



CLIE Language Modules 2020-2021

Student Handbook

ucl.ac.uk/languages-international-education/study/modules

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1. Introduction

1.1 UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) was founded in 1991 and offers a range of degree preparation courses (including foundation courses) for international students, as well as a diverse portfolio of summer schools. Courses in nine modern foreign languages, academic English and British Sign Language are provided across a range of levels as credit-bearing modules for UCL degree students. Foreign languages are also offered in the evening to UCL students, UCL staff and London's wider academic and professional community.

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:

Language modules: courses forming part of undergraduate and graduate degree programmes:

Modern Foreign Languages (MFL) – 15 and 30 credit modules (7.5 and 15 ECTS)

English for Academic Purposes (EAP) – 15 credit modules (7.5 ECTS)

British Sign Language (BSL) – 15 credit modules (7.5 ECTS)

Evening Courses: extra-curricular classes.

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

Please visit our website (ucl.ac.uk/languages-international-education) for information on any of our other courses.

The CLIE contains a fully equipped Self-Access Centre; see section 31 for further information.

1.2 CLIE Language Modules

This Student Handbook contains information about CLIE language modules¹. It is also available online at ucl.ac.uk/languages-international-education/study/modules². 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/academic-manual).

The main source of course information is the Language Modules website at ucl.ac.uk/languages-international-education/study/modules.

In this handbook modern foreign language modules are referred to by language level. References to a level apply to ALL modules finishing at that level unless a specialisation is specified. For example: 'Level 3' includes 'Level 3', 'Level 3: Academic Purposes – Introduction', 'Levels 2+3'.

CLIE modules are generally 15 or 30 credits. 15 credits are equivalent to 7.5 ECTS, 30 credits are equivalent to 15 ECTS.

This handbook contains assessment information for the UCL 2020-2021 temporary operating model.

¹ 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/academic-manual), the latter takes precedence.

² The PDF version there is the official and binding version.

2. Contact details for CLIE Language Modules staff

Please use clie-modules@ucl.ac.uk to contact the CLIE Language Modules Office.

Normal office hours are 09:00-17:00.

Senior Language Modules Administrator:
Adam Salisbury

Language Modules Administrator:
Jenny Easter

Language Modules Assistant Administrators:
Claire Dee
Maria Florutau
Sheryl Tait
Helen Thomas

Director, Chair of the Centre for Languages Boards of Examiners:
Dr Christine Hoffmann c.hoffmann@ucl.ac.uk

Your CLIE language tutor is the first person to contact if you wish to discuss your language module. Each tutor has an office hour (see ucl.ac.uk/languages-international-education/study/modules 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/languages-international-education/study/modules for addresses).

CLIE language tutors are also available to advise specifically on self-study.

Each language has a Senior Coordinator who you can also contact.

Modern Foreign Language Modules Coordinators

Arabic Language Modules Coordinator:
Li-yun Liao l.liao@ucl.ac.uk

French Language Modules Coordinator:
Dr Mireille Michel m.michel@ucl.ac.uk

German Language Modules Coordinator:
Anja Boeing a.boeing@ucl.ac.uk

Italian Language Modules Coordinator:
Roberto D'Onofrio r.d'onofrio@ucl.ac.uk

Japanese Language Modules Coordinator:
Dr So Hiranuma s.hiranuma@ucl.ac.uk

Mandarin Language Modules Coordinator:
Li-yun Liao l.liao@ucl.ac.uk

Spanish Language Modules Coordinator:
Carmen Cabrera-Balaguer c.balaguer@ucl.ac.uk

EAP Language Modules Coordinator

EAP Language Modules Coordinator:
James Sinclair-Knopp j.knopp@ucl.ac.uk

BSL

BSL Modules Tutor:
Clive Mason clive.mason@ucl.ac.uk

Dutch

Dutch Language Modules Tutor:

Linda van Abel

l.abel@ucl.ac.uk

Portuguese

Portuguese Language Modules Tutor:

Roosevelt de Paula

r.paula@ucl.ac.uk

3. Our expectations of students

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute. Students should ensure that they read and familiarise themselves with UCL's Student Code of Conduct and other related policies and should be aware that any inappropriate behaviour may lead to actions under UCL's Student Disciplinary Procedures.

Further information:

- ⊕ [UCL Code of Conduct for Students](#)
- ⊕ [UCL Disciplinary Code and Procedure in Respect of Students](#)
- ⊕ [UCL Policy on Harassment and Bullying](#)
- ⊕ [UCL Code of Practice on Freedom of Speech](#)
- ⊕ [Religion and Belief Equality Policy for Students](#)

4. Attendance requirements

4.1 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.

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.

UCL has agreed that the 70% attendance requirement will be suspended for the 2020-2021 academic session due to the Covid-19 pandemic. Departments will continue to meet all other requirements where possible as per the Academic Manual. UCL is planning to introduce a central student attendance system for the start of the Second Term 2020-2021 as part of a project called Here to Succeed. The system will be supported by a new attendance recording policy. Regulatory requirements in Chapter 3: Section 3 of the Academic Manual will be amended to reflect the new system.

Further information:

- ⊕ [RegisterUCL](#)

4.2 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. UCL is required to report to UK Visas and Immigration (UKVI) and engagement monitoring is undertaken by departments at regular points during a student's registration. This is not only to meet the UKVI requirements, but also to identify any problems as early as possible to ensure action is taken to advise or assist the student.

Further information:

- ⊕ [Academic Manual Chapter 3, Section 3: Attendance and Absence](#)
- ⊕ [UCL Immigration and Visas](#)
- ⊕ [Tier 4 Engagement Monitoring: Temporary policy in response to Covid-19](#)

5. UCL honours degree modern foreign language requirements

UCL is committed to Modern Foreign Language education. All UK Honours Degree students, with the exception of those on one-year Top-Up Honours Degrees or iBSc degrees, *must* enter UCL with, or have developed by graduation, a basic level of competence in a Modern Foreign Language (MFL).

In order to satisfy UCL's Modern Foreign Language (MFL) requirements, a student *must* undertake one of the following¹:

- a. Hold a C grade or higher in GCSE, or equivalent, in a Modern Foreign Language, OR
- b. Where available, attend a Modern Foreign Language Summer School arranged by UCL prior to enrolment, OR
- c. Enrol on a 15-credit module in a Modern Foreign Language as a module choice within the student's standard programme diet. The student must be subject to the standard programme requirements for Progression, Award, Classification and Reassessment, OR
- d. Enrol on an additional 15-credit module in a Modern Foreign Language, over and above the 120 credits required in each year of study. The student *must* meet the minimum attendance requirements and take part in the assessment, but does not have to pass the module and the mark will not be included in the student's Classification calculation. If a student does not meet the attendance requirements, they will be Banned from the assessment and must Repeat the module in the following academic session with attendance and fees and marks capped at the Pass Mark. As it is an additional module, and is not a requirement of Progression in any given year, the Repeat *may* be taken in tandem with enrolment on a subsequent year of study, OR
- e. Exceptionally, and by agreement with the UCL Centre for Language and International Education, enrol on an evening class in a Modern Foreign Language.

In exceptional circumstances **UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs)** *may* suspend the MFL requirements if they are deemed to place an unreasonable burden on a student. Applications *must* be made to **UCL Academic Services** via the Faculty Tutor.

A student who fails to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree.

British Sign Language

Enrolment on a 15-credit module in British Sign Language will satisfy the MFL requirement.

Subject to approval by the Faculty Tutor, an appropriate, formal qualification in British Sign Language or another Sign Language *may* be considered as an equivalent to a GCSE.

Subject to approval by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs), experiential learning in British Sign Language or another Sign Language *may* be considered, where accreditation is not available. Applications *must* be made via the Faculty Tutor.

Ancient Languages

GCSE passes in, or enrolment on a 15-credit module in, Ancient Greek, Hebrew or Latin will not satisfy the MFL requirement.

Heritage and Community Languages

Subject to approval by the Faculty Tutor, an appropriate, formal qualification in a heritage or community language *may* be considered as an equivalent to a GCSE.

Subject to approval by UCL Academic Services on behalf of the Vice-Provost (Education & Student Affairs), experiential learning in a heritage or community language *may* be considered, where accreditation is not available. Applications *must* be made via the Faculty Tutor.

¹ See UCL Academic Manual chapter 4 section 9.7 (ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-9-progression-award-9.7).

6. Choosing Modules

Modules are the individual units of study which lead to the award of credit. Many programmes offer students the opportunity to choose between different modules that they are interested in. However some new students will find they do not need to make selections as all their modules are compulsory. If you need to choose modules, your department will advise you of how and when to do this, usually during departmental introductions.

6.1 UCL Module Catalogue

UCL's Module Catalogue gives access to a comprehensive catalogue of all modules across the whole of UCL, published in a consistent, searchable and accessible format.

Further information:

⊕ [UCL Module Catalogue](#)

6.2 Module selection and verification deadlines

After enrolment, you need to select the modules which you will be studying for the coming year. Changes must be approved and cannot be guaranteed. There need to be places available on the module and the changes need to be consistent with your Programme Diet.

Further information:

⊕ [Module Registration](#)

⊕ [Portico Login](#)

⊕ [Academic Manual Chapter 3, Section 2: Module Selection](#)

7. Modules available

7.1 Modern foreign language (MFL) modules

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

Levels: Seven levels from complete beginners (level 1) to advanced (level 4) and post-A level (levels 5, 6 and 7). We also offer French for Art Historians and Italian for Art Historians at an intermediate level. Currently Arabic is available at levels 1 to 5, Dutch is available at levels 1 to 4 and Portuguese is available at levels 1 to 5.

Course credit/value: A 15-credit module covers one level; a 30-credit module covers two levels. A 30-credit module is therefore more intensive and enables you to make faster progress and cover more material.

7.2 English for Academic Purposes (EAP) language modules

⊕ English Language Skills for Academic Purposes (15 credits).

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

⊕ Academic Writing in English for Native Speakers (15 credits).

7.3 British Sign Language modules

⊕ British Sign Language Level 1 (15 credits).

⊕ British Sign Language Level 2 (15 credits).

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

8. Aims and objectives

8.1 MFL modules

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/countries' culture and society in a European/global context. How to study a language and various transferable skills are also part of the course.

8.2 EAP modules

8.2.a English Language Skills for Academic Purposes

This course, for non-native speakers only, aims to further develop students' communication in academic disciplines. The course will focus on reading and writing ability in a variety of academic registers as well as developing listening and speaking skills through lectures, seminars and presentations. Various transferable skills will also be developed.

8.2.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.

8.2.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.

8.3 BSL modules

8.3.a British Sign Language Level 1

The course aims to cover 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.

8.3.b British Sign Language Level 2

The course aims to cover intermediate British Sign Language, with hands-on practice in communicating with deaf people on a selected range of more complex topics, using both classroom time and online resources.

Students will be able to further develop their narrative and descriptive skills, as well as their presentation and debating skills in BSL, and also learn about the nature of the international deaf community, its cultures and languages.

9. Eligibility

To enrol on a CLIE language module 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 language modules (15 and 30 credits) run for the full academic year, i.e. October to March.

9.1 MFL modules

- ⊕ We do not recommend studying two languages at level 1 in the same year.
- ⊕ We do not recommend studying Italian and Spanish concurrently unless your level in one of these languages is at least level 3.
- ⊕ 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 Language Modules Office before you register.

9.2 EAP modules

- ⊕ For English Language Skills for Academic Purposes and Academic Writing in English for Non-Native Speakers you must be a non-native speaker of English.
- ⊕ For Academic Writing in English for Native Speakers you must be a native speaker of English.
- ⊕ You can only choose ONE of the three courses available.

9.3 BSL modules

- ⊕ British Sign Language Level 1 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.
- ⊕ British Sign Language Level 2 is a second level course open to undergraduates who have already completed British Sign Language Level 1 or a similar course, or have some experience of British Sign Language.

10. Course structure

10.1 Classes

All classes run over both Terms 1 and 2 – i.e. from October to March. You will have two or four hours tuition every week¹ (15 or 30 credits). Classes are held in the target language and are kept as small as possible.

10.2 Workshops (Arabic, Japanese and Mandarin)

For Arabic, Japanese and Mandarin 15-credit language modules at level 1 and level 2 there are supplementary compulsory weekly workshops in Terms 1 and 2 to assist students with additional practice in these languages. You will be allocated to a workshop when you register.

10.3 Self-study

You should spend four or eight hours every week (15 or 30 credits) 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 15-credit modules at level 1 and 2.

11. Key dates

11.1 UCL Term dates

See [Term Dates 2020-2021](#) for UCL term dates including UCL closures.

11.2 CLIE language module registration

Interviews

Monday 14 September 2020 – Friday 02 October 2020

Timetabling

Monday 05 October 2020 – Wednesday 07 October 2020

11.3 CLIE language module teaching

Term 1

Block 1

Monday 12 October 2020 – Friday 06 November 2020 (4 weeks)

Reading Week

Monday 09 November 2020 – Friday 13 November 2020

Block 2

Monday 16 November 2020 – Friday 18 December 2020 (5 weeks)

Term 2

Block 3

Monday 11 January 2021 – Friday 12 February 2021 (5 weeks)

Reading Week

Monday 15 February 2021 – Friday 19 February 2021

Block 4

Monday 22 February 2021 – Friday 26 March 2021 (5 weeks)

11.4 CLIE examination preparation workshops

Examination preparation workshops on the Oral Examination and the Reading and Writing Examination will be offered at the end of Term 2/beginning of Term 3.

11.5 CLIE language module assessment

See sections 13-15 for full details of each piece of assessment.

Please note that this information may be subject to change due to Covid-19 – please check the Students' webpages for the most up-to-date information:

⊕ [Students' webpages](#)

11.5.a Coursework

In-class Course Assessment

MFL modules levels 1-6	week of 01 February 2021
English Language Skills for Academic Purposes	week of 01 February 2021

Linguistic Course Assessment

MFL level 7 (Translation Skills)	week of 01 February 2021
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Progress Test

Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers	week of 14 December 2020
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Project

Deadline for submission All MFL, EAP and BSL modules	Monday 22 March 2021 by 14:00
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11.5.b Examinations

Oral Examination/Signed Examination

All MFL, EAP and BSL modules except Translation Skills, Art Historians, Academic Writing in English	April – May 2021
--------------------------------------------------------------------------------------------------------	------------------

Reading and Writing Examination/Reading Examination/Written Examination

All MFL, EAP and BSL modules (Timetabled by UCL Student and Registry Services)	26 April – 28 May 2021
-----------------------------------------------------------------------------------	------------------------

11.5.c Late Summer Assessment Period

23 August – 10 September 2021

12. Registration

12.1 How to register

This year registration for CLIE language modules is online, and there are two parts:

1. Complete an [online CLIE language module registration form](#) and – if required – have an online interview with a CLIE language tutor on Microsoft Teams.
2. Select the language module on Portico as one of your module selections¹.

These can be done in either order, but BOTH need to be completed in order to be registered.

We will give teaching department approval once you have completed the form and had an interview (if required), after amending the module if necessary.

The registration form will guide you as to whether or not you need an interview, and enable you to book one if required.

Online interviews:

If you have **NOT** previously taken a module at the CLIE for the language you wish to study in 2020-2021 then **you will need to have an online interview** to determine the most appropriate level.

If you **HAVE** previously taken a module at the CLIE for the language you wish to study in 2020-2021 then:

- ⊕ if you are **continuing with the same language** you took at the CLIE in 2019-2020, and have **NOT** studied the language over the summer, then you will be registered for the appropriate credit module at the next level up, and do **NOT** need to have an online interview.
- ⊕ if you are **changing language or have studied the language over the summer**, then you **DO** need to have an online interview in order to determine the most appropriate level/module.

Please check ucl.ac.uk/languages-international-education/study/modules for current information.

12.2 How classes are timetabled

Each CLIE module is scheduled around the availability of those students who register to take it.

We will use the UCL Online Timetable to assist with scheduling your class, so it is important that this shows your other modules and classes/allocated groups as accurately as possible.

All CLIE language modules (15 and 30 credits) run over **BOTH** Term 1 **AND** Term 2 (i.e. October to March), and the timetable is generally set for both terms. See section 11 for dates.

12.3 Class and room information

Your class and room information should be available on the UCL Online Timetable (timetable.ucl.ac.uk) **from Sunday 11 October 2020 onwards**, and will appear at least 24 hours before your class is due to start. For online classes your CLIE tutor will send you a link to the class.

In order for your language module class to appear on your Online Timetable on Sunday 11 October 2020 you must have completed registration with the CLIE no later than Wednesday 07 October 2020 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.

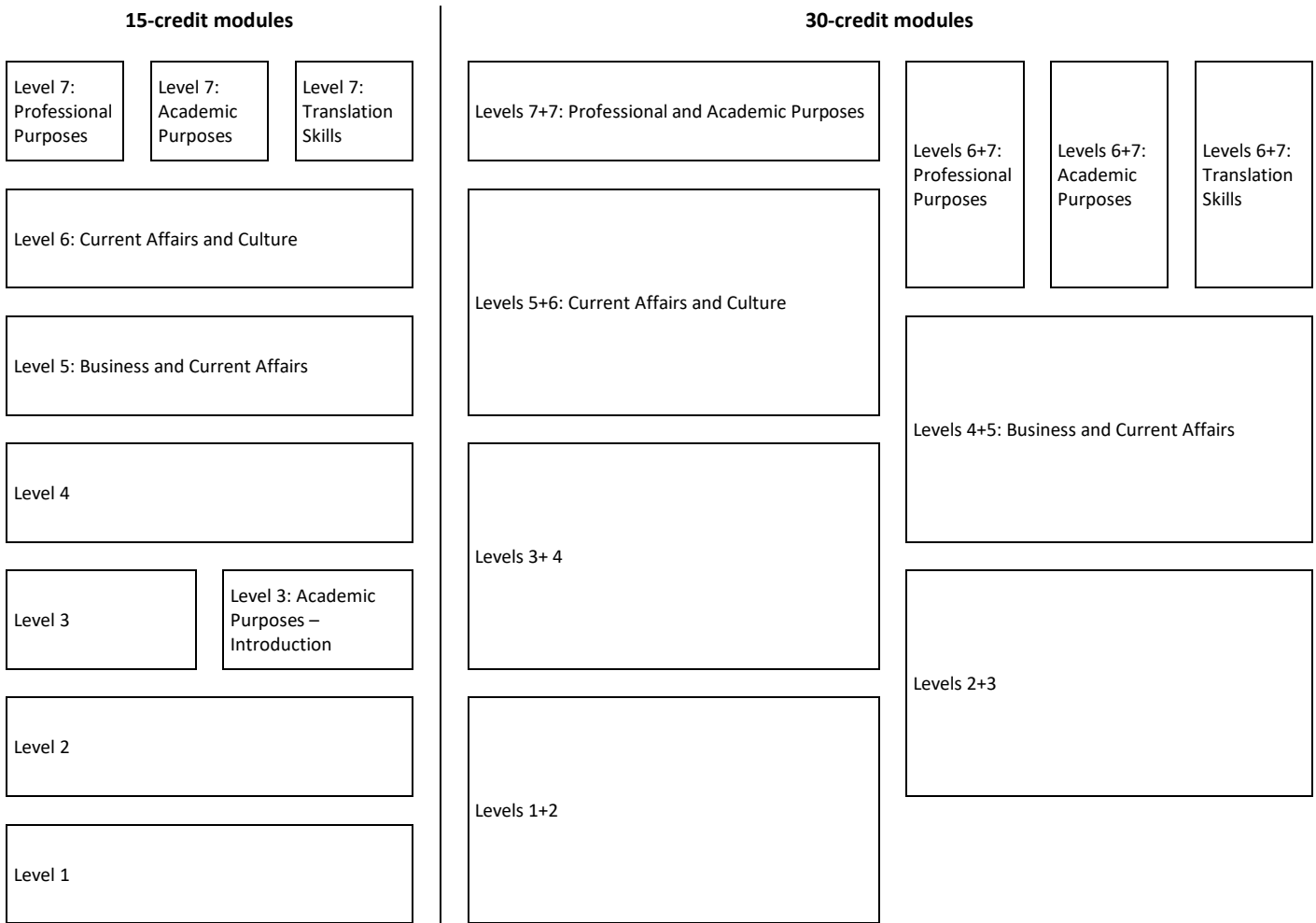
12.4 Late registration

Once classes have started on Monday 12 October 2020 we only accept registrations subject to availability. Please see ucl.ac.uk/languages-international-education/study/modules for current information.

¹ Portico does not apply to intercollegiate students.

13. MFL modules

13.1 Level structure



13.2 Common European Framework of Reference for Languages

Approximate equivalence at completion

UCL CLIE level	CEFR level
Level 7: Professional Purposes, Academic Purposes	C1+
Level 6: Current Affairs and Culture	C1
Level 5: Business and Current Affairs	B2/C1
Level 4	B1/B2
Level 3, Academic Purposes - Introduction	A2/B1
Level 2	A2
Level 1	A1

15-credit modules

Level	Arabic	Dutch	French	German	Italian	Japanese	Mandarin	Portuguese	Spanish
Level 1	LCAR0002	LCDU0002	LCFR0003	LCGE0002	LCIT0003	LCJA0002	LCMA0002	LCPO0001	LCSP0002
Level 2	LCAR0003	LCDU0003	LCFR0004	LCGE0003	LCIT0004	LCJA0003	LCMA0003	LCPO0002	LCSP0003
Level 2: Art Historians			LCFR0001		LCIT0001				
Level 3	LCAR0004	LCDU0004	LCFR0005	LCGE0004	LCIT0005	LCJA0004	LCMA0004	LCPO0003	LCSP0004
Level 3: Academic Purposes – Introduction			LCFR0017	LCGE0016	LCIT0017	LCJA0016			LCSP0016
Level 4	LCAR0005	LCDU0005	LCFR0006	LCGE0005	LCIT0006	LCJA0005	LCMA0005	LCPO0006	LCSP0005
Level 5: Business and Current Affairs	LCAR0006		LCFR0007	LCGE0006	LCIT0007	LCJA0006	LCMA0006	LCPO0007	LCSP0006
Level 6: Current Affairs and Culture			LCFR0008	LCGE0007	LCIT0008	LCJA0007	LCMA0007		LCSP0007
Level 7: Professional Purposes			LCFR0009	LCGE0008	LCIT0009	LCJA0008	LCMA0008		LCSP0008
Level 7: Academic Purposes			LCFR0018	LCGE0017	LCIT0018	LCJA0017	LCMA0015		LCSP0017
Level 7: Translation Skills			LCFR0020	LCGE0019	LCIT0020	LCJA0019	LCMA0020		LCSP0019

30-credit modules

Levels 1+2	LCAR0007	LCDU0006	LCFR0010	LCGE0009	LCIT0010	LCJA0009	LCMA0009	LCPO0004	LCSP0009
Levels 2+3	LCAR0008	LCDU0007	LCFR0011	LCGE0010	LCIT0011	LCJA0010	LCMA0010	LCPO0005	LCSP0010
Levels 3+4	LCAR0009	LCDU0008	LCFR0012	LCGE0011	LCIT0012	LCJA0011	LCMA0011	LCPO0008	LCSP0011
Levels 4+5: Business and Current Affairs	LCAR0010		LCFR0013	LCGE0012	LCIT0013	LCJA0012	LCMA0012	LCPO0009	LCSP0012
Levels 5+6: Current Affairs and Culture			LCFR0014	LCGE0013	LCIT0014	LCJA0013	LCMA0013		LCSP0013
Levels 6+7: Professional Purposes			LCFR0015	LCGE0014	LCIT0015	LCJA0014	LCMA0014		LCSP0014
Levels 6+7: Academic Purposes			LCFR0019	LCGE0018	LCIT0019	LCJA0018	LCMA0016		LCSP0018
Levels 6+7: Translation Skills			LCFR0021	LCGE0020					
Levels 7+7: Professional and Academic Purposes			LCFR0016	LCGE0015	LCIT0016	LCJA0015	LCMA0019		LCSP0015

FEHQ level:

Undergraduate deliveries: level 1 is L4, level 2 is L5, levels 3-7 are L6.

Undergraduate (Masters Year) deliveries: levels 1-7 are L7.

Postgraduate deliveries: levels 1-7 are L7.

13.4 Course levels

The following is a short description of the various language module levels offered by the CLIE. Full details are in the relevant syllabus, which can be found online at ucl.ac.uk/languages-international-education/study/modules. 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.

13.4.a Level 1

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.

13.4.b Level 2

Prerequisite for entry

Completion of level 1 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.

13.4.c Level 3

Prerequisite for entry

Completion of level 2 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.

13.4.d Level 3: Academic Purposes – Introduction

Prerequisite for entry

Completion of level 2 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.

13.4.e Level 4

Prerequisite for entry

Completion of level 3 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.

13.4.f Level 5: Business and Current Affairs

Prerequisite for entry

Completion of level 4 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.

13.4.g Level 6: Current Affairs and Culture

Prerequisite for entry

Completion of level 5 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.

13.4.h Level 7: Professional Purposes

Prerequisite for entry

Completion of level 6 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.

13.4.i Level 7: Academic Purposes

Prerequisite for entry

Completion of level 6 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.

13.4.j Level 7: Translation Skills

Prerequisite for entry

Completion of level 6 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.

13.4.k Levels 6+7: Professional Purposes

Prerequisite for entry

Completion of level 5 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.

13.4.l Levels 6+7: Academic Purposes

Prerequisite for entry

Completion of level 5 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 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.

13.4.m Levels 6+7: Translation Skills

Prerequisite for entry

Completion of level 5 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 student's 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.

13.4.n Levels 7+7: Professional and Academic Purposes

Prerequisite for entry

Completion of level 6 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.

13.4.o Level 2: Art Historians

Prerequisite for entry

Completion of level 1 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.

13.5 Course assessment summary

13.5.a Levels 1-6 (excluding Art Historians)

Element	Weighting	Duration/length	Date
Coursework (30%)			
In-class Course Assessment	10%	Online 60 minutes	February
Project	20%	250-1500 words ¹	March
Examinations (70%)			
Oral Examination	35%	2-8 minutes ²	May
Reading and Writing Examination	35%	Online 24 hours	April-May

13.5.b Level 7 (Professional Purposes, Academic Purposes, Professional and Academic Purposes)

Element	Weighting	Duration/length	Date
Coursework (30%)			
Project	30%	2000-2500 words	March
Examinations (70%)			
Oral Examination	35%	8-10 minutes	May
Reading and Writing Examination	35%	Online 24 hours	April-May

13.5.c Level 7 (Translation Skills)

Element	Weighting	Duration/length	Date
Coursework (40%)			
Linguistic Course Assessment	10%	Online 120 minutes	February
Project	30%	2000-2200 words	March
Examinations (60%)			
Written Examination	60%	Online 24 hours	April-May

13.5.d Level 2: Art Historians

Element	Weighting	Duration/length	Date
Coursework (50%)			
In-class Course Assessment	10%	Online 60 minutes	February
Project	40%	1400-1600 words	March
Examinations (50%)			
Reading Examination	50%	Online 24 hours	April-May

¹ Depending on level. See section 13.6.d.

² Depending on level. See section 13.7.a.

13.6 Coursework

13.6.a In-class Course Assessment

Applies to levels 1-6.

Date: Online during class-time in week of 01 February 2021

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** from two weeks after the assessment.

13.6.b Linguistic Course Assessment

Applies to level 7 (Translation Skills).

Date: Online during class-time in week of 01 February 2021

Duration: 60 minutes

A short text (approximately 220-250 words) to translate from the 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** from two weeks after the assessment.

13.6.d Project

Applies to all modern foreign language modules.

The main piece of coursework is the Project (worth 20-30% depending on level), which also forms the basis of the Oral (Video) Examination (especially for level 3 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 18 December 2020**.
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 Language Modules 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 22 January 2021**.

Language of the written proposal:

Levels 1-3: English.

Levels 4-7: Target language.

You must use the *CLIE Language Modules Project Proposal Form* to submit your proposal, which you can download from ucl.ac.uk/languages-international-education/study/modules from 14 December 2020.

If you need to amend your Proposal after submission and following feedback then you should amend your existing Proposal Form and resubmit it.

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** (i.e. in the week 08-12 February 2021).

Your draft will be returned to you, with feedback, **IN YOUR CLASS within the two weeks AFTER Reading Week 2** (i.e. in the weeks 22-26 February 2021/01-05 March 2021).

If you are taking a 30-credit module please discuss with your CLIE language tutor(s) which class this should be done in.

You must use the *CLIE Language Modules Project Draft Form* to submit your draft, which you should download from ucl.ac.uk/languages-international-education/study/modules from 11 January 2021.

4. Submission and completion:

Submit an electronic version of your Project by Monday 22 March 2021 at 14:00. Detailed instructions will be provided on ucl.ac.uk/languages-international-education/study/modules in February 2021.

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, and the provisional mark, from your CLIE language tutor seven (7) calendar days before the submission date for the Video Examination.

Layout and format of your Project

Typed with double-spacing between lines except for the following languages and levels:

Arabic:	Levels 1-3 handwritten (and scanned); levels 4-5 the draft should be handwritten, the final submission should be typed.
Japanese:	Levels 1-6 handwritten (and scanned); level 7 typed.
Mandarin:	Levels 1-5 handwritten (and scanned) version plus a typed version, levels 6-7 typed.

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

Extensions

See Extenuating Circumstances (section 29).

Late submission

See section 20.

Over-length coursework

See section 21.

Academic Integrity

Your Project must be your own work and you must read and follow [UCL Academic Integrity guidance](#).

Academic Integrity means being honest in your academic work, and making sure that you formally recognise and reference the existing knowledge and ideas on which your work is based. If you do not acknowledge the work or ideas of others, you could be penalised for Academic Misconduct.

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.

Levels 1-6 (excluding Art Historians)

Project description

- Level 1: 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.
- Level 2: 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.
- Level 3: 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.
- Level 3: 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.
- Level 4: Your Project should be related to aspects of the country (or one of the countries) whose language you are learning. It can be on a question of

your choice; however, the topic should be considered from a contemporary perspective. Your Project should review the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.

Level 5: 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 a question of your choice; however, the topic should be considered from a contemporary perspective. Your Project should review the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.

Level 6: 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 a question of your choice; however, the topic should be considered from a contemporary perspective. Your Project should review the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.

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).
- ⊕ Highlighted copies of your THREE (3) main sources used.

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:

Level 1:	THREE (3) text-based documents, TOTAL 500-700 WORDS (Arabic: 300-500 words; Japanese: 1000-1500 characters; Mandarin: 400-600 characters)
Level 2:	THREE (3) text-based documents, TOTAL 700-1000 WORDS (Arabic: 500-800 words; Japanese: 1500-2000 characters; Mandarin: 600-800 characters)
Level 3:	THREE (3) text-based documents, TOTAL 1200-1500 WORDS (Arabic: 900-1200 words; Japanese: 2000-2500 characters; Mandarin: 1000-1200 characters)
Level 3: Academic Purposes – Introduction:	THREE (3) text-based documents, TOTAL 1200-1500 WORDS (Japanese: 2000-2500 characters)
Level 4:	THREE (3) text-based documents (Arabic: 1200-1500 words; Mandarin: 1200-1500 characters)
Level 5: Business and Current Affairs:	THREE (3) text-based documents (Arabic: 1500-1800 words; Mandarin: 1500-1800 characters)
Level 6: 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) and included as part of your Project. You can obviously read more than this but only this amount should be submitted.

Writing Element

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

Number of words required:

Level 1:	250-400 WORDS (Arabic: 200-300 words; Japanese: 800-1200 characters, 2-3 mai genkou-youshi; Mandarin: 250-300 characters)
Level 2:	450-600 WORDS (Arabic: 450-600 words; Japanese: 1000-1400 characters, 2.5-3.5 mai genkou-youshi; Mandarin: 400-500 characters)
Level 3:	700-800 WORDS (Arabic: 700-800 words; Japanese: 1200-1600 characters, 3-4 mai genkou-youshi; Mandarin: 600-700 characters)
Level 3: Academic Purposes – Introduction:	700-800 WORDS (Japanese: 1200-1600 characters, 3-4 mai genkou-youshi)
Level 4:	900-1100 WORDS (Arabic: 900-1100 words; Japanese: 1400-1800 characters, 3.5-4.5 mai genkou-youshi; Mandarin: 800-900 characters)
Level 5: Business and Current Affairs:	1100-1300 WORDS (Arabic: 1100-1300 words; Japanese: 1600-2000 characters, 4-5 mai genkou-youshi; Mandarin: 1000-1200 characters)
Level 6: 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:

Levels 1-3:	Quotes should NOT be included in your word count.
Levels 4-6:	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.
All levels:	There should not be excessive quoting.

Marking criteria (specific)

For general information see the Marking criteria (general) (section 16).

Undergraduate deliveries

Levels 1-2

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.

Levels 3-6

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).

Undergraduate (Masters Year) and postgraduate deliveries

Levels 1-2

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.

Levels 3-6

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: 24 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 included with your Project you will get zero points for Reading.

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

Level 7 (Professional Purposes, Academic Purposes, Professional and Academic Purposes)

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 a question of your choice; however, the topic should be considered from a contemporary perspective. Your Project should review the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.

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).
- ⊕ Highlighted copies of your THREE (3) main sources used.

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 include ONLY the relevant 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.

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 16).

Undergraduate, undergraduate (Masters Year) and postgraduate deliveries

Translation points (out of 70):

- ⊕ Comprehension, message transfer, readability and cohesion – 30 points.
- ⊕ Range and accuracy of grammar and lexis – 30 points.
- ⊕ Technical aspects – 10 points.

Annotations points (out of 30):

- ⊕ Relevance – 10 points.
- ⊕ Accuracy and clarity – 10 points.
- ⊕ Range and completeness – 10 points.

Level 2: 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).
- ⊕ Highlighted copies of your THREE (3) main sources used.

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 2000 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 include ONLY the relevant 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 16).

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 included with your Project you will get zero points for Reading.

13.7 Examinations

13.7.a Oral (Video) Examination

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

You will need to make a video recording in the target language.

- Levels 1-2: Answer some provided questions (similar to what you would have been asked in the Oral Examination, e.g. about yourself, your studies, your Project).
- Levels 3-7: Present the main aspects of your Project, and also answer 2-3 questions that you will get via the feedback you receive on your Project from your tutor.

Duration/length of recording:	Level 1:	2-3 minutes
	Level 2:	3-4 minutes
	Level 3:	4-5 minutes for presentation + up to 3 minutes to answer questions
	Level 4:	5-6 minutes for presentation + up to 3 minutes to answer questions
	Level 5:	6-7 minutes for presentation + up to 3 minutes to answer questions
	Level 6:	7-8 minutes for presentation + up to 5 minutes to answer questions
	Level 7:	8-10 minutes for presentation + up to 5 minutes to answer questions
Deadline for submission:	Arabic:	11 May 2021 by 14:00
	Dutch:	11 May 2021 by 14:00
	French:	14 May 2021 by 14:00
	German:	12 May 2021 by 14:00
	Italian:	13 May 2021 by 14:00
	Japanese:	13 May 2021 by 14:00
	Mandarin:	11 May 2021 by 14:00
	Portuguese:	12 May 2021 by 14:00
Spanish:	11 May 2021 by 14:00	

You will receive the questions that you will need to answer in your recording, together with feedback on your Project and the provisional mark, from your CLIE language tutor seven (7) calendar days before the Video submission date.

Technical instructions about making and submitting your recording will be available in March 2021.

13.7.b Reading and Writing Examination

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

Reading and Writing Examinations are timetabled by UCL Student and Registry Services. Your examination timetable will be available on Portico in March 2021.

Date: Between 26 April 2021 and 27 May 2021

Duration: Online 24 hours

You should not indicate your identity through the use of your own name 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.

Levels 1-2

General information

Language of questions/tasks:

Level 1 (all languages): English

Level 2: Target language
(Arabic, Japanese, Mandarin: English)

Level 3: Target language

Maximum length of texts altogether:

Level 1: 500-700 words
(Arabic: 400-500 words; Japanese: 1200-2000 characters; Mandarin: 400-550 characters)

Level 2: 600-800 words
(Arabic: 600-800 words; Japanese: 1400-2200 characters; Mandarin: 500-700 characters)

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

Number of tasks:

Levels 1-2: Three

Dictionaries are not permitted.

1. Respond to the text task

A task related to the text(s), to be answered in the target language.

Number of words required for Reading/Writing task:

Levels 1-2: Approximately 60-80 words or equivalent

Format of answers: Typed for all languages except for the following languages and levels:
Arabic: Levels 1-2 handwritten and scanned.
Japanese: Levels 1-2 handwritten and scanned.
Mandarin: Levels 1-2 handwritten and scanned.

2. Reading/Writing task

A task related to the text(s), to be answered in the target language.

Number of words required for Reading/Writing task:

Level 1: 150 words
(Arabic: 100 words; Japanese: 300 characters; Mandarin: 120 characters)

Level 2: 200 words
(Arabic: 150 words; Japanese: 400 characters; Mandarin: 160 characters)

Format of answers: Typed for all languages except for the following languages and levels:
Arabic: Levels 1-2 handwritten and scanned.
Japanese: Levels 1-2 handwritten and scanned.
Mandarin: Levels 1-2 handwritten and scanned.

3. Reflective task

A reflective writing task related to your language module, to be answered in English.

Number of words required for Reflective task:

Levels 1-2: 450 words

Format of answers: Typed for all languages

Level 3

General information

Language of questions/tasks:	Target language
Maximum length of texts altogether: Level 3:	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/Writing tasks they will be on a similar topic.

Number of tasks: Level 3:	Two
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Dictionaries are not permitted.

1. Reading/Writing task

A task related to the text(s), to be answered in the target language.

Number of words required for Reading/Writing task: Level 3:	300 words (Arabic: 230 words; Japanese: 600 characters; Mandarin: 230 characters)
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Format of answers:	Typed for all languages except for the following languages and levels: Arabic: Level 3 handwritten and scanned. Japanese: Level 3 handwritten and scanned. Mandarin: Level 3 handwritten and scanned.
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2. Reflective task

A reflective writing task related to your language module, to be answered in English.

Number of words required for Reflective task: Level 3:	450 words
Format of answers:	Typed for all languages

Levels 4-6 and 7 (Professional Purposes, Academic Purposes, Professional and Academic Purposes)

General information

Language of questions/tasks:	Target language
Maximum length of texts altogether: Level 4:	800-1000 words (Arabic: 800-1000 words; Japanese: 1800-2600 characters; Mandarin: 700-900 characters)
Level 5: Business and Current Affairs:	900-1200 words (Arabic: 900-1200 words; Japanese: 2000-2800 characters; Mandarin: 800-1000 characters)
Level 6: Current Affairs and Culture:	1000-1300 words (Japanese: 2200-3000 characters; Mandarin: 1000-1300 characters)

Level 7 (Professional Purposes,
Academic Purposes,
Professional and Academic Purposes): 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 tasks: Two

Dictionaries are not permitted.

1. Reading/Writing task

A task related to the text(s), to be answered in the target language.

Number of words required for Reading/Writing task:

Level 4: 350 words
(Arabic: 280 words; Japanese: 700 characters; Mandarin: 280 characters)

Level 5: Business and Current Affairs: 400 words
(Arabic: 330 words; Japanese: 800 characters; Mandarin: 330 characters)

Level 6: Current Affairs and Culture: 450 words
(Japanese: 900 characters; Mandarin: 380 characters)

Level 7 (Professional Purposes,
Academic Purposes,
Professional and Academic Purposes): 500 words
(Japanese: 1000 characters; Mandarin: 430 characters)

Format of answers: Typed for all languages except for the following languages and levels:
Japanese: 4-6 handwritten and scanned; level 7 typed.
Mandarin: Levels 4-5 handwritten and scanned; levels 6-7 typed.

2. Reflective task

A reflective writing task related to your language module, to be answered in the target language.

Number of words required for Reflective task:

Level 4: 250 words
(Arabic: 220 words; Japanese: 500 characters; Mandarin: 220 characters)

Level 5: Business and Current Affairs: 300 words
(Arabic: 370 words; Japanese: 600 characters; Mandarin: 270 characters)

Level 6: Current Affairs and Culture: 350 words
(Japanese: 700 characters; Mandarin: 320 characters)

Level 7 (Professional Purposes,
Academic Purposes,
Professional and Academic Purposes): 400 words
(Japanese: 800 characters; Mandarin: 370 characters)

Format of answers: Typed for all languages except for the following languages and levels:
Japanese: 4-6 handwritten and scanned; level 7 typed.
Mandarin: Levels 4-5 handwritten and scanned; levels 6-7 typed.

Marking criteria (specific)

For general information see the Marking criteria (general) (section 16).

- ⊕ 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 candidate's 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.

13.7.c Written Examination

Applies to Translation Skills.

The Written Examination is timetabled by UCL Student and Registry Services. Your examination timetable will be available on Portico in March 2021.

Date: April/May 2021

Duration: Online 24 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 questions/tasks: Target language/English

Number of texts: One

Maximum length of text: Approximately 300 words

Number of tasks: Two

The use of a bilingual paper dictionary and/or a set of pre-defined online resources is allowed in the Written Examination for Translation Skills.

1. Translation of English source text into target language

70 points.

2. Commentary in English (400-500 words)

30 points.

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

13.7.d Reading Examination

Applies to Art Historians.

The Reading Examination is timetabled by UCL Student and Registry Services. Your examination timetable will be available on Portico in March 2021.

Date: April/May 2021

Duration: Online 24 hours

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 questions/tasks: English

Maximum length of texts altogether: 1000-1200 words

Number of tasks: Four

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 16).

- ⊕ 10% deducted from candidate's 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.

14. EAP language modules

	Module code
English Language Skills for Academic Purposes (15 credits)	LCEN0001
Academic Writing in English for Non-Native Speakers (15 credits)	LCEN0002
Academic Writing in English for Native Speakers (15 credits)	LCEN0003

14.1 Courses available

You can only choose ONE of the courses available.

14.1.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 focus on 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.

14.1.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, the course will 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.

14.1.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, the course will 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.

14.1.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.

14.2 Course assessment summary

14.2.a English Language Skills for Academic Purposes

Element	Weighting	Duration/length	Date
Coursework (40%)			
In-class Course Assessment	10%	Online 60 minutes	February
Project	30%	1500-2000 words	March
Examinations (60%)			
Oral Examination	30%	8-10 minutes	May
Reading and Writing Examination	30%	Online 24 hours	April/May

14.2.b Academic Writing in English (Non-Native and Native Speakers)

Element	Weighting	Duration/length	Date
Coursework (40%)			
Progress Test	10%	min. 500-700 words ¹	December
Project	30%	1500-2000 words	March
Examinations (60%)			
Written Examination	60%	Online 24 hours	April/May

14.3 Coursework

14.3.a In-class Course Assessment

Applies to English Language Skills for Academic Purposes.

Date: Online during class-time in week of 01 February 2021

Duration: 60 minutes

Instructions in English.

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.

50% Grammar and 50% Vocabulary.

Tasks could include:

- ⊕ Gap-filling.
- ⊕ Multiple choice.
- ⊕ Short answers (sentence completion)

14.3.b Progress Test

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

Date: Online during class-time in week of 14 December 2020

Duration: 120 minutes

Prepared and written under examination conditions.

Number of words required:

Academic Writing in English for Non-Native Speakers:	minimum 500 words
Academic Writing in English for Native Speakers:	minimum 700 words

Students are given THREE broad, academic topics one week prior to the assessment task, and a selection of resources on Moodle relating to each topic. Students should then research one or more topics and build up ideas, including related vocabulary. During the time of the final class of Term 1, students complete the Progress Test in timed conditions by choosing one of nine possible essay questions relating to the research topics (the questions may relate to one of the essay frameworks covered in Term 1: discursive; cause and effect; situation, problem, solution and evaluation). Students have 2 hours to plan and write the essay.

¹ Depending on course. See section 14.3.b for details.

14.3.c Project

Applies to all English for Academic Purposes language modules.

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 18 December 2020**.
- 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 Language Modules Project Proposal Form* and submit this **to your CLIE EAP tutor** (in class or by email – as directed by your CLIE EAP tutor) **no later than Friday 22 January 2021**.

You must use the *CLIE Language Modules Project Proposal Form* to submit your proposal, which you can download from ucl.ac.uk/languages-international-education/study/modules from 14 December 2020.

If you need to amend your Proposal after submission and following feedback then you should amend your existing Proposal Form and resubmit it.
- 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** (i.e. in the week 08-12 February 2021).

Your draft will be returned to you, with feedback, **IN YOUR CLASS within the two weeks AFTER Reading Week 2** (i.e. in the weeks 22-26 February 2021/01-05 March 2021).

You must use the *CLIE Language Modules Project Draft Form* to submit your draft, which you should download from ucl.ac.uk/languages-international-education/study/modules from 11 January 2021.
- 4. Submission and completion:** Submit an electronic version of your Project by Monday 22 March 2021 at 14:00. Detailed instructions will be provided on ucl.ac.uk/languages-international-education/study/modules in February 2021.

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.

Layout and format of your Project

Typed with double-spacing between lines.

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

Extensions

See Extenuating Circumstances (section 29).

Late submission

See section 20.

Over-length coursework

See section 21.

Academic Integrity

Your Project must be your own work and you must read and follow [UCL Academic Integrity guidance](#).

Academic Integrity means being honest in your academic work, and making sure that you formally recognise and reference the existing knowledge and ideas on which your work is based. If you do not acknowledge the work or ideas of others, you could be penalised for Academic Misconduct.

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).
- ⊕ Copies of the THREE (3) main sources used. 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 16).

- ⊕ 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 (English Language Skills for Academic Purposes only).

14.4 Examinations

14.4.a Oral (Video) Examination

Applies to English Language Skills for Academic Purposes.

You will need to make a video recording in English.

Task: Present the main aspects of your Project, and also answer 2-3 questions that you will get via the feedback you receive on your Project.

Duration/length of recording: 8-10 minutes + up to 5 minutes to answer questions

Deadline for submission: 14 May 2021 by 14:00

You will receive the questions you need to address in your recording, together with feedback on your Project and the provisional mark, from your CLIE language tutor seven (7) calendar days before the Video submission date.

Technical instructions about making and submitting your recording will be available in March 2021.

14.4.b Reading and Writing Examination

Applies to English Language Skills for Academic Purposes.

The Reading and Writing Examination is timetabled by UCL Student and Registry Services. Your examination timetable will be available on Portico in March 2021.

Date: April/May 2021

Duration: Online 24 hours

You should not indicate your identity through the use of your own name, etc, especially in the Writing task. Only candidate numbers should be used.

General information

Language of questions/tasks: English

Number of tasks: Two

Maximum length of texts altogether: 1200 words

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

Dictionaries are not permitted.

1. Reading/Writing task

50 points

A task related to the text(s), to be answered in English.

500 words.

2. Reflective task

50 points

A reflective writing task related to your language module, to be answered in English.

450 words.

14.4.c Written Examination

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

The Written Examination is timetabled by UCL Student and Registry Services. Your examination timetable will be available on Portico in March 2021.

Date: April/May 2021

Duration: Online 24 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 questions/tasks: English

Number of tasks: Two

Dictionaries are not permitted.

1. Essay

50 points

As with the Progress Test in December, candidates are given THREE broad, academic topics one week in advance, and a selection of resources on Moodle relating to each topic. Candidates should then research one or more topics and build up ideas, including related vocabulary. In the exam, candidates choose one essay (from a choice of nine). The questions use the four key essay frameworks: discursive; cause and effect; situation, problem, solution and evaluation; compare and contrast.

Number of words required:

Academic Writing in English for Non-Native Speakers: Minimum 700 words

Academic Writing in English for Native Speakers: Minimum 900 words

2. Reflective task

50 points

A reflective writing task related to your language module, to be answered in English.

450 words.

Marking criteria (specific)

⊕ Text organisation and cohesion.

⊕ Content.

⊕ Register, style and lexis.

⊕ Grammatical accuracy (Academic Writing in English for Non-Native Speakers only).

15. BSL language modules

	Module code
British Sign Language Level 1 (15 credits)	LCBS0001
British Sign Language Level 2 (15 credits)	LCBS0002

These BSL modules are run in conjunction with the UCL Deafness Cognition and Language (DCAL) Research Centre (ucl.ac.uk/dcal).

15.1 Courses available

15.1.a British Sign Language Level 1

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 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 practice sessions.

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

- ⊕ Be able to introduce themselves in BSL.
- ⊕ Be able to exchange personal information in BSL about their 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.

15.1.b British Sign Language Level 2

Prerequisite for entry

Completion of British Sign Language level 1, or equivalent competence.

Aims and objectives

The course aims to cover intermediate British Sign Language, with hands-on practice in communicating with deaf people on a selected range of more complex topics, using both classroom time and online resources.

Students will be able to further develop their narrative and descriptive skills, as well as their presentation and debating skills in BSL, and also learn about the nature of the international deaf community, its cultures and languages.

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

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

- ⊕ Use British Sign Language to discuss a variety of complex topics relating to deaf communities and sign languages, and the wider community.
- ⊕ Give formal presentations in class on a variety of topics, and participate in class discussions by asking and answering questions or providing alternative points of views.
- ⊕ Develop debating skills in British Sign Language and be able to develop arguments and respond to points raised by others.
- ⊕ Participate in extended conversations on a variety of topics
- ⊕ Watch videos in sign language and contribute to class discussions on the video, and create video recorded responses to these videos and other texts discussed in class.

15.2 Course assessment summary

15.2.a British Sign Language Level 1 and Level 2

Element	Weighting	Duration/length	Date
Coursework (20%)			
Project	20%	2000 words	March
Examinations (80%)			
Signed (Oral) Examination	40%	4-8 minutes ¹	May
Reading and Writing Examination	40%	Online 24 hours	April/May

15.3 Coursework

15.3.a Project

Applies to British Sign Language Level 1, British Sign Language Level 2.

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:

- 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 18 December 2020**.
- 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 no later than Friday 22 January 2021**.

You must use the *CLIE Language Modules Project Proposal Form* to submit your outline, which you should download from ucl.ac.uk/languages-international-education/study/modules from 14 December 2020.

If you need to amend your Proposal after submission and following feedback then you should amend your existing Proposal Form and resubmit it.
- Draft:** Submit a draft of the first part of your Project (approximately 40%). This will allow your CLIE BSL 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** (i.e. in the week 08-12 February 2021).

Your draft will be returned to you, with feedback, **IN YOUR CLASS within the two weeks AFTER Reading Week 2** (i.e. in the weeks 22-26 February 2021/01-05 March 2021).

You must use the *CLIE Language Modules Project Draft Form* to submit your draft, which you should download from ucl.ac.uk/languages-international-education/study/modules

¹ Depending on course. See section 15.4.a for details.

[international-education/study/modules](https://www.ucl.ac.uk/languages-international-education/study/modules) from 11 January 2021.

4. **Submission and completion:** Submit an electronic version of your Project by Monday 22 March 2021 at 14:00. Detailed instructions will be provided on [ucl.ac.uk/languages-international-education/study/modules](https://www.ucl.ac.uk/languages-international-education/study/modules) in February 2021.

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.

Layout and format of your Project

Typed with double-spacing between lines.

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

Extensions

See Extenuating Circumstances (section 29).

Late submission

See section 20.

Over-length coursework

See section 21.

Academic Integrity

Your Project must be your own work and you must read and follow [UCL Academic Integrity guidance](#).

Academic Integrity means being honest in your academic work, and making sure that you formally recognise and reference the existing knowledge and ideas on which your work is based. If you do not acknowledge the work or ideas of others, you could be penalised for Academic Misconduct.

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

Level 1: Your Project should be related to aspects of British Sign Language.

Level 2: Your Project should be on an international issue or be concerned with sign languages in general (not just British Sign Language). For example: a comparison between two sign languages based on the literature, a discussion on sign language poetry and performance, a project on an international organisation of deaf people, or sign language policy (particularly education) or legislation in different countries.

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. 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 16).

- ⊕ 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.

15.4 Examinations

15.4.a Signed (Video) Examination

Applies to British Sign Language Level 1, British Sign Language Level 2.

You will need to make a video recording.

Task: Answer some provided questions (similar to what you would have been asked in the Signed Examination, e.g. about yourself, your studies, your Project).

Duration/length of recording: BSL Level 1: 4-6 minutes
BSL Level 2: 6-8 minutes

Deadline for submission: 14 May 2021 by 14:00

You will receive the questions you need to address in your recording, together with feedback on your Project and the provisional mark, from your CLIE language tutor seven (7) calendar days before the Video submission date.

Technical instructions about making and submitting your recording will be available in March 2021.

15.4.b Written Examination

Applies to British Sign Language Level 1, British Sign Language Level 2.

The Written Examination is timetabled by UCL Student and Registry Services. Your examination timetable will be available on Portico in March 2021.

Date: April/May 2021

Duration: Online 24 hours

You should not indicate your identity through the use of your own name etc. Only candidate numbers should be used.

General information

Language of questions/tasks: English/BSL

Number of tasks: Two

1. Essay

70 points

Level 1: Candidates choose three short essay questions to complete (from a choice of approximately five). 300 words for each (total 900 words).

Level 2: Candidates complete one essay. 900 words.

2. Reflective task

30 points

In English, 500 words.

16. Marking criteria (general)

These criteria apply to undergraduate, undergraduate (Masters Year) and postgraduate deliveries.

70.00-100.00

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.

60.00-69.99

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.

50.00-59.99

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.

40.00-49.99

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, vocabulary, style and register barely adequate, lacking critical ability and of dubious relevance.

35.00-39.00

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, uncritical or naive.

10.00-34.99

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.

1.00-9.99

The very flimsiest notions of an attempt at the piece of work in question.

0.00-0.99

A zero score is only awarded if a piece of work does not exist.

17. Marking scale

All CLIE modules use a numeric marking scale.

17.1 Modules at FEHQ levels 4, 5, 6

Module/result and components

Percentage	Grade
70.00-100.00	Pass
60.00-69.99	Pass
50.00-59.99	Pass
40.00-49.99	Pass
1.00-39.99	Fail
0.00-0.99	No Attempt or Minimal Attempt

17.2 Modules at FEHQ level 7

Module/result and components

Percentage	Grade
70.00-100.00	Pass
60.00-69.99	Pass
50.00-59.99	Pass
40.00-49.99	Fail
1.00-39.99	Fail
0.00-0.99	No Attempt or Minimal Attempt

18. Progression, Award and Classification

UCL's Progression and Award Requirements define how many credits and modules students need to pass to progress from one year of study to the next and to be awarded a UCL qualification.

Further information:

⊕ [Academic Manual Chapter 4, Section 9: Progression and Award](#)

18.1 How marks will be combined to reach a classification

Students who have successfully completed the Progression and Award Requirements will be awarded a Classification. The UCL Academic Manual (Chapter 4, Section 10: Classification) defines the Classification Schemes for each qualification.

Further information:

⊕ [Academic Manual Chapter 4, Section 10: Classification](#)

19. Examinations

Students must ensure that they are aware of the regulations governing written examinations detailed in the *UCL Examination Guide for Candidates* on the Examinations and Assessment website.

Further information:

⊕ [Examinations and Assessments](#)

⊕ [Academic Manual Chapter 4, Section 4: Examinations](#)

20. Coursework deadlines and late submissions

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 applied.

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.

Further information:

⊕ [Academic Manual Chapter 4, Section 3: Module Assessment](#)

⊕ [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)

20.1 Late submission penalties

Where there are no Extenuating Circumstances, the following penalties *must* apply to all **components** which are submitted after the published date and time:

20.1.a Modules at FEHQ levels 4, 5 and 6

Component Mark/Grade of 40.00-100.00%/A-D

- ⊕ Up to 2 working days late: Deduction of 10 percentage points or 1 Letter Grade, but no lower than 40.00%/Grade D
- ⊕ 2-5 working days late: Mark capped at 40.00%/Grade D
- ⊕ More than 5 working days late: Mark of 1.00%/Grade E

Component Mark/Grade of 1.00-39.99%/E

- ⊕ Up to 2 working days late: No Penalty
- ⊕ 2-5 working days late: No Penalty
- ⊕ More than 5 working days late: Mark of 1.00%/Grade E

20.1.b Modules at FEHQ level 7

Component Mark/Grade of 50.00-100.00%/A-C

- ⊕ Up to 2 working days late: Deduction of 10 percentage points or 1 Letter Grade, but no lower than 50.00%/Grade C
- ⊕ 2-5 working days late: Mark capped at 50.00%/Grade C
- ⊕ More than 5 working days late: Mark of 1.00%/Grade E

Component Mark/Grade of 1.00-49.99%/D-E

- ⊕ Up to 2 working days late: No Penalty
- ⊕ 2-5 working days late: No Penalty
- ⊕ More than 5 working days late: Mark of 1.00%/Grade E

20.1.c All modules

- ⊕ Undergraduate students who submit before the second week of the third term will receive a mark of 1.00%.
- ⊕ Work which is not submitted at all will receive a mark of 0.00%/Grade F for that Component under the regulations in [3.11: No Attempt or Minimal Attempt at Assessment](#).
- ⊕ Submissions *must not* be accepted or marked after the specified publication date.
- ⊕ In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties *must* apply.
- ⊕ Penalties *must* be based on the number of **working** days. As a result, a deadline set for a Thursday will only begin to incur the higher penalties on a Monday, and those set on a Friday will only begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days.

21. Penalties for over-length coursework

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.

The following policy applies to all language modules taught in the Centre for Languages & International Education (CLIE) and described in this handbook.

- ⊕ For work that exceeds a specified maximum length by less than 10% the mark will be reduced by five percentage points, but the penalised mark will not be reduced below the pass mark: marks already at or below the pass mark, including marks in the PGT condonement range, will not be reduced.
- ⊕ For work that exceeds a specified maximum length by 10% or more the mark will be reduced by ten percentage points, but the penalised mark will not be reduced below the pass mark: marks already at or below the pass mark, including marks in the PGT condonement range, will not be reduced.

22. Absence from assessment

Any student who is absent from an assessment without prior permission will receive a mark of 0.00%/Grade F unless they formally request to defer their assessment to a later date by submitting a claim for **Extenuating Circumstances with appropriate supporting evidence**. If Extenuating Circumstances are not approved, the mark of 0.00%/Grade F will stand and the student will be considered to have made an attempt.

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 for Students on a Tier 4 Visa procedures.

Further information:

- ⊕ [Academic Manual Chapter 3, Section 3: Attendance and Absence](#)
- ⊕ [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)

23. Feedback

Regular feedback is an essential part of every student's learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline. This feedback may take the form of written feedback, individual discussions, group discussions, marker's answers, model answers or other solutions (although students should note that UCL is generally unable to return examination scripts). Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, a department/division cannot ensure that the one calendar month deadline is met then they will tell students when the feedback will be provided – it is expected that the extra time needed should not exceed one week. Where feedback is not provided within the timescale, students should bring the matter to the attention of their Departmental Tutor or Head of Department.

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 after the course has been reviewed by the relevant External Examiner and considered by the CLIE Board of Examiners in June-July 2021.

Further information:

- ⊕ [Academic Manual Chapter 4, Section 8: Assessment Feedback](#)

24. Academic integrity

High academic standards are fundamental to ensuring continued trust and confidence in UCL's world-leading research and teaching, as well as the individuals who work and study at UCL. UCL takes Academic Integrity very seriously, and expects students to familiarise themselves with UCL's referencing and citation requirements. A good starting point is the UCL Library Guide to References, Citations and Avoiding Plagiarism. Students should also ensure that they are familiar with the specific referencing requirements of their discipline, as these may vary.

Candidates for written examinations should also familiarise themselves with the requirements set out in the *UCL Examination Guide for Candidates*, which is published annually on the Examinations and Awards website. It is also very important that students are aware of what items they are permitted to bring into the Examination Halls, so they can ensure they do not unintentionally breach the examination rules.

UCL has a zero tolerance approach to the use of essay mills and contract cheating, as they go against every principle that UCL stands for. These types of service disadvantage honest students and devalue standards in our universities.

The vast majority of students at UCL will maintain their Academic Integrity throughout their studies, but it is important to be aware that UCL may consider breaches to your Academic Integrity as an instance of Academic Misconduct. When Academic Misconduct occurs there can potentially be penalties imposed, and it is important to note that repeated breaches will be taken very seriously and could result in exclusion from UCL (see Academic Manual, Chapter 6, Section 9.3, web-link provided below). For students who are unsure of what may be considered as Academic Misconduct, the procedures in Chapter 6 of the Academic Manual define all such behaviour and how this is taken forwards. UCL also has online tools available to help students identify what behaviours may be

considered as Academic Misconduct.

Further information:

- ⊕ [Academic Manual Chapter 6, Section 9: Student Academic Misconduct Procedure](#)
- ⊕ [Library Guide to References, Citations and Avoiding Plagiarism](#)
- ⊕ [Academic Manual Chapter 4, Section 4: Examinations](#)
- ⊕ [Examinations and Assessments](#)

25. Consequences of failure

Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:

- ⊕ [Students’ webpages](#)

Students are permitted a maximum of two attempts at any given assessment. If a student fails an assessment at the first attempt they might:

- ⊕ Be eligible for Condonement
- ⊕ Need to Resit or Repeat the assessment
- ⊕ Apply for a Deferral or other support under the [Extenuating Circumstances](#) procedures

25.1 Condonement

Condonement allows a student to progress from one year to the next and/ or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.

A student’s eligibility for Condonement in any given module is determined by the programme on which they are enrolled - some modules may be ‘Non-Condonable’ i.e. students must pass them. Condonement applies to module marks falling within a certain range, and students will need to meet defined criteria to be eligible for Condonement.

Further information:

- ⊕ [Academic Manual Chapter 4, Section 9: Progression and Award](#)

Student Guides to Condonement

- ⊕ [Undergraduate Student Guide to Condonement](#)
- ⊕ [Taught Postgraduate Student Guide to Condonement](#)
- ⊕ [Graduate Certificate and Diploma Guide to Condonement](#)

25.2 Reassessment

Depending on the amount of failure, Reassessment may take the form of either a Resit, which usually takes place in the Late Summer, or a Repeat in the following academic session. The marks for modules successfully completed at the second attempt will be capped at the Pass Mark – 40.00% for modules at UG Level/Levels 4, 5 and 6; 50.00% for PGT modules at Masters Level/Level 7.

Further information:

- ⊕ [Academic Manual Chapter 4, Section 11: Consequences of Failure](#)

25.3 Deferred Assessment

If an assessment has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e. a 'new first attempt' or a 'new second attempt'. If the student successfully completes a Deferral of their first attempt, their module marks will not be capped. If the student successfully completes a Deferral of their second attempt (i.e. they have ECs on a Resit or Repeat), their module marks will be capped at the Pass Mark (i.e. the existing cap will not be removed).

Further information:

✦ [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)

26. 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 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 language module assessment (summative and formative) is second-marked.

27. 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 on-line 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 the "My Studies" page through their Portico account either through 'Module Assessment' or 'Summary of Results and Awards' or by contacting their Departmental Administrator in the first instance. On the same "My Studies" Portico page, students can also access UCL wide External Examiners reports for the last three years. For central queries relating to External Examining, please contact Student and Registry Services at examiners@ucl.ac.uk.

All CLIE language modules are monitored by External Examiners.

28. Results

Provisional module results will be available after the CLIE Board of Examiners Meeting has taken place in mid-June 2021.

Official module results will be available on Portico, at ucl.ac.uk/portico, from mid-July 2021.

29. Extenuating Circumstances and Reasonable Adjustments

29.1 Information about Reasonable Adjustments

29.1.a Students with disabilities and long-term conditions

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.

Further information:

- ⊕ [Academic Manual Chapter 4, Section 5: Reasonable Adjustments](#)
- ⊕ [Disability support](#)
- ⊕ [Mental health and wellbeing support](#)

29.1.b Pregnancy and Maternity, Paternity, Parental and Adoption Leave

UCL can also make Reasonable Adjustments for students who are pregnant or who need to go on Maternity, Paternity, Parental Leave and Adoption Leave. Students do not have to apply for a Summary of Reasonable Adjustments but should instead contact UCL Student Support and Wellbeing to find out about the support available.

Further information:

- ⊕ [Support for Pregnant Students](#)
- ⊕ [Support for Student Parents](#)

29.1.c Religious Observance

Students may need Reasonable Adjustments to help them observe their faith, particularly where classes or assessments might fall on important religious dates. Students do not have to apply for a Summary of Reasonable Adjustments but should instead contact the appropriate Chaplain for advice and support. Further information is also available in UCL's Religion and Belief Policy.

Further information:

- ⊕ [Religion and Faith](#)
- ⊕ [Religion and Belief Equality Policy for Students](#)

29.2 Information about Examination Adjustments

Examination Adjustments are adjustments to written examinations for students with a disability, medical or mental health condition, such as extra time, rest breaks or specialist equipment.

Students should contact the Disability, Mental Health and Wellbeing team who can help them to complete an application and advise them on gathering the required documentary evidence. Applications need to be received by the Disability, Mental Health and Wellbeing team three weeks before the examination period in question.

After this deadline students will need to apply to defer their assessment to the next opportunity (normally the Late Summer Assessment period) if they require mitigation, under the regulations in Section 6: Extenuating Circumstances.

Further information:

- ⊕ [Exam Arrangements](#)
- ⊕ [Academic Manual Chapter 4, Section 4: Examinations](#)
- ⊕ [Disability support](#)
- ⊕ [Mental health and wellbeing support](#)

29.3 Illness and other Extenuating Circumstances

Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:

⊕ [Students’ webpages](#)

If a student’s assessments are disrupted by events which are unexpected, significantly disruptive and beyond the student’s control, such as serious illness or bereavement, they can apply for ‘Extenuating Circumstances’.

Students are responsible for letting UCL know about any event that might affect their performance in assessments (exams or assignments) at the time that it takes place. **Applications need to be submitted within 1 week.** Meeting this deadline is important: we can only consider late applications if ongoing circumstances mean that it was genuinely impossible for the student to submit on time.

Students should not wait for supporting evidence to become available before submitting their EC claim. If a student is unable to obtain the necessary evidence within the deadlines they *should* still submit their form on time and indicate that their evidence is to follow.

29.3.a How to apply for Extenuating Circumstances

Step 1: Read the Extenuating Circumstances procedures

The regulations include important information about eligibility and how to make a claim:

⊕ [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)

Step 2: Check whether the circumstances are covered:

We may be able to support students better through reasonable adjustments, examination adjustments or an interruption of study.

⊕ [Grounds for Extenuating Circumstances](#)

Step 3: Complete an Extenuating Circumstances Form

⊕ [EC application form](#)

Students should make sure that they tick the box allowing us to share their request with members of staff who are directly responsible for making a decision (don’t worry, we will keep data secure). Students should make sure that they tell us about every assessment that has been affected – we won’t assume it applies to assessments that aren’t on the form.

Step 4: Get supporting evidence

Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:

⊕ [Students’ webpages](#)

This needs to be from a registered doctor or other verifiable source – students should ask their doctor or evidence provider to read the guidance notes on the form carefully – we need to understand how the circumstance has affected the student’s ability to do their assessment. If students need time to get their evidence, they should submit their form on time and submit their evidence as soon as they can.

⊕ [Extenuating Circumstances Evidence](#)

Step 5: Submit the form within 1 week of the Extenuating Circumstance taking place

We may not be able to help if a claim is late. Students need to submit their form to their home department or faculty office. The office will forward the form and evidence, confidentially, to the appropriate person.

What happens next

If students apply for a 1 week extension, this will be considered by staff in their department, who will try to give a response as quickly as possible.

If students apply for other help, requests will be considered by either the faculty or departmental Extenuating Circumstances Panel. The Panel will usually offer one of the following, although they may suggest something else:

- ⊕ an extension of more than 1 week
- ⊕ a 'deferral' i.e. postponing the assessment to the next scheduled occasion
- ⊕ suspending the normal penalties for handing work in late.

29.4 Longer-term conditions

The Extenuating Circumstances regulations 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, disability or learning difficulty. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they take advantage of all the other support mechanisms provided by UCL such as:

Reasonable Adjustments:

- ⊕ [Academic Manual Chapter 4, Section 5: Reasonable Adjustments](#)

Examination Adjustments:

- ⊕ [Academic Manual Chapter 4, Section 4: Examinations](#)

Interruption of Study:

- ⊕ [Academic Manual Chapter 3, Section 5: Interruption of Study](#)

Disability Support:

- ⊕ [Disability support](#)

Mental Health and Wellbeing Support:

- ⊕ [Mental health and wellbeing support](#)

29.5 Information on fitness to study

29.5.a Support to Study Policy and Fitness to Study Procedure

Students with physical or mental health concerns are encouraged to make contact with the available support services as early as possible so that UCL can put in place reasonable adjustments to support them throughout their studies. However, there may be occasions when a student's physical or mental health, wellbeing or behaviour is having a detrimental effect on their ability to meet the requirements of their programme, or is impacting on the wellbeing, rights, safety and security of other students and staff. In such cases UCL may need to take action under the Fitness to Study Procedure.

- ⊕ [Academic Manual Chapter 6, Section 2: Support to Study Policy](#)
- ⊕ [Academic Manual Chapter 6: Section 3: Fitness to Study Procedure](#)
- ⊕ [Academic Manual Chapter 6, Section 4: Learning Agreements, Barring, Suspensions and Termination of Study](#)
- ⊕ [Disability support](#)
- ⊕ [Mental health and wellbeing support](#)

30. Student support and wellbeing

30.1 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 student – the Students website provides more information:

⊕ [Student Support and Wellbeing](#)

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.

30.2 The Student Enquiries Centre

The Student Enquiries Centre (SEC) is based on the first floor of the Student Centre building (open 24 hours a day, 365 days a year) in Gordon Square. It provides front-line administrative services to UCL students and is an excellent source of information about UCL in general and all of the services provided by Student and Registry Services (SRS).

Please note that information on the Student Enquiries Centre opening times may be subject to change due to Covid-19 – please check the link to the Centre below for current information. Students can also direct their queries to UCL's new online enquiries system and self-help centre, askUCL.

Further information:

⊕ [askUCL](#)

⊕ [Student Enquiries Centre](#)

31. CLIE Self-Access Centre

The Self-Access Centre (SAC) enables you to supplement class-based language learning with self-study, in your own time. It is available to UCL students and staff only. The SAC contains a large number of books, films, documentaries, course videos and audio recordings in a wide range of languages.

The SAC is located in LG02 of 26 Bedford Way. Many of the resources, including films and documentaries, are available to UCL students and staff via the website.

For further information regarding the Self-Access Centre, including opening times, see resources.clie.ucl.ac.uk/home/sac.

32. 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.

33. Textbooks

You will need to purchase some course material before classes begin, a list of which will be supplied during registration.

34. Bookshops

The following bookshops offer discounts to UCL students.

The European Bookshop

123 Gloucester Road, London SW7 4TE

Tel: +44 (0)20 7734 5259

europeanbookshop.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

The Italian Bookshop

123 Gloucester Road, London SW7 4TE

Tel: +44 (0)20 7240 1634

italianbookshop.co.uk

Waterstone's

82 Gower Street, London WC1E 6EQ

Tel: +44 (0)20 7636 1577

waterstones.com

Japan Centre Bookshop

35b Panton Street London SW1Y 4EA

Tel: +44 (0)20 3405 1246

japancentre.com

35. 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 programme transfer.
- ⊕ Plan and record skills development.
- ⊕ Applying for graduation ceremonies.

36. How we will communicate with you

We will communicate with you via:

- ⊕ UCL student email (ucl.ac.uk/isd/services/email-calendar) – you should check your UCL email regularly.
- ⊕ Moodle (moodle.ucl.ac.uk) – UCL's online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.
- ⊕ Phone – in certain cases it is helpful to be able to contact you at short notice by telephone.

37. Student representation

37.1 Information on Academic Representatives

Your Students' Union is there to make sure you have the best possible time while you're studying at UCL. One of the ways they do that is by working with departments and faculties to ensure that every student is represented and has a voice in the way that the university works.

Every student at UCL will have a Course Representative or a Research Student Representative who will be your eyes, ears, and voice. They'll work closely with staff in your department to make sure that they understand what you most value, and take action to deal with things you'd like to see improve. They'll also work with representatives in your Faculty and the Students' Union to make things better across the whole of UCL.

These Academic Representatives are appointed during early October – if you'd like to take up the role, staff in your department can tell you how. If you take up a representative role, the Students' Union will work closely with you to provide training, support, and advice, and you'll be able to change the experience of everyone on your course or in your department for the better.

Even if you don't fancy taking up a role yourself, keep an eye out for your chance to vote for which students you feel will do the best job.

Further information:

⊕ [Academic Representatives](#)

⊕ [Find your representative](#)

37.2 Departmental Staff-Student Consultative Committee

Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least three times a year. Staff-Student Consultative Committees are meetings where Academic Reps and staff work together to develop solutions to students' concerns, and prioritise areas for improvement.

The CLIE has two SSCCs for language modules: one for European language modules and one for non-European language modules. Academic representatives for these SSCCs will be appointed in November 2020. Training for representatives will be available afterwards and the first SSCC will take place in December 2020.

Meeting dates

CLIE Language Modules Staff Student Consultative Committee: European languages

09 December 2020 17:15-18:15

03 March 2021 17:15-18:15

02 June 2021 17:15-18:15

CLIE Language Modules Staff Student Consultative Committee: non-European languages

10 December 2020 17:15-18:15

04 March 2021 17:15-18:15

03 June 2021 17:15-18:15

37.3 Student Evaluation Questionnaires

During March-April 2021 there will be Student Evaluation Questionnaires for you to comment individually on your language course.

38. Data Protection

UCL uses student information for a range of purposes, including the provision of teaching and learning, managing accommodation and ensuring health and safety. Further information about how UCL uses student information can be found in the UCL General Student Privacy Notice.

Further information:

- ⊕ [UCL General Student Privacy Notice](#)
- ⊕ [UCL Information Security Policies](#)
- ⊕ [UCL Electronic \(email\) policy](#)
- ⊕ [UCL Data Protection Policy](#)
- ⊕ [Intellectual Property Rights: Policy for Students](#)

Students may send queries on data protection matters to the following University Data Protection Officer: data-protection@ucl.ac.uk

UCL Centre for Languages & International Education

Language Modules Office, room 111

26 Bedford Way

London WC1H 0AP

Tel: +44 (0)20 7679 5454

Fax: +44 (0)20 7679 1102

clie-modules@ucl.ac.uk

ucl.ac.uk/languages-international-education/study/modules

Director

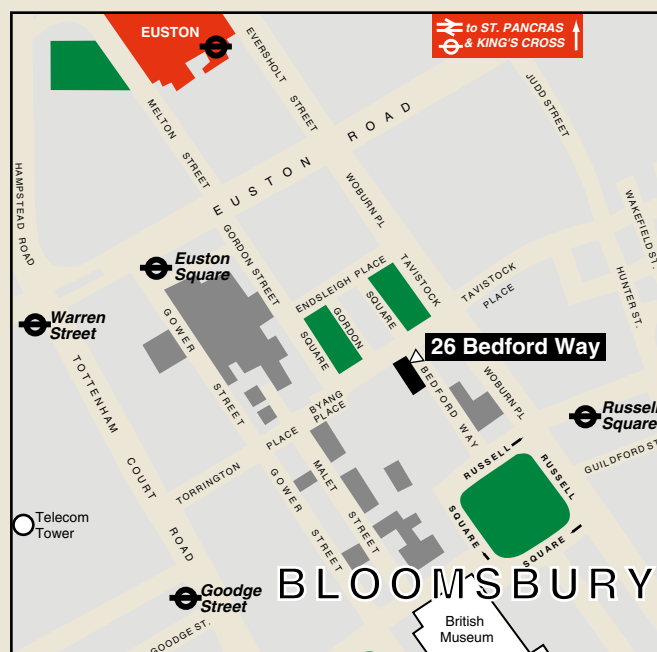
Dr Christine Hoffmann

Senior Language Modules Administrator

Adam Salisbury

Language Modules Administrator

Jenny Easter



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