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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) or contact the CLIE reception for information on any of our other courses.

The CLIE contains a fully equipped Self-Access Centre which is open Monday to Thursday 08:00-21:00, Friday 08:00-19:00. See section 31 (page 67) for further information.

1.2 CLIE Language Modules

This Student Handbook contains information about CLIE language modules. It is also available online at ucl.ac.uk/languages-international-education/study/modules. 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. For some information such as classlists, workshops etc, you can also check the Language Modules Information Board on the first floor of 26 Bedford Way (located between rooms 111 and 112).

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.

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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

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

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

Senior Language Modules Administrator:
   Adam Salisbury                      +44 (0)20 7679 5488

Language Modules Administrator:
   Jenny Easter                        +44 (0)20 7679 5481

Language Modules Assistant Administrators:
   Claire Dee                          +44 (0)20 7679 1429
   Maria Florutau                      +44 (0)20 7679 7530
   Sheryl Tait (on maternity leave until Term 3) +44 (0)20 7679 7530
   Helen Thomas                        +44 (0)20 7679 5467

Director, Chair of the Centre for Languages Boards of Examiners:
   Dr Christine Hoffmann               c.hoffmann@ucl.ac.uk +44 (0)20 7679 8668

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 (see ucl.ac.uk/languages-international-education/study/modules or the Language Modules Information Board for times).

Each language has a Senior Coordinator who you can also contact. Their office hours are available on ucl.ac.uk/languages-international-education/study/modules.

Modern Foreign Language Modules Coordinators

CLIE room 112.

Arabic Language Modules Coordinator: Li-yun Liao l.liao@ucl.ac.uk +44 (0)20 7679 4846

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

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

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

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

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

Spanish Language Modules Coordinator: Carmen Cabrera-Balaguer c.balaguer@ucl.ac.uk +44 (0)20 7679 7562

EAP Language Modules Coordinator

CLIE room 115.

EAP Language Modules Coordinator: James Sinclair-Knopp j.knopp@ucl.ac.uk +44 (0)20 7679 5468
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.

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

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

Further information:
- Academic Manual Chapter 3, Section 3: Attendance and Absence

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
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 following:

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 barred 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](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 new 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.

Initial module selections and any changes need to be made by the following deadlines:

- Students select modules for 2019-2020 (any changes to Term 1 modules will also need to be made by this deadline): Friday 11 October 2019
- Departments approve selections for 2019-2020: Friday 25 October 2019
- Students verify module selections and notify the Department if they want to make any changes to their Term 2 or 3 modules: Friday 06 December 2019
- Departments approve any changes to Term 2 or 3 modules: Friday 13 December 2019

It is important that module selections are verified by the above dates as the examination timetable will be based on the information recorded on Portico.

Further information:
- 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.
10.4 Language and culture activities

The CLIE will organise language and culture-related events for students taking courses at level 3 and above (e.g. academia, art, business and current affairs, customs and traditions, food). These events will take place in Term 1 and in Term 2 and will allow students to expand their foreign language practice through guided tours, discussions and seminars. See ucl.ac.uk/languages-international-education/study/modules for details.

11. Key dates

11.1 UCL Term dates


11.2 CLIE language module registration

Interviews
Friday 20 September 2019 – Friday 27 September 2019

Timetabling
Monday 30 September 2019 – Wednesday 02 October 2019

11.3 CLIE language module teaching

Term 1

Block 1
Monday 07 October 2019 – Friday 01 November 2019 (4 weeks)

Reading Week
Monday 04 November 2019 – Friday 08 November 2019

Block 2
Monday 11 November 2019 – Friday 13 December 2019 (5 weeks)

Term 2

Block 3
Monday 13 January 2020 – Friday 14 February 2020 (5 weeks)

Reading Week
Monday 17 February 2020 – Friday 21 February 2020

Block 4
Monday 24 February 2020 – Friday 27 March 2020 (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; dates will be posted at ucl.ac.uk/languages-international-education/study/modules closer to the time.
11.5 CLIE language module assessment
See sections 13-15 for full details of each piece of assessment.

11.5.a Coursework

In-class Course Assessment
- MFL modules levels 1-6
- English Language Skills for Academic Purposes
  week of 02 December 2019
- English Language Skills for Academic Purposes
  week of 09 December 2019

Linguistic Course Assessment Part 1
- MFL level 7 (Translation Skills)
  week of 09 December 2019

Progress Test
- Academic Writing in English for Non-Native Speakers,
- Academic Writing in English for Native Speakers
  week of 09 December 2019

Linguistic Course Assessment Part 2
- MFL level 7 (Translation Skills)
  week of 02 March 2020

Project
Deadline for submission
- All MFL, EAP and BSL modules
  Monday 23 March 2020 by 14:00

11.5.b Examinations

Oral Examination/Signed Examination
- All MFL, EAP and BSL modules except Translation Skills,
- Art Historians, Academic Writing in English
  from 27 April 2020

Reading and Writing Examination/Reading Examination/Written Examination
- All MFL, EAP and BSL modules
  (Timetabled by UCL Student and Registry Services)
  27 April – 05 June 2020

11.5.c Late Summer Assessment Period

- 24 August – 11 September 2020
12. Registration

12.1 How to register

YOU NEED TO COMPLETE ALL OF STEPS 1-5 BELOW\(^1\) IN THE ORDER SHOWN; only after you have registered at the CLIE will your Portico choice(s) be approved by us as the teaching department (after being amended if necessary).

1. **PORTICO** [as soon as permitted]:

   Select the most appropriate CLIE language module on Portico (along with your other modules), using the Module directory there for information, or the course information at [ucl.ac.uk/languages-international-education/study/modules](http://ucl.ac.uk/languages-international-education/study/modules) and in this handbook. Submit your selections as soon as possible (unless you have been advised otherwise), as we can always amend your selection afterwards.

2. **REGISTRATION FORM** [from 16 SEPTEMBER 2019]:

   Complete the appropriate **CLIE Language Modules 2019-2020: Registration Form** (available at [ucl.ac.uk/languages-international-education/study/modules](http://ucl.ac.uk/languages-international-education/study/modules) or from the CLIE). Intercollegiate students must also complete and submit the **UCL Intercollegiate Student Registration Form**.

3. **INTERVIEW WITH A CLIE LANGUAGE TUTOR** [FRIDAY 20 SEPTEMBER 2019 to FRIDAY 27 SEPTEMBER 2019]:

   Come to the CLIE for an informal interview with a language tutor for the language you wish to study, who will assess your level using a variety of methods, and sign your Registration Form. You must have an interview before you can register even if you are a complete beginner or have previously taken a language module at the CLIE.

   BASc and IEP students: if you took and passed a language module at CLIE in 2018-2019 AND have not studied the language over the summer then you do not need to come for a language interview.

4. **TIMETABLING** [MONDAY 30 SEPTEMBER 2019 to WEDNESDAY 02 OCTOBER 2019]:

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

5. **SUBMIT YOUR COMPLETED REGISTRATION FORM** [at the end of your timetabling session]:

   Submit your completed **Language Modules 2019-2020: Registration Form** to the CLIE staff members.

   If you miss your timetabling session or are registering for a module with pre-scheduled classes please submit your registration form directly to the Language Modules Office.

   You will then be officially registered and we will approve your language module(s) on Portico (after amending if necessary).

Full information regarding interview times and rooms will be posted on [ucl.ac.uk/languages-international-education/study/modules](http://ucl.ac.uk/languages-international-education/study/modules) and on the Language Modules Information Board on the first floor of 26 Bedford Way (located between rooms 111 and 112).

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\(^1\) Portico does not apply to intercollegiate students.
12.2 How classes are timetabled

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

All CLIE language modules (15 and 30 credits) run over BOTH Term 1 AND Term 2 (i.e. October to March), and the timetable is set for both terms. See section 11 (page 12) for dates.

12.3 Class and room information

Your class and room information will be available on the UCL Online Timetable (timetable.ucl.ac.uk) from Sunday 06 October 2019.

In order for your language module class to appear on your Online Timetable on Sunday 06 October 2019 you must have completed all registration steps with the CLIE no later than Wednesday 02 October 2019 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

There is the possibility to still have an interview after 27 September 2019 and register; see ucl.ac.uk/languages-international-education/study/modules or visit the Language Modules Office as soon as possible.

Once classes have started on Monday 07 October 2019 we only accept registrations subject to availability. Please visit the Language Modules Office as soon as possible for further information including availability.
13. MFL modules

13.1 Level structure

<table>
<thead>
<tr>
<th>15-credit modules</th>
<th>30-credit modules</th>
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<tbody>
<tr>
<td>Level 7: Professional Purposes</td>
<td>Levels 7+7: Professional and Academic Purposes</td>
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<tr>
<td>Level 7: Academic Purposes</td>
<td>Levels 6+7: Professional Purposes</td>
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<tr>
<td>Level 7: Translation Skills</td>
<td>Levels 6+7: Academic Purposes</td>
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<tr>
<td>Level 6: Current Affairs and Culture</td>
<td>Levels 6+7: Translation Skills</td>
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<td>Level 5: Business and Current Affairs</td>
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<tr>
<td>Level 4</td>
<td></td>
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<tr>
<td>Level 3</td>
<td>Levels 5+6: Current Affairs and Culture</td>
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<tr>
<td>Level 3: Academic Purposes – Introduction</td>
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<tr>
<td>Level 2</td>
<td>Levels 4+5: Business and Current Affairs</td>
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<tr>
<td>Level 2</td>
<td>Levels 3+4</td>
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<tr>
<td>Level 1</td>
<td>Levels 2+3</td>
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<tr>
<td>Level 1</td>
<td>Levels 1+2</td>
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13.2 Common European Framework of Reference for Languages

Approximate equivalence at completion

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<thead>
<tr>
<th>UCL CLIE level</th>
<th>CEFR level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7: Professional Purposes, Academic Purposes</td>
<td>C1+</td>
</tr>
<tr>
<td>Level 6: Current Affairs and Culture</td>
<td>C1</td>
</tr>
<tr>
<td>Level 5: Business and Current Affairs</td>
<td>B2/C1</td>
</tr>
<tr>
<td>Level 4</td>
<td>B1/B2</td>
</tr>
<tr>
<td>Level 3, Academic Purposes - Introduction</td>
<td>A2/B1</td>
</tr>
<tr>
<td>Level 2</td>
<td>A2</td>
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### 15-credit modules

<table>
<thead>
<tr>
<th>Level</th>
<th>Arabic</th>
<th>Dutch</th>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Japanese</th>
<th>Mandarin</th>
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<tr>
<td>Level 1:</td>
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<td>LCFR0003</td>
<td>LCGE0002</td>
<td>LCIT0003</td>
<td>LCJA0002</td>
<td>LCMA0002</td>
<td>LCP00001</td>
<td>LCP00002</td>
</tr>
<tr>
<td>Level 2: Academic Purposes – Introduction</td>
<td>LCAR003</td>
<td>LCDU0003</td>
<td>LCFR0004</td>
<td>LCGE0003</td>
<td>LCIT0004</td>
<td>LCJA0003</td>
<td>LCMA0003</td>
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<td>LCP00003</td>
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<td>LCAR0004</td>
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<td>LCP00003</td>
<td>LCP00004</td>
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<td>LCFR0007</td>
<td>LCGE0006</td>
<td>LCIT0007</td>
<td>LCJA0006</td>
<td>LCMA0006</td>
<td>LCP00006</td>
<td>LCP00007</td>
</tr>
<tr>
<td>Level 4: Current Affairs and Culture</td>
<td>LCAR008</td>
<td>LCDU0008</td>
<td>LCFR0009</td>
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<td>LCJA0009</td>
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<tr>
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<td>LCDU010</td>
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<tr>
<td>Levels 4+5: Business and Current Affairs</td>
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<td>LCDU009</td>
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<td>LCDU014</td>
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<td>LCP00014</td>
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<tr>
<td>Levels 7+7: Professional and Academic Purposes</td>
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<td>LCMA0019</td>
<td>LCP00015</td>
<td>LCP00019</td>
</tr>
</tbody>
</table>

### 30-credit modules

| Levels 1+2:                                                          | LCAR007 | LCDU006     | LCFR010     | LCGE009     | LCIT010     | LCJA009     | LCMA009     | LCP0004     | LCP0009     |
| Levels 2+3:                                                          | LCAR008 | LCDU007     | LCFR011     | LCGE010     | LCIT011     | LCJA010     | LCMA010     | LCP0005     | LCP0010     |
| Levels 3+4:                                                          | LCAR009 | LCDU008     | LCFR012     | LCGE011     | LCIT012     | LCJA011     | LCMA011     | LCP0008     | LCP0011     |
| Levels 4+5: Business and Current Affairs                            | LCAR010 | LCDU010     | LCFR013     | LCGE012     | LCIT013     | LCJA012     | LCMA012     | LCP0009     | LCP0012     |
| Levels 5+6: Current Affairs and Culture                             | LCAR014 | LCDU013     | LCFR014     | LCGE013     | LCIT014     | LCJA013     | LCMA013     | LCP0013     | LCP0013     |
| Levels 6+7: Professional Purposes                                   | LCAR015 | LCDU014     | LCFR015     | LCGE014     | LCIT015     | LCJA014     | LCMA014     | LCP0014     | LCP0014     |
| Levels 6+7: Academic Purposes                                       | LCAR019 | LCDU018     | LCFR019     | LCGE018     | LCIT019     | LCJA018     | LCMA016     | LCP0018     | LCP0018     |
| Levels 7+7: Translation Skills                                       | LCAR021 | LCDU020     | LCFR020     | LCGE020     | LCIT020     | LCJA020     | LCMA020     | LCP0019     | LCP0019     |

### 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 grade\(^2\)).

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 grade\(^2\), 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.

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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)

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework (30%)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>In-class Course Assessment</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td>250-1500 words(^1)</td>
<td>March</td>
</tr>
<tr>
<td><strong>Examinations (70%)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Oral Examination</td>
<td>35%</td>
<td>10-25 minutes(^2)</td>
<td>April/May</td>
</tr>
<tr>
<td>Reading and Writing Examination</td>
<td>35%</td>
<td>2-2.5 hours(^3)</td>
<td>April/May</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework (30%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>2000-2500 words</td>
<td>March</td>
</tr>
<tr>
<td><strong>Examinations (70%)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Oral Examination</td>
<td>35%</td>
<td>30 minutes</td>
<td>April/May</td>
</tr>
<tr>
<td>Reading and Writing Examination</td>
<td>35%</td>
<td>2.5 hours</td>
<td>April/May</td>
</tr>
</tbody>
</table>

#### 13.5.c Level 7 (Translation Skills)

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
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<th>Date</th>
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<tbody>
<tr>
<td><strong>Coursework (50%)</strong></td>
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<tr>
<td>Linguistic Course Assessment Part 1</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
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<tr>
<td>Linguistic Course Assessment Part 2</td>
<td>10%</td>
<td>60 minutes</td>
<td>March</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>2000-2200 words</td>
<td>March</td>
</tr>
<tr>
<td><strong>Examinations (50%)</strong></td>
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<td></td>
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</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
<td>2.5 hours</td>
<td>April/May</td>
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#### 13.5.d Level 2: Art Historians

<table>
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<th>Weighting</th>
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<tbody>
<tr>
<td><strong>Coursework (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Course Assessment</td>
<td>10%</td>
<td>60 minutes</td>
<td>December</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
<td>1400-1600 words</td>
<td>March</td>
</tr>
<tr>
<td><strong>Examinations (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Examination</td>
<td>50%</td>
<td>2 hours</td>
<td>April/May</td>
</tr>
</tbody>
</table>

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\(^1\) Depending on level. See section 13.6.d (page 24).

\(^2\) Depending on level. See section 13.7.a (page 33).

\(^3\) Depending on level. See section 13.7.b (page 35).
13.6 Coursework

13.6.a In-class Course Assessment
Applies to levels 1-6.

Date: during class-time in week of 02 December 2019
Duration: 60 minutes

Instructions in English.

50% Grammar and 50% Vocabulary.

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

Tasks could include:
- Gap-filling.
- Multiple choice.
- Editing (correcting mistakes).

Results will be available from your CLIE language tutor in the first week of Term 2 (week beginning Monday 13 January 2020).

13.6.b Linguistic Course Assessment Part 1
Applies to level 7 (Translation Skills).

Date: during class-time in week of 09 December 2019
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 in the first week of Term 2 (week beginning Monday 13 January 2020).

13.6.c Linguistic Course Assessment Part 2
Applies to level 7 (Translation Skills).

Date: during class-time in week of 02 March 2020
Duration: 60 minutes

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

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

Results will be available from your CLIE language tutor in class the following week (week beginning Monday 09 March 2020).
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 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 13 December 2019**.

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 24 January 2020**.

   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 09 December 2019.

   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. 10-14 February 2020)**.

   Your draft will be returned to you, with feedback, **IN YOUR CLASS in the week AFTER Reading Week 2** (i.e. 24-28 February 2020).

   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 13 January 2020.
4. **Submission and completion:** Submit an electronic version of your Project to Turnitin® PLUS a printed version\(^1\) to the CLIE Language Modules Office by Monday 23 March 2020 at 14:00.

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

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

You will receive feedback on your Project after Easter in the first week of Term 3.

**Layout and format of your Project**

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

- **Arabic:** Levels 1-3 handwritten (scanned for Turnitin®); levels 4-5 the draft should be handwritten, the final submission should be typed.
- **Japanese:** Levels 1-6 handwritten (scanned for Turnitin®); level 7 typed.
- **Mandarin:** Levels 1-5 the hard copy should be handwritten and the copy for Turnitin® typed, levels 6-7 typed.

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

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

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

**Submission of your Project**

Projects will only be accepted with the CLIE Project cover sheet, which must be completed with your Project’s word count and be signed. Your personal cover sheet will be emailed to you in early March 2020.

**Submission deadline:** Monday 23 March 2020 by 14:00

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

b. **Printed version:** A printed version of your Project must also be submitted to the CLIE Language Modules Office\(^2\). It must contain your Project itself, your highlighted hard copies of your three main sources, plus your Project Proposal Form and Project Draft Form that you received back from your CLIE language tutor.

**Where to hand in:** UCL CLIE room 111

**Submission dates and times:**

- **Electronic version:**
  - Wednesday 18 March – Friday 20 March 2020 10:00-17:00,
  - Monday 23 March 2020 10:00-14:00

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\(^1\) Unless you have been notified in writing by the CLIE that you only need to submit an electronic copy.

\(^2\) Ibid.
Extensions
See Extenuating Circumstances (section 29, page 64).

Late submission
See section 20 (page 59).

Over-length coursework
See section 21 (page 60).

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

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

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

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

Using a computer spellchecker is acceptable as the correct option still needs to be selected. However using a computer to translate from English into the target language is NOT acceptable:

✦ For your Sources – if the source was originally in English then you will get zero points for it.
✦ For your Writing element – which constitutes plagiarism.

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 hard copies of your THREE (3) main sources used (originals or copies).

Reading Element

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

Amount of material to be read and submitted:

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

**Writing Element**

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

Number of words required:

<table>
<thead>
<tr>
<th>Level</th>
<th>Words Required</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>250-400 WORDS</td>
<td>(Arabic: 200-300 words; Japanese: 800-1200 characters, 2-3 mai genkou-youshi; Mandarin: 250-300 characters)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>450-600 WORDS</td>
<td>(Arabic: 450-600 words; Japanese: 1000-1400 characters, 2.5-3.5 mai genkou-youshi; Mandarin: 400-500 characters)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>700-800 WORDS</td>
<td>(Arabic: 700-800 words; Japanese: 1200-1600 characters, 3-4 mai genkou-youshi; Mandarin: 600-700 characters)</td>
</tr>
<tr>
<td><strong>Level 3: Academic Purposes – Introduction</strong></td>
<td>700-800 WORDS</td>
<td>(Japanese: 1200-1600 characters, 3-4 mai genkou-youshi)</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>900-1100 WORDS</td>
<td>(Arabic: 900-1100 words; Japanese: 1400-1800 characters, 3.5-4.5 mai genkou-youshi; Mandarin: 800-900 characters)</td>
</tr>
<tr>
<td><strong>Level 5: Business and Current Affairs</strong></td>
<td>1100-1300 WORDS</td>
<td>(Arabic: 1100-1300 words; Japanese: 1600-2000 characters, 4-5 mai genkou-youshi; Mandarin: 1000-1200 characters)</td>
</tr>
<tr>
<td><strong>Level 6: Current Affairs and Culture</strong></td>
<td>1300-1500 WORDS</td>
<td>(Japanese: 2000-2400 characters, 5-6 mai genkou-youshi; Mandarin: 1300-1500 characters)</td>
</tr>
</tbody>
</table>

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, page 57).

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 submitted with your Project you will get zero points for Reading. The research you do for your Project will help you in your Oral Examination.

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 hard copies of your THREE (3) main sources used (originals or copies).

Reading/Listening Element

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

Number of pieces of material to be submitted:

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

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

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

Writing Element

Your Project must be written in the Target Language. A table of contents should be included.

Number of words required:

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

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

Quotations:

Short quotes SHOULD be included in your word count.

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

There should not be excessive quoting.
Marking criteria (specific)

For general information see the Marking criteria (general) (section 16, page 57).

Undergraduate deliveries

Reading/Listening Points (out of 25):

✦ Selection of material (material should be from a variety of sources) – 10 points.
✦ Evaluation (how the material is evaluated and used/integrated in the Project) – 15 points.

Writing Points (out of 75):

✦ Organisation – 15 points.
✦ Style and register – 10 points.
✦ Content – 15 points.
✦ Vocabulary – 15 points.
✦ Grammar, including spelling and punctuation – 20 points.

Undergraduate (Masters Year) and postgraduate deliveries

Reading/Listening Points (out of 40):

✦ Selection of material (material should be from a variety of sources) – 15 points.
✦ Evaluation (how the material is evaluated and used/integrated in the Project) – 25 points.

Writing Points (out of 60):

✦ Organisation – 10 points.
✦ Style and register – 8 points.
✦ Content – 15 points.
✦ Vocabulary – 12 points.
✦ Grammar, including spelling and punctuation – 15 points.

Additional Information

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

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

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

Level 7 (Translation Skills)

Project description

Your project will consist of the translation into the target language (TL) of one to three English source texts (STs) totalling 1450-1500 words and a set of eight annotations on the translation written in English (650-700 words). Through these annotations you should comment on specific translation problems you encountered and how you dealt with them, thus demonstrating your understanding of the translation process and your ability to use relevant translation strategies. In the first of these annotations, you are required to describe briefly the genre, audience and purpose of the ST (GAP analysis) and explain how these three aspects have informed your translation choices.

You are free to choose the ST(s) – they could be related to your main degree subject or to a subject you are particularly interested in – but they must be submitted to your CLIE language tutor for approval by Friday 17 January 2020. Your tutor’s approval of the ST(s) will depend on the level of difficulty and on whether a translation of the text(s) is already available. Where more than one ST is chosen, they must be on different aspects of the same topic.

Number of words required: 1450-1500 WORDS (source text, NOT your translation)
+ 650-700 WORDS (annotations)
Your Project MUST include:

- The source text(s) (STs) including word count.
- Your translation of the source text(s) (STs) including word count.
- The annotations (in English).
- A list of relevant references as applicable.

Marking criteria (specific)

For general information see the Marking criteria (general) (section 16, page 57).

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 hard copies of your THREE (3) main sources used (originals or copies).

Reading Element

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

Amount of material to be read and submitted:

 APPROXIMATELY 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 either include ONLY the relevant sections or CROSS THROUGH the other sections.

Writing Element

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

Number of words required: 1400-1600 WORDS

Your word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not the table of contents, bibliography or appendices.
Quotations: Short quotes SHOULD be included in your word count. Extended quotations (of more than two lines) should be indented in the text and should NOT be included in the word count. There should not be excessive quoting.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 16, page 57).

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

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

Additional Information
We are interested in the reading and writing process of your Project, as this process will help you to learn both the target language and art related information in the target language.

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

13.7 Examinations
13.7.a Oral Examination
Applies to all modern foreign language modules except Translation Skills, Art Historians.

Oral Examinations take place in April/May 2020. Oral Examination slots can only be booked online, and are bookable on a first come first served basis. Exact dates and times are available at ucl.ac.uk/languages-international-education/study/modules from 09 March 2020, when you will be able to choose and book your slot.

Booking deadline
If you have not booked a slot for your Oral Examination by 30 March 2020 then a slot will be chosen and booked for you.
Levels 1-2
Date: from 27 April 2020
Duration:
  Level 1: 10 minutes
  Level 2: 15 minutes
Approximately 50% on role-play/pictures
Approximately 50% on Project (students give a short outline/summary of their Project, assisted by guided questions)

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

Level 3
Date: from 27 April 2020
Duration:
  20 minutes:
  10 minute presentation by candidate on Project
  10 minute discussion afterwards on Project, including sources

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

Levels 4-6
Date: from 27 April 2020
Duration:
  Level 4: 20 minutes:
  Levels 5-6: 25 minutes:
  10 minute presentation by candidate on Project
  10-15 minute discussion afterwards on Project, including sources

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language). Any inappropriate material will be removed before the Oral Examination starts.
Presentation software (e.g. PowerPoint) or transparencies can be used.
All material (bullet points, transparencies etc) must be handed in at the end of the Oral Examination.
Candidates are strongly recommended to express their personal evaluation of the topic.
Listening Element: understanding of questions, responding, asking for clarification.
Level 7 (Professional Purposes, Academic Purposes, Professional and Academic Purposes)

Date: from 27 April 2020
Duration: 30 minutes
15 minute presentation by candidate on Project
15 minute discussion afterwards on Project, including sources

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

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

All material (preparation notes, transparencies etc) must be handed in at the end of the Oral Examination.
Candidates must include their personal evaluation of the topic.

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

13.7.b Reading and Writing Examination

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

Reading and Writing Examinations will take place in April/May 2020 and are timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2020.

Date: April/May 2020

This examination tests Reading and Writing skills through a number of integrated tasks.

Although the skills to be tested are listed separately here, in the examination several skills may be tested through each task.

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

Unless indicated otherwise all tasks are to be performed in the target language.

Levels 1-2

Duration: 2 hours

General information

Language of questions/tasks:
Level 1 (all languages): English
Level 2: Target language
(Arabic, Japanese, Mandarin: English)

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)
Number of Writing tasks: One
Number of words required for Writing task (approximate):
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)
Dictionaries are not permitted.

1. **Ability to extract the main ideas from a text and to form an overall impression of a text**
   14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
   This may (though not necessarily limited to) be assessed through one of the following tasks:
   - Writing a summary.
   - Choosing one of several summaries.
   - Finding or choosing a title for the text or titles for sections of the text.
   - Gap-filling exercise with key words missing or summary of the text to be completed.
   - Connecting sentences or segments about the text.

2. **Ability to extract specific information, to understand detail and to infer meaning**
   29 points (Reading Competence) in total, of which 6 points will be for inferring meaning [see below regarding Linguistic Competence points for this task].
   This may (though not necessarily limited to) be assessed through one of the following tasks:
   - True or false questionnaire (with an active component: e.g. correct the false statements, locate the passage in the text if it is correct or underline the part of the statement which is incorrect).
   - Comprehension questions.
   - Connecting sentences or segments about detailed aspects of the text.
   - Gap-filling exercise.
   - Words or expressions to be explained or paraphrased (synonyms).

3. **Ability to respond to a text**
   14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
   This may (though not necessarily limited to) be assessed through one of the following tasks:
   - Writing the continuation of a story or article.
   - Writing a response to a text or letter.
   - Writing a letter making practical and active use of a text.
   - Formulating questions about something that goes beyond the text and which is relevant.
   - Formulating questions to answers which are already given.

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

4. **Writing task**
   31 points (Linguistic Competence).
   One task which will be guided (i.e. points to be covered or visual elements to be used will be included).
   This task is awarded points as follows:
   - 23 points for Written Linguistic Competence.
   - 8 points for content.
Level 3
Duration: 2 hours

General information
Language of questions/tasks: Target language
Maximum length of texts altogether: 700-900 words
(Arabic: 700-900 words; Japanese: 1600-2400 characters; Mandarin: 600-800 characters)

If there is more than one text for the Reading tasks they will be on a similar topic.
Number of Writing tasks: One (from a choice of two)
Number of words required for Writing task (approximate): 250 words
(Arabic: 200 words; Japanese: 500 characters; Mandarin: 200 characters)

Dictionaries are not permitted.

1. Ability to extract the main ideas from a text and understand the organisation of a text
14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
This may (though not necessarily limited to) be assessed through one of the following tasks:
✦ Writing a summary.
✦ Choosing one of several summaries.
✦ Finding, choosing or writing a title for the text or titles for sections of the text.
✦ Gap-filling exercise with key words missing or summary of the text to be completed.
✦ Connecting sentences or segments about the text.
✦ Ordering statements about the text.
✦ Selecting a statement that most appropriately defines the style and register of the text.

2. Ability to extract specific information, to understand detail, paraphrase, explain and infer meaning
29 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
This may (though not necessarily limited to) be assessed through one of the following tasks:
✦ True or false questionnaire (with an active component).
✦ Comprehension questions.
✦ Connecting sentences or segments about detailed aspects of the text.
✦ Gap-filling exercise.
✦ Words or expressions to be explained or paraphrased (synonyms).
✦ Editing task.

3. Ability to respond to a text
14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
This may (though not necessarily limited to) be assessed through one of the following tasks:
✦ Writing the continuation of a story or article.
✦ Writing a response to a text or letter.
✦ Writing a letter making practical and active use of a text.
✦ Formulating questions about something that goes beyond the text and which is relevant.
✦ Formulating questions to answers which are already given.
The above tasks are awarded points as follows:

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

4. **Writing task**

31 points (Linguistic Competence).

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

This task is awarded points as follows:

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

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

**Duration:** 2.5 hours

**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 Writing tasks: One (from a choice of two)

Number of words required for Writing task (approximate):

**Level 4:**
- 300 words
  - (Arabic: 250 words; Japanese: 600 characters; Mandarin: 250 characters)

**Level 5: Business and Current Affairs:**
- 350 words
  - (Arabic: 300 words; Japanese: 700 characters; Mandarin: 300 characters)

**Level 6: Current Affairs and Culture:**
- 400 words
  - (Japanese: 800 characters; Mandarin: 350 characters)
1. **Ability to summarise and evaluate a text**
   14 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
   This may (though not necessarily limited to) be assessed through one of the following tasks:
   ✦ Writing a summary of the text or of a section of the text.
   ✦ Selecting a sentence which best summarises the text or a section of it.
   ✦ Selecting and ordering given sentences which summarise the text.
   ✦ Selecting one of several summaries of the text.
   ✦ Editing a summary of the text.

2. **Ability to extract specific information, to understand detail, paraphrase, explain and infer meaning**
   29 points (Reading Competence) [see below regarding Linguistic Competence points for this task].
   This may (though not necessarily limited to) be assessed through one of the following tasks:
   ✦ True or false questionnaire (with an active component).
   ✦ Editing a fragment about the text.
   ✦ Comprehension questions.
   ✦ Connecting sentences or segments about detailed aspects of the text.
   ✦ Gap-filling exercise.
   ✦ Words or expressions to be explained or paraphrased (synonyms).
   ✦ Finding words or expressions in the text.
   ✦ Linking external information with information contained in the text and justifying it.
   ✦ Writing an article or a letter requiring the use of specific information from the text.
   ✦ Exhaustive lists of specific information or specific semantic fields.

3. **Ability to respond to a text**
   14 points (Reading Competence (Evaluation)) [see below regarding Linguistic Competence points for this task].
   This may (though not necessarily limited to) be assessed through one of the following tasks:
   ✦ Giving a critical account and reaction to the text or to a given part of the text (e.g. letter).
   ✦ Comparing two texts.

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

4. **Writing task**
   31 points (Linguistic Competence).
   Candidates should choose one task from a choice of two. One task will be related to the text(s) and the other task will be more open. Both tasks will clearly indicate the format and purpose of the act of writing (e.g. letter, report, article, story etc).
This task is awarded points as follows:

✧ 23 points for Written Linguistic Competence:
  → Grammar – 7 points.
  → Use of language (lexis/syntax) – 11 points.
  → Style – 5 points.

✧ 8 points for content.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 16, page 57).

✧ 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 will take place in April/May 2020 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2020.

Date: April/May 2020
Duration: 2.5 hours

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

General information
Language of questions/tasks: Target language
Number of texts: Two
Maximum length of texts altogether: Approximately 500-520 words
Number of tasks: Two

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

1. Translation of target language source text into English
   50 points.
2. Translation of English source text into target language
50 points.
Both source texts will be on specific topics but will not be too technical or too specialised. Topics will be communicated in advance.

13.7.d Reading Examination
Applies to Art Historians.

The Reading Examination will take place in April/May 2020 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2020.

Date: April/May 2020
Duration: 2 hours

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

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

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

General information
Language of questions/tasks: English
Maximum length of texts altogether: 1000-1200 words

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

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

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

3. Ability to respond to a text
30 points.

Marking criteria (specific)
For general information see the Marking criteria (general) (section 16, page 57).

✧ 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Module code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Skills for Academic Purposes</td>
<td>15</td>
<td>LCEN0001</td>
</tr>
<tr>
<td>Academic Writing in English for Non-Native Speakers</td>
<td>15</td>
<td>LCEN0002</td>
</tr>
<tr>
<td>Academic Writing in English for Native Speakers</td>
<td>15</td>
<td>LCEN0003</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Weighting</th>
<th>Duration/length</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework (40%)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Progress Test</td>
<td>10%</td>
<td>min. 500-700 words¹</td>
<td>December</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>1500-2000 words</td>
<td>March</td>
</tr>
<tr>
<td>Examinations (60%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Examination</td>
<td>60%</td>
<td>2 hours</td>
<td>April/May</td>
</tr>
</tbody>
</table>

14.3  Coursework

14.3.a  In-class Course Assessment

Applies to English Language Skills for Academic Purposes.

Date: during class-time in week of 09 December 2019
Duration: 60 minutes
Instructions in English.

100 points.

Corrections will NOT be given until all classes have taken place.

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

Grammar and Vocabulary

50% Grammar and 50% Vocabulary.

34 points (Grammar: 17 points; Vocabulary: 17 points).

Tasks could include:
- Gap-filling.
- Short answers.
- Multiple choice.
- Editing (correcting mistakes).

Listening

66 points.

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

¹ Depending on course. See section 14.3.b (page 45) for details.
14.3.b Progress Test
Applies to Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers.

Date: during class-time in week of 09 December 2019
Duration: 90 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 two broad, academic topics one week prior to the assessment task (e.g. ‘Universal Basic Income’, ‘Artificial Intelligence’), and a selection of resources on Moodle relating to each topic. Students should then research one or both topics and build up ideas, including related vocabulary. In the final class of Term 1 students complete the Progress Test under examination conditions by choosing one of six possible essay questions relating to the research topics (the questions may relate to one of the essay frameworks covered in Term 1: cause and effect; situation, problem, solution and evaluation; discursive). Students have 90 minutes to plan and write the essay, and are not permitted to use dictionaries, or to refer to any notes.

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 13 December 2019.

2. **Proposal:**
   Present a statement of the subject of your Project and the reasons you have chosen this topic (plus indicate the sources you intend to use) in class in the first week of Term 2. Following discussion and feedback, you should submit this in writing by email to your CLIE EAP tutor no later than Friday 24 January 2020.

   You must use the [CLIE Language Modules Project Proposal Form](#) to submit your proposal, which you should download from [ucl.ac.uk/languages-international-education/study/modules](#) from 09 December 2019.

   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. 10-14 February 2020).

   Your draft will be returned to you, with feedback, IN YOUR CLASS in the week AFTER Reading Week 2 (i.e. 24-28 February 2020).
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 13 January 2020.

4. **Completion and submission:**

Submit an electronic version of your Project to Turnitin® PLUS TWO printed versions to the CLIE Language Modules Office by Monday 23 March 2020 at 14:00.

Your submission to the office must contain your finished Project, your highlighted hard copies of your three main sources, plus your Project Proposal Form and Project Draft that you received back from your CLIE EAP tutor in late February 2020.

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

You will receive feedback on your Project after Easter in the first week of Term 3.

**Layout and format of your Project**

Typed with double-spacing between lines.

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

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

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

**Submission of your Project**

Projects will only be accepted with the CLIE Project cover sheet, which must be completed with your Project’s word count and be signed. Your personal cover sheet will be emailed to you in early March 2020.

**Submission deadline:** Monday 23 March 2020 by 14:00

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

b. **Printed version:** TWO identical printed copies of your Project must also be submitted to the CLIE Language Modules Office. One copy must also contain your highlighted hard copies of your three main sources, plus your Project Proposal Form and Project Draft Form that you received back from your CLIE EAP tutor.

**Where to hand in:** UCL CLIE room 111

**Submission dates and times:**

- Wednesday 18 March – Friday 20 March 2020 10:00-17:00,
- Monday 23 March 2020 10:00-14:00

**Extensions**

See Extenuating Circumstances (section 29, page 64).

**Late submission**

See section 20 (page 59).

**Over-length coursework**

See section 21 (page 60).
**Plagiarism**

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

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

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

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

Using a computer spellchecker is acceptable as the correct option still needs to be selected. However using a computer to translate from another language into English is NOT acceptable:

- For your Sources – if the source was originally in another language then you will get zero points for it.
- For your Writing element – which constitutes plagiarism.

**Project description**

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

**Amount to be written:** 1500-2000 WORDS

Your Project MUST include:

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

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

**Quotations:**

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

**Marking criteria (specific)**

For general information see the Marking criteria (general) (section 16, page 57).

- 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 Examination

Applies to English Language Skills for Academic Purposes.

Oral Examinations take place in April/May 2020. Oral Examination slots can only be booked online, and are bookable on a first come first served basis. Exact dates and times are available at ucl.ac.uk/languages-international-education/study/modules from 09 March 2020, when you will be able to choose and book your slot.

If you have not booked a slot for your Oral Examination by 30 March 2020 then a slot will be chosen and booked for you.

Date: from 27 April 2020
Duration: 20-25 minutes:
10 minute presentation by candidate on Project
10-15 minute discussion afterwards on Project, including sources

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

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

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

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

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

14.4.b Reading and Writing Examination

Applies to English Language Skills for Academic Purposes.

The Reading and Writing Examination will take place in April/May 2020 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2020.

Date: April/May 2020
Duration: 2.5 hours

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

General information

Language of questions/tasks: English

Number of words required for Writing task: 500 words

Dictionaries are not permitted.

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

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

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

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

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

**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 will take place in April/May 2020 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2020.

**Date:** April/May 2020

**Duration:** 2 hours

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

**General information**

**Language of questions/tasks:** English

**Number of Writing tasks:** One (from a choice of approximately twenty)

**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

Dictionaries are not permitted.

Candidates choose one essay to complete (from a choice of approximately twenty). The questions are related to students’ areas of academic study and use the four key essay frameworks. As with the Progress Test in December, candidates will be given resources on Moodle one week in advance for TWO of these questions. At the same time there will also be a reminder of the full range of topics included in the Written Examination.

**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

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Sign Language Level 1 (15 credits)</td>
<td>LCBS0001</td>
</tr>
<tr>
<td>British Sign Language Level 2 (15 credits)</td>
<td>LCBS0002</td>
</tr>
</tbody>
</table>

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

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

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:

1. **Topic and title:**
   - Discuss and agree the topic and title or question you intend to write your Project on with your CLIE BSL tutor by **Friday 13 December 2019**.

2. **Proposal:**
   - Present a statement of the subject of your Project and the reasons you have chosen this topic (plus indicate the sources you intend to use) **in class in the first week of Term 2**. Following discussion and feedback, you should submit this in writing **by email to your CLIE BSL tutor no later than Friday 24 January 2020**.

   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 09 December 2019.

   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 BSL tutor or the BSL Coordinator 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. 10-14 February 2020).

   Your draft will be returned to you, with feedback, **IN YOUR CLASS in the week AFTER Reading Week 2** (i.e. 24-28 February 2020).

   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 13 January 2020.
4. **Completion and submission:** Submit an electronic version of your Project to Turnitin® PLUS a printed version to the CLIE Language Modules Office by Monday 23 March 2020 at 14:00.

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

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

You will receive feedback on your Project after Easter in the first week of Term 3.

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

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

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

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

**Submission of your Project**
Projects will only be accepted with the CLIE Project cover sheet, which must be completed with your Project’s word count and be signed. Your personal cover sheet will be emailed to you in early March 2020.

**Submission deadline:** Monday 23 March 2020 by 14:00

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

b. **Printed version:** A printed version of your Project must also be submitted to the CLIE Language Modules Office. It must contain your Project itself, your three main sources, plus your Project Proposal Form and Project Draft Form that you received back from your CLIE language tutor.

**Where to hand in:** UCL CLIE room 111

**Submission dates and times:**
- Wednesday 18 March – Friday 20 March 2020 10:00-17:00,
- Monday 23 March 2020 10:00-14:00

**Extensions**
See Extenuating Circumstances (section 29, page 64).

**Late submission**
See section 20 (page 59).

**Over-length coursework**
See section 21 (page 60).

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

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

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

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

Using a computer spellchecker is acceptable as the correct option still needs to be selected. However using a computer to translate from another language into English is NOT acceptable:

✧ For your Sources – if the source was originally in another language then you will get zero points for it.
✧ For your Writing element – which constitutes plagiarism.

**Project description**

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

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

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

**Marking criteria (specific)**

For general information see the Marking criteria (general) (section 16, page 57).

✧ 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 (Oral) Examination

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

Signed Examinations take place in April/May 2020. Signed Examination slots can only be booked online, and are bookable on a first come first served basis. Exact dates and times are available at ucl.ac.uk/languages-international-education/study/modules from 09 March 2020, when you will be able to choose and book your slot.

If you have not booked a slot for your Signed Examination by 30 March 2020 then a slot will be chosen and booked for you.

Level 1

Date: from 27 April 2020
Duration:
- 30 minutes:
  - 10 minute informal conversation (covering general topics such as family, employment, holidays and the family)
  - 5 minute presentation by candidate on Project, with a 10 minute discussion afterwards on Project, including sources

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

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

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

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

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

Level 2

Date:
  - Part 1: during class-time, March 2020
  - Part 2: from 27 April 2020
Duration:
- 30 minutes:
  - Part 1: 15 minutes:
    - Classroom debate.
  - Part 2: 15 minutes:
    - 5 minute presentation by candidate on Project, with a 10-minute discussion afterwards on Project, including sources.

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

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

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

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

Listening Element: understanding of questions, responding, asking for clarification.
15.4.b  Written Examination
Applies to British Sign Language Level 1, British Sign Language Level 2.

The Written Examination will take place in April/May 2020 and is timetabled by UCL Student and Registry Services. Your examination timetable, which includes dates, times and locations, will be available on Portico in March 2020.

Date:            April/May 2020
Duration:        2 hours

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

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

1.  Translation of BSL source text into English
   50 points
   The source text(s) will be on a specific topic but will not be too technical or too specialised. Topics will be communicated in advance.

2.  Essay
   50 points
   Level 1: Candidates choose three short essay questions to complete (from a choice of approximately five).
   Level 2: Candidates complete one essay, commenting on a supplied quotation.
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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.00-100.00</td>
<td>Pass</td>
</tr>
<tr>
<td>60.00-69.99</td>
<td>Pass</td>
</tr>
<tr>
<td>50.00-59.99</td>
<td>Pass</td>
</tr>
<tr>
<td>40.00-49.99</td>
<td>Fail</td>
</tr>
<tr>
<td>1.00-39.99</td>
<td>No Attempt or Minimal Attempt</td>
</tr>
<tr>
<td>0.00-0.99</td>
<td>No Attempt or Minimal Attempt</td>
</tr>
</tbody>
</table>

17.2 Modules at FEHQ level 7
Module/result and components

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.00-100.00</td>
<td>Pass</td>
</tr>
<tr>
<td>60.00-69.99</td>
<td>Pass</td>
</tr>
<tr>
<td>50.00-59.99</td>
<td>Pass</td>
</tr>
<tr>
<td>40.00-49.99</td>
<td>Fail</td>
</tr>
<tr>
<td>1.00-39.99</td>
<td>Fail</td>
</tr>
<tr>
<td>0.00-0.99</td>
<td>No Attempt or Minimal Attempt</td>
</tr>
</tbody>
</table>
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:
✧ Examinations Guide for Candidates

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.

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 they have been reviewed by the relevant External Examiner and considered by the CLIE Board of Examiners in June 2020.

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 the strongest penalties. 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.
25. Consequences of failure

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 rigorous second-marking and internal moderation processes to ensure that marking is consistent and fair. Second-marking can take a number of different forms depending on the type of assessment, but the overall aim is to ensure that marking is as accurate as possible. Internal moderation also helps UCL to ensure that marking is equitable across different modules, pathways, options and electives.

All CLIE 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 online 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 or by contacting their Departmental Administrator in the first instance or Student and Registry Services directly at examiners@ucl.ac.uk. On the same Portico page, students can also access UCL wide External Examiners reports for the last three years.

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 2020.

Official module results will be available on Portico, at ucl.ac.uk/portico, from mid-July 2020.
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

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 Applying for Extenuating Circumstances

**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

**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

**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.

**Get supporting evidence**
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

**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), now open from 08:00-18:00 Monday to Friday, except Tuesdays (11:00-17:00), is based on the first floor of the new 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). SRS is implementing an enquiry and case management system known as askUCL, to streamline processes and enable students to have the majority of their queries answered in one place, via a knowledge bank of frequently asked questions. If their question cannot be answered students are able to log and track an enquiry, thus replacing the use of multiple email addresses.

Further information:

- 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 (resources.clie.ucl.ac.uk/home/sac).

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

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

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

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

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 at the interview with a CLIE language tutor 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](http://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](http://jpbooks.co.uk)

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

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

**Japan Centre Bookshop**
35b Panton Street London SW1Y 4EA
Tel: +44 (0)20 3405 1246
[japancentre.com](http://japancentre.com)

35. Portico
Portico ([ucl.ac.uk/portico](http://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](http://ucl.ac.uk/isd/services/email-calendar)) – you should check your UCL email regularly.
- Moodle ([moodle.ucl.ac.uk](http://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 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.

Academic representatives will be appointed in early October 2019. Training for representatives will be available from late October 2019 and the first SSCC will take place in November 2019.

37.2 Student Evaluation Questionnaires

During March 2020 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