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1. Introduction

The UCL Centre for Languages & International Education (CLIE) was founded in 1991 and combines teaching of the highest standard with the latest technology. All CLIE language tutors are native speakers, highly qualified and experienced in teaching their own language as a foreign language.

The Centre offers a wide variety of language courses to fulfil different requirements:

**Course Units:** courses forming part of undergraduate and graduate degree programmes¹:
- **Modern foreign languages** – 0.5 and 1.0 course units (15 and 30 credits/7.5 and 15 ECTS respectively)
- **English for Academic Purposes** – 0.5 course units (15 credits/7.5 ECTS)
- **TEFL** (Teaching English as a Foreign Language) – 1.0 course unit (30 credits/15 ECTS)
- **BSL** (British Sign Language) – 0.5 course unit (30 credits/7.5 ECTS)

**Evening Courses:** extra-curricular classes.

**Specialised Courses:** courses tailored to meet departmental or individual needs.

This Student Handbook contains information about CLIE Course Units². It is also available online at ucl.ac.uk/clie/CourseUnits³. This handbook contains information relating to the modules we offer; for information on matters such as programme structure, advice on choosing modules, progression, reassessment, student wellbeing and support, general learning resources and key facilities, employability and careers, you should refer to your programme handbook, available from your parent department. Full regulations are available in the UCL Academic Manual (ucl.ac.uk/srs/academic-manual).

Please contact the CLIE reception or visit our website (ucl.ac.uk/clie) for information on any of our other courses.

The CLIE contains a fully equipped Self-Access Centre which is open Monday to Thursday 08:00-21:45, Friday 08:00-19:45 and Saturday 10:00-16:45. Facilities include resource books, journals and newspapers, a large audio and video library, satellite television and CALL (Computer Assisted Language Learning). Many of the resources, including films and documentaries, are available online. See section 28 (page 67) for further information.

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¹ For details of modules and credits see the UCL Academic Manual chapter 1 section 4.7 (ucl.ac.uk/srs/academic-manual/c1/taught-registration/module-selection) and chapter 2 section 3.10 (ucl.ac.uk/srs/academic-manual/c2/framework-components/modules).
² The information contained in this handbook is correct at time of publication. In the event of a conflict with the UCL Academic Manual (ucl.ac.uk/srs/academic-manual), the latter takes precedence.
³ The PDF version there is the official and binding version.
2. Contact details for CLIE Course Units staff

Senior Course Unit Administrator and Web Developer:
Adam Salisbury  clie-courseunits@ucl.ac.uk  +44 (0)20 7679 5488

Course Unit Administrator:
Jenny Easter  clie-courseunits@ucl.ac.uk  +44 (0)20 7679 5481

Course Unit Administrative Assistants:
Maria Florutau  clie-courseunits@ucl.ac.uk  +44 (0)20 7679 5481
Gulzhanat Gafu  clie-courseunits@ucl.ac.uk  +44 (0)20 7679 7530
Holly Nicholas  clie-courseunits@ucl.ac.uk  +44 (0)20 7679 1429
Sheryl Tait (on maternity leave)

Director:
Dr Christine Hoffmann  c.hoffmann@ucl.ac.uk  +44 (0)20 7679 8668

The Course Units Office is room 111, located on the first floor of the CLIE (26 Bedford Way, London WC1H 0AP). Normal office hours are 09:00-17:00.

Your CLIE language tutor is the first person to contact if you wish to discuss your course. Each tutor has an office hour (see ucl.ac.uk/clie/CourseUnits for times) when they are available to answer any queries relating to the course. You can also contact them by email (see ucl.ac.uk/clie/CourseUnits for addresses).

CLIE language tutors are also available to advise specifically on self-study (see ucl.ac.uk/clie/CourseUnits or the Course Units Information Board for times).

Each language has a senior Coordinator who you can also contact. Their office hours are available on ucl.ac.uk/clie/CourseUnits.

Modern foreign language Course Unit Coordinators
CLIE room 112.

Arabic Course Unit Coordinator:
Luay Hasan  l.hasan@ucl.ac.uk  +44 (0)20 7679 5466

French Course Unit Coordinator:
Mireille Michel  m.michel@ucl.ac.uk  +44 (0)20 7679 5479

German Course Unit Coordinator:
Anja Boeing  a.boeing@ucl.ac.uk  +44 (0)20 7679 5470

Italian Course Unit Coordinator:
Roberto D’Onofrio  r.d’onofrio@ucl.ac.uk  +44 (0)20 7679 5480

Japanese Course Unit Coordinator:
Dr So Hiranuma  s.hiranuma@ucl.ac.uk  +44 (0)20 7679 5490

Mandarin Course Unit Coordinator:
Li-yun Liao  l.liao@ucl.ac.uk  +44 (0)20 7679 4846

Spanish Course Unit Coordinator:
Carmen Cabrera-Balaguer  c.balaguer@ucl.ac.uk  +44 (0)20 7679 7562
EAP Course Unit Coordinator
CLIE room 115.
EAP Course Unit Coordinator:
   James Sinclair-Knopp   j.knopp@ucl.ac.uk   +44 (0)20 7679 5468

TEFL Course Unit Coordinator
CLIE room LG09.
TEFL Course Unit Coordinator:
   Madeleine du Vivier   m.duvivier@ucl.ac.uk   +44 (0)20 7679 1517

BSL Course Unit Coordinator (DCAL)
   Robert Adam   r.adam@ucl.ac.uk

Dutch and Portuguese
Dutch Course Unit Language Tutor:
   Linda van Abel   l.abel@ucl.ac.uk

Portuguese Course Unit Language Tutor:
   Roosevelt de Paula   r.paula@ucl.ac.uk
3. Modules available

3.1 Modern foreign language (MFL) course units

Languages: Arabic, Dutch, French, German, Italian, Japanese, Mandarin, Portuguese and Spanish.

Levels: Seven levels from complete beginners (syllabus A) to advanced (syllabus D) and post-A level (Business and Current Affairs; Current Affairs and Culture (Social, Historical and Political); Professional Purposes II; Academic Purposes II; Translation Skills). We also offer French for Art Historians and Italian for Art Historians at intermediate level. Please note that currently Arabic is available at levels 1 to 5 (Business and Current Affairs), Dutch is available at levels 1 to 4 and Portuguese is available at levels 1 to 3.

Course credit/value: Most levels are available as either a 0.5 unit or a 1.0 unit (15 or 30 credits/7.5 or 15 ECTS respectively). A 1.0 unit (30 credits/15 ECTS) is more intensive and enables you to make faster progress and cover more material.

3.2 English for Academic Purposes (EAP) course units

English Language Skills for Academic Purposes (0.5 unit/15 credits/7.5 ECTS).
Academic Writing in English for Non-Native Speakers (0.5 unit/15 credits/7.5 ECTS).
Academic Writing in English for Native Speakers (0.5 unit/15 credits/7.5 ECTS).

3.3 TEFL course unit

TEFL (Teaching English as a Foreign Language) (1.0 unit/30 credits/15 ECTS).

3.4 British Sign Language course unit

BSL (British Sign Language) – Introduction (0.5 unit/15 credits/7.5 ECTS) [run in conjunction with the UCL Deafness Cognition and Language (DCAL) Research Centre].

4. Aims and objectives

4.1 MFL course units

The aim of all our language courses is to enable you to improve both your ability to communicate and your linguistic competence in the chosen language. A balance of receptive (reading, listening) and productive (speaking, writing) skills are developed through communicative classes and self-study. All courses will give an insight into the country’s culture and society in a European/global context. How to study a language and various transferable skills are also part of the course.

4.2 EAP course units

4.2.a English Language Skills for Academic Purposes

This course for non-native speakers aims to further develop awareness and use of communication in academic disciplines amongst those of you from other learning cultures. More specifically the course will further develop reading and writing ability in a variety of academic registers as well as developing listening and speaking skills through lectures, seminars and presentations within a university context. Various transferable skills will also be developed.

1 For details of modules and credits see the UCL Academic Manual chapter 1 section 4.7 (ucl.ac.uk/srs/academic-manual/c1/taught-registration/module-selection) and chapter 2 section 3.10 (ucl.ac.uk/srs/academic-manual/c2/framework-components/modules).
4.2.b  Academic Writing in English for Non-Native Speakers
The course aims to raise awareness of the conventions of written academic literacy amongst those of you from other learning cultures and to help you to improve your ability to perform in all written tasks on your degree programme.

4.2.c  Academic Writing in English for Native Speakers
The course aims to raise awareness of the conventions of written academic literacy amongst native English speakers and to help you to improve your ability to perform in all written tasks on your degree programme.

4.3  TEFL course unit
This initial teacher training course will help you acquire the skills you need if you plan to teach English abroad as part of your degree, or if you wish to teach English during the holidays or after you have finished your studies. The course also covers transferable skills such as team building, time management, presentation skills and cross-cultural awareness. On completion of the course, you will receive your module credit as part of your degree programme and a teaching certificate, validated by Cambridge English.

4.4  BSL course unit
The course aims to cover very basic British Sign Language, with hands on practice in communicating with Deaf people on a selected range of topics, using both classroom time and online resources. Students will also learn about the nature of the British Deaf community, its culture and language.

5.  Eligibility
To enrol on a CLIE course unit you must be a current undergraduate or graduate student at UCL or another college of the University of London, and have authorisation from your department to study this course as part of your degree programme. All CLIE course units (0.5 and 1.0 course units/15 and 30 credits/7.5 and 15 ECTS) run for the full academic year, i.e. October to March.

5.1  MFL course units
✧ We do not recommend studying two languages at syllabus A in the same year;
✧ We do not recommend studying Italian and Spanish concurrently unless your level in one of these languages is at least syllabus C;
✧ You cannot study your mother tongue;
✧ If your mother or father is a native speaker of the language you wish to study, or if you have recently lived in the country where the language is spoken for more than a year, please see the Course Units Office before you register;
✧ We recommend at least 50% to register for the next level.

5.2  EAP course units
✧ For LCEN6001/LCENG001 or LCEN6801/LCENG801: you must be a non-native speaker of English;
✧ For LCEN6802: you must be a native speaker of English;
✧ You can only choose ONE of the three courses available.

5.3  TEFL course unit
The TEFL course unit is open to first, second, third and fourth year undergraduate students.
5.4 **BSL course unit**

LCBS6001 is a first level course open to undergraduate students who are complete beginners in British Sign Language or who have had only very little experience of British Sign Language.

6. **UCL modern foreign language requirement**

UCL is committed to Modern Foreign Language education and requires all UK Honours Degree students to enter UCL with, or have developed by graduation, a basic level of language competence. Students who fail to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree. You should speak to your personal tutor or programme leader in the first instance if you have any questions about the requirement.

In order to satisfy UCL’s Modern Foreign Language (MFL) requirements, students must undertake one of the following:

- **a.** Have a C grade or higher in GCSE, or equivalent, in a Modern Foreign Language.
- **b.** Attendance at a Summer School arranged by UCL prior to enrolment.
- **c.** Enrolment on a 15-credit module (0.5 course unit) in a Modern Foreign Language as a module choice within the student’s standard programme diet in year one. Students are subject to UCL’s standard requirements for progression, failure and reassessment.
- **d.** Enrolment on an additional 15-credit module (0.5 course unit) in a Modern Foreign Language, over and above the student’s standard programme diet [a 0 credit unit]. Students must meet the minimum attendance requirements and take part in the assessment, but do not have to pass the module and the mark will not be included in the student’s classification calculation.
- **e.** Exceptionally, and by agreement with the UCL Centre for Language and International Education, enrolment on an evening class in a Modern Foreign Language.

---

1 UCL Academic Manual chapter 4 section 4.4 (ucl.ac.uk/srs/academic-manual/c4/progression-award/mfl).
7. Registration

7.1 MFL, EAP and BSL course units

7.1.a How to register

PLEASE NOTE THAT YOU NEED TO COMPLETE ALL OF STEPS 1-6 BELOW¹ IN THE ORDER SHOWN; ONLY AFTER YOU HAVE REGISTERED AT THE CLIE WILL YOUR Portico CHOICE(S) BE APPROVED BY US AS THE TEACHING DEPARTMENT (after being amended if necessary).

1. **Portico** [as soon as permitted]: Module selection is done online on Portico: the UCL Student Information Service, at ucl.ac.uk/portico, where you can view data about courses/modules and select those you wish to study (in accordance with the rules for your programme of study). You should select the most appropriate language course unit on it (as well as your other modules), using the Module directory there, or the course information at ucl.ac.uk/clie/CourseUnits and in this handbook.

2. **Registration Form** [from 19 SEPTEMBER 2016]: Complete the appropriate CLIE Course Units 2016-2017: Registration Form (available at ucl.ac.uk/clie/CourseUnits or from the CLIE). Intercollegiate students must also complete and submit the UCL Examination Registration Form for Intercollegiate Students.

3. **Interview with a CLIE language tutor** [from FRIDAY 23 SEPTEMBER 2016 to FRIDAY 30 SEPTEMBER 2016]: Come to the CLIE for an informal interview with a language tutor for the language you wish to study, who will assess your level and sign your Registration Form. THIS APPLIES EVEN IF YOU ARE A COMPLETE BEGINNER OR HAVE PREVIOUSLY TAKEN A COURSE UNIT AT THE CLIE.

4. **Portico** [if not already done]: Submit and confirm your module selections on Portico (after amending your selected language module if necessary). If you have not yet chosen your language module on Portico then do so, and submit and confirm your selections.

5. **Timetabling** [from MONDAY 03 OCTOBER 2016 to WEDNESDAY 05 OCTOBER 2016]: Each CLIE course unit is scheduled around the availability of those students who register to take it; you therefore must attend the timetabling session for your course to have an input in when your class is scheduled. You will be given the time of your timetabling session at the interview with a language tutor. Note: there is only ONE timetabling session for each course.

6. **Submit your completed Registration Form** [at the end of your timetabling session]: Submit your completed Course Units 2016-2017: Registration Form (plus Examination Registration Form if you are an Intercollegiate student) to the CLIE staff members; you will then be officially registered and we will approve your language course unit(s) on Portico (after amending if necessary).

Full information regarding interview times and rooms will be posted on ucl.ac.uk/clie/CourseUnits and on the Course Units Information Board on the first floor of 26 Bedford Way (located between rooms 111 and 112).

7.1.b Timetabling

Each CLIE module is scheduled around the availability of those students who register to take it; you therefore must attend the timetabling session for your course to have an input in when your class is scheduled. You will be given the time of your timetabling session at the interview with a CLIE language tutor.

All CLIE language modules (0.5 and 1.0 course units/15 and 30 credits/7.5 and 15 ECTS) run for BOTH Term 1 AND Term 2 (i.e. October to March), and the timetable is set for both terms. See section 34 (page 69) for dates.

¹ The Portico steps listed here do not apply to intercollegiate students.
7.1.c  Class and room information

Your class and room information will be available on the UCL Online Timetable (ucl.ac.uk/timetable) from Sunday 09 October 2016.

In order for your language module class to appear on your Online Timetable on Sunday 09 October 2016 you must have completed all registration steps with the CLIE no later than Wednesday 05 October 2016 AND been assigned to a group.

PLEASE NOTE THAT IT IS NOT POSSIBLE UNDER ANY CIRCUMSTANCES TO ATTEND OR JOIN A GROUP UNLESS YOU HAVE BEEN OFFICIALLY REGISTERED FOR IT BY THE CLIE.

7.1.d  Late registration

There is the possibility to still have an interview after 30 September 2016 and register; see ucl.ac.uk/clie/CourseUnits or visit the Course Units Office as soon as possible.

Once classes have started on Monday 10 October 2016 we only accept registrations subject to availability. Please visit the Course Units Office as soon as possible for further information including availability.

7.2  TEFL course unit

There are 21 places available on this course; places are allocated after interviews (group and individual) have taken place. The dates for interviews are 27 and 28 September 2016 plus 03 October 2016. To apply:

1. Complete the LCTE7900: TEFL 1.0 Course Unit Application Form (available online or from the CLIE), which must also be signed by your Departmental Tutor.

2. Submit your completed form to the CLIE reception and book an interview time.

Should you be offered a place you will be given further information on how to then register for the course.

8.  Course structure

8.1  MFL, EAP and BSL course units

8.1.a  Classes

All classes run for the full academic year – i.e. from October to March. You will have two or four hours tuition every week\(^1\) (0.5 or 1.0 course unit/15 or 30 credits/7.5 or 15 ECTS). Classes are held in the target language and are kept as small as possible.

8.1.b  Workshops (Arabic, Japanese and Mandarin)

For Arabic, Japanese and Mandarin there are additional compulsory weekly workshops in Terms 1 and 2 to assist students with additional practice in these languages.

8.1.c  Self-study

You should spend four or eight hours every week (0.5 or 1.0 course unit/15 or 30 credits/7.5 or 15 ECTS) studying on your own, re-enforcing the skills acquired in class. This consists of homework – set regularly by your CLIE tutor(s) and corrected in class or marked by your tutor as appropriate – and work guided informally by your tutor but set, performed and evaluated by yourself. It is essential that an appropriate amount of time is dedicated to self-study throughout the course.

You are encouraged to keep a logbook with a detailed and critical account of the various tasks and exercises. This will enable your tutor to monitor your long-term progress.

\(^1\) Plus weekly workshops for Arabic, Japanese, Mandarin.
8.1.d Language and culture activities

The CLIE Events Officer (Tina Dickson, t.dickson@ucl.ac.uk) will organise language and culture-related events for students taking courses at syllabus C and above (e.g. academia, art, business and current affairs, customs and traditions, food). These events will take place in Term 1 and in Term 2 and will allow students to expand their foreign language practice through guided tours, discussions and seminars. See ucl.ac.uk/clie/CourseUnits for details.

8.1.e Language exchange

The CLIE Events Officer (Tina Dickson, t.dickson@ucl.ac.uk) will organise language exchanges starting early in Term 1. See ucl.ac.uk/clie/CourseUnits for details.

8.2 TEFL course unit

8.2.a Classes

Classes will take place over two days each week during Term 1 and Term 2. Teaching practice, followed by feedback, will take place every Thursday 18:00-21:00. The language and methodology class will be scheduled around the availability of those students registered on the course; this will be done at a timetabling session which you must attend.

Those teaching on Thursday will initially be required to see a TEFL tutor for a meeting on either Wednesday or Thursday.

You will have a written tutorial in Term 1 and a face-to-face tutorial early in Term 2 with two tutors (with a follow-up tutorial if necessary).

8.2.b Self-study

There are DVDs with teaching examples for you to watch in your own time in the Self-Access Centre (SAC). You will also have the opportunity to do some self-study work with materials on the TEFL Course Unit Moodle site. You should expect to spend up to 10 hours every week on TEFL related studies.
### 9. MFL course units

#### 9.1 Level structure

<table>
<thead>
<tr>
<th>Level</th>
<th>0.5 course units/15 credits/7.5 ECTS</th>
<th>1.0 course units/30 credits/15 ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Professional Purposes II, Academic Purposes II, Translation Skills</td>
<td>Professional and Academic Purposes II</td>
</tr>
<tr>
<td>6</td>
<td>Current Affairs and Culture (Social, Historical and Political)</td>
<td>Business, Current Affairs and Culture (Social, Historical and Political)</td>
</tr>
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<td>5</td>
<td>Business and Current Affairs</td>
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<td>Level 4 (D)</td>
<td>Level 4 (CD)</td>
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<td>Level 3 (C)</td>
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<td>Level 2 (AB)</td>
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</table>

### 9.2 Common European Framework of Reference for Languages – equivalence

<table>
<thead>
<tr>
<th>UCL CLIE level</th>
<th>Syllabus</th>
<th>CEFR level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Professional Purposes II, Academic Purposes II</td>
<td>C1/C2</td>
</tr>
<tr>
<td>6</td>
<td>Current Affairs and Culture (Social, Historical and Political)</td>
<td>C1</td>
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<td>5</td>
<td>Business and Current Affairs</td>
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<td>Level 4 (D)</td>
<td>B2</td>
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<td>3</td>
<td>Level 3 (C), Academic Purposes – Introduction</td>
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<td>Level 2 (B)</td>
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<td>Level 1 (A)</td>
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</tbody>
</table>
## 9.3.a Undergraduate modules

### 0.5 units/15 credits/7.5 ECTS

<table>
<thead>
<tr>
<th>Level/syllabus</th>
<th>Course codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Dutch</td>
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<tr>
<td>Level 1 (A)</td>
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<tr>
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<tr>
<td>Level 3 (C)</td>
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### 1.0 units/30 credits/15 ECTS

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| Level 3 (BC) | LCAR6023... | LCDU6023... | LCFR6023... | LGEE6023... | LCIT6023... | LCJA6023... | LCMA6023... | LCPO6023... | LCSP6023... | Adv.    |
| Level 4 (CD) | LCAR6034... | LCDU6034... | LCFR6034... | LGEE6034... | LCIT6034... | LCJA6034... | LCMA6034... | LCSP6034... | LCSP6034... | Adv.    |
| Level 4 (D) + Business and Current Affairs | LCAR6045... | LGEE6045... | LCIT6045... | LCJA6045... | LCMA6045... | LCSP6045... | Adv.    |
| Business, Current Affairs and Culture (Social, Historical and Political) | LCFR6056... | LGEE6056... | LCIT6056... | LCJA6056... | LCMA6056... | LCSP6056... | Adv.    |
| Professional Purposes I and II | LCFR6067... | LGEE6067... | LCIT6067... | LCJA6067... | LCMA6067... | LCSP6067... | Adv.    |
| Academic Purposes I and II | LCFR6867... | LGEE6867... | LCIT6867... | LCJA6867... | LCMA6867... | LCSP6867... | Adv.    |
| Translation Skills | LCFR6967... | LGEE6967... | LCIT6967... | LCJA6967... | LCMA6967... | LCSP6967... | Adv.    |
| Professional and Academic Purposes II | LCFR6077... | LGEE6077... | LCIT6077... | LCJA6077... | LCMA6077... | LCSP6077... | Adv.    |

* Portico level for undergraduate modules: First/Intermediate/Advanced
### 9.3.b M Level modules

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| Level 2 (AB) | LCARM012 ... | LCDUM012 ... | LCFRM012 ... | LGEM012 ... | LCGE012 ... | LCITM012 ... | LCJAM012 ... | LCMAM012 ... | LPCOM012 ... | LCSPM012 ... | Masters |
| Level 3 (BC) | LCARM023 ... | LCDUM023 ... | LCFRM023 ... | LGEM023 ... | LCGE023 ... | LCITM023 ... | LCJAM023 ... | LCMAM023 ... | LPCOM023 ... | LCSPM023 ... | Masters |
| Level 4 (CD) | LCARM034 ... | LCDUM034 ... | LCFRM034 ... | LGEM034 ... | LCGE034 ... | LCITM034 ... | LCJAM034 ... | LCMAM034 ... | LPCOM034 ... | LCSPM034 ... | Masters |
| Level 4 (D) + Business and Current Affairs | | | | | | | | | | | Masters |
| Current Affairs | LCARM045 ... | LCFRM045 ... | LGEM045 ... | LCITM045 ... | LCJAM045 ... | LCMAM045 ... | | | | | Masters |
| Business, Current Affairs and Culture | | | | | | | | | | | Masters |
| (Social, Historical and Political) | | | | | | | | | | | Masters |
| Professional Purposes I and II | | | | | | | | | | | Masters |
| Academic Purposes I and II | | | | | | | | | | | Masters |
| Translation Skills | | | | | | | | | | | Masters |
| Professional and Academic Purposes II | | | | | | | | | | | Masters |
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### Mandarin for Health and Humanity

- Mandarin for Health and Humanity 1 (30 credits) ..
- Mandarin for Health and Humanity 2 (30 credits) ..

Mandarin for Health and Humanity: 1 (30 credits) ..
Mandarin for Health and Humanity: 2 (30 credits) ..

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9.4 Course levels/syllabi

The following is a short description of the various course unit levels offered by the CLIE. Full details are in the relevant syllabus which can be found online at ucl.ac.uk/clie/CourseUnits. You will get the opportunity to discuss your individual language-learning experience with a CLIE language tutor during the registration interview, when your level will be determined.

9.4.a Syllabus A

Prerequisite for entry
For complete beginners or those who have had only very little contact with the language.

Aims and objectives
The aim of the course is to enable students to function at a basic everyday survival level (basic vocabulary, grammar, morphology, syntax and phonetics).

On completion of the course students should be able to communicate in and understand the language on a number of practical everyday matters. Language learning skills, including autonomous learning and how to approach authentic material, will be developed. Some transferable skills will also be covered.

9.4.b Syllabus B

Prerequisite for entry
Successful completion of syllabus A at the UCL CLIE or a similar course and have limited experience of dealing with authentic material.

Aims and objectives
The aim of the course is to give students an opportunity to revise their survival skills and acquire more sophisticated ways of dealing with practical matters. This includes revision and consolidation of vocabulary, grammar, morphology, syntax and phonetics.

On completion of the course students should be able to communicate in and understand the language on many practical everyday matters related to various aspects of the culture of the countries where the language is spoken. Cultural awareness will be developed. Language learning skills, including autonomous learning and how to approach authentic material, will be enhanced. Some transferable skills will also be covered.

9.4.c Syllabus C

Prerequisite for entry
Successful completion of syllabus B at the UCL CLIE or a similar course and have experience of dealing with relevant authentic material.

Aims and objectives
The aim of the course is to enable students with a good basic knowledge of the language to develop the four skills further. Students should then be able to communicate in most situations within countries where the language is spoken.

On completion of the course students will be able to converse reasonably fluently with native speakers and discuss personal, social and current issues using appropriate structures.

Cultural awareness will be further developed. Language learning skills, including autonomous learning and how to approach authentic material, will be enhanced. Some transferable skills will also be covered.
9.4.d  Academic Purposes – Introduction

Prerequisite for entry
Successful completion of syllabus B at the UCL CLIE or a similar course and have experience of dealing with relevant authentic material.

Aims and objectives
The course is designed for intermediate level students requiring the language for studying abroad for a short period (e.g. 2-3 months).

The course comprises knowledge and understanding both of the structure of the language and its use in academic environments, such as attending cultural events and taking notes related to their studies. The course covers academic culture and university life to prepare students for a short study period in the target language countries. Students will develop critical thinking and read academic texts. This will be related back to the student’s degree subject.

The course will enhance knowledge and use of linguistic structures (a variety of styles and registers from a range of appropriate authentic academic material). Various transferable skills will also be further developed.

9.4.e  Syllabus D

Prerequisite for entry
Successful completion of syllabus C at the UCL CLIE or if you are reasonably fluent in the language and are able to discuss a range of issues (low A level grade¹).

Aims and objectives
The aim of the course is to enable students who already have a reasonably advanced knowledge of the language to acquire a better fluency in the language. Students should then be able to communicate in all situations within countries where the language is spoken.

On completion of the course students will be able to converse with native speakers, follow debates and give presentations relating to their degree as well as discussing current issues (local and worldwide) using more complex and linguistically accurate structures (different types of discourse, register).

Cultural awareness will be further developed and raised within a European/global context. Language learning skills, including autonomous learning and how to approach authentic material, will be further enhanced. Various transferable skills will also be covered.

9.4.f  Business and Current Affairs

Prerequisite for entry
Successful completion of syllabus D at the UCL CLIE, a high A level grade², or if you have a very good grasp of the language and are able to conduct a conversation without difficulty.

Aims and objectives
The course is designed for advanced level students. It teaches specialised vocabulary to enable participants to use their language skills in a professional environment, such as meetings and conferences, as well as covering related topics such as current affairs and the latest trends in society. The course will enhance knowledge of life, society and business culture using complex and linguistically accurate structures (different types of discourse, register).

Cultural awareness will be further developed and raised within a European/global context. Language learning skills, including autonomous learning and how to approach authentic material, will be further enhanced. Various transferable skills will also be covered.

¹ Or equivalent.
² Ibid.
9.4.g Current Affairs and Culture (Social, Historical and Political)

Prerequisite for entry
Successful completion of Business and Current Affairs at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives
The course comprises knowledge and understanding both of the structure of the language and of the cultural (social, historical and political) contexts in which it is currently used.

It enables participants to use their language skills in an academic environment. The course covers recent history, current affairs and the latest issues in society as well as other related topics. Students will give presentations and are involved in roundtable discussions and debates on a variety of current issues.

Cultural awareness will be further developed and raised within a European/global context.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic material). Various transferable skills will also be further developed.

9.4.h Professional Purposes II (0.5 unit)

Prerequisite for entry
Successful completion of Current Affairs and Culture (Social, Historical and Political) at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives
The course is designed for very advanced level students requiring the language for professional purposes.

It comprises knowledge and understanding both of the structure of the language and its use in professional environments, such as presentations, meetings and conferences. The course covers career development in the target language countries, business culture and conventions, negotiating and interacting, reading specialist texts (i.e. in the student’s main degree subject e.g. engineering), note taking and debates as well as other related topics. These areas will be related back to the student’s degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic material). Various transferable skills will also be further developed.

9.4.i Academic Purposes II (0.5 unit)

Prerequisite for entry
Successful completion of Current Affairs and Culture (Social, Historical and Political) at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives
The course is designed for very advanced level students requiring the language for academic purposes.

The course comprises knowledge and understanding both of the structure of the language and its use in academic environments, such as lectures, seminars and conferences. The course covers academic development, academic culture and conventions, critical thinking, reading and writing academic texts (i.e. in the students main degree subject e.g. history) as well as other related topics to prepare students for further academic study/research in the target language countries. This will be related back to the student’s degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.
9.4.j  Translation Skills (0.5 unit)

Prerequisite for entry
Successful completion of Current Affairs and Culture (Social, Historical and Political) at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives
The course is designed for very advanced level non-linguist students to enable them to produce accurate translations from a range of subjects and text types.

The course covers translation skills development mainly from English into the target language (although some translation into English will also be practised), with the objective of producing different types of written translations, some of them relating back to the students’ degree subject.

The course will cover fundamental theoretical concepts of translation but with the focus on teaching practical translation skills, making students aware of linguistic and cultural differences in subject-related areas.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.

9.4.k  Professional Purposes I and II (1.0 unit)

Prerequisite for entry
Successful completion of Business and Current Affairs at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives
The course is designed for advanced level students requiring the language for professional purposes.

It comprises knowledge and understanding both of the structure of the language and its use in professional environments, such as presentations, meetings and conferences. The course covers career development in the target language countries, business culture and conventions, negotiating and interacting, reading specialist texts (i.e. in the student’s main degree subject e.g. engineering), note taking and debates as well as other related topics. These areas will be related back to the student’s degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic material). Various transferable skills will also be further developed.

9.4.l  Academic Purposes I and II (1.0 unit)

Prerequisite for entry
Successful completion of Business and Current Affairs at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives
The course is designed for advanced level students requiring the language for academic purposes.

The course comprises knowledge and understanding both of the structure of the language and its use in academic environments, such as lectures, seminars and conferences. The course covers academic development, academic culture and conventions, critical thinking, reading and writing academic texts (i.e. in the student’s main degree subject e.g. history) as well as other related topics to prepare students for further academic study/research in the target language countries. This will be related back to the student’s degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.
9.4.m  Translation Skills (1.0 unit)

Prerequisite for entry
Successful completion of Business and Current Affairs at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives
The course is designed for advanced level non-linguist students to enable them to produce accurate translations from a range of subjects and text types.

The course covers translation skills development mainly from English into the target language (although some translation into English will also be practised), with the objective of producing different types of written translations, some of them relating back to the students’ degree subject.

The course will cover fundamental theoretical concepts of translation but with the focus on teaching practical translation skills, making students aware of linguistic and cultural differences in subject-related areas.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.

9.4.n  Professional and Academic Purposes II (1.0 unit)

Prerequisite for entry
Successful completion of Current Affairs and Culture (Social, Historical and Political) at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives
The course is designed for very advanced level students requiring the language for professional and academic purposes.

It comprises knowledge and understanding both of the structure of the language and its use in professional and academic environments, such as presentations, meetings, lectures, seminars and conferences. The course covers career and academic development in the target language countries, business and academic cultures and conventions, negotiating and interacting, critical thinking, reading and writing specialist academic texts (i.e. in the student’s main degree subject e.g. engineering, history), note taking and debates as well as other related topics to prepare students for working and/or further academic study/research in the target language countries. These areas will be related back to the student’s degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic professional and academic material). Various transferable skills will also be further developed.

9.4.o  Art Historians (0.5 unit)

Prerequisite for entry
Successful completion of syllabus B at the UCL CLIE or a similar course and have experience of dealing with relevant authentic material. The course is open to all students who are interested in reading texts related to art history.

Aims and objectives
The aim of the course is to increase the student’s confidence and speed in reading authentic target language texts related to History of Art and to help them acquire necessary skills for this specific use of the language.

Students will be expected to extract subject related information from a variety of authentic target language sources to complement their existing knowledge. Students will also be encouraged to develop their listening abilities.

Language learning skills, including autonomous learning and how to approach authentic material, will be enhanced. Some transferable skills will also be covered.
9.5 Course assessment summary


<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (30%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Course Assessment</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
</tr>
<tr>
<td>Grammar and Vocabulary Element</td>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td></td>
<td>March</td>
</tr>
<tr>
<td>Reading Element</td>
<td>[4-8%]¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Element</td>
<td>[12-16%]¹</td>
<td>250-1500 words²</td>
<td></td>
</tr>
</tbody>
</table>

Examinations (70%)

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Oral Examination</td>
<td>35%</td>
<td>15-25 minutes³</td>
<td>April/May</td>
</tr>
<tr>
<td>Oral Element</td>
<td>(25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Element</td>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Writing Examination</td>
<td>35%</td>
<td>2-2.5 hours⁴</td>
<td>May</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>(20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>(15%)</td>
<td></td>
<td></td>
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</table>

Professional Purposes II/I and II, Academic Purposes II/I and II, Professional and Academic Purposes II

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (30%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td></td>
<td>March</td>
</tr>
<tr>
<td>Reading Element</td>
<td>(7.5-12%)⁵</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Element</td>
<td>(18-22.5%)⁵</td>
<td>2000-2500 words</td>
<td></td>
</tr>
</tbody>
</table>

Examinations (70%)

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
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<tr>
<td>Oral Examination</td>
<td>35%</td>
<td>30 minutes</td>
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</tr>
<tr>
<td>Oral Element</td>
<td>(25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Element</td>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Writing Examination</td>
<td>35%</td>
<td>2.5 hours</td>
<td>May</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>(20%)</td>
<td></td>
<td></td>
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<tr>
<td>Writing Skills</td>
<td>(15%)</td>
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</table>

Translation Skills

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (50%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistic Course Assessment Part 1</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
</tr>
<tr>
<td>Linguistic Course Assessment Part 2</td>
<td>10%</td>
<td>60 minutes</td>
<td>February/March</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>2000-2200 words</td>
<td>March</td>
</tr>
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</table>

Examinations (50%)

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Written Examination</td>
<td>50%</td>
<td>2.5 hours</td>
<td>May</td>
</tr>
</tbody>
</table>

¹ Depending on level and mark scheme. See section 9.6.e (page 23) or ucl.ac.uk/clie/CourseUnits for details.
² Depending on level. See section 9.6.e (page 23).
³ Depending on level. See section 9.7.a (page 32).
⁴ Depending on level. See section 9.7.b (page 34).
⁵ Depending on mark scheme. See section 9.6.e (page 23) or ucl.ac.uk/clie/CourseUnits for details.
Art Historians

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Course Assessment</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
</tr>
<tr>
<td>Grammar and Vocabulary Element</td>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
<td></td>
<td>March</td>
</tr>
<tr>
<td>Reading Element</td>
<td>(20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Element</td>
<td>(20%)</td>
<td>1400-1600 words</td>
<td></td>
</tr>
</tbody>
</table>

| Examinations (50%)                  |           |                 |           |
| Reading Examination                 | 50%       | 2 hours         | May       |

9.6 Coursework

9.6.a Missing coursework

Missing an element of coursework will result in a zero for that piece; however a minimum of 50% of the coursework must be completed in order to obtain a credit (75% for Art Historians, 100% for Professional Purposes II/I and II, Academic Purposes II/I and II, Professional and Academic Purposes II).

9.6.b In-class Course Assessment


Date: during class-time in week of 05 December 2016
Duration: 60 minutes
Instructions in English.

50% Grammar and 50% Vocabulary.

Tasks contained in the In-class Course Assessment will be practised during the course.

Tasks could include:

- Gap-filling;
- Multiple choice;
- Editing (correcting mistakes).

Results will be available from your CLIE language tutor in the first week of Term 2 (week beginning Monday 09 January 2017).

9.6.c Linguistic Course Assessment Part 1

Applies to Translation Skills.

Date: during class-time in week of 12 December 2016
Duration: 60 minutes

A short text (approximately 220-250 words) to translate from target language into English, on a topic that will have been covered in class during Term 1.

Immediate comments will be given in the second hour of the class (e.g. explanation of areas where students encountered difficulties). Corrections will not be given until all classes for that level have taken place (for most courses this will be after Christmas).

Results will be available from your CLIE language tutor in the first week of Term 2 (week beginning Monday 09 January 2017).
9.6.d Linguistic Course Assessment Part 2
Applies to Translation Skills.

Date: during class-time in week of 27 February 2017
Duration: 60 minutes

A short text (approximately 200 words) to translate from English into the target language, on a topic that will have been covered in class.

Immediate comments will be given in the second hour of the class (e.g. explanation of areas where students encountered difficulties). Corrections will not be given until all classes for that level have taken place.

Results will be available from your CLIE language tutor in class the following week (week beginning Monday 06 March 2017).

9.6.e Project
Applies to all modern foreign language course units.

The main piece of coursework is the Project (worth 20-30% depending on level), which also forms the basis of the Oral Examination (especially for syllabus C and above) for all courses except Translation Skills and Art Historians.

Examples will be discussed in class. You will complete various tasks related to this throughout the year.

CLIE language tutors will assist you with Project planning in class; this will help you focus and make sure you are on the right track.

There are four stages to writing your Project:

1. **Topic and title:**
   Discuss and agree the topic and title or question you intend to write your Project on with your CLIE language tutor by **Friday 16 December 2016**.

2. **Proposal:**
   Present a statement of the subject of your Project and the reasons you have chosen this topic (plus indicate the sources you intend to use) in class in the first week of Term 2. Following discussion and feedback, you should complete the **CLIE Course Units Project Proposal Form** and submit this to your CLIE language tutor (in class or by email – as directed by your CLIE language tutor) no later than **Friday 20 January 2017**.

Language of the written outline:

You must use the **CLIE Course Units Project Proposal Form** to submit your proposal, which you can download from ucl.ac.uk/clie/CourseUnits from 09 January 2017.
3. **Draft:**

Submit a draft of the first part of your Project (approximately 40% of the UPPER word limit for your level). This will allow your CLIE language tutor to give feedback on structure and content, and also alert you to any main grammatical issues.

Your draft should be submitted to your **CLIE language tutor IN YOUR CLASS in the week BEFORE Reading Week 2** (06-10 February 2017).

Your draft will be returned to you, with feedback, **IN YOUR CLASS in the week AFTER Reading Week 2** (20-24 February 2017).

If you are taking a 1.0 unit module (30 credits/15 ECTS) please discuss with your CLIE language tutor(s) which class this should be done in.

You must use the **CLIE Course Units Project Draft Form** to submit your draft, which you should download from ucl.ac.uk/clie/CourseUnits from 23 January 2017.

4. **Submission and completion:**

Submit **ONE hard copy** of your Project to the **Course Units Office AND an electronic copy to Turnitin®** by **Monday 20 March 2017 at 14:00**.

Your submission to the office must contain your finished Project, your three main sources, plus your Project Proposal Form and Project Draft Form **that you received back from your CLIE language tutor**.

The proposal and draft of the first part of your Project are an integral/essential part in the development of your Project, and are required in order to gain full points.

You will receive feedback on your Project after Easter.

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**Layout and format of your Project**

Typed with double-spacing between lines (except for Arabic and Japanese which should be handwritten for certain modules, and for Mandarin which should have the hard copy handwritten and the Turnitin® copy typed – please see your CLIE language tutor for further information).

Folders can be used but single pages should NOT be put in individual pockets/sleeves.

Your completed Proposal Form and Draft Form must be attached to the back of your Project.

You are responsible for keeping a copy of your Project for your own reference as once submitted Projects will not be returned.

**Submission of your Project**

Projects will only be accepted with the CLIE Project cover sheet, which must be completed with your Project’s word count and be signed. Your personal cover sheet can be obtained from your CLIE language tutor in late February 2017.

**Submission deadline:** **Monday 20 March 2017 by 14:00**
a. Physical copy
A hard copy of your Project must be submitted to the Course Units Office. It must contain your Project itself, your three main sources, plus your Project Proposal Form and Project Draft Form that you received back from your CLIE language tutor.

Where to hand in: ONE (1) hard copy must be submitted to UCL CLIE room 111
Submission dates and times: Wednesday 15 March – Friday 17 March 2017 10:00-17:00, Monday 20 March 2017 10:00-14:00

b. Electronic copy
An electronic copy of your Project (excluding sources, Proposal and Draft) must also be submitted to Turnitin® via your CLIE module on Moodle (moodle.ucl.ac.uk) by the deadline.

Extensions
See Extenuating Circumstances (section 21, page 64).

Late submission
See section 18 (page 63).

Over-length coursework
See section 19 (page 63).

Plagiarism
Your Project must be your own work and you must read and follow UCL Plagiarism Guidelines (ucl.ac.uk/current-students/guidelines/plagiarism).

All plagiarism will be penalised. Any cases of suspected plagiarism will be challenged – those students will have to complete a task under supervised conditions and/or points will be deducted and could result in zero points for this piece of coursework and the matter referred to the Registrar. A variety of methods are used to detect plagiarism, including the use of the Turnitin® detection system.

You must NOT duplicate topics you have used for GCSE or any other courses. You may refer to some of the research you have undertaken previously so long as the majority of the sources and bibliography for your Project are up-to-date and there is justification for referencing this older material.

You must NOT get help from friends, use translation services or copy sources verbatim. You may discuss your Project with a native speaker but you CANNOT show them any of your written work.

Using a computer spellchecker is acceptable as the correct option still needs to be selected. However using a computer to translate from English into the target language is NOT acceptable:
- For your sources – if the source was originally in English then you will get zero points for it;
- For your Writing element – which constitutes plagiarism.

Project description

Syllabus A: Your Project should be related to some aspect of the country (or one of the countries) whose language you are learning (e.g. a city, a personality or cultural habits). You are recommended to relate this to your personal experience. Your topic should be mainly descriptive. Formats can be, for example: a diary, a guide, a letter, a dialogue.

Syllabus B: Your Project should be related to some aspect of the country (or one of the countries) whose language you are learning. You are recommended to relate this to your personal experience. Your topic should be mainly descriptive. Formats can be, for example: a diary, a guide, a letter, an interview.

Syllabus C: Your Project should be related to aspects of the country (or one of the countries) whose language you are learning. You should describe and explain an issue or event of your choice and give your informed opinion on it. You are recommended to relate this to your personal experience.

Academic Purposes – Introduction: Your Project should be related to aspects of the country (or one of the countries) whose language you are learning. You should describe and explain an academic-related issue or event of your choice and give your informed opinion on it. You are recommended to relate this to your personal experience.

Syllabus D: Your Project should be related to aspects of the country (or one of the countries) whose language you are learning. It can be on an issue of your choice; however it should be on a topic that is controversial and/or open to debate. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused. Your Project should review the documents that you have read and discuss the important and controversial (or debatable) aspects of this topic.

Business and Current Affairs: Your Project should be related to aspects of business and/or current affairs of the country (or one of the countries) whose language you are learning. It can be on an issue of your choice; however it should be on a topic that is controversial and/or open to debate. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused. Your Project should review the documents that you have read and discuss the important and controversial (or debatable) aspects of this topic.

Current Affairs and Culture: Your Project should be related to aspects of business and/or current affairs and/or social, historical and political culture of the country (or one of the countries) whose language you are learning. It can be on an issue of your choice; however it should be on a topic that is controversial and/or open to debate. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused. Your Project should review the documents that you have read and discuss the important and controversial (or debatable) aspects of this topic.
You should make use of and refer to the documents you submit.

Your Project MUST include:

- A bibliography of ALL relevant sources you have read and used (including FULL internet addresses);
- The THREE (3) main sources used (originals or copies).

**Reading Element**

You need to read some target language source documents to gather information on your chosen topic, evidence of which must form part of your Project.

Amount of material to be read and submitted:

**Syllabus A:** THREE (3) text-based documents, TOTAL 500-700 WORDS
(Arabic: 300-500 words; Japanese: 1000-1500 characters; Mandarin: 400-600 characters)

**Syllabus B:** THREE (3) text-based documents, TOTAL 700-1000 WORDS
(Arabic: 500-800 words; Japanese: 1500-2000 characters; Mandarin: 600-800 characters)

**Syllabus C:** THREE (3) text-based documents, TOTAL 1200-1500 WORDS
(Arabic: 900-1200 words; Japanese: 2000-2500 characters; Mandarin: 1000-1200 characters)

**Academic Purposes – Introduction:** THREE (3) text-based documents, TOTAL 1200-1500 WORDS
(Japanese: 2000-2500 characters)

**Syllabus D:** THREE (3) text-based documents
(Arabic: 1200-1500 words; Mandarin: 1200-1500 characters)

**Business and Current Affairs:** THREE (3) text-based documents
(Arabic: 1500-1800 words; Mandarin: 1500-1800 characters)

**Current Affairs and Culture:** THREE (3) text-based documents
(Mandarin: 1800-2100 characters)

A variety of sources must be used.
The relevant sections of these documents MUST be marked (either by highlighting or underlining).

You can obviously read more than this but only this amount should be submitted. For long texts either include ONLY the relevant sections or CROSS THROUGH the other sections.

**Writing Element**

Your Project must be written IN THE TARGET LANGUAGE. A table of contents should be included.

Number of words required:

**Syllabus A:** 250-400 WORDS
(Arabic: 200-300 words; Japanese: 800-1200 characters, 2-3 mai genkou-youshi; Mandarin: 250-300 characters)

**Syllabus B:** 450-600 WORDS
(Arabic: 450-600 words; Japanese: 1000-1400 characters, 2.5-3.5 mai genkou-youshi; Mandarin: 400-500 characters)

**Syllabus C:** 700-800 WORDS
(Arabic: 700-800 words; Japanese: 1200-1600 characters, 3-4 mai genkou-youshi; Mandarin: 600-700 characters)

**Academic Purposes – Introduction:** 700-800 WORDS
(Japanese: 1200-1600 characters, 3-4 mai genkou-youshi)
Syllabus D: 900-1100 WORDS
(Arabic: 900-1100 words; Japanese: 1400-1800 characters, 3.5-4.5 mai genkou-youshi; Mandarin: 800-900 characters)

Business and Current Affairs: 1100-1300 WORDS
(Arabic: 1100-1300 words; Japanese: 1600-2000 characters, 4-5 mai genkou-youshi; Mandarin: 1000-1200 characters)

Current Affairs and Culture: 1300-1500 WORDS
(Japanese: 2000-2400 characters, 5-6 mai genkou-youshi; Mandarin: 1300-1500 characters)

Your word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not the table of contents, bibliography or appendices.

Quotations:
Syllabus A, Syllabus B, Syllabus C, Academic Purposes – Introduction: Quotes should NOT be included in your word count.
Syllabus D, Business and Current Affairs, Current Affairs and Culture: Short quotes SHOULD be included in your word count.

Extended quotations (of more than two lines) should be indented in the text and should NOT be included in the word count.

There should not be excessive quoting.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 13, page 60).

Undergraduate modules
Syllabus A, Syllabus B
Reading Points (out of 20):
✦ Selection of material (documents should be from a variety of sources) – 5 points;
✦ Evaluation (how the documents are evaluated and used/integrated in the Project) – 15 points.

Writing Points (out of 80):
✦ Organisation, style and register – 10 points;
✦ Content – 20 points;
✦ Vocabulary – 10 points;
✦ Grammar – 30 points;
✦ Spelling and punctuation – 10 points.

Syllabus C, Academic Purposes – Introduction, Syllabus D, Business and Current Affairs, Current Affairs and Culture
Reading Points (out of 25):
✦ Selection of material (documents should be from a variety of sources) – 10 points;
✦ Evaluation (how the documents are evaluated and used/integrated in the Project) – 15 points.

Writing Points (out of 75):
✦ Organisation – 10 points (Arabic, Japanese; Mandarin: 5 points);
✦ Style and register – 10 points (Arabic, Japanese; Mandarin: 5 points);
✦ Content – 18 points;
✦ Vocabulary – 15 points;
✦ Grammar, including spelling and punctuation – 22 points (Arabic, Japanese; Mandarin: 32 points).
M Level and graduate modules

Syllabus A, Syllabus B

Reading Points (out of 35):
- Selection of material (documents should be from a variety of sources) – 15 points;
- Evaluation (how the documents are evaluated and used/integrated in the Project) – 20 points.

Writing Points (out of 65):
- Organisation, style and register – 10 points;
- Content – 15 points;
- Vocabulary – 10 points;
- Grammar – 25 points;
- Spelling and punctuation – 5 points.

Syllabus C, Academic Purposes – Introduction, Syllabus D, Business and Current Affairs, Current Affairs and Culture

Reading Points (out of 40):
- Selection of material (documents should be from a variety of sources) – 15 points;
- Evaluation (how the documents are evaluated and used/integrated in the Project) – 25 points.

Writing Points (out of 60):
- Organisation – 10 points (Arabic, Japanese; Mandarin: 5 points);
- Style and Register – 10 points (Arabic, Japanese; Mandarin: 5 points);
- Content – 16 points;
- Vocabulary – 10 points;
- Grammar, including spelling and punctuation – 14 points (Arabic, Japanese; Mandarin: 25 points).

Additional Information

We expect language appropriate to your level. We are interested in the reading and writing process of your Project, as this process will help you to learn both language and information about countries where the language is spoken.

If sources are not submitted with your Project you will get zero points for Reading.

The research you do for your Project will help you in your Oral Examination.

Professional Purposes II/I and II, Academic Purposes II/I and II, Professional and Academic Purposes II

Project description

Your Project should be related to aspects of the professional/academic use of the language you are learning (for example in the area of your main degree subject or intended career). It can be on an issue of your choice; however it should be on a topic that is controversial and/or open to debate. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused. Your Project should review the documents that you have read and discuss the important and controversial (or debatable) aspects of this topic.

You should make use of and refer to the documents you submit.

Your Project MUST include:
- A bibliography of ALL relevant sources you have read and used (including FULL internet addresses);
- The THREE (3) main sources used (originals or copies).

Reading/Listening Element

You need to research your chosen topic through reading some target language source documents, listening to tv/radio programmes or through structured discussions. You are encouraged to gain additional information through interviews and/or questionnaires with native speakers. Evidence of these must form part of your Project. Notes and transcripts will be considered as suitable sources.
Number of pieces of material to be submitted:

THREE (3) sources of different formats/types
(Mandarin: 2100-2500 characters)

The relevant sections of these documents MUST be marked (either by highlighting or underlining).

You can obviously read/listen to more than this but only this amount should be submitted. For long texts either include ONLY the relevant sections or CROSS THROUGH the other sections.

**Writing Element**

Your Project must be written IN THE TARGET LANGUAGE. A table of contents should be included.

Number of words required: 2000-2500 WORDS
(Japanese: 2400-2800 characters, 6-7 mai genkou-youshi; Mandarin: 2000-2500 characters)

Your word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not the table of contents, bibliography or appendices.

Quotations:
- Short quotes SHOULD be included in your word count.
- Extended quotations (of more than two lines) should be indented in the text and should NOT be included in the word count.
- There should not be excessive quoting.

**Marking criteria (specific)**

For general information see the Marking criteria (general) (section 13, page 60).

**Undergraduate modules**

Reading/Listening Points (out of 25):
- Selection of material (material should be from a variety of sources) – 10 points;
- Evaluation (how the material is evaluated and used/integrated in the Project) – 15 points.

Writing Points (out of 75):
- Organisation – 15 points;
- Style and register – 11 points;
- Content – 12 points;
- Vocabulary – 15 points;
- Grammar, including spelling and punctuation – 22 points.

**M Level and graduate modules**

Reading/Listening Points (out of 40):
- Selection of material (material should be from a variety of sources) – 15 points;
- Evaluation (how the material is evaluated and used/integrated in the Project) – 25 points.

Writing Points (out of 60):
- Organisation – 11.5 points;
- Style and register – 9 points;
- Content – 10 points;
- Vocabulary – 11.5 points;
- Grammar, including spelling and punctuation – 18 points.
Additional Information

We expect language appropriate to your level. We are interested in the reading and writing process of your Project, as this process will help you to learn both language and information about countries where the language is spoken.

If sources are not submitted with your Project you will get zero points for Reading.
The research you do for your Project will help you in your Oral Examination.

Translation Skills

Project description
Your project will consist of the translation into the target language (TL) of one to three English source texts (STs) totaling 1500 words and a set of ten annotations on the translation written in English (500-700 words). Through these annotations you should comment on specific translation problems you encountered and how you dealt with them, thus demonstrating your understanding of the translation process and your ability to use relevant translation strategies. In the first of these annotations, you are required to describe briefly the genre, audience and purpose of the ST (GAP analysis) and explain how these three aspects have informed your translation choices. You are free to choose the ST(s) – they could be related to your main degree subject or to a subject you are particularly interested in – but they must be submitted to your CLIE language tutor for approval by Friday 20 January 2017. Your tutor’s approval of the ST(s) will depend on the level of difficulty and on whether a translation of the text(s) is already available. Where more than one ST is chosen, they must be on different aspects of the same topic.

Number of words required: 1500 WORDS (source text, NOT your translation)
+ 500-700 WORDS (annotations)

Your Project MUST include:
✦ The source text(s) (STs) including word count;
✦ Your translation of the source text(s) (STs) including word count;
✦ The annotations (in English);
✦ A list of relevant references as applicable.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 13, page 60).

Undergraduate, M Level and graduate modules
Translation points (out of 67):
✦ Comprehension and transfer of message – 23 points;
✦ Readability and cohesion – 17 points;
✦ Range and accuracy of lexis – 10 points;
✦ Range and accuracy of grammar – 10 points;
✦ Technical aspects – 7 points.

Annotations points (out of 33):
✦ Completeness of task – 5 points;
✦ Relevance – 8 points;
✦ Accuracy and clarity – 10 points;
✦ Range – 7 points;
✦ Presentation – 3 points.
Art Historians

Project description
Your Project should describe, summarise and explain the main ideas from several target language art-related texts offering different perspectives on your chosen topic and the issue(s) you address. These texts can be comparative or related. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused. Your Project should review and refer to the documents that you have read and discuss the issues. You need to demonstrate a deep understanding of your chosen texts.

Your Project MUST include:
✧ A bibliography of ALL relevant sources you have read and used (including FULL internet addresses);
✧ The THREE (3) main sources used (originals or copies).

Reading Element
You need to read some target language source documents to gather information on your chosen topic, evidence of which must form part of your Project.

Amount of material to be read and submitted:
APPROXIMATELY 2500 WORDS

Number of pieces of material to be submitted:
THREE (3) text-based documents

The relevant sections of these documents MUST be marked (either by highlighting or underlining).

You can obviously read more than this but only this amount should be submitted. For long texts either include ONLY the relevant sections or CROSS THROUGH the other sections.

Writing Element
Your Project must be written IN ENGLISH. A table of contents should be included.

Number of words required: 1400-1600 WORDS

Your word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not the table of contents, bibliography or appendices.

Quotations:
Short quotes SHOULD be included in your word count.
Extended quotations (of more than two lines) should be indented in the text and should NOT be included in the word count.
There should not be excessive quoting.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 13, page 60).

Reading Points (out of 50):
✧ Selection of material (documents should be from a variety of sources) – 20 points;
✧ Evaluation (how the documents are evaluated and used/integrated in the Project) – 30 points.

Writing Points (out of 50):
✧ Organisation – 15 points;
✧ Content/understanding – 15 points;
✧ Key ideas – 5 points;
✧ Summary – 15 points.

Additional Information
We are interested in the reading and writing process of your Project, as this process will help you to learn both the
target language and art related information in the target language.
If sources are not submitted with your Project you will get zero points for Reading.

9.7 Examinations
All examinations are compulsory and must be taken in order to obtain a credit.

9.7.a Oral Examination
Applies to all modern foreign language course units except Translation Skills, Art Historians.

Oral Examinations take place in April and May 2017. Oral Examination slots can only be booked online, and are bookable on a first come first served basis. Exact dates and times are available at ucl.ac.uk/clie/CourseUnits from 20 March 2017, when you will be able to choose and book your slot.

Booking deadline
If you have not booked a slot for your Oral Examination by 03 April 2017 then a slot will be chosen and booked for you.

Syllabus A, Syllabus B
Date: week of 24 April 2017 and after
Duration: 10-15 minutes
Approximately 5-6 minutes on Project (students give a short outline/summary of their Project, assisted by guided questions)
Approximately 5-6 minutes on role-play/pictures

Candidates can choose between a role-play and a picture/picture set.
If role-play is chosen then candidates must follow guidelines given in the role-play (i.e. must use given context).
Candidates get one or two minutes in the room with the examiners to prepare the role-play/picture element.
Approximately same amount of time to be given to each section (i.e. around 5-6 minutes).
Candidates should bring and use bullet points or prompts for the Project element – a list of only a few key words/phrases (in the target language). Any inappropriate material will be removed before the Oral Examination starts.
All material (bullet points, prompts etc) must be handed in at the end of the Oral.
Listening Element: understanding of questions, responding, asking for clarification.

Syllabus C, Academic Purposes – Introduction
Date: week of 24 April 2017 and after
Duration: 15 minutes
5 minute presentation by candidate on Project
10 minute discussion afterwards on Project, including sources

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language). Any inappropriate material will be removed before the Oral Examination starts.
Presentation software (e.g. PowerPoint) or transparencies can be used.
All material (bullet points, transparencies etc) must be handed in at the end of the Oral.
Listening Element: understanding of questions, responding, asking for clarification.
Syllabus D, Business and Current Affairs, Current Affairs and Culture

Date: week of 24 April 2017 and after
Duration: 20-25 minutes
  10 minute presentation by candidate on Project
  10-15 minute discussion afterwards on Project, including sources

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language). Any inappropriate material will be removed before the Oral Examination starts.

Presentation software (e.g. PowerPoint) or transparencies can be used.

All material (bullet points, transparencies etc) must be handed in at the end of the Oral.

Candidates are strongly recommended to express their personal evaluation of the topic.

Listening Element: understanding of questions, responding, asking for clarification.

Professional Purposes II/I and II, Academic Purposes II/I and II, Professional and Academic Purposes II

Date: week of 24 April 2017 and after
Duration: 30 minutes
  15 minute presentation by candidate on Project
  15 minute discussion afterwards on Project, including sources

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language). Any inappropriate material will be removed before the Oral Examination starts.

Presentation software (e.g. PowerPoint) or transparencies can be used.

All material (preparation notes, transparencies etc) must be handed in at the end of the Oral.

Candidates must include their personal evaluation of the topic.

Listening Element: understanding of questions, responding, asking for clarification.

9.7.b Reading and Writing Examination

Applies to all modern foreign language course units except Translation Skills, Art Historians.

Reading and Writing Examinations will take place in May 2017 and are timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

Date: May 2017

This examination tests Reading and Writing skills through a number of integrated tasks. Although the skills to be tested are listed separately here, in the examination several skills may be tested through each task.

Candidates should not indicate their identity through the use of their own names etc, especially in the Writing task. Only candidate numbers should be used.

Unless indicated otherwise all tasks are to be performed in the target language.
Syllabus A, Syllabus B

Duration: 2 hours

General information

Language of instructions: English
Language of questions/tasks: target language

Maximum length of texts altogether:
- Syllabus A: 500-700 words (Arabic: 400-500 words; Japanese: 1200-2000 characters; Mandarin: 400-550 characters)
- Syllabus B: 600-800 words (Arabic: 600-800 words; Japanese: 1400-2200 characters; Mandarin: 500-700 characters)

Number of Writing tasks: one.

Number of words required for Writing task (approximate):
- Syllabus A: 150 words (Arabic: 100 words; Japanese: 300 characters; Mandarin: 120 characters)
- Syllabus B: 200 words (Arabic: 150 words; Japanese: 400 characters; Mandarin: 160 characters)

Dictionaries are not permitted.

1. Ability to extract the main ideas from a text and to form an overall impression of a text
14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:
- Writing a summary;
- Choosing one of several summaries;
- Finding or choosing a title for the text or titles for sections of the text;
- Gap-filling exercise with key words missing or summary of the text to be completed;
- Connecting sentences or segments about the text.

2. Ability to extract specific information, to understand detail and to infer meaning
29 points (Reading Competence) in total, of which 6 points will be for inferring meaning [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:
- True or false questionnaire (with an active component: e.g. correct the false statements, locate the passage in the text if it is correct or underline the part of the statement which is incorrect);
- Comprehension questions;
- Connecting sentences or segments about detailed aspects of the text;
- Gap-filling exercise;
- Words or expressions to be explained or paraphrased (synonyms).

3. Ability to respond to a text
14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:
- Writing the continuation of a story or article;
- Writing a response to a text or letter;
- Writing a letter making practical and active use of a text;
- Formulating questions about something that goes beyond the text and which is relevant;
- Formulating questions to answers which are already given.
The above tasks are awarded points as follows:

- 57 points for Reading Competence (as allocated above);
- 12 points for Written Linguistic Competence.

4. **Writing task**

31 points (Linguistic Competence).

One task which will be guided (i.e. points to be covered or visual elements to be used will be included).

This task is awarded points as follows:

- 23 points for Written Linguistic Competence;
- 8 points for content.

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**Syllabus C, Academic Purposes – Introduction**

**Duration:** 2 hours

**General information**

- **Language of instructions:** English
- **Language of questions/tasks:** target language
- **Maximum length of texts altogether:** 700-900 words (Arabic: 700-900 words; Japanese: 1600-2400 characters; Mandarin: 600-800 characters)

If there is more than one text for the Reading tasks they will be on a similar topic.

- **Number of Writing tasks:** one (from a choice of two).
- **Number of words required for Writing task (approximate):** 250 words (Arabic: 200 words; Japanese: 500 characters; Mandarin: 200 characters)

Dictionaries are not permitted.

1. **Ability to extract the main ideas from a text and understand the organisation of a text**

14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:

- Writing a summary;
- Choosing one of several summaries;
- Finding, choosing or writing a title for the text or titles for sections of the text;
- Gap-filling exercise with key words missing or summary of the text to be completed;
- Connecting sentences or segments about the text;
- Ordering statements about the text;
- Selecting a statement that most appropriately defines the style and register of the text.

2. **Ability to extract specific information, to understand detail, paraphrase, explain and infer meaning**

29 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:

- True or false questionnaire (with an active component);
- Comprehension questions;
- Connecting sentences or segments about detailed aspects of the text;
- Gap-filling exercise;
- Words or expressions to be explained or paraphrased (synonyms);
- Editing task.
3. Ability to respond to a text

14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:

- Writing the continuation of a story or article;
- Writing a response to a text or letter;
- Writing a letter making practical and active use of a text;
- Formulating questions about something that goes beyond the text and which is relevant;
- Formulating questions to answers which are already given.

The above tasks are awarded points as follows:

- 57 points for Reading Competence (as allocated above);
- 12 points for Written Linguistic Competence.

4. Writing task

31 points (Linguistic Competence).

Candidates should choose one task from a choice of two. One task will be related to the text(s) and the other task will be more open. Both tasks will clearly indicate the format and purpose of the act of writing (e.g. letter, report, article, story etc). The same performance is not expected in the answer for the task not related to the documents as in the writing task related to the documents (where candidates have source material to hand).

This task is awarded points as follows:

- 23 points for Linguistic Competence;
- 8 points for Content.


Duration: 2.5 hours

General information

Language of instructions: English

Language of questions/tasks: target language

Maximum length of texts altogether:

- Syllabus D: 800-1000 words
  (Arabic: 800-1000 words; Japanese: 1800-2600 characters; Mandarin: 700-900 characters)
- Business and Current Affairs: 900-1200 words
  (Arabic: 900-1200 words; Japanese: 2000-2800 characters; Mandarin: 800-1000 characters)
- Current Affairs and Culture: 1000-1300 words
  (Japanese: 2200-3000 characters; Mandarin: 1000-1300 characters)
- Professional Purposes II/I and II,
  Academic Purposes II/I and II,
  Professional and Academic Purposes II: 1100-1400 words
  (Japanese: 2400-3200 characters; Mandarin: 1100-1400 characters)

If there is more than one text for the Reading tasks they will be on a similar topic.
Number of Writing tasks: one (from a choice of two)

Number of words required for Writing task (approximate):

Syllabus D: 300 words
(Arabic: 250 words; Japanese: 600 characters; Mandarin: 250 characters)

Business and Current Affairs: 350 words
(Arabic: 300 words; Japanese: 700 characters; Mandarin: 300 characters)

Current Affairs and Culture: 400 words
(Japanese: 800 characters; Mandarin: 350 characters)

Professional Purposes II/I and II, Academic Purposes II/I and II, Professional and Academic Purposes II: 450 words
(Japanese: 900 characters; Mandarin: 400 characters)

Dictionaries are not permitted.

1. **Ability to summarise and evaluate a text**

14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:
- Writing a summary of the text or of a section of the text;
- Selecting a sentence which best summarises the text or a section of it;
- Selecting and ordering given sentences which summarise the text;
- Selecting one of several summaries of the text;
- Editing a summary of the text.

2. **Ability to extract specific information, to understand detail, paraphrase, explain and infer meaning**

29 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:
- True or false questionnaire (with an active component);
- Editing a fragment about the text;
- Comprehension questions;
- Connecting sentences or segments about detailed aspects of the text;
- Gap-filling exercise;
- Words or expressions to be explained or paraphrased (synonyms);
- Finding words or expressions in the text;
- Linking external information with information contained in the text and justifying it;
- Writing an article or a letter requiring the use of specific information from the text;
- Exhaustive lists of specific information or specific semantic fields.

3. **Ability to respond to a text**

14 points (Reading Competence (Evaluation)) [see below regarding Linguistic Competence points for this task].

This may (though not necessarily limited to) be assessed through one of the following tasks:
- Giving a critical account and reaction to the text or to a given part of the text (e.g. letter);
- Comparing two texts.

The above tasks are awarded points as follows:
- 57 points for Reading Competence (as allocated above);
- 12 points for Written Linguistic Competence.
4. **Writing task**

31 points (Linguistic Competence).

Candidates should choose one task from a choice of two. One task will be related to the text(s) and the other task will be more open. Both tasks will clearly indicate the format and purpose of the act of writing (e.g. letter, report, article, story etc).

This task is awarded points as follows:

- 23 points for Written Linguistic Competence:
  - Grammar – 7 points;
  - Use of language (lexis/syntax) – 11 points;
  - Style – 5 points.
- 8 points for content.

**Marking criteria (specific)**

For general information see the Marking criteria (general) (section 13, page 60).

- If 50% of the answer is copied from the text then 50% of linguistic competence points will be deducted from the candidate’s total for that task;
- If more than 50% is copied from the documents then candidate gets 0 linguistic competence points;
- 10% deducted from candidates mark if they are 1/3 over or under words required for writing task;
- If answer is not related to task then candidate gets 0 points (Linguistic Competence and Content);
- If only part of the answer is relevant then the candidate loses Linguistic Competence AND Content points proportionally to the amount that is irrelevant. E.g. if 50% of the answer is not relevant/does not answer the task then the candidate should lose 50% of their total mark for this task (Linguistic Competence and Content points);
- Where the number of answers required is given (e.g. give three examples/explanations/synonyms) and this is exceeded: points will be deducted (Reading Competence);
- If a question is answered in the wrong language, then 0 points will be awarded for Reading Competence and 0 points for Linguistic Competence;
- Candidates must not reuse material from their Project/Oral Examination in the Writing task, unless stipulated in the task itself, otherwise the student will lose 50% of their points for this task.

9.7.c **Written Examination**

Applies to Translation Skills.

The Written Examination will take place in May 2017 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

**Date:** May 2017  
**Duration:** 2.5 hours

Candidates should not indicate their identity through the use of their own names etc. Only candidate numbers should be used.

**General information**

- **Language of instructions:** English  
- **Language of questions/tasks:** target language  
- **Number of texts:** two  
- **Maximum length of texts altogether:** approximately 500-520 words  
- **Number of tasks:** two

The use of a bilingual dictionary is allowed in the Written Examination for Translation Skills.
1. Translation of target language source text into English
   50 points.

2. Translation of English source text into target language
   50 points.

Both source texts will be on specific topics but will not be too technical or too specialised. Topics will be communicated in advance.

9.7.d Reading Examination
Applies to Art Historians.

The Reading Examination will take place in May 2017 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

Date:             May 2017
Duration:        2 hours

This examination tests Reading skills through a number of tasks based on extracts from exhibition catalogues, history of art books, art magazines, art reviews etc.

Candidates should not indicate their identity through the use of their own names etc. Only candidate numbers should be used.

Unless indicated otherwise all tasks are to be performed in English.

General information
Language of instructions:   English
Language of questions/tasks: English
Maximum length of texts altogether: 1000-1500 words

The use of a dictionary is allowed in the Reading Examination for Art Historians.

1. Ability to extract the main ideas from a text, to form an overall impression of a text and to summarise
   50 points (extract main ideas: 25 points; form an overall impression and summarise: 25 points).

2. Ability to extract specific information, to understand detail and to infer meaning
   20 points.

3. Ability to respond to a text
   30 points.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 13, page 60).
✧ 10% deducted from candidates mark if they are 1/3 over or under words required (where specified);
✧ If answer is not related to task then candidate gets 0 points;
✧ If only part of the answer is relevant then the candidate loses points proportionally to the amount that is irrelevant. E.g. if 50% of the answer is not relevant does not answer the task then the candidate should lose 50% of their total mark for this task (Linguistic Competence and Content points);
✧ Where the number of answers required is given (e.g. give three examples/explanations/synonyms) and this is exceeded: points will be deducted;
✧ If a question is answered in the wrong language, then 0 points will be awarded.
10. EAP course units

10.1 Course codes

10.1.a Undergraduate modules

<table>
<thead>
<tr>
<th>Course code</th>
<th>Portico level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCEN6001</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

English Language Skills for Academic Purposes (05 unit/15 credits/7.5 ECTS)

Academic Writing in English for Non-Native Speakers (0.5 unit/15 credits/7.5 ECTS)

Academic Writing in English for Native Speakers (0.5 unit/15 credits/7.5 ECTS)

10.1.b Graduate modules

<table>
<thead>
<tr>
<th>Course code</th>
<th>Portico level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCENG001</td>
<td>Masters</td>
</tr>
</tbody>
</table>

English Language Skills for Academic Purposes (15 credits)

Academic Writing in English for Non-Native Speakers (15 credits)

10.2 Courses available

You can only choose ONE of the courses available.

10.2.a English Language Skills for Academic Purposes

Prerequisite for entry
Students must be non-native speakers of English.

Aims and objectives
The course aims to further develop academic communication in the disciplines among students from other learning cultures. More specifically the course will further develop reading and writing ability in a variety of academic registers as well as developing listening and speaking skills through lectures, seminars and presentations within a university context. In doing so, we aim to help advance the ability to perform in all four skills related to students’ own degree programmes.

The course will cover linguistic structures of relevance to academic study (with reference to a variety of styles and registers from a range of academic authentic material). Various transferable skills will also be developed.

10.2.b Academic Writing in English for Non-Native Speakers

Prerequisite for entry
Students must be non-native speakers of English.

Aims and objectives
The course aims to raise awareness of the conventions of written academic literacy among students from other learning cultures. The course will also help to improve writing ability in a variety of text types, focusing on sentence-level lexis and syntax, text coherence and cohesion, and appropriate style. In doing so, we aim to help improve the ability to perform in all written tasks on students’ own degree programmes: course assignments and reports, examination essays and dissertations.

Upon completion of the course students will be expected to:

- Understand and use theories and conventions of written academic literacy;
- Use rhetorical and logical strategies to express ideas effectively in writing;
- Develop their own voice and position themselves in texts;
- Employ relevant strategies for distinct tasks, ranging from unseen examination essays to prepared coursework on undergraduate degree programmes.
10.2.c **Academic Writing in English for Native Speakers**

**Prerequisite for entry**
Students must be native speakers of English.

**Aims and objectives**
The course aims to raise awareness of the conventions of written academic literacy among students with an educational background taught and examined in English (whether in the UK or elsewhere). The course will also help to improve writing ability in a variety of text types, focusing on sentence-level lexis and syntax, text coherence and cohesion, and appropriate style. In doing so, we aim to help improve the ability to perform in all written tasks on students’ own degree programmes: course assignments and reports, examination essays and dissertations.

Upon completion of the course students will be expected to:
- Understand and use theories and conventions of written academic literacy;
- Use rhetorical and logical strategies to express ideas effectively in writing;
- Develop their own voice and position themselves in texts;
- Employ relevant strategies for distinct tasks, ranging from unseen examination essays to prepared coursework on undergraduate degree programmes.

10.2.d **Suitability**
These courses are particularly suitable for the following students:

**First year:** Students with limited experience of writing academic English, and those who have received weak scores for EAP/assessed coursework which requires good academic writing skills.

**Second year:** Students who feel that they have been unable to produce adequate EAP/written work during their first year of studies (e.g. course assignments, examinations).

**Third or final year:** Third or final year students may be accepted onto the course only where both the student and departmental tutor agree that the student needs to improve their EAP/writing skills further in order to succeed in examinations and dissertations.

### 10.3 **Course assessment summary**

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Course Assessment</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
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<tr>
<td>Project</td>
<td>30%</td>
<td>1500-2000 words</td>
<td>March</td>
</tr>
<tr>
<td>Examinations (60%)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Oral Examination</td>
<td>30%</td>
<td>25 minutes</td>
<td>April/May</td>
</tr>
<tr>
<td>Reading and Writing Examination</td>
<td>30%</td>
<td>2.5 hours</td>
<td>May</td>
</tr>
</tbody>
</table>

50% of coursework must be completed in order to obtain a credit.
Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
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</thead>
<tbody>
<tr>
<td>Coursework (40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Test</td>
<td>10%</td>
<td>min. 500-700 words(^1)</td>
<td>December</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>1500-2000 words</td>
<td>March</td>
</tr>
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</table>

Examinations (60%)

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examination</td>
<td>60%</td>
<td>2 hours</td>
<td>May</td>
</tr>
</tbody>
</table>

The Written Examination must be passed in order for the course to be passed overall. 100% of the coursework must be completed in order to obtain a credit.

10.4 Coursework

10.4.a Missing coursework

Missing an element of coursework will result in a zero for that piece; however a minimum of the coursework must be completed in order to obtain a credit (50% for English Language Skills for Academic Purposes, 100% for Academic Writing in English for Non-Native Speakers and Academic Writing in English for Native Speakers).

10.4.b In-class Course Assessment

Applies to English Language Skills for Academic Purposes.

Date: during class-time in week of 12 December 2016
Duration: 60 minutes
Instructions in English.
100 points.
Corrections will NOT be given until all classes have taken place.

Tasks contained in the In-class Course Assessment will be practised during the course.

Grammar and Vocabulary

50% Grammar and 50% Vocabulary.
34 points (Grammar: 17 points; Vocabulary: 17 points).
Tasks could include:
- Gap-filling;
- Short answers;
- Multiple choice;
- Editing (correcting mistakes).

Listening

66 points.
Tasks could include:
- Gap-filling;
- Short answers;
- Multiple choice;
- Editing (correcting mistakes);
- Short summaries from notes.

\(^1\) Depending on course. See section 10.4.c (page 44) for details.
10.4.c  Progress Test
Applies to Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers.

Date:  during class-time in week of 12 December 2016
Duration:  90 minutes
Prepared and written under examination conditions.
Number of words required:
   LCEN6801, LCENG801:  minimum 500 words
   LCEN6802:  minimum 700 words

Students are given two broad, academic topics one week prior to the assessment task (e.g. ‘Ethics of untested medicines’, ‘Peer teaching’), and a selection of resources on Moodle relating to each topic. Students should then research one or both topics and build up ideas, including related vocabulary. In the final class of Term 1 students complete the Progress Test under examination conditions by choosing one of six possible essay questions relating to the research topics (the questions may relate to one of the essay frameworks covered in Term 1: cause and effect; situation, problem, solution and evaluation; discursive). Students have 90 minutes to plan and write the essay, and are not permitted to use dictionaries, or to refer to any notes.

10.4.d  Project
Applies to all English for Academic Purposes course units.

The main piece of coursework is the Project (1500-2000 words), worth 30%, which also forms the basis of the Oral Examination for English Language Skills for Academic Purposes.

Examples will be discussed in class. You will complete various tasks related to this throughout the year.

CLIE EAP tutors will assist you with Project planning in class; this will help you focus and make sure you are on the right track.

There are four stages to writing your Project:

1.  **Topic and title:**
   Discuss and agree the topic and title or question you intend to write your Project on with your CLIE EAP tutor by **Friday 16 December 2016**.

2.  **Proposal:**
   Present a statement of the subject of your Project and the reasons you have chosen this topic (plus indicate the sources you intend to use) **in class in the first week of Term 2**. Following discussion and feedback, you should submit this in writing by email to your CLIE EAP tutor by **Friday 20 January 2017**.

   You must use the **CLIE Course Units Project Proposal Form** to submit your outline, which you should download from ucl.ac.uk/clie/CourseUnits from 09 January 2017.

3.  **Draft:**
   Submit a draft of your Project. This will allow your CLIE EAP tutor to give feedback on structure and content, and also alert you to any main grammatical issues.

   Your draft should be submitted to your **CLIE EAP tutor IN YOUR CLASS in the week BEFORE Reading Week 2** (06-10 February 2017).

   Your draft will be returned to you, with feedback, IN YOUR CLASS in the week AFTER Reading Week 2 (20-24 February 2017).

   You must use the **CLIE Course Units Project Draft Form** to submit your draft, which you should download from ucl.ac.uk/clie/CourseUnits from 23 January 2017.
4. **Completion and submission:** Submit **TWO hard copies** of your Project to the **Course Units Office AND an electronic copy** to Turnitin® by **Monday 20 March 2017 at 14:00**.

Your submission to the office must contain your finished Project, your three main sources, plus your Project Proposal Form and Project Draft that you received back from your CLIE EAP tutor.

The proposal and draft of your Project are an integral/essential part in the development of your Project, and are required in order to gain full points.

You will receive feedback on your Project after Easter.

**Layout and format of your Project**

Typed with double-spacing between lines.

Folders can be used but single pages should NOT be put in individual pockets/sleeves.

Your completed Proposal Form and Draft Form must be attached to the back of your Project.

You are responsible for keeping a copy of your Project for your own reference as once submitted Projects will not be returned.

**Submission of your Project**

Projects will only be accepted with the CLIE Project cover sheet, which must be completed with your Project’s word count and be signed. Your personal cover sheet can be obtained from your CLIE EAP tutor in late February 2017.

Submission deadline: **Monday 20 March 2017 by 14:00**

**a. Physical copies**

**TWO** identical hard copies of your Project must be submitted to the Course Units Office. **Each copy must contain** your Project itself, your **three main sources**, plus your **Project Proposal Form** and **Project Draft Form** that you received back from your CLIE EAP tutor.

Where to hand in: **TWO (2) hard copies** must be submitted to **UCL CLIE room 111**

Submission dates and times: **Wednesday 15 March – Friday 17 March 2017 10:00-17:00, Monday 20 March 2017 10:00-14:00**

**b. Electronic copy**

An electronic copy of your Project (excluding sources, Proposal and Draft) must also be submitted to **Turnitin**® via your CLIE module on Moodle (**moodle.ucl.ac.uk**) by the deadline.

**Extensions**

See Extenuating Circumstances (section 21, page 64).

**Late submission**

See section 18 (page 63).

**Over-length coursework**

See section 19 (page 63).
Plagiarism
Your Project must be your own work and you must read and follow UCL Plagiarism Guidelines (ucl.ac.uk/current-students/guidelines/plagiarism).

All plagiarism will be penalised. Any cases of suspected plagiarism will be challenged – those students will have to complete a task under supervised conditions and/or points will be deducted and could result in zero points for this piece of coursework and the matter referred to the Registrar. A variety of methods are used to detect plagiarism, including the use of the Turnitin® detection system.

You must NOT duplicate topics you have used for any other courses. You may refer to some of the research you have undertaken previously so long as the majority of the sources and bibliography for your Project are up-to-date and there is justification for referencing this older material.

You must NOT get help from friends, use translation services or copy sources verbatim. You may discuss your Project with a native speaker but you CANNOT show them any of your written work.

Using a computer spellchecker is acceptable as the correct option still needs to be selected. However using a computer to translate from another language into English is NOT acceptable:
- For your sources – if the source was originally in another language then you will get zero points for it;
- For your Writing element – which constitutes plagiarism.

Project description
Your Project should be related to aspects of your subject. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.

Amount to be written: 1500-2000 WORDS

Your Project MUST include:
- A bibliography of ALL relevant sources you have read and used (including FULL internet addresses);
- The THREE (3) main sources used (originals or copies). The relevant sections of these documents MUST be marked (either by highlighting or underlining).

Your word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not the table of contents, bibliography or appendices.

Quotations:
Short quotes SHOULD be included in your word count.
Extended quotations (of more than two lines) should be indented in the text and should NOT be included in the word count.
There should not be excessive quoting.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 13, page 60).
- Sources – 15 points;
- Content and Argument – 30 points;
- Textual Structure – 15 points;
- Academic Conventions – 15 points;
- Cohesion and Academic Style – 25 points.

Additional Information
CLIE EAP tutors will assist you with Project planning in class; this will help you focus and make sure you are on the right track.

The research you do for your Project will help you in your Oral Examination (LCEN6001, LCENG001 only).
10.5 Examinations
All examinations are compulsory and must be taken in order to obtain a credit.

10.5.a Oral Examination
Applies to English Language Skills for Academic Purposes.

Oral Examinations take place in April and May 2017. Oral Examination slots can only be booked online, and are bookable on a first come first served basis. Exact dates and times are available at ucl.ac.uk/clie/CourseUnits from 20 March 2017, when you will be able to choose and book your slot.

If you have not booked a slot for your Oral Examination by 03 April 2017 then a slot will be chosen and booked for you.

Date: week of 24 April 2017 and after
Duration: 20-25 minutes
10 minute presentation by candidate on Project
10-15 minute discussion afterwards on Project, including sources

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language). Any inappropriate material will be removed before the Oral Examination starts.

Presentation software (e.g. PowerPoint) can be used.

All material (bullet points etc) must be handed in at the end of the Oral.

Candidates are strongly recommended to express their personal evaluation of the topic.

Listening Element: understanding of questions, responding, asking for clarification.

10.5.b Reading and Writing Examination
Applies to English Language Skills for Academic Purposes.

The Reading and Writing Examination will take place in May 2017 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

Date: May 2017
Duration: 2.5 hours

Candidates should not indicate their identity through the use of their own names etc, especially in the Writing task. Only candidate numbers should be used.

General information
Language of instructions: English
Language of questions/tasks: English
Number of words required: 500 words

Dictionaries are not permitted.

1. Ability to summarise and evaluate a text
   14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].

2. Ability to extract specific information, to understand detail, paraphrase, explain and infer meaning
   29 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
3. **Ability to respond to a text**
   14 points (Reading Competence (Evaluation)) [see below regarding Linguistic Competence points for this task].

The above tasks are awarded points as follows:
- 57 points for Reading Competence (as allocated above);
- 12 points for Written Linguistic Competence.

4. **Writing task (essay)**
   31 points (Linguistic Competence).

   This task is awarded points as follows:
   - 23 points for Written Linguistic Competence;
   - 8 points for Content.

**10.5.c Written Examination**

Applies to Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers.

The Written Examination will take place in May 2017 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

**Date:** May 2017

**Duration:** 2 hours

Candidates should not indicate their identity through the use of their own names etc. Only candidate numbers should be used.

**General information**

- **Language of instructions:** English
- **Language of questions/tasks:** English
- **Number of Writing tasks:** one (from a choice of approximately twenty)
- **Number of words required:**
  - LCEN6801, LCENG801: minimum 700 words
  - LCEN6802: minimum 900 words

Dictionaries are not permitted.

Candidates choose one essay to complete (from a choice of approximately twenty). The questions are related to students’ areas of academic study and use the four key essay frameworks.

**Marking criteria (specific)**
- Text organisation and cohesion;
- Content;
- Register, style and lexis;
- Grammatical accuracy (LCEN6801, LCENG801 only).
11. TEFL course unit/Cambridge English CELTA

11.1 Course code

<table>
<thead>
<tr>
<th>Course code</th>
<th>Portico level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC7900</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Teaching English as a Foreign Language (1.0 unit/30 credits/15 ECTS) ...................... LC7900 ........ Advanced

11.2 Aims and objectives

This initial teacher training course will help you acquire the skills you need if you plan to teach English abroad as part of your degree, or if you wish to teach English during the holidays or after you have finished your studies. The course also covers transferable skills such as team building, time management, presentation skills and cross-cultural awareness. On completion of the course, you will receive your module credit as part of your degree programme and a teaching certificate, validated by Cambridge English.

11.3 Course content

The course covers the following basic principles of teaching English as a Foreign Language:

- **The study of the English Language**: grammar (e.g. grammatical terms, the verb system, functions); vocabulary; the main elements of pronunciation;
- **Focus on learners**: the theories of learning; motivation and needs of the learner; learning styles and strategies;
- **Classroom management skills**: for example setting up group and pair work; giving instructions; monitoring learners’ work; handling feedback; teaching large classes; dealing with mixed ability classes;
- **Classroom techniques**: for example presenting and practising language; checking learner understanding; dealing with learner errors; teaching the four basic skills of listening, speaking, reading and writing;
- **Lesson planning**: key elements of a lesson plan (e.g. anticipating learner problems); ensuring lesson progression and staging; timing activities;
- **Teaching resources**: for example the use of the whiteboard, visual aids; exploiting course books and supplementary materials;
- **Areas of specialism**: there will also be sessions on specific areas of teaching, such as teaching young learners, teaching business English and teaching basic literacy.

11.4 Teaching practice

The teaching practice component of the course will be assessed as part of the CELTA qualification. TP will be organised with the assistance of volunteer, non-native students, and for this you will work in small groups. It will be run with classes made up of these volunteer students from pre-intermediate to advanced levels. You will teach for a total of six hours. Teaching practice begins in the second week of the course and there will be a total of 20 teaching practice sessions over the two terms (INCLUDING DURING READING WEEKS). You will share responsibility for teaching practice with other members of your group and will build a close working relationship with the volunteer students; therefore a regular commitment on your part is essential for your successful completion of the course. You will be given teaching practice guidelines to help you plan and stage your lessons. For each teaching practice there will be an experienced trainer with the group who will watch the teaching. From Term 2 you will plan your own lessons. After the lesson has finished there will be a feedback session which will involve both the trainees and tutor who has observed the lessons. You will be asked to write a personal self-evaluation of how you think the lesson went and you will also receive written feedback from your tutors.
11.5  Observation of experienced teachers
You will also be able to observe experienced teachers working with English classes in the CLIE and at a private language school. There will be two observations, one in Term 1 (1.5 hours) and one in Term 2 (1.5 hours); you will be expected to write reports on your observed classes. You will also have a chance to watch three hours of DVDs designed for teacher training.

11.6  Materials and handouts
You will be expected to buy one methodology book. There will be a full working library of reference and resource books for you to borrow from in the CLIE Self-Access Centre (SAC).

11.7  Course assessment summary

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Test (LCTE7900, CELTA)</td>
<td>10%</td>
<td>2 hours</td>
<td>December</td>
</tr>
<tr>
<td>Assignment 1 (LCTE7900, CELTA)</td>
<td>10%</td>
<td>1500-2000 words</td>
<td>December</td>
</tr>
<tr>
<td>Assignment 2 (LCTE7900, CELTA)</td>
<td>20%</td>
<td>2000-2500 words</td>
<td>March</td>
</tr>
<tr>
<td>Examinations (60%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Examination (LCTE7900)</td>
<td>25%</td>
<td>20 minutes</td>
<td>May</td>
</tr>
<tr>
<td>Written Examination (LCTE7900)</td>
<td>35%</td>
<td>3 hours</td>
<td>May</td>
</tr>
</tbody>
</table>

11.8  Coursework
All coursework is compulsory and must be taken in order to obtain a credit.

During the course you will be asked to complete pre-session tasks for 14 of the lectures.

11.8.a  Written Assignment 1
Applies to LCTE7900: Teaching English as a Foreign Language, Cambridge English CELTA.

Submission deadline:  Monday 28 November 2016 by 12:00

An essay of 1500-2000 words will be submitted at the end of Term 1. This will be based on an authentic written text of your own choice.

11.8.b  Progress Test
Applies to LCTE7900: Teaching English as a Foreign Language, Cambridge English CELTA.

Date:  Wednesday 14 December 2016
Duration:  2 hours + 10 minutes reading time

The Progress Test assesses trainees' knowledge of grammar, lexis, pronunciation and methodology, based on the work covered in Term 1.
11.8.c **Written Assignment 2**  
Applies to LCTE7900: Teaching English as a Foreign Language, Cambridge English CELTA.

Submission deadline: Monday 13 March 2017 by 12:00

Written Assignment 2 will be a case study of a language learner (2000-2500 words), to be submitted towards the end of Term 2. It consists of two meetings with a learner (one diagnostic and the other a follow-up lesson) and research into their grammar/vocabulary, and particularly, pronunciation problems. The essay consists of a discussion of the learner, an analysis of their main grammatical and phonological problems, a lesson to help them with a vocabulary area of their choice and some of their pronunciation problems, and an evaluation of the lesson.

11.8.d **Teaching Practice**  
Applies to Cambridge English CELTA.

This component of the course consists of teaching practice, classroom observation and research tasks. Trainees will have an individual tutorial with two tutors at the beginning of Term 2 to review progress and set goals for the remainder of the course.

11.9 **Examinations**  
All examinations are compulsory and must be taken in order to obtain a credit.

11.9.a **Oral Examination**  
Applies to LCTE7900: Teaching English as a Foreign Language.

Oral Examinations take place in May 2017. Oral Examinations can only be booked online, and are bookable on a first come first served basis. Exact times are available at ucl.ac.uk/clie/CourseUnits from 20 March 2017, when you will be able to choose and book your slot.

If you have not booked a slot for your Oral Examination by 03 April 2017 then a slot will be chosen and booked for you.

Date: 03, 04, 05 May 2017  
Duration: 20 minutes

During this practical examination, conducted with two tutors, you will be asked questions which allow you to demonstrate your knowledge of grammar, vocabulary and pronunciation. You will also be asked to explain how you would exploit a piece of published material with a specific group of learners.

11.9.b **Written Examination**  
Applies to LCTE7900: Teaching English as a Foreign Language.

The Written Examination will take place in May 2017 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

Date: May 2017  
Duration: 3 hours

The Written Examination will test trainees’ knowledge of grammar, lexis, pronunciation and methodology based on the work covered during the course.

Specific revision sessions will take place in the last two weeks of Term 2 and week 1 of Term 3 to prepare you for this.
### 11.10 CELTA qualification

Teaching practice is assessed under the CELTA scheme. The advantage of this is that the Cambridge English CELTA is recognised worldwide (with over 12000 candidates qualifying every year) and is therefore a valuable qualification to add to your CV when applying for work in the UK and abroad. Whilst the decision to study for the CELTA in addition to LCTE7900 is your decision and is not compulsory, we strongly recommend you do take it as this will allow you to gain practical teaching experience and an additional vocational qualification. Attendance at TP as an observer is a requirement of the course unit.

For the CELTA, you will need to complete a CELTA 5 record booklet in which you need to record administrative details in terms of your progress. You will also need to pay an entry fee to Cambridge English (£143) by Monday 16 January 2017.

### 11.10.a Comparison of assessment between LCTE7900 and CELTA qualification

<table>
<thead>
<tr>
<th>LCTE7900 component</th>
<th>CELTA component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
</tr>
<tr>
<td>Progress Test</td>
<td>The language section will be submitted as the Language Assignment for the CELTA.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar, lexis, phonology, methodology.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment 1</strong></td>
<td></td>
</tr>
<tr>
<td>1500-2000 word essay on using authentic materials (reading skills).</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment 2</strong></td>
<td></td>
</tr>
<tr>
<td>2000-2500 word case study on an individual learner.</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Practice</strong></td>
<td></td>
</tr>
<tr>
<td>N/a.</td>
<td>Six hours of assessed TP at three levels (pre-intermediate, upper intermediate and pre-advanced).</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examinations</strong></td>
<td></td>
</tr>
<tr>
<td>Oral Examination</td>
<td>N/a.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Examination</td>
<td>N/a.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom observation</td>
<td></td>
</tr>
<tr>
<td>One observation of an English class at UCL CLIE for 1.5 hours.</td>
<td>Same.</td>
</tr>
<tr>
<td>One observation of an English class at a private language school for 1.5 hours.</td>
<td>Same.</td>
</tr>
<tr>
<td>Three hours of filmed English classes.</td>
<td>Same.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress tutorial</td>
<td></td>
</tr>
<tr>
<td>20 minutes at the beginning of Term 2 with two tutors.</td>
<td>Same.</td>
</tr>
<tr>
<td>Follow-up tutorial if necessary.</td>
<td>Same.</td>
</tr>
</tbody>
</table>
12. BSL course unit

12.1 Course code

British Sign Language – Introduction (0.5 unit/15 credits/7.5 ECTS) ......................... LCBS6001......First

LCBS6001 is run in conjunction with the UCL Deafness Cognition and Language (DCAL) Research Centre (ucl.ac.uk/dcal).

12.2 Aims and objectives

Prerequisite for entry

For complete beginners or those who have had only very little experience of British Sign Language.

Aims and objectives

The course aims to cover very basic British Sign Language, with hands on practice in communicating with Deaf people on a selected range of topics, using both classroom time and online resources. Students will also learn about the nature of the British Deaf community, its culture and language.

This course will be taught face-to-face supplemented by online practise sessions.

At the end of the course students will be expected to:

- Be able to introduce oneself in BSL;
- Be able to exchange personal information in BSL about one’s health and where they live and work;
- Be able to understand short narratives in BSL about generic topics such as the home, the family, the workplace and leisure activities;
- Understand the basic linguistic features of BSL;
- Understand the history and culture of the British Deaf community, and the implications of being Deaf in a hearing world.

12.3 Course assessment summary

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (20%)</td>
<td>20%</td>
<td>2000 words</td>
<td>March</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examinations (80%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed (Oral) Examination</td>
<td>40%</td>
<td>30 minutes</td>
<td>April/May</td>
</tr>
<tr>
<td>Reading and Writing Examination</td>
<td>40%</td>
<td>2 hours</td>
<td>May</td>
</tr>
</tbody>
</table>

12.4 Coursework

100% of coursework must be completed in order to obtain a credit.
12.4.a Project
Applies to British Sign Language – Introduction.

The Project (2000 words), worth 20%, also forms the basis of the Signed Examination.

Examples will be discussed in class. You will complete various tasks related to this throughout the year.

Your CLIE BSL tutor will assist you with Project planning in class; this will help you focus and make sure you are on the right track.

There are four stages to writing your Project:

1. **Topic and title:**
   - Discuss and agree the topic and title or question you intend to write your Project on with your CLIE BSL tutor by **Friday 16 December 2016**.

2. **Proposal:**
   - Present a statement of the subject of your Project and the reasons you have chosen this topic (plus indicate the sources you intend to use) **in class in the first week of Term 2**. Following discussion and feedback, you should submit this in writing by **email to your CLIE BSL tutor by Friday 20 January 2017**.
   - You must use the **CLIE Course Units Project Proposal Form** to submit your outline, which you should download from ucl.ac.uk/clie/CourseUnits from 09 January 2017.

3. **Draft:**
   - Submit a draft of your Project. This will allow your CLIE EAP tutor to give feedback on structure and content, and also alert you to any main grammatical issues.
   - Your draft should be submitted to your **CLIE BSL tutor IN YOUR CLASS in the week BEFORE Reading Week 2** (06-10 February 2017).
   - Your draft will be returned to you, with feedback, **IN YOUR CLASS in the week AFTER Reading Week 2** (20-24 February 2017).
   - You must use the **CLIE Course Units Project Draft Form** to submit your draft, which you should download from ucl.ac.uk/clie/CourseUnits from 23 January 2017.

4. **Completion and submission:**
   - Submit **ONE hard copy** of your Project **to the Course Units Office AND an electronic copy** to Turnitin® by **Monday 20 March 2017 at 14:00**.
   - Your submission to the office must contain your finished Project, your three main sources, plus your Project Proposal Form and Project Draft **that you received back from your CLIE BSL tutor**.
   - The proposal and draft of your Project are an integral/essential part in the development of your Project, and are required in order to gain full points.
   - You will receive feedback on your Project after Easter.

**Layout and format of your Project**
Typed with double-spacing between lines.

Folders can be used but single pages should NOT be put in individual pockets/sleeves.

Your completed Proposal Form and Draft Form must be attached to the back of your Project.

You are responsible for keeping a copy of your Project for your own reference as once submitted Projects will not be returned.
Submission of your Project
Projects will only be accepted with the CLIE Project cover sheet, which must be completed with your Project’s word count and be signed. Your personal cover sheet can be obtained from your CLIE BSL tutor in late February 2017.

Submission deadline: Monday 20 March 2017 by 14:00

a. Physical copy
A hard copy of your Project must be submitted to the Course Units Office. It must contain your Project itself, your three main sources, plus your Project Proposal Form and Project Draft Form that you received back from your CLIE language tutor.

Where to hand in: ONE (1) hard copy must be submitted to UCL CLIE room 111
Submission dates and times: Wednesday 15 March – Friday 17 March 2017 10:00-17:00, Monday 20 March 2017 10:00-14:00

b. Electronic copy
An electronic copy of your Project (excluding sources, Proposal and Draft) must also be submitted to Turnitin® via your CLIE module on Moodle (moodle.ucl.ac.uk) by the deadline.

Extensions
See Extenuating Circumstances (section 21, page 64).

Late submission
See section 18 (page 63).

Over-length coursework
See section 19 (page 63).

Plagiarism
Your Project must be your own work and you must read and follow UCL Plagiarism Guidelines (ucl.ac.uk/current-students/guidelines/plagiarism).

All plagiarism will be penalised. Any cases of suspected plagiarism will be challenged – those students will have to complete a task under supervised conditions and/or points will be deducted and could result in zero points for this piece of coursework and the matter referred to the Registrar. A variety of methods are used to detect plagiarism, including the use of the Turnitin® detection system.

You must NOT duplicate topics you have used for any other courses. You may refer to some of the research you have undertaken previously so long as the majority of the sources and bibliography for your Project are up-to-date and there is justification for referencing this older material.

You must NOT get help from friends, use translation services or copy sources verbatim. You may discuss your Project with a native speaker but you CANNOT show them any of your written work.

Using a computer spellchecker is acceptable as the correct option still needs to be selected. However using a computer to translate from another language into English is NOT acceptable:
- For your sources – if the source was originally in another language then you will get zero points for it;
- For your Writing element – which constitutes plagiarism.

Project description
Your Project should be related to aspects of your subject. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.

Amount to be written: 2000 WORDS
Your Project MUST include:

- A bibliography of ALL relevant sources you have read and used (including FULL internet addresses);
- The THREE (3) main sources used (originals or copies). The relevant sections of these documents MUST be marked (either by highlighting or underlining).

Your word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not the table of contents, bibliography or appendices.

Quotations:

- Short quotes SHOULD be included in your word count.
- Extended quotations (of more than two lines) should be indented in the text and should NOT be included in the word count.
- There should not be excessive quoting.

Marking criteria (specific)

For general information see the Marking criteria (general) (section 13, page 60).

- Sources – 15 points;
- Content and Argument – 30 points;
- Textual Structure – 15 points;
- Academic Conventions – 15 points;
- Cohesion and Academic Style – 25 points.

Additional Information

Your CLIE BSL tutor will assist you with Project planning in class; this will help you focus and make sure you are on the right track.

12.5 Examinations

All examinations are compulsory and must be taken in order to obtain a credit.

12.5.a Signed (Oral) Examination

Applies to British Sign Language – Introduction.

Signed Examinations take place in April and May 2017. Signed Examination slots can only be booked online, and are bookable on a first come first served basis. Exact dates and times are available at ucl.ac.uk/clie/CourseUnits from 20 March 2017, when you will be able to choose and book your slot.

If you have not booked a slot for your Signed Examination by 03 April 2017 then a slot will be chosen and booked for you.

Date: week of 24 April 2017 and after
Duration: 30 minutes
10 minute informal conversation (covering general topics such as family, employment, holidays and the family)
5 minute presentation by candidate on Project, with a 10 minute discussion afterwards on Project, including sources
Bullet points or prompts are highly recommended – a list of only a few key words/phrases. Any inappropriate material will be removed before the Signed Examination starts.

Presentation software (e.g. PowerPoint) can be used.

All material (bullet points etc) must be handed in at the end of the Signed Examination.

Candidates are strongly recommended to express their personal evaluation of the topic.

Listening Element: understanding of questions, responding, asking for clarification.

12.5.b Reading and Writing Examination
Applies to British Sign Language – Introduction.

The Reading and Writing Examination will take place in May 2017 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2017.

Date: May 2017
Duration: 2 hours

Candidates should not indicate their identity through the use of their own names etc. Only candidate numbers should be used.

General information
Language of instructions: English
Language of questions/tasks: English/BSL
Number of tasks: Two

1. Translation of BSL source text into English
50 points

The source text will be on a specific topic but will not be too technical or too specialised. Topics will be communicated in advance.

2. Essay
50 points

Candidates choose three short essay questions to complete (from a choice of approximately five).
13. Marking criteria (general)

All marks for individual pieces of coursework and examinations are given to the nearest integer. These criteria apply to undergraduate and graduate course units.

70-100

Oral: Excellent pronunciation and intonation, practically no morphological or syntactical errors in normal conversation situations, near native use of vocabulary and idioms, completely fluent and effortless speech, near native comprehension and responsiveness.

Written: Practically no morphological or syntactical errors, outstanding use of vocabulary, style and register, originality, outstanding command of the topic, critical ability, convincing argument.

60-69

Oral: Good pronunciation and intonation, all important sound distinctions of the language made with only a few inadequacies, occasional grammatical/syntactical errors which do not obscure meaning, good use of vocabulary and idioms, understands nearly everything, only occasional repetition necessary, fluency and speed of speech only slightly affected by language problems.

Written: Occasional grammatical errors which do not obscure meaning, good use of vocabulary, style and register, sound and sensible answers, well informed and well presented.

50-59

Oral: Some inadequacies in pronunciation and intonation, some grammatical/syntactical errors which do not obscure meaning, communicates message quite well, presentation is clear, ideas are relevant, appropriate response to questions.

Written: Some grammatical or syntactical errors which do not generally obscure meaning, occasional use of inappropriate terms but vocabulary, style and register basically adequate, showing adequate knowledge of the subject.

40-49

Oral: Inadequacies in pronunciation impair comprehension, more frequent and/or serious grammatical or syntactical errors which tend to obscure meaning, some use of inappropriate terms, fluency and speech of delivery noticeably affected by language problems.

Written: Serious grammatical or syntactical errors which tend to obscure meaning, some use of inappropriate terms but vocabulary, style and register barely adequate, lacking critical ability and of dubious relevance.

35-39

Oral: Frequent inadequacies in pronunciation and intonation and comprehension seriously impaired, frequent grammatical or syntactical errors which obscure meaning, frequent use of wrong vocabulary, fluency and speed adversely affected by language problems, response inadequate, examiner forced to speak unusually slowly or to over articulate.

Written: Frequent grammatical and syntactical errors which obscure meaning, frequent use of wrong or limited vocabulary, style and register, very little knowledge or relevance but uncritical or naive.
Oral: Pronunciation inadequacies necessitate concentrated listening, problems with important sound distinctions of the language which lead to extreme difficulties in expressing themselves, misunderstanding, constant grammatical errors, utterances restricted to basic patterns and often irrelevant, halting and hesitant speech, silence forced by language inadequacies, examiner forced to speak unusually slowly, to repeat and reformulate before understood.

Written: Frequent grammatical and syntactical errors, seriously impairing meaning, lexical errors and limited vocabulary, minor traces of knowledge, incomprehensibility and irrelevance.

0-9
A zero score is only awarded if a piece of work does not exist. 1-9 can be considered to be reserved for the very flimsiest notions of an attempt at the piece of work in question.

14. Mark/grade schemes

Undergraduate (LCxx6xxx)

Module/result

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>70-100</td>
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<td>60-69</td>
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<tr>
<td>40-49</td>
<td>D</td>
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<tr>
<td>0-39</td>
<td>F</td>
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</table>

Component

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<td>40-49</td>
<td>D</td>
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<tr>
<td>0-39</td>
<td>F</td>
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</tbody>
</table>

M Level (LCxxMxxx)

Module/result

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
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<td>0-49</td>
<td>F</td>
</tr>
</tbody>
</table>
15. Attendance requirements and penalties for poor attendance

15.1 Attendance Requirements

To fully benefit from the programme you should attend ALL your language classes. Absence from a class means missing an essential element of the course.

UCL expects students to aim for 100% attendance, and has a minimum attendance requirement of 70% of scheduled learning, teaching and assessment activities. If you do not meet this requirement you may be barred from summative assessment.

If you are (or will be) unable to attend a class, please contact your CLIE language tutor as soon as possible, giving reasons, and discuss how to catch up.

15.2 Tier 4 students: Absence from teaching and learning activities

In line with UCL’s obligations under UK immigration laws, students who hold a Tier 4 visa must obtain authorisation for any absence from teaching or assessment activities.

16. Absence from assessment

Any student who is absent from an assessment will receive a mark of zero unless they obtain authorisation for the absence and formally defer their assessment to a later date by submitting a request for Extenuating Circumstances. Absences from assessment need to meet the criteria for Extenuating Circumstances and be supported by appropriate evidence. If Extenuating Circumstances are not approved, the mark of zero will stand.

In line with UCL’s obligations for students studying under a visa, Tier 4 students must also obtain authorisation for any absence from teaching or assessment activities under the Authorised Absence procedures.

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1 See UCL Academic Manual chapter 1 section 4.3 (ucl.ac.uk/srs/academic-manual/c1/taught-registration/attendance) and section 9.2 (ucl.ac.uk/srs/academic-manual/c1/agreements/barring).
2 See UCL Academic Manual chapter 1 section 4.4 (ucl.ac.uk/srs/academic-manual/c1/taught-registration/absence) and UCL Immigration & Visas (ucl.ac.uk/iss/immigration-visa).
4 See UCL Academic Manual chapter 1 section 4.4 (ucl.ac.uk/srs/academic-manual/c1/taught-registration/absence).
17. Reassessment

17.1 Resit marks
Students will receive the higher of the marks achieved at the first or second attempt, whether for the original module or a substitute module. Marks will be included in the classification calculation for the year in which the module was originally taken.

17.2 Format of reassessment
Students will normally only be reassessed in those module components which they have failed/not completed.

18. Late submission penalties
Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason UCL expects students to submit all coursework by the published deadline date and time, after which penalties will be applied1.

If you experience something which prevents you from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond your control, you should submit an Extenuating Circumstances (EC) Form. If the request is accepted, you may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. there will be no penalty for submitting late.

For coursework submitted after the published deadline the following penalties will be applied:

a. If your coursework is received up to two working days after the published deadline: your mark will be reduced by 10 percentage points (but no lower than the pass mark for the module).
b. If your coursework is received more than two working days and up to five working days after the published deadline: your mark will be no higher than the pass mark (40% for UG modules, 50% for PGT modules).
c. If your coursework is received more than five working days after the published deadline but before the second week of Term 3: you will get a mark of zero but the assessment will be considered to be complete.
d. Submissions will not be accepted or marked after the specified publication date. Students failing to meet this deadline will be required to resubmit the failed component(s).
e. If your coursework is submitted both over- or under-length and is also late: the greater of any penalties will apply.

19. Penalties for over-length coursework
The following policy applies to all modules taught in the Faculties of Arts and Humanities and Social and Historical Sciences for the academic year 2016-2017.

You should adhere to the word count stated in the coursework information for your course. The word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not your table of contents, bibliography or appendices (see coursework information for full details). The word count must be stated on your coursework cover sheet.

a. For work that exceeds a specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merits a Pass.
b. For work that exceeds a specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merits a Pass.
c. If your coursework is submitted both over- or under-length and is also late: the greater of any penalties will apply.

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1 See UCL Academic Manual chapter 4 section 10.2 (ucl.ac.uk/srs/academic-manual/c4/failure/late-submission).
20. UCL’s examination irregularities and plagiarism procedures

UCL students are expected to be aware of and adhere to UCL’s referencing and examination requirements as a condition of their enrolment:

✧ For examinations, the UCL Examination Guide for Candidates (ucl.ac.uk/current-students/exams_and_awards) is published annually on the Examinations and Awards website. All candidates for written examinations must ensure they are familiar with the requirements for conduct in examinations set out in this guide.

✧ For coursework submissions, students must ensure that they are familiar with the UCL Library Guide to References, Citations and Avoiding Plagiarism (ucl.ac.uk/library/docs/guides/references-plagiarism) which provides detailed guidance about UCL’s referencing and citation requirements. Students should also ensure that they are familiar with the specific referencing requirements of their discipline.

UCL will use plagiarism detection software to scan coursework for evidence of plagiarism against billions of sources worldwide (websites, journals etc. as well as work previously submitted to UCL and other universities). Most departments will require students to submit work electronically via these systems and ask students to declare that submissions are the work of the student alone.

Any student suspected of examination misconduct, plagiarism, self-plagiarism, collusion, falsification or any other form of academic misconduct which is likely to give an unfair advantage to the candidate and/or affect the security of assessment and/or compromise the academic integrity of UCL will be investigated under the Examination Irregularities and Plagiarism procedures. If misconduct is found, students are likely to be failed for that assignment and/or module. Serious or repeated offences may lead to failure of the whole year, suspension or even expulsion. A breach of copyright or intellectual property laws may also lead to legal action.

See the individual pieces of coursework in this handbook for details.

21. Extenuating Circumstances and Reasonable Adjustments

21.1 Reasonable Adjustments

UCL will make Reasonable Adjustments to learning, teaching and assessment to ensure that students with a disability are not put at a disadvantage. UCL also provides Reasonable Adjustments for students who might not consider themselves to have a ‘disability’ but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition. It is the responsibility of the student to request Reasonable Adjustments, and students are encouraged to make a request as early as possible.

21.2 Special Examination Arrangements

Special Examination Arrangements (SEAs) are adjustments to central or departmental written examinations which can be made as a Reasonable Adjustment for students with a disability or longer-term condition or as a form of mitigation for students with shorter-term medical Extenuating Circumstances. This may include, but is not limited to extra time, a separate room, rest breaks and specialist equipment. Students must make an application to use the special examination facilities.

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1 See the UCL Academic Manual chapter 4 section 12 (ucl.ac.uk/srs/academic-manual/c4/irregularities-plagiarism).
2 See UCL Academic Manual chapter 4 section 5 (ucl.ac.uk/srs/academic-manual/c4/reasonable-adjustments) and Student Disability Services (ucl.ac.uk/disability).
3 See the UCL Academic Manual chapter 4 section 3.3 (ucl.ac.uk/srs/academic-manual/c4/examinations/special-examination-arrangements).
21.3 Illness and other Extenuating Circumstances

UCL recognises that some students can experience serious difficulties and personal problems which affect their ability to complete an assessment such as a sudden, serious illness or the death of a close relative. Students need to make sure that they notify UCL of any circumstances which are unexpected, significantly disruptive and beyond their control, and which might have a significant impact on their performance at assessment. UCL can then put in place alternative arrangements, such as an extension or a deferral of assessment to a later date.

The Extenuating Circumstances regulations\(^1\) are designed to cover unexpected emergencies; they are not always the best way to help students who might have a longer-term medical or mental health condition or a disability. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they are aware of, and take advantage of, all the other support mechanisms provided by UCL such as Reasonable Adjustments or Special Examination Arrangements.

22. UCL Student Support and Wellbeing

UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for students—the Current Students Support website (ucl.ac.uk/current-students/support) provides more information. Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

23. Marking, second-marking and moderation

All work that is submitted for summative assessment is marked by a UCL Internal Examiner or Assistant Internal Examiner. All UCL programmes also include rigorous second-marking and internal moderation processes to ensure that marking is consistent and fair. Second-marking can take a number of different forms depending on the type of assessment, but the overall aim is to ensure that marking is as accurate as possible. Internal moderation also helps UCL to ensure that marking is equitable across different modules, pathways, options and electives.

All CLIE Course Unit assessment (summative and formative) is second-marked.

24. External Examining at UCL

External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the assessment processes on each programme, helping UCL to ensure that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

Each External Examiner submits an annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner’s report and departmental response via their Portico account or by contacting their Departmental Administrator in the first instance or Student and Registry Services directly at examiners@ucl.ac.uk.

All CLIE Course Units are monitored by External Examiners.

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\(^1\) See UCL Academic Manual chapter 4 section 6 (ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances).
25. Results

Feedback on assessed coursework

You will get the mark from each piece of coursework from your CLIE language tutor once it has been marked. Please note that all marks are provisional until they have been reviewed by the relevant External Examiner and considered by the CLIE Board of Examiners in June.

Examination results

UCL does not release marks for individual examination elements.

Provisional overall results will be available after the CLIE Board of Examiners Meeting has taken place, and will be posted on the Course Units Information Board after Monday 19 June 2017 at 12:00.

Official module results will be available on Portico, at ucl.ac.uk/portico, from mid-July.

26. Sources of information

The main source of course information is the Course Units website at:

ucl.ac.uk/clie/CourseUnits

For information such as classlists, workshops etc, you can also check the Course Units Information Board on the first floor of 26 Bedford Way (located between rooms 111 and 112).

27. Portico

Portico (ucl.ac.uk/portico) is the main UCL student information system which is used by all students for:

- Updating personal data such as addresses or contact numbers;
- Completing online module registration;
- Viewing information about programmes/modules;
- Viewing examination timetables and results;
- Pre-enrolment and re-enrolment;
- Applying for graduation ceremonies.
28. CLIE Self-Access Centre

The UCL Self-Access Centre (SAC) provides comprehensive facilities for self-directed study. The SAC is located in LG02 of 26 Bedford Way and contains a network of PCs with access to over 3000 films, TV documentaries and course videos in a variety of languages as well as English terrestrial television channels and live foreign language satellite broadcasts. Users also have access to many CALL (Computer Assisted Language Learning) resources, journals and online newspapers. Many of the resources, including films and documentaries, are available to UCL students and staff via the website (ucl.ac.uk/clie/learning-resources).

The Computer Assisted Language Learning (CALL) facilities have a range of programmes, such as listening and recording, accessing corresponding text, watching digitised video materials and receiving immediate feedback, as well as grammar and vocabulary exercises.

There is also a wide range of course books, grammar books, dictionaries, support books and other specialist literature, as well as a selection of newspapers and magazines to assist with language learning. A database describing the available resources has been developed by language tutors in order to enable you to find materials for listening, writing, reading, pronunciation and grammar easily and quickly. You can access this database via the Self-Access Centre website.

All facilities are easy to use, with clear instructions and documentation. There is always a member of staff in attendance, and introductory sessions and advice on how to obtain the most out of self-study can be arranged.

The Self-Access Centre is open Monday to Thursday 08:00-21:45, Friday 08:00-19:45 and Saturday 10:00-16:45. Only UCL students and staff carrying a UCL ID card will be admitted.

During the first few weeks of Term 1 your CLIE language tutor will show you the various facilities in the SAC and explain how to make best use of them.

For further information regarding the Self-Access Centre see ucl.ac.uk/clie/learning-resources.

The Library also has some CLIE material which can be borrowed.

29. Moodle

Moodle (moodle.ucl.ac.uk) is UCL’s online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, in some cases just by providing essential information and materials, but it can also be integrated more fully, becoming an essential component of a module. Some modules may use Moodle to provide access to readings, videos, activities, collaboration tools and assessments.

30. Textbooks

You will need to purchase some course material before classes begin, a list of which will be supplied at the interview with a CLIE language tutor during registration.
31. Bookshops

The European Bookshop
123 Gloucester Road, London SW7 4TE
Tel: +44 (0)20 7734 5259
europeanbookshop.com

Grant & Cutler at Foyles
107 Charing Cross Road, London WC2H 0DT
Tel: +44 (0)20 7440 3248
grantandcutler.com

The Italian Bookshop
123 Gloucester Road, London SW7 4TE
Tel: +44 (0)20 7240 1634
italianbookshop.co.uk

Japan Centre Bookshop
19 Shaftesbury Avenue, London W1D 7ED
Tel: +44 (0)20 3405 1246
japancentre.com

JP-Books
24-25 Denman Street, London W1D 7HU
(please contact to check stock availability first)
Tel: +44 (0)20 7839 4839
jpbooks.co.uk

Waterstone’s
82 Gower Street, London WC1E 6EQ
Tel: +44 (0)20 7636 1577
waterstones.com

32. Feedback – what you think of our course units

Departmental Staff-Student Consultative Meeting
Each class should select a Student Representative to discuss their views on the course at the Departmental Staff-Student Consultative Meetings to be held on Wednesday 23 November 2016 and Wednesday 01 March 2017.

Questionnaires
During March 2017 there will be Course Evaluation Questionnaires available for you to comment individually on your language course.

Departmental Teaching Committee Meeting
There will be a student representative for each language on the CLIE Departmental Teaching Committee. Please contact Adam Salisbury or Dr Christine Hoffmann if you are interested.

33. Keeping in touch

The prime method of contact we will use to get in touch with you is email (for example distributing handouts, room changes, Oral Examination bookings etc). **ALL MAIL WILL BE SENT TO YOUR UCL/UNIVERSITY EMAIL ACCOUNT.**

In certain cases it is helpful to be able to contact you at short notice by telephone.

If during the year your contact details change please let us know as soon as possible.
34. Key dates

34.1 UCL Term dates
See ucl.ac.uk/staff/term-dates/2016-2017 for UCL term dates including College closures.

34.2 Registration
Interviews
Friday 23 September 2016 — Friday 30 September 2016

Timetabling
Monday 03 October 2016 — Wednesday 05 October 2016

34.3 Teaching
Term 1
Block 1
Monday 10 October 2016 — Friday 04 November 2016 (4 weeks)

Reading Week
Monday 07 November 2016 — Friday 11 November 2016

Block 2
Monday 14 November 2016 — Friday 16 December 2016 (5 weeks)

Term 2
Block 3
Monday 09 January 2017 — Friday 10 February 2017 (5 weeks)

Reading Week
Monday 13 February 2017 — Friday 17 February 2017

Block 4
Monday 20 February 2017 — Friday 24 March 2017 (5 weeks)

Note that the TEFL module does NOT have Reading Weeks.

34.4 Examination preparation workshops
Examination preparation workshops on the Oral Examination will be offered at the end of Term 2/beginning of Term 3; dates will be posted at ucl.ac.uk/clie/CourseUnits and on the Course Units Information Board closer to the time.

Examination preparation workshops on the Reading and Writing Examination will be offered in the first week of Term 3; dates will be posted at ucl.ac.uk/clie/CourseUnits and on the Course Units Information Board closer to the time.
Assessment

See sections 9-12 for full details of each piece of assessment.

MFL course units

Coursework

In-class Course Assessment
  Syllabus A, Syllabus B, Syllabus C, Academic Purposes – Introduction,
  Syllabus D, Business and Current Affairs, Current Affairs and Culture,
  Art Historians

Linguistic Course Assessment Part 1
  Translation Skills

Linguistic Course Assessment Part 2
  Translation Skills

Project

Deadline for submission
  All MFL course units

Examinations

Oral Examination
  All MFL course units except Translation Skills, Art Historians

Reading and Writing Examination/Reading Examination/Written Examination
  All MFL course units
  (Timetabled by UCL Student and Registry Services)

  27 April 2017 – 09 June 2017
EAP course units

Coursework

In-class Course Assessment

   English Language Skills for Academic Purposes
   week of 12 December 2016

Progress Test

   Academic Writing in English for Non-Native Speakers,
   Academic Writing in English for Native Speakers
   week of 12 December 2016

Project

Deadline for submission

   All EAP course units
   Monday 20 March 2017 by 14:00

Examinations

Oral Examination

   English Language Skills for Academic Purposes
   week of 24 April 2017 and after

Reading and Writing Examination/Written Examination

   All EAP course units
   (Timetabled by UCL Student and Registry Services)
   27 April 2017 – 09 June 2017

TEFL course unit

Coursework

Assignment 1

   Deadline for submission
   Monday 28 November 2016 by 12:00

Progress Test

   Wednesday 14 December 2016

Assignment 2

   Deadline for submission
   Monday 13 March 2017 by 12:00

Examinations

Oral Examination

   03, 04, 05 May 2017

Written Examination

   (Timetabled by UCL Student and Registry Services)
   27 April 2017 – 09 June 2017
BSL course unit

Coursework

Project

Deadline for submission

Monday 20 March 2017 by 14:00

Examinations

Signed Examination

week of 24 April 2017 and after

Written Examination

(Timetabled by UCL Student and Registry Services)

27 April 2017 – 09 June 2017