next course after Cambridge English: Preliminary (PET) is Cambridge English: First (FCE). Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: Preliminary (PET) Intensive

## Course Code

C0151/A01P & C0151/B01P

## Level

NQF Entry Level 3/CEFR B1

## Location

Titanic Quarter Campus

## Duration

1st semester:

14 weeks from 10/09/18 - 21/12/18

2nd semester:

16 weeks from 14/01/19 - 25/05/19

Please note that the final exam may be after this date.

## Timetable

1st semester:

17.5 hours per week from 9:00 - 12:45  
(with 15 minute break from 11:00 - 11:15)

2nd semester:

15 hours per week 9:00 - 12:15  
(with 15 minute break from 11:00 - 11:15)

## Cost (Home and EU students)

1st semester - £443 (£289 concession)

2nd semester - £435 (£284 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

## Overview

This course will help you improve your English for study and work purposes. It will cover all four language skills (Reading, Writing, Listening and Speaking) and knowledge of pre-intermediate to intermediate grammar and vocabulary. We will prepare you for the internationally recognised Cambridge English: Preliminary (PET) exam.

This course will help you to:

- deal with everyday events
- read simple textbooks or magazine articles
- write letters on familiar subjects
- take notes when listening
- understand the main points of straightforward instructions or public announcements
- deal with most of the situations you might meet when travelling as a tourist in an English speaking country
- ask simple questions and take part in factual conversations in a work environment
- write letters/emails or make notes on familiar matters.

PET topics may include: describing people, health, education, jobs, public signs, the past, the future, and shopping.

An example of some the areas we will revise and practise: an overview of verb patterns in English, regular and irregular verbs, conditional forms, modals, simple, continuous and perfect tenses. We will also help you to expand vocabulary, improve your knowledge of spelling and your awareness of formal and informal phrases

For further information on intended learning outcomes for PET, see Appendix B, page 31.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course.

## Opportunities and Progression

This course will help you to progress through our English language courses. The next course after Cambridge English: Preliminary (PET) is Cambridge English: First (FCE). Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: First (FCE)

## Course Code

C1025/101E

## Level

NQF Level 1/CEFR B2

## Location

Titanic Quarter Campus

## Duration

30 weeks from 17/09/18 - 05/06/19

Please note that the final exam may be after this date.

## Timetable

6 hours per week on Tuesdays & Thursdays  
from 18:00 - 21:00

## Cost (Home and EU students)

£376 (£262 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

## Overview

This course will help you improve your English for study and work purposes. It will cover all four language skills (Reading, Writing, Listening and Speaking) and knowledge of intermediate to upper-intermediate grammar and vocabulary. We will prepare you for the internationally recognised Cambridge English: First (also known as FCE) exam. Preparing for the exam will allow you to develop your language skills in real-life situations.

This course will help you to:

- communicate more effectively in life, work and study in an English speaking country.
- understand the main ideas of complex pieces of writing.
- listen to and have a conversation on a fairly

wide range of topics.

- express your opinions and present arguments
- produce clear, detailed writing, expressing opinions and explaining the advantages and disadvantages of different points of view.

FCE topics include: personal details/ experiences, work, technology and media, education/training, family and friends, health, the past, the future, consumerism, leisure, culture and society.

An example of some the areas we will revise and practise: an overview of verb patterns in English, verbs followed by gerund and/or infinitive, the passive, conditional forms, modals. We will also help you to expand your vocabulary and your knowledge of word formation, phrasal verbs and idioms.

For further information on intended learning outcomes for FCE, see Appendix C, page 32.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course. Please note that you cannot enrol on a year long course any later than the first week in November.

## Opportunities and Progression

This course will help you to progress through our English language courses. The next course after Cambridge English: First (FCE) is Cambridge English: Advanced (CAE). Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: First (FCE) Intensive

## Course Code

C1025/A01P & C1025/B01P

## Level

NQF Level 1/CEFR B2

## Location

Titanic Quarter Campus

## Duration

1st semester:

14 weeks from 10/09/18- 21/12/18

2nd semester:

16 weeks from 14/01/19 - 29/05/19

Please note that the final exam may be after this date.

## Timetable

1st semester:

17.5 hours per week from 9:00 - 12:45  
(with 15 minute break from 11:00 - 11:15)

2nd semester:

15 hours per week 9:00 - 12:15  
(with 15 minute break from 11.00 - 11:15)

## Cost (Home and EU students)

1st semester - £478 (£324 concession)

2nd semester - £470 (£319 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

## Overview

This course will help you improve your English for study and work purposes. It will cover all four language skills (Reading, Writing, Listening and Speaking) and knowledge of intermediate to upper-intermediate grammar and vocabulary. We will prepare you for the internationally recognised Cambridge English: First (also known as FCE) exam. Preparing for the exam will allow you to develop your language skills in real-life

situations.

This course will help you to:

- communicate more effectively in life, work and study in an English speaking country.
- understand the main ideas of complex pieces of writing.
- listen to and have a conversation on a fairly wide range of topics.
- express your opinions and present arguments
- produce clear, detailed writing, expressing opinions and explaining the advantages and disadvantages of different points of view.

FCE topics include: personal details/ experiences, work, technology and media, education/training, family and friends, health, the past, the future, consumerism, leisure, culture and society.

An example of some the areas we will revise and practise: an overview of verb patterns in English, verbs followed by gerund and/or infinitive, the passive, conditional forms, modals. We will also help you to expand your vocabulary and your knowledge of word formation, phrasal verbs and idioms.

For further information on intended learning outcomes for FCE, see Appendix C, page 32.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course.

## Opportunities and Progression

This course will help you to progress through our English language courses. The next course after Cambridge English: First (FCE) is Cambridge English: Advanced (CAE). Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: Advanced (CAE)

## Course Code

C2142/101E & C2142/103E

## Level

NQF Level 2/CEFR C1

## Location

Titanic Quarter Campus

## Duration

30 weeks from 17/09/18 - 05/06/19

Please note that the final exam may be after this date.

## Timetable

6 hours per week on Mondays and Wednesdays from 18:00 - 21:00

## Cost (Home and EU students)

£381 (£267 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

## Overview

This course will help you improve your English for study and work purposes. It will cover all four language skills (Reading, Writing, Listening and Speaking) and a knowledge of advanced grammar and vocabulary. We will prepare you for the Cambridge English: Advanced (CAE) exam.

Students operating at CAE level can use English effectively and perform confidently in social, professional and higher education situations. The CAE certificate demonstrates that you have the language ability to carry out complex research and communicate effectively at a professional level.

This course will help you to:

- Write letters and reports with good expression and accuracy on a range of

subjects.

- Give detailed information and make requests within a familiar area.
- Consolidate and extend your knowledge of grammar and vocabulary at advanced level.
- Engage in extended conversation on most matters.
- Take notes and contribute effectively during meetings, presentations and discussions.
- Understand more complex articles, narratives and instructions.

CAE topics include: personal details/ experiences, work, technology and media, education/training, family and friends, health, the past, the future, consumerism, leisure, culture and society.

For further information on intended learning outcomes for CAE, see Appendix D, page 33.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course. Please note that you cannot enrol on a year long course any later than the first week in November.

## Opportunities and Progression

CAE is an international qualification which is recognised by thousands of educational institutions, employers, governments and other organisations throughout the world. This course will also help you to progress through our English language courses. The next course after Cambridge English: Advanced (CAE) is Cambridge English: Proficiency (CPE). Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: Advanced (CAE) Intensive

## Course Code

C2142/A01P & C0142/B01P

## Level

NQF Level 2/CEFR C1

## Location

Titanic Quarter Campus

## Duration

1st semester:

14 weeks from 10/09/18 - 21/12/18

2nd semester:

16 weeks from 14/01/19 - 29/05/19

Please note that the final exam may be after this date.

## Timetable

1st semester:

17.5 hours per week from 9:00 - 12:45  
(with 15 minute break from 11:00 - 11:15)

2nd semester:

15 hours per week 9:00 - 12:15  
(with 15 minute break from 11:00 - 11:15)

## Cost (Home and EU students)

1st semester - £483 (£329 concession)

2nd semester - £475 (£324 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class

## Overview

This course will help you improve your English for study and work purposes. It will cover all four language skills (Reading, Writing, Listening and Speaking) and a knowledge of advanced grammar and vocabulary. We will prepare you for the Cambridge English: Advanced (CAE) exam.

Students operating at CAE level can use English effectively and perform confidently in social, professional and higher education situations.

The CAE certificate demonstrates that you have the language ability to carry out complex research and communicate effectively at a professional level.

This course will help you to:

- Write letters and reports with good expression and accuracy on a range of subjects.
- Give detailed information and make requests within a familiar area.
- Consolidate and extend your knowledge of grammar and vocabulary.
- Engage in extended conversation on most matters.
- Take notes and contribute effectively during meetings, presentations and discussions.
- Understand more complex articles, narratives and instructions.

CAE topics include: personal details/experiences, work, technology and media, education/training, family and friends, health, the past, the future, consumerism, leisure, culture and society.

For further information on intended learning outcomes for CAE, see Appendix D, page 33.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course.

## Opportunities and Progression

CAE is an international qualification which is recognised by thousands of educational institutions, employers, governments and other organisations throughout the world. This course will also help you to progress through our English language courses. The next course after Cambridge English: Advanced (CAE) is Cambridge English: Proficiency (CPE). Please talk to your teacher at the end of the course to discuss the best progression route for you.

# Cambridge English: Proficiency (CPE)

## Course Code

C3137/101E

## Level

NQF Level 3/CEFR C2

## Location

Titanic Quarter Campus

## Duration

30 weeks from 17/09/18 - 05/06/19

Please note that the final exam may be after this date.

## Timetable

6 hours per week on Mondays and  
Wednesdays from 18:00 - 21:00

## Cost (Home and EU students)

£386 (£272 concession)

Examination fees are included

## Additional costs

£20 - £25 for a textbook. You are expected to buy a textbook for the course. Your teacher will tell you the name of the book in your first class.

## Overview

This course is set at the highest level of the Cambridge exams and achieving the Cambridge English: Proficiency (CPE) certificate demonstrates that you can communicate with a fluency level similar to that of a native speaker. It will cover all four language skills (Reading, Writing, Listening and Speaking) and grammar and vocabulary. We will prepare you for the Cambridge English: Proficiency (also known as CPE) exam.

Students operating at CPE level can use English effectively and perform confidently in social, professional and higher education situations. The CPE certificate demonstrates that you can study or work at the very highest level of professional and academic life. It shows that you have the language ability to carry out complex research and communicate effectively at a professional

level.

This course will help you to:

- Negotiate and persuade effectively at a high level in a variety of settings
- Understand the main ideas of complex pieces of writing.
- Talk about complex or sensitive issues
- Write letters, reports and articles confidently on any subject.
- Consolidate and extend your knowledge of grammar and vocabulary beyond advanced level.
- Engage in extended conversation
- Take notes and contribute effectively during meetings, presentations and discussions.

CPE topics include: personal details/ experiences, work, technology and media, education/training, family and friends, health, the past, the future, consumerism, leisure, culture and society.

For further information on intended learning outcomes for CPE, see Appendix E, page 34.

## Requirements

You must be 16 years or over at the date of enrolment. We will assess your level of English before enrolment to check that you are at the appropriate level for this course. Please note that you cannot enrol on a year long course any later than the first week in November.

## Opportunities and Progression

Proficiency (CPE) is the highest level exam offered by Cambridge. It is recognised and valued by many international companies and higher education institutions. Successful completion of this course will help you to progress within a work context or to study demanding subjects at the highest level, including postgraduate and PhD programmes.

## Appendices

### Appendix A

Speaking: Band Descriptors  
(public version)

IELTS Task 1 Writing Band Descriptors  
(public version)

IELTS Task 2 Writing Band Descriptors  
(public version)

### Appendix B

Preliminary English Test (B1)  
Intended Learning Outcomes

### Appendix C

First Certificate (B2)  
Intended Learning Outcomes

### Appendix D

Cambridge Advanced English (C1)  
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### Appendix E

Proficiency (C2)  
Intended Learning Outcomes

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# Appendix A IELTS

## Speaking: Band Descriptors (public version)

Band	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction;</li> <li>any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently with fully appropriate cohesive features</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics</li> <li>uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of pronunciation features with precision and subtlety</li> <li>sustains flexible use of features throughout</li> <li>is effortless to understand</li> </ul>
8	<ul style="list-style-type: none"> <li>speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of pronunciation features</li> <li>sustains flexible use of features, with only occasional lapses</li> <li>is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
7	<ul style="list-style-type: none"> <li>speaks at length without noticeable effort or loss of coherence</li> <li>may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary resource flexibly to discuss a variety of topics</li> <li>uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>
6	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of pronunciation features with mixed control</li> <li>shows some effective use of features but this is not sustained</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>

Band	Fluency & Coherence	Lexical Resource	Grammatical Range & Accuracy	Pronunciation
5	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms with reasonable accuracy</li> <li>uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>
4	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of pronunciation features</li> <li>attempts to control features but lapses are frequent</li> <li>mispronunciations are frequent and cause some difficulty for the listener</li> </ul>
3	<ul style="list-style-type: none"> <li>speaks with long pauses</li> <li>has limited ability to link simple sentences</li> <li>gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>uses simple vocabulary to convey personal information</li> <li>has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>makes numerous errors except in memorised expressions</li> </ul>	<ul style="list-style-type: none"> <li>shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>
2	<ul style="list-style-type: none"> <li>pauses lengthily before most words</li> <li>little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>only produces isolated words or memorised utterances</li> </ul>	<ul style="list-style-type: none"> <li>cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>Speech is often unintelligible</li> </ul>
1	<ul style="list-style-type: none"> <li>no communication possible</li> <li>no rateable language</li> </ul>			
0	<ul style="list-style-type: none"> <li>does not attend</li> </ul>			

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# Appendix A IELTS

## IELTS Task 1 Writing Band Descriptors (public version)

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features/ bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>(Academic) presents a clear overview of main trends, differences or stages</li> <li>(General Training) presents a clear purpose, with the tone consistent and appropriate</li> <li>clearly presents and highlights key features/ bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/ over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>(Academic) presents an overview with information appropriately selected</li> <li>(General Training) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>(Academic) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>(General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or overuse of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>(General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling;</li> <li>errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

# Appendix A IELTS

## IELTS Task 2 Writing Band Descriptors (public version)

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas</li> <li>logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary</li> <li>fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>

Band	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

## Appendix B

### Preliminary English Test (B1): Intended Learning Outcomes

Language skills/ Abilities	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
Overall general ability	Learners will be able to understand routine information and articles, and the general meaning of non-routine information within a familiar area. They will be able to use a range of reading subskills, including skimming, scanning, reading for detail and interpreting information.	Learners will be able to write letters / emails/messages or make notes on familiar or predictable matters. They will be familiar with formal and informal register as well organisation and paragraphing. They will also be able to employ narrative tenses and basic linking words to write stories.	Learners will be able to understand instructions, public announcements and a range of dialogue types set in different contexts. They will be able to listen for specific information as well as for detail.	Learners will be able to express opinions on abstract/cultural matters in a limited way or offer advice within a known area. Topic areas include education, health and keeping fit and the environment. Learners will be able to draw on a range of functional language such as agreeing/disagreeing and making suggestions.
General social / tourist ability	Learners will be able to understand factual articles in newspapers, routine letters from hotels and writer opinion / attitude / mood / purpose / inference in informal letters and texts.	Learners will be able to write letters, emails and messages on a limited range of predictable topics related to personal experience, express opinions in predictable language and write a short narrative.	Learners will be able to pick up nuances of meaning / opinion / attitude / mood.	Learners will be able to express opinions on abstract/cultural matters in a limited way, and discuss past experiences, present situation / habits / preferences and future plans
Typical work ability	Learners will be able to understand the general meaning of non-routine letters and theoretical articles within own work area. They will be able to understand job advertisements and related emails/letters.	Learners will be able to make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable. They will be able to write a letter of application within their job area and a basic personal CV.	Learners will be able to understand client needs within own job area on simple matters.	Learners will be able to offer advice to clients within own job area on simple matters.
Typical study abilities	Learners will be able to understand basic textbook language and instructions and messages, for example computer library catalogues, with some help.	Learners will be able to write down some information at a lecture, if this is more or less dictated.	Learners will be able to understand instructions on classes and assignments given by a teacher or lecturer.	Learners will be able to contribute meaningfully to class discussions on simple matters and extensively discuss an image, situation and opinions with another student.

## Appendix C

### First Certificate (B2): Intended Learning Outcomes

Language skills/ Abilities	Reading	Writing	Listening	Speaking
Overall general ability	Learners will be able to skim read and scan a range of text types for relevant information, as well as understand detailed instructions or advice. They will be able to deduce and infer meaning.	Learners will be able to make notes while someone is talking or write a letter including non-standard requests. They will be able to employ the required register and organise writing appropriately. A range of cohesive devices will be employed to link ideas together.	Learners will be able to follow a talk on a familiar topic, applying a variety of listening subskills, including listening for gist, specific information and detail. They will also be able to deduce meaning from context.	Learners will be able to give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics. They will be able to employ a range of functional exponents in their oral expression as well as use prosodic features of speech to enhance meaning (stress, intonation).
General social / tourist ability	Learners will be able to understand detailed information, for example a wide range of culinary terms on a restaurant menu, as well as terms and abbreviations in accommodation advertisements.	Learners will be able to write a range of text types relating to a range of topics, for example, write to a hotel to ask about the availability of services, such as facilities for the disabled or the provision of a special diet.	Learners will be able to understand a range of conversations on a variety of topics and will be able to pick up nuances of meaning / opinion / attitude / mood.	Learners will be able to keep up a conversation on a fairly wide range of topics, such as personal and professional experiences and events currently in the news.
Typical work ability	Learners will be able to understand most correspondence, reports and factual product literature he/she is likely to come across during the working day, using a range of reading subskills as required to extract the required information.	Learners will be able to deal with all routine requests for goods or services and use the appropriate format, structure and register to write reports, articles, emails and letters.	Learners will be able to take messages that are likely to require attention during a normal working day and respond appropriately to a range of requests.	Learners will be able to pass on most messages that are likely to require attention during a normal working day. They will be able to make oral presentations and take part in discussions on familiar topics.
Typical study abilities	Learners will be able to scan texts for relevant information and grasp main point of more difficult texts.	Learners will be able to make simple notes that will be of reasonable use for essay or revision purposes. They will also be able to write a well-organised, coherent, discursive essay, developing arguments, providing reasons and examples and using appropriate paragraphing on subjects relevant to their lives. They will be able to employ a range of grammatical structures, lexis and cohesive devices for this purpose.	Learners will be able to understand and respond to instructions, lectures and presentations on familiar educational topics.	Learners will be able to give a clear presentation on a familiar topic, and answer predictable or factual questions. They will also be able to participate in conversation, discussions and meetings on a range of familiar and less familiar topics.

## Appendix D

### Cambridge Advanced English (C1): Intended Learning Outcomes

Language skills/ Abilities	Reading	Writing	Listening	Speaking
Overall general ability	Learners will be able to read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence. They will be able to cope with a wide range of genres.	Learners will be able to prepare/draft professional and personal correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate the required message, using a wide range of grammatical structures, lexis and sophisticated cohesive devices.	Learners will be able to follow meetings and seminars on both familiar and more abstract topics, applying the full range of listening subskills, including prediction, where appropriate.	Learners will be able to contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.
General social / tourist ability	Learners will be able to understand complex opinions/arguments contained within a range of text types, such as those expressed in serious newspapers and magazines.	Learners will be able to write letters on most subjects, using a range of complex structures and vocabulary to express facts, ideas and opinions.	Learners will be able to understand a range of conversations on abstract and cultural topics, picking up nuances of meaning, opinion, attitude and mood, and responding appropriately.	Learners will be able to keep up conversations of a casual nature for an extended period of time and discuss abstract/cultural topics with a good degree of fluency and range of expression. Pronunciation will be intelligible and any pausing will be natural.
Typical work ability	Learners will be able to understand a range of correspondence expressed in nonstandard language, applying the appropriate reading subskills to decipher meaning.	Learners will be able to handle a wide range of routine and non-routine situations in which professional services are requested from colleagues or external contacts, employing the appropriate format, register and structure and selecting the correct genre, including reports, articles, letters, emails and proposals.	Learners will be able to understand and respond to interactional and transactional situations in the workplace, with native and non-native speakers. They will be able to interpret meaning from context.	Learners will be able to contribute effectively to meetings and seminars within own area of work, amongst native and non-native speakers, and argue for or against a case.
Typical study abilities	Learners will be able to read a range of text types quickly on both abstract and cultural topics to cope with the demands of an academic course.	Learners will be able to write a well-developed, structured essay, which shows the ability to communicate, giving few difficulties for the reader.	Learners will be able to follow and understand abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.	Learners will be able to express their ideas and present well-structured arguments, coherently and cohesively, using a range of complex structures and sophisticated vocabulary, in a range of situations, with native and non-native speakers.

## Appendix E

### Proficiency (C2): Intended Learning Outcomes

Language skills/ Abilities	Reading	Writing	Listening	Speaking
Overall general ability	Learners will be able to understand documents and texts from the full range of genre, correspondence and reports, including the finer points of complex texts. They will be able to extract and summarise the key points as required.	Learners will be able to write letters, reports, proposals, stories, emails, articles and essays on any subject as well as take full notes of meetings or seminars with good expression and accuracy.	Learners will be able to understand spoken language in all situations, including colloquial and cultural references.	Learners will be able to advise on or talk about complex and sensitive issues, dealing confidently with hostile questions. They will be able to participate confidently in conversations, discussions and debates with native and non-native speakers.
General social / tourist ability	Learners will be able to understand complex texts of general interest as well as those with more specialised content, for example, when looking for accommodation, they will be able to understand a tenancy agreement in detail, with technical details and the main legal implications.	Learners will be able to write letters on most subjects, using a range of complex structures and vocabulary to express facts, ideas and opinions.	Learners will be able to understand both native and non-native speech on abstract, complex and sensitive issues and respond appropriately.	Learners will be able to talk about complex or sensitive issues without awkwardness and with a degree of fluency akin to that of a native speaker, using the full range of grammatical structures, lexical resource and cohesive and organisational devices.
Typical work ability	Learners will be able to understand reports, letters, emails, proposals and articles likely to be encountered during his/her work, including complex ideas expressed in complex language.	Learners will be able to make full and accurate notes and continue to participate in a meeting or seminar. They will be able to produce reports, letters, emails, articles and proposals using a range of complex structures and sophisticated vocabulary.	Learners will be able to understand and respond to the spoken language, interpreting verbal and non-verbal cues appropriately.	Learners will be able to advise on/handle complex, delicate or contentious issues, such as legal or financial matters, with both fluency and accuracy, to the extent that he/she has the necessary specialist knowledge.
Typical study abilities	Learners will be able to access all sources of written information quickly and reliably, understanding the nuances and cultural reference as well as abstract topics.	Learners will be able to make accurate and complete notes during the course of a lecture, seminar or tutorial. They will be able to write well-structured essays, presenting both sides to an argument, using linking devices, complex structures and a rich and varied lexical resource.	Learners will be able to follow and understand abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.	Learners will be able to understand all spoken language in context, including jokes, colloquial asides and cultural allusions.







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