



# UCL

# CLIE Language Modules 2023-2024

## Module Handbook

[ucl.ac.uk/languages-international-education/study/modules](https://ucl.ac.uk/languages-international-education/study/modules)

# **CLIE Language Modules 2023-2024**

## **Module Handbook**

**Part 1: CLIE Language Modules**

**Part 2: Assessment**

**Part 3: Additional UCL Regulations**

# Part 1: CLIE Language Modules

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# 1. Introduction

## 1.1 UCL Centre for Languages & International Education (CLIE)

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

All CLIE language tutors are native speakers, highly qualified and experienced in teaching their own language as a foreign language.

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

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

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

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

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

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

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

Please visit our [website](#) for information on any of our other courses.

## 1.2 CLIE Language Modules

This Module Handbook contains information about CLIE language modules<sup>1</sup>. It is also available on the [CLIE Language Modules website](#)<sup>2</sup>. 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](#).

The main source of course information is the [CLIE Language Modules website](#).

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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<sup>1</sup> The information contained in this handbook is correct at time of publication. In the event of a conflict with the [UCL Academic Manual](#), the latter takes precedence.

<sup>2</sup> The PDF version there is the official and binding version.

## 2. Contact details for CLIE Language Modules staff

Please use [clie-modules@ucl.ac.uk](mailto:clie-modules@ucl.ac.uk) to contact the CLIE Language Modules Office.

Normal office hours are 08:30-17:30.

Head of Language Modules Administration, Administrator for the Centre for Languages Boards of Examiners, ELO:  
Kimberly Bentein

Senior Language Modules Administrator, Secretary to the Centre for Languages Boards of Examiners, ELO:  
Jenny Easter

Language Modules Administrator:  
Sheryl Tait

Language Modules Assistant Administrators:  
Claire Dee  
Helen Thomas

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

### Modern Foreign Language Modules Senior Coordinators

Arabic Senior Language Modules Coordinator:  
Li-yun Liao [l.liao@ucl.ac.uk](mailto:l.liao@ucl.ac.uk)

French Senior Language Modules Coordinator:  
Dr Mireille Michel [m.michel@ucl.ac.uk](mailto:m.michel@ucl.ac.uk)

German Senior Language Modules Coordinator:  
Catherine Plant [c.plant@ucl.ac.uk](mailto:c.plant@ucl.ac.uk)

Italian Senior Language Modules Coordinator:  
Roberto D'Onofrio [r.d'onofrio@ucl.ac.uk](mailto:r.d'onofrio@ucl.ac.uk)

Japanese Senior Language Modules Coordinator:  
Dr So Hiranuma [s.hiranuma@ucl.ac.uk](mailto:s.hiranuma@ucl.ac.uk)

Mandarin Senior Language Modules Coordinator:  
Li-yun Liao [l.liao@ucl.ac.uk](mailto:l.liao@ucl.ac.uk)

Spanish Senior Language Modules Coordinator:  
Fernando Gracia García [f.gracia@ucl.ac.uk](mailto:f.gracia@ucl.ac.uk)

### EAP Language Modules Coordinator

EAP Senior Language Modules Coordinator:  
James Sinclair-Knopp [j.knopp@ucl.ac.uk](mailto:j.knopp@ucl.ac.uk)

### BSL

BSL Modules Tutor:  
Clive Mason [clive.mason@ucl.ac.uk](mailto:clive.mason@ucl.ac.uk)

### Dutch

Dutch Language Modules Tutor:  
Linda van Abel [l.abel@ucl.ac.uk](mailto:l.abel@ucl.ac.uk)

### Portuguese

Portuguese Language Modules Tutor:  
Roosevelt de Paula [r.paula@ucl.ac.uk](mailto:r.paula@ucl.ac.uk)

## 2.1 Who to contact

Your CLIE language tutor is the first person to contact if you wish to discuss your language module/language class. Each tutor has an office hour when they are available to answer any queries relating to the course. You can contact them by email (see the [CLIE Language Modules website](#) for all addresses).

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

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

## 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 Prevention of Bullying, Harassment and Sexual Misconduct Policy](#)
- ⊕ [UCL Code of Practice on Freedom of Speech](#)
- ⊕ [Religion and Belief Equality Policy for Students](#)

## 4. Attendance requirements

### 4.1 Attendance Requirements

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

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

UCL expects students to attend all the scheduled learning events which appear on their timetable as this gives students the best chance of academic success. This includes all events set out in the programme handbook or those provided to students during a module, including personal tutorials.

### Further information:

- ⊕ [Students' webpages](#)
- ⊕ [UCL Academic Manual Chapter 3 Section 3: UCL Student Attendance Policy](#)

### 4.2 Student Visa students: Absence from teaching and learning activities

In line with UCL's obligations under UK immigration laws, UCL is required to report to UK Visas and Immigration (UKVI) when a student has not been engaging with their studies. RegisterUCL is used by departments and the central Student Immigration Compliance team to report on student attendance. 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:

- ⊕ [Student visa responsibilities](#)

## 5. Choosing Modules

Modules are the individual units of study which lead to the award of credit.

### Choosing Modules for 2023-2024

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 students need to choose modules, their department will advise them of how and when to do this, usually during departmental introductions.

Continuing undergraduate students and postgraduate students on programmes of more than 1 year's duration will have an opportunity to make an initial selection of modules for 2023-2024 at the end of the spring term, with places being confirmed in the summer.

### 5.1 UCL Module Catalogue

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

**Further information:**

✚ [UCL Module Catalogue](#)

### 5.2 Module selection and verification deadlines

You will receive an email through the Student Records system, Portico, with details of module registration deadlines. Later on, you will also be asked to check in Portico and confirm that your module registrations are correct. It is important that you check that you are registered for the correct modules so that you are entered for the right assessments.

**Further information:**

✚ [Module Registration](#)

### 5.3 Change of Module Selection

If a student wishes to change a module selection, requests need to be submitted and approved by the department. Exact deadlines will be published each year in the 'Module Selection Task' on Portico. On Online Programmes, exact deadlines will be set, managed and communicated by the Department.

**Further information:**

✚ [Portico Login](#)

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

## 6. Modules available

### 6.1 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.

## **6.2 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).

## **6.3 British Sign Language modules**

- ⊕ British Sign Language Level 1 (15 credits).
- ⊕ British Sign Language Level 2 (15 credits).

# **7. Aims and objectives**

## **7.1 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.

## **7.2 EAP modules**

### **7.2.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.

### **7.2.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.

### **7.2.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.

## **7.3 BSL modules**

### **7.3.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.

### **7.3.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.

## 8. 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.

### 8.1 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.

### 8.2 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.

### 8.3 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.

## 9. Course structure

### 9.1 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 week<sup>1</sup> (15 or 30 credits). Classes are held in the target language and are kept as small as possible.

### 9.2 Workshops (Arabic, Japanese and Mandarin)

For Arabic, Japanese and Mandarin 15-credit language modules at level 1 and at 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.

### 9.3 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.

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<sup>1</sup> Plus weekly workshops for Arabic, Japanese, Mandarin 15-credit modules at level 1 and at 2.

## 10. Key dates

### 10.1 UCL Term dates

See [Term Dates 2023-2024](#) for UCL term dates and closures.

### 10.2 CLIE language module registration

#### Interviews

##### Continuing UCL students

Early June 2023 – mid-July 2023

##### New UCL students

Monday 11 September 2023 – Friday 06 October 2023

### 10.3 CLIE language module teaching

#### Term 1

##### Block 1

Monday 09 October 2023 – Friday 03 November 2023 (4 weeks)

##### Reading Week

Monday 06 November 2023 – Friday 10 November 2023

##### Block 2

Monday 13 November 2023 – Friday 15 December 2023 (5 weeks)

#### Term 2

##### Block 3

Monday 08 January 2024 – Friday 09 February 2024 (5 weeks)

##### Reading Week

Monday 12 February 2024 – Friday 16 February 2024

##### Block 4

Monday 19 February 2024 – Friday 22 March 2024 (5 weeks)

### 10.4 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.

## 10.5 CLIE language module assessment

See Part 2: Assessment for full details.

### 10.5.a Coursework

#### In-class Course Assessment

MFL Art Historians

week of 11 December 2023

#### Linguistic Course Assessment

MFL level 7 (Translation Skills)

week of 11 December 2023

#### Progress Test

Academic Writing in English for Non-Native Speakers,  
Academic Writing in English for Native Speakers

week of 11 December 2023

#### Project

All MFL, EAP and BSL modules

Stage 1: Proposal

Stage 2: Draft

Stage 3: Final submission

Monday 15 January 2024 12:00

Friday 09 February 2024 17:00

Monday 18 March 2024 17:00

### 10.5.b Examinations

#### Oral Examination/Signed Examination

All MFL, EAP and BSL modules except Translation Skills,  
Art Historians, Academic Writing in English for Non-Native Speakers,  
Academic Writing in English for Native Speakers

24 April – 31 May 2024

#### Reading and Writing Examination/Reading Examination/Written Examination

All MFL, EAP and BSL modules  
(Timetabled by UCL Student and Registry Services)

22 April – 24 May 2024

### 10.5.c Late Summer Assessment Period

19 August – 06 September 2024

## 11. Registration

### 11.1 How and when to register

All students who would like to take a CLIE language module (MFL, EAP or BSL) in 2023-2024 **must complete a [CLIE online application form](#)** – this is **separate from** and **in addition** to selecting a language module on Portico<sup>1</sup>. You will need to login using your UCL userid and password in order to access the form.

We strongly recommend you complete the form as soon as possible (see below for dates), especially if you will need an interview.

All interviews are done using Microsoft Teams, which is available through Office 365. You login using your [UCL user ID and password](#).

Once we have reviewed your application then we will approve your module selection on Portico (after amending the module if it is incorrect).

Please check the [CLIE language modules website](#) for current information.

#### 11.1.a UCL new students

Portico module selection for **new UCL students starts on Monday 11 September 2023**. See [UCL new student module selection information](#) for more information.

If you are interested in taking a CLIE language module in 2023-2024 then you should apply on Portico for the most appropriate CLIE language module, using information in the [UCL module catalogue](#), the [CLIE Language Modules 2022-2023 module handbook](#) and the [CLIE Language Modules syllabi](#).

You also need to complete a [CLIE online application form](#); if you know you are permitted to take a CLIE language module then you can complete this from 04 September 2023, otherwise you can do this after you have selected the most appropriate CLIE language module on Portico. **We recommend that you complete the form as soon as you can.**

You will need to have an online interview with a CLIE language tutor to determine the most appropriate module (even if you have never studied the language before/are a complete beginner). You will select a date/time for your interview when you complete the CLIE online application form. Interviews will take place (on Microsoft Teams) from 11 September 2023. Your module selection will then be approved on Portico (after we have amended the module if it is incorrect).

#### 11.1.b UCL continuing students

If you are interested in taking a CLIE language module in 2023-2024 then you should apply on Portico for the most appropriate CLIE language module, using information in the [UCL module catalogue](#), the [CLIE Language Modules 2022-2023 module handbook](#) and the [CLIE Language Modules syllabi](#).

Initial module selections were made on Portico between 03 April 2023 and 12 May 2023, however it is still possible to take a CLIE language module if you are permitted to do so as part of your programme.

See [UCL student module selection information](#) and the [module selection timeline](#) for more information

You also need to complete a [CLIE online application form](#), which you should do as soon as possible (if you have not already done so):

- ⊕ **If you studied a language as a module at the CLIE in 2022-2023 and will continue with the same language in 2023-2024:** provided you did not study the language over the summer then you will be allocated to the next language level up 15/30 credit module. If this is at CLIE language level 7 then the appropriate module options will be shown to you. Your module selection will then be approved on Portico (after amending if necessary).
- ⊕ **If you did not study the language as a module at the CLIE in 2022-2023, or if you studied the language over the summer:** you will need to have an online interview with a CLIE language tutor to determine the most

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<sup>1</sup> Portico does not apply to intercollegiate students.

appropriate module. You will select a date/time for your interview when you complete the CLIE online application form. Interviews will take place (on Microsoft Teams) from early-June 2023 to mid-July 2023 and then again from 11 September 2023. Your module selection will then be approved on Portico (after we have amended the module if it is incorrect).

## 11.2 Class schedule

CLIE language module classes are scheduled around the availability of those students who register to take it, using information on the [UCL Online Timetable](#). We started scheduling classes in August 2023 once the main module registration period for continuing students had finished, and then make adjustments/create additional classes as required in September-October 2023.

All CLIE language modules (15 and 30 credits) run over **BOTH** Term 1 **AND** Term 2 (i.e. from October to March); classes are generally at the same time in both terms but may change in Term 2 if necessary to accommodate changes to student timetables.

## 11.3 Teaching delivery

In 2023-2024 CLIE language module classes will be taught face-to-face wherever possible.

Workshops (e.g. for Arabic, Japanese and Mandarin 15-credit language modules at level 1 and at level 2) will be online.

All online sessions will be synchronous.

Please check the [CLIE language modules website](#) for current information.

## 11.4 Class and room information

Your class and room information will be shown on the [UCL Online Timetable](#) once confirmed.

We will also email you details of your class(es) once your registration has been confirmed and you have been allocated to a class.

For online classes your CLIE language tutor will be in touch with you with joining instructions shortly before your first class.

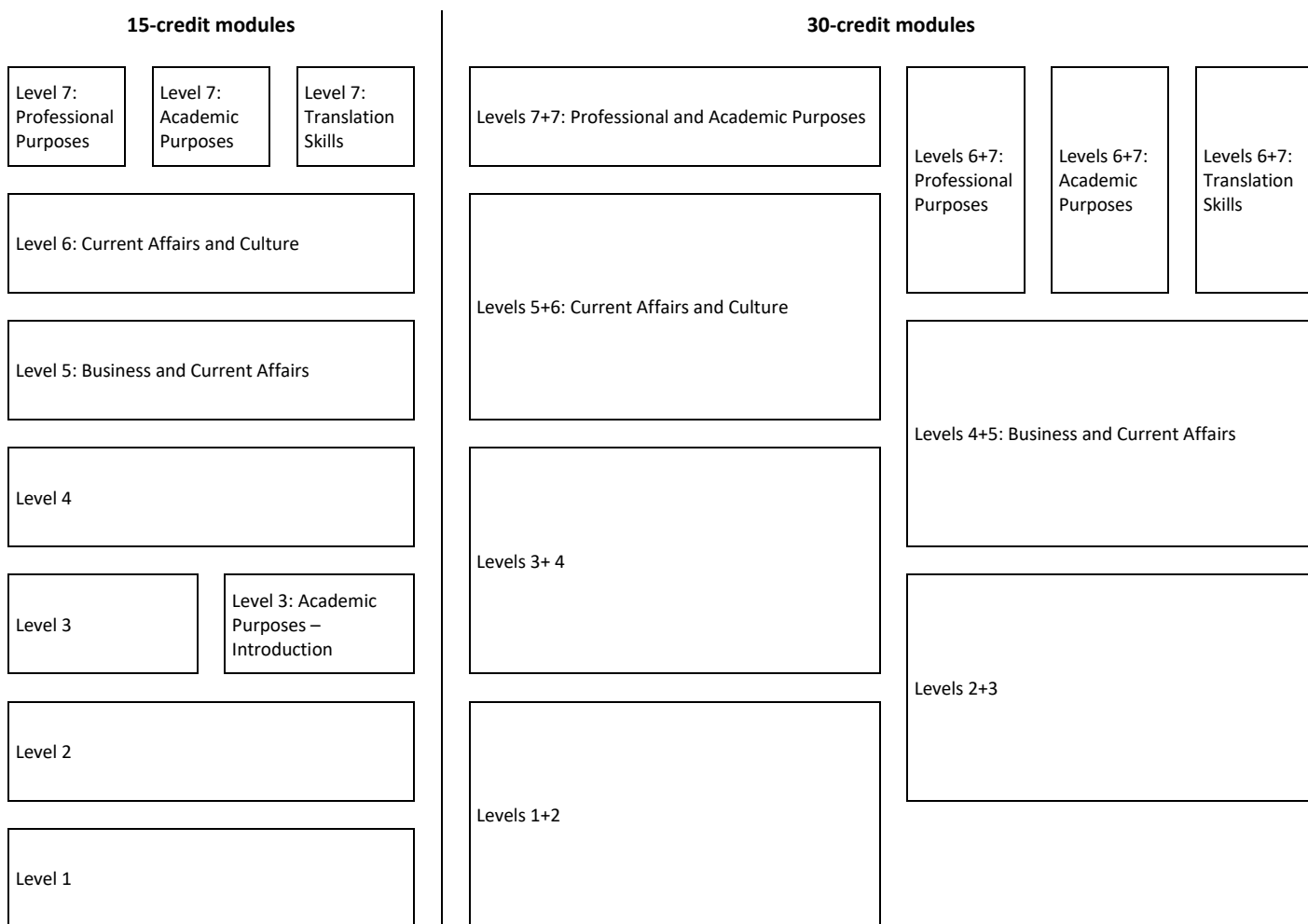
PLEASE NOTE THAT IT IS NOT POSSIBLE UNDER ANY CIRCUMSTANCES TO ATTEND OR JOIN A GROUP UNLESS YOU HAVE BEEN OFFICIALLY REGISTERED FOR IT BY THE CLIE.

## 11.5 Late registration

Once classes have started on Monday 09 October 2023 then we only accept registrations subject to availability. Please see the [CLIE language modules website](#) for current information.

## 12. MFL modules

### 12.1 Level structure



### 12.2 Common European Framework of Reference for Languages

#### Approximate equivalence at completion

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

## 12.3

## Module codes

### 15-credit modules

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

### 30-credit modules

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

### FEHQ level:

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

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

Postgraduate deliveries: levels 1-7 are L7.

## 12.4 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 on the [CLIE language modules website](#). 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.

### 12.4.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.

### 12.4.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.

### 12.4.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.

## **12.4.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.

## **12.4.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<sup>1</sup>).

### **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.

## **12.4.f Level 5: Business and Current Affairs**

### **Prerequisite for entry**

Completion of level 4 at the UCL CLIE, a high A level grade<sup>2</sup>, 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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<sup>1</sup> Or equivalent.

<sup>2</sup> Ibid.

## **12.4.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.

## **12.4.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.

## **12.4.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.

## **12.4.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.

## **12.4.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.

## **12.4.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.

## **12.4.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.

## **12.4.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.

## **12.4.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. EAP language modules

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

### 13.1 Courses available

You can only choose ONE of the courses available.

#### 13.1.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.

#### 13.1.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.

## 13.1.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.

## 13.2 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. BSL language modules

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

These BSL modules are run in conjunction with the [UCL Deafness Cognition and Language \(DCAL\) Research Centre](#).

### 14.1 Courses available

#### 14.1.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.

## 14.1.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. Course syllabi

Full [syllabi](#) for all CLIE language modules are available online.

## 16. Course material

You will need to purchase some course material before classes begin; the recommend material for each course is included on the [course syllabus](#).

## 17. CLIE Self-Access Centre

The [Self-Access Centre](#) (SAC) is an online library which 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 number of resources, such as films, documentaries, course videos and audio recordings, in a wide range of languages.

## 18. Bookshops

The following bookshops offer discounts to UCL students.

### Grant and Cutler at Foyles

107 Charing Cross Road, London WC2H 0DT

Tel: +44 (0)20 7440 3248

[grantandcutler.com](http://grantandcutler.com)

(only a very limited selection of their language stock is listed online; it is recommended to contact them directly).

### Japan Centre Bookshop

35a Panton Street London SW1Y 4EA

Tel: +44 (0)870 820 0055

[japancentre.com](http://japancentre.com)

### JP-Books

Office 1, 289 Kennington Lane, London SE11 5QY

(please contact to check stock availability before visiting)

Tel: +44 (0)20 7839 4839

[jpbooks.co.uk](http://jpbooks.co.uk)

### Waterstone's

82 Gower Street, London WC1E 6EQ

Tel: +44 (0)20 7636 1577

[waterstones.com](http://waterstones.com)

## 19. Moodle

Moodle 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.

## 20. Portico

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 module results.
- ⊕ Pre-enrolment and re-enrolment.
- ⊕ Applying for programme transfer.
- ⊕ Plan and record skills development.
- ⊕ Applying for graduation ceremonies.

## 21. How we will communicate with you

We will communicate with you via:

- ✦ [UCL student email](#) – you should check your UCL email regularly.
- ✦ [Moodle](#) – 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.

## 22. Student representation

### 22.1 Information on Academic Representatives

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

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

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

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

#### Further information:

- ✦ [Academic Representatives](#)
- ✦ [Find your representative](#)

### 22.2 Departmental Staff-Student Consultative Committee

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

The CLIE has two SSCCs for language modules: one for European language modules and one for non-European language modules. Academic representatives for these SSCCs will be appointed in November 2023. Training for representatives will be available afterwards and the first SSCC will take place in December 2023.

#### 22.2.1 Meeting dates

##### CLIE Language Modules Staff Student Consultative Committee: European languages

06 December 2023 17:15-18:15  
28 February 2024 17:15-18:15  
29 May 2024 17:15-18:15

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

07 December 2023 17:15-18:15  
29 February 2024 17:15-18:15  
30 May 2024 17:15-18:15

## **22.3 Module Dialogue – what is it and why it's important**

Throughout all modules students will be asked to answer short pulse survey questions, on a regular basis. These pulse surveys are important because it helps teaching staff 'check-in' with students, making sure that they can understand and access key aspects such as the content of the module, assessment information and learning resources. This provides an opportunity for students to reflect on their learning and also give constructive feedback by engaging in a dialogue with staff about the results. Helpful comments and ideas from students mean that changes and improvements can be made to the module before it ends, as well as shaping the module for future students.

# Part 2: Assessment

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# 1. AssessmentUCL

In 2023-2024 the majority of all CLIE summative assessments will be on AssessmentUCL, and you will get your component mark and feedback on AssessmentUCL.

Further information:

- ⊕ [AssessmentUCL](#)
- ⊕ [AssessmentUCL guidance for students](#)
- ⊕ [Student Regulations for Exams and Assessments 2023-2024](#)

## 2. Course assessment summary

### 2.1 Levels 1-6 (excluding Art Historians)

Element	Weighting	Duration/length	Date
<b>Coursework (30%)</b>			
Project (Final stage)	30%	250-1500 words <sup>1</sup>	March
<b>Examinations (70%)</b>			
Oral Examination	35%	10-25 minutes <sup>2</sup>	April-May
Reading and Writing Examination	35%	Online 2-3 hours <sup>3</sup>	April-May

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

Element	Weighting	Duration/length	Date
<b>Coursework (30%)</b>			
Project (Final stage)	30%	2000-2200 words	March
<b>Examinations (70%)</b>			
Oral Examination	35%	25 minutes	April-May
Reading and Writing Examination	35%	Online 3 hours	April-May

### 2.3 Level 7 (Translation Skills)

Element	Weighting	Duration/length	Date
<b>Coursework (40%)</b>			
Linguistic Course Assessment	10%	Online 60 minutes	December
Project (Final stage)	30%	2000-2200 words	March
<b>Examinations (60%)</b>			
Written Examination	60%	Online 3 hours	April-May

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<sup>1</sup> Depending on level. See section 3.4.

<sup>2</sup> Depending on level. See section 4.1.

<sup>3</sup> Depending on level. See section 4.2.

## 2.4 Level 2: Art Historians

Element	Weighting	Duration/length	Date
<b>Coursework (50%)</b>			
In-class Course Assessment	10%	Online 60 minutes	December
Project (Final stage)	40%	1400-1600 words	March
<b>Examinations (50%)</b>			
Reading Examination	50%	Online 2 hours	April-May

## 2.5 English Language Skills for Academic Purposes

Element	Weighting	Duration/length	Date
<b>Coursework (30%)</b>			
Project (Final stage)	30%	1500-2000 words	March
<b>Examinations (70%)</b>			
Oral Examination	35%	25 minutes	April-May
Reading and Writing Examination	35%	Online 3 hours	April-May

## 2.6 Academic Writing in English (Non-Native and Native Speakers)

Element	Weighting	Duration/length	Date
<b>Coursework (40%)</b>			
Progress Test	10%	min. 500-700 words <sup>1</sup>	December
Project (Final stage)	30%	1500-2000 words	March
<b>Examinations (60%)</b>			
Written Examination	60%	Online 3 hours	April-May

## 2.7 British Sign Language Level 1 and Level 2

Element	Weighting	Duration/length	Date
<b>Coursework (20%)</b>			
Project (Final stage)	20%	2000 words	March
<b>Examinations (80%)</b>			
Oral (Signed) Examination	40%	30 minutes	April-May
Reading and Writing Examination	40%	Online 2 hours	April-May

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<sup>1</sup> Depending on course. See section 3.3.

### 3. Coursework

#### 3.1 In-class Course Assessment

Applies to MFL Art Historians.

Date:	Online during class-time in week of 11 December 2023.
Platform:	Discuss with your tutor.
Duration:	60 minutes.

Instructions in English.

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

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

50% Grammar and 50% Vocabulary.

Tasks could include:

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

Results will be available from **your CLIE language tutor** from two weeks after the assessment.

#### 3.2 Linguistic Course Assessment

Applies to level 7 (Translation Skills).

Date:	Online during class-time in week of 11 December 2023.
Platform:	AssessmentUCL.
Duration:	60 minutes.

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

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

Results will be available from **your CLIE language tutor** from two weeks after the assessment.

#### 3.3 Progress Test

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

Date:	Online during class-time in week of 11 December 2023.
Platform:	Moodle.
Duration:	90 minutes.

Prepared and written online; open book format.

Number of words required:

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

Students are given THREE broad, academic topics one week prior to the assessment task, and a selection of resources on Moodle relating to each topic. Students should then research one or more topics and build up ideas, including related vocabulary. During the time of the final class of Term 1, students complete the Progress Test in timed conditions by choosing one of nine possible essay questions relating to the research topics (the questions may relate to one of the essay frameworks covered in Term 1: discursive; cause and effect; situation, problem, solution and evaluation). Students have 90 minutes to plan and write the essay.

## 3.4 Project

A summary of information for all CLIE modules is given here; for full details for your module and delivery you should check the Project FLOWcombine on AssessmentUCL.

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

Your CLIE language tutor 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 (not applicable for Translation Skills, Art Historians, Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers).

### 3.4.a Project stages

There are three stages to writing your Project.

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

All Project stages must be submitted on AssessmentUCL, which is where you will receive your feedback (and mark for the Final submission).

Each stage is activated on AssessmentUCL approximately 7 days before it opens, which is when you be able to see it. You will receive an automated email from AssessmentUCL when the flow is activated. For the Proposal this will be before Christmas, on 20 December 2023.

We will also send you an email with practical information about the submission for the stage before it opens.

#### 1. Proposal:

Submit a statement of your Project's subject/topic/theme and the reasons you have chosen it, plus indicate the sources you intend to use.

Opens:	Wednesday 03 January 2024 09:00.
Closes (deadline):	Monday 15 January 2024 12:00.
Feedback <sup>1</sup> :	Monday 29 January 2024 09:00.
Format:	Entered directly online. Ensure you keep your OWN copy of what you submit.
Upload window:	Not applicable.
Possible to withdraw submission/ resubmit:	No – you can only submit once, it is not possible to withdraw your submission.
Late submissions accepted:	No.
Language you should use for your Proposal:	
MFL Levels 1-3:	English.
MFL Levels 4-7:	Target language.

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<sup>1</sup> Provided Proposal submitted by standard deadline. Submissions with an extended deadline will get their feedback later.

## 2. Draft:

Submit a draft of your Project.

MFL Levels 1-2:	Approximately 50% of the upper word limit for your level, including full accessible LINKS to your three sources.
MFL Levels 3-7:	Approximately 50% of the upper word limit for your level plus the structure of the remaining 50% in bullet points, including full accessible LINKS to your three sources <sup>1</sup> .
EAP modules:	100% of the word count for your module, including DOI hyperlinks to journal articles /weblinks to three or more sources.
BSL modules:	Approximately 50% of the word limit for your level plus the structure of the remaining 50% in bullet points, including full accessible LINKS to your three sources.
Opens:	Monday 05 February 2024 09:00.
Closes (deadline):	Friday 09 February 2024 17:00.
Feedback <sup>2</sup> :	Monday 04 March 2024 09:00.
Format:	One PDF file.
Upload window:	Not applicable.
Possible to withdraw submission/ resubmit:	Yes – if you submit the wrong file then you can withdraw it and resubmit up until the deadline.
Late submissions accepted:	<p>Up to 5 working days (i.e. 7 calendar days) (penalties apply, see <a href="#">Academic Manual Chapter 4, Section 3.12 Deadlines &amp; Late Submissions</a>).</p> <p>The penalty will take the form of a reduction in the feedback provided as follows:</p> <ul style="list-style-type: none"><li>Up to 2 working days late (e.g. after Friday 09 February 2024 17:00 and up until Tuesday 13 February 2024 17:00): 10% less of the Draft will be annotated/commented on than if submitted on time.</li><li>2-5 working days late (e.g. after Tuesday 13 February 2024 17:00 and up until Friday 16 February 2024 17:00): only summary feedback will be provided, annotations will not be provided.</li></ul>

## 3. Final submission:

Submit your Final Project and sources used.

Opens:	Monday 11 March 2024 09:00.
Closes (deadline):	Monday 18 March 2024 17:00.
Feedback and provisional mark:	Monday 22 April 2024 12:00.
Format:	Two PDF files (your Project itself AND a separate appendix containing the text of your three main sources with the relevant sections highlighted).
Upload window:	Not applicable.

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<sup>1</sup> For Level 7: Translation Skills approximately 50% of the upper word limit of the ST, and 50% of the annotations.

<sup>2</sup> Provided Draft submitted by standard deadline. Submissions with an extended deadline will get their feedback later.

Possible to withdraw submission/ resubmit:	Yes – if you submit the wrong file then you can withdraw it and resubmit up until the deadline.
Late submissions accepted:	Up to 5 working days (i.e. 7 calendar days) (penalties apply, see <u>Academic Manual Chapter 4, Section 3.12 Deadlines &amp; Late Submissions</u> ).
Latest accepted submission:	Monday 08 April 2024 17:00. After this any extension would be to the LSA.

### SoRAs

when required, students with a SoRA are able to submit written coursework using an extension of up to 1 week. This will be added to the standard deadline for each stage by default, so the deadline *for each stage* will be 1 week after the date stated above.

### Extenuating Circumstances

Students with approved Extenuating Circumstances will have an extended deadline for the stage(s) concerned.

## 3.4.b 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.
Level 7: Professional Purposes, Academic Purposes, Professional and Academic Purposes:	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.
Level 7: Translation Skills:	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 13 January 2023. 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.
Art Historians:	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.
EAP modules:	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.
BSL Level 1:	Your Project should be related to aspects of British Sign Language.
BSL 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.

### 3.4.c 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).
Level 7: Professional Purposes, Academic Purposes, Professional and Academic Purposes:	THREE (3) sources of different formats/types (Mandarin: 2100-2500 characters).
Art Historians:	THREE (3) text-based documents, APPROXIMATELY 2000 WORDS.
EAP modules:	THREE (3) text-based documents.
BSL modules:	THREE (3) text-based documents.

### 3.4.d Writing Element

Your Project must be written in the TARGET LANGUAGE (except for Art Historians, which should be written in ENGLISH).

Number of words required:

Level 1:	250-400 WORDS (Arabic: 200-300 words; Japanese: 800-1200 characters, 2-3 mai genkou-youshi; Mandarin: 250-300 characters).
Level 2:	450-600 WORDS (Arabic: 450-600 words; Japanese: 1000-1400 characters, 2.5-3.5 mai genkou-youshi; Mandarin: 400-500 characters).
Level 3:	700-800 WORDS (Arabic: 700-800 words; Japanese: 1200-1600 characters, 3-4 mai genkou-youshi; Mandarin: 600-700 characters).

Level 3: Academic Purposes – Introduction:	700-800 WORDS (Japanese: 1200-1600 characters, 3-4 mai genkou-youshi).
Level 4:	900-1100 WORDS (Arabic: 900-1100 words; Japanese: 1400-1800 characters, 3.5-4.5 mai genkou-youshi; Mandarin: 800-900 characters).
Level 5: Business and Current Affairs:	1100-1300 WORDS (Arabic: 1100-1300 words; Japanese: 1600-2000 characters, 4-5 mai genkou-youshi; Mandarin: 1000-1200 characters).
Level 6: Current Affairs and Culture:	1300-1500 WORDS (Japanese: 2000-2400 characters, 5-6 mai genkou-youshi; Mandarin: 1300-1500 characters).
Level 7: Professional Purposes, Academic Purposes, Professional and Academic Purposes:	2000-2200 WORDS (Japanese: 2400-2800 characters, 6-7 mai genkou-youshi; Mandarin: 2000-2500 characters).
Art Historians:	1400-1600 WORDS.
EAP modules:	1500-2000 WORDS.
BSL modules:	2000 WORDS.

### 3.4.e Project format

European languages:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).
Arabic Levels 1-3:	Your Project (Draft and Final) should be handwritten and scanned, and submitted as a PDF (.pdf).
Arabic Levels 4-5:	Your Project Draft should be handwritten and scanned, your Final Project should be typed. Both should be submitted as a PDF (.pdf).
Japanese Levels 1-6:	Your Project (Draft and Final) should be handwritten on provided genkouyoushi paper and scanned, and submitted as a PDF (.pdf).
Japanese Level 7:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).
Mandarin Levels 1-5:	Your Project (Draft and Final) should include BOTH a handwritten and scanned version PLUS a typed version, both together in ONE document, and submitted as a PDF (.pdf).
Mandarin Levels 6-7:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).

### 3.4.f Additional information

We expect language appropriate to your level. We are interested in the reading and writing process of your Project, as this process will help you to learn both language and information about countries where the language is spoken. If sources are not included with your Project you will get 0 (zero) points for Reading.

### 3.4.g Academic Integrity (Project)

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

Academic Integrity means being honest in your academic work, and making sure that you formally recognise and reference the existing knowledge and ideas on which your work is based.

If you do not acknowledge the work or ideas of others, you could be penalised for Academic Misconduct, which is defined as any action or attempted action that may result in you obtaining an unfair academic advantage.

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 being given a mark of 0.00%/Grade F for this component. 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/qualifications you have taken. 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 material from another language into the target language is NOT acceptable:

- ⊕ For your Sources – if the source was originally in another language then you will get 0 (zero) points for it.
- ⊕ For your Writing element – this constitutes plagiarism.

#### Further information:

- ⊕ [AssessmentUCL guidance for students](#).
- ⊕ [AssessmentUCL](#)

## 4. Examinations

### 4.1 Oral Examination

Applies to all CLIE language modules except Translation Skills, Art Historians, Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers.

Oral Examinations take place in April-May 2024. Oral Examination slots can only be booked on the [CLIE Language Modules website](#), from 01 March 2024 (after the Central Assessment Timetable has been published), when you will be able to choose and book your slot.

If you have not booked a slot for your Oral Examination by 24 March 2024 then a slot will be chosen and booked for you.

Oral Examinations will take place online using Microsoft Teams, which is available through Office 365.

You may refer to bullet point notes during the Oral Examination, and can share your screen if/when presenting, but you should NOT read from your notes at any point. Examiners may interrupt with questions or if they believe that you are reading.

You should submit ALL your supporting material on AssessmentUCL by 17:00 on the day before your Oral Examination, for review by the examiners. Any inappropriate material will be excluded for use before the Oral Examination starts.

Your mark and feedback will be available on AssessmentUCL.

**All durations given here are a guide, and the total duration includes time for the introduction and finish.**

## Levels 1-2

Date: Between 24 April 2024 and 31 May 2024

Duration: Level 1: 10 minutes:  
3-4 minutes for Project (students give a short outline/summary of their Project, assisted by guided questions).  
3-4 minutes for conversation.

Level 2: 10 minutes:  
4-5 minutes for Project (students give a short outline/summary of their Project, assisted by guided questions).  
4-5 minutes for conversation.

Candidates will have a short conversation about themselves/their studies/their interests.

Candidates may use bullet points or prompts for the Project element – a list of only a few key words/phrases (in the target language).

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

## Level 3

Date: Between 24 April 2024 and 31 May 2024.

Duration: 15 minutes:  
4-6 minutes for presentation by candidate on Project.  
4-6 minutes for discussion afterwards on Project, including sources and updates.

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language).

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

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

## Levels 4-6

Date: Between 24 April 2024 and 31 May 2024.

Duration: Level 4: 15 minutes:  
5-7 minutes for presentation by candidate on Project.  
5-7 minutes for discussion afterwards on Project, including sources and updates.

Level 5: 20 minutes:  
6-8 minutes for presentation by candidate on Project.  
6-8 minutes for discussion afterwards on Project, including sources and updates.

Level 6: 25 minutes:  
7-9 minutes for presentation by candidate on Project.  
7-9 minutes for discussion afterwards on Project, including sources and updates.

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language).

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

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: Between 24 April 2024 and 31 May 2024

Duration: 25 minutes:  
8-10 minutes for presentation by candidate on Project.  
8-10 minutes for discussion afterwards on Project, including sources and updates.

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language).

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

Candidates must include their personal evaluation of the topic.

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

## **English Language Skills for Academic Purposes.**

Date: Between 24 April 2024 and 31 May 2024

Duration: 20-25 minutes:  
10 minutes for presentation by candidate on Project.  
10-15 minutes for discussion afterwards on Project, including sources and updates.

Bullet points or prompts are highly recommended – a list of only a few key words/phrases (in the target language).

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

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

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

## **British Sign Language Level 1**

Date: Between 24 April 2024 and 31 May 2024

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.

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

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

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

## **British Sign Language Level 2**

Date: Part 1: during class-time, March 2024.  
Part 2: between 24 April 2024 and 31 May 2024.

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.

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

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

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

## 4.2 Reading and Writing Examination

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

Reading and Writing Examinations are timetabled by UCL Student and Registry Services. The Central Assessment Timetable will be available by 26 February 2024.

Date: Between 22 April 2024 and 24 May 2024.

Format: Online Controlled Condition Exam on AssessmentUCL.

Your answers should be typed and submitted as a PDF (.pdf), unless specified otherwise below.

Your mark and feedback will be available on AssessmentUCL.

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).

Format of answers:

European languages: Typed and submitted in ONE PDF (.pdf).

Arabic Levels 1-2: Handwrite ALL your answers, scan them and put them into ONE PDF.

Japanese Levels 1-2: Handwrite ALL your answers on the provided genkouyoushi sheets, scan them and put them into ONE PDF.

The use of generative AI, translation tools, dictionaries or any other online tools and resources is not permitted unless explicitly stated otherwise.

### 1. Ability to extract the main ideas from a text and to form an overall impression of a text

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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) within the context of the text.

### 3. Ability to respond to a text

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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 text-based answers.

The above tasks are awarded points as follows:

- ⊕ 55 points for Reading Competence (as allocated above).
- ⊕ 15 points for Written Linguistic Competence.

### 4. Writing task

30 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:

- ⊕ 15 points for content.
- ⊕ 15 points for Written Linguistic Competence, comprising:
  - Grammar/syntax.
  - Use of language/lexis.
  - Style/register.

## 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).

Format of answers:

European languages: Typed and submitted in ONE PDF (.pdf).

Arabic Level 3: Handwrite ALL your answers, scan them and put them into ONE PDF

Japanese Level 3: Handwrite ALL your answers on the provided genkuyoushi sheets, scan them and put them into ONE PDF.

Mandarin Level 3: Handwrite ALL your answers on the provided boxed answer sheet, scan them and put them into ONE PDF.

The use of generative AI, translation tools, dictionaries or any other online tools and resources is not permitted unless explicitly stated otherwise.

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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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 text-based answers.

The above tasks are awarded points as follows:

- ⊕ 55 points for Reading Competence (as allocated above).
- ⊕ 15 points for Written Linguistic Competence.

#### 4. Writing task

30 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:

- ⊕ 15 points for content.
- ⊕ 15 points for Written Linguistic Competence, comprising:
  - Grammar/syntax.
  - Use of language/lexis.
  - Style/register.

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

Duration: 3 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).
Level 7 (Professional Purposes, Academic Purposes, Professional and Academic Purposes):	450 words (Japanese: 900 characters; Mandarin: 400 characters).
Format of answers:	
European languages:	Typed and submitted in ONE PDF (.pdf).
Japanese Levels 4-6:	Handwrite ALL your answers on the provided genkouyoushi sheets, scan them and put them into ONE PDF.
Japanese Level 7:	Typed and submitted in ONE PDF (.pdf).
Mandarin Levels 4-5:	Handwrite ALL your answers on the provided boxed answer sheet, scan them and put them into ONE PDF.
Mandarin Levels 6-7:	Typed and submitted in ONE PDF (.pdf).
The use of generative AI, translation tools, dictionaries or any other online tools and resources is not permitted unless explicitly stated otherwise.	

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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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

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

This may be assessed through task types including (though not necessarily limited to) the following:

- ⊕ 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:

- ⊕ 55 points for Reading Competence (as allocated above).
- ⊕ 15 points for Written Linguistic Competence.

#### **4. Writing task**

30 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:

- ⊕ 15 points for content.
- ⊕ 15 points for Written Linguistic Competence, comprising:
  - Grammar/syntax.
  - Use of language/lexis.
  - Style/register.

### **Marking criteria (specific)**

For general information see the Marking criteria (general) (section 5).

- ⊕ 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.

## **English Language Skills for Academic Purposes**

Duration: 3 hours.

### **General information**

Language of questions/tasks: English.

Number of words required for Writing task: 500 words.

The use of dictionaries and other resources is not permitted unless explicitly stated otherwise.

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

15 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**

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

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

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

The above tasks are awarded points as follows:

- ⊕ 55 points for Reading Competence (as allocated above).
- ⊕ 15 points for Written Linguistic Competence.

#### 4. Writing task (essay)

30 points (Linguistic Competence).

This task is awarded points as follows:

- ⊕ 15 points for content.
- ⊕ 15 points for Written Linguistic Competence.

### 4.3 Written Examination

Applies to Translation Skills, Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers, British Sign Language Level 1, British Sign Language Level 2

Written Examinations are timetabled by UCL Student and Registry Services. The Central Assessment Timetable will be available by 26 February 2024.

Date: Between 22 April 2024 and 24 May 2024.

Format: Online Controlled Condition Exam on AssessmentUCL.

Your answers should be typed and submitted as a PDF (.pdf).

Your mark and feedback will be available on AssessmentUCL.

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

#### Translation Skills

Duration: 3 hours.

#### General information

Language of questions/tasks: Target language/English.

Number of texts: One.

Maximum length of text: Approximately 300 words.

Number of tasks: Two.

The use of a bilingual dictionary and/or a set of pre-defined online resources is allowed in the Written Examination for Translation Skills. However the use of any generative AI, translation tools, other dictionaries or online tools and resources is not permitted.

#### 1. Translation of English language source text into target language

70 points.

This task is awarded points as follows:

- ⊕ 30 points for Comprehension, Transfer of message, Readability and Cohesion.
- ⊕ 30 points for Lexis and Grammar.
- ⊕ 10 points for Technical aspects.

#### 2. Commentary in English in 350-400 words

30 points.

This task is awarded points as follows:

- ⊕ 15 points for Content, Relevance & Range.
- ⊕ 15 points for Accuracy & Clarity.

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

## **Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers**

Duration: 3 hours.

### **General information**

Language of questions/tasks: English.

Number of Writing tasks: One (from a choice of nine).

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.

Candidates choose one essay to complete (from a choice of nine). The questions are related to THREE broad, academic topics, which are provided with resources ten days in advance on Moodle. As with the Progress Test in December, candidates should review the resources provided for one or more topics to build up ideas and related vocabulary. Questions will use the four key essay frameworks studied on the module.

The use of generative AI, translation tools, dictionaries or any other online tools and resources is not permitted unless explicitly stated otherwise.

### **Marking criteria (specific)**

- ⊕ Text organisation and cohesion.
- ⊕ Content.
- ⊕ Register, style and lexis.
- ⊕ Grammatical accuracy (Academic Writing in English for Non-Native Speakers only).

## **British Sign Language Level 1, British Sign Language Level 2**

Duration: 2 hours.

### **General information**

Language of questions/tasks: English/BSL.

Number of tasks: Two.

The use of generative AI, translation tools, dictionaries or any other online tools and resources is not permitted unless explicitly stated otherwise.

#### **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.

## 4.4 Reading Examination

Applies to Art Historians.

Reading Examinations are timetabled by UCL Student and Registry Services. The Central Assessment Timetable will be available by 26 February 2024.

Date:	Between 22 April 2024 and 24 May 2024.
Format:	Online Controlled Condition Exam on AssessmentUCL. Your answers should be typed and submitted as a PDF (.pdf).
Duration:	2 hours.

Your mark and feedback will be available on AssessmentUCL.

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

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.

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. However the use of any generative AI, translation tools, other dictionaries or online tools and resources is not permitted.

- 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 5).

- ⊕ 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.

## 5. 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 speed 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.

# 6. Marking scale

All CLIE modules use a numeric marking scale.

## 6.1 Modules at FEHQ levels 4, 5, 6

### Module/result and components

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

## 6.2 Modules at FEHQ level 7

### Module/result and components

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

# 7. Assessment regulations

Students must ensure that they are aware of the regulations governing assessments and examinations on the Examinations and Assessment website.

Please check the Students' webpages for the most up-to-date information.

### Further information:

- ⊕ [Students' webpages](#)
- ⊕ [Examinations and Assessments](#)

## 8. Coursework late submission

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

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

### Further information:

- ⊕ [Academic Manual Chapter 4, Section 3: Module Assessment](#)
- ⊕ [Academic Manual Chapter 2, Section 2: Short Term Illness and Other Extenuating Circumstances](#)

### 8.1 Latest accepted submission

Late submissions of up to 7 days are accepted for the Project stage 2 (Draft) and stage 3 (Final), unless there are approved Extenuating Circumstances.

The latest accepted submission for the Project stage 3 (Final) *with approved Extenuating Circumstances* is Monday 05 April 2024 17:00; mitigation beyond this would be Deferral without Tuition to the next normal occasion (typically the Late Summer Assessment Period).

### 8.2 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:

#### 8.2.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

#### 8.2.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

## 8.2.c All modules

- ⊕ Late submissions can only be made up to one calendar month after the published deadline, or two weeks before the Board of Examiners considers the marks for the assessment, whichever is the earlier date. Work submitted after this 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.

## 9. 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). Your word count must be stated on the first page of your submission.

The following IOE faculty policy applies.

- ⊕ Work that exceeds the word count by more than 10% will be reduced by one grade or 10 percentage points. This must not take the mark below the Pass Mark. Any material in addition to the 10% excess may not be taken into account in grading. For example, if 6,500 words are submitted for an assignment with a 5,000 word count limit, the final 1,000 words may not be taken into account in grading – the assessor is not required to read or consider these additional 1,000 words.
- ⊕ There will be no penalties for any submissions which are under the word count.
- ⊕ In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties must apply.

### Further information:

- ⊕ Academic Manual Chapter 4, Section 3: Module Assessment

## 10. 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.

### Further information:

- ⊕ Academic Manual Chapter 2, Section 2: Short Term Illness and Other Extenuating Circumstances

## 11. 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.

In 2022-2023 the majority of all CLIE summative assessments will be on AssessmentUCL, and you will get your component mark and feedback on AssessmentUCL. For any coursework that is not submitted on AssessmentUCL you will get your mark and feedback from your CLIE language tutor.

Please note that all marks are provisional until after the course has been reviewed by the relevant External Examiner and considered by the CLIE Board of Examiners in June 2023.

**Further information:**

✦ [Academic Manual Chapter 4, Section 5: Assessment Feedback](#)

## 12. 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 controlled condition examinations should also familiarise themselves with the requirements set out in the [Academic Manual, Chapter 6, Section 9](#). It is also very important that students are aware of what items they are permitted to bring into the Examination Halls, so they can ensure they do not unintentionally breach the examination rules.

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

The vast majority of students at UCL will maintain their Academic Integrity throughout their studies, but it is important to be aware that UCL may consider breaches to your Academic Integrity as an instance of Academic Misconduct. When Academic Misconduct occurs there can potentially be penalties imposed, and it is important to note that repeated breaches will be taken very seriously and could result in exclusion from UCL (see the [Academic Manual, Chapter 6, Section 9](#)). For students who are unsure of what may be considered as Academic Misconduct, the procedures in Chapter 6 of the Academic Manual define all such behaviour and how this is taken forwards. UCL also has online tools available to help students identify what behaviours may be considered as Academic Misconduct.

**Further information:**

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

## 13. 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 6: Progression and Award](#)

### 13.1 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 7: Classification defines the Classification Schemes for each qualification.

The regulations work slightly differently depending on the programme structure. Specific regulations for each individual programme are published in the Portico Progression and Award Rules Tool. Students will be notified when their regulations are available. To find the Tool, students should click on the 'My Programme' box on the 'My

Studies' page in Portico. The 'Progression and Award Rules' link is below the programme information.

**Further information:**

- ⊕ [Academic Manual Chapter 4, Section 7: Classification](#)
- ⊕ [Portico Login](#)

## 14. 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

### 14.1 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 6: 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](#)

### 14.2 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 9: Consequences of Failure](#)

### 14.3 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:**

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

## 15. Marking, second-marking and moderation

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

All CLIE language module summative assessment is second-marked.

## 16. External Examining at UCL

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

Each External Examiner submits an on-line annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner's report and departmental response via the "My Studies" page through their Portico account either through 'Module Assessment' or 'Summary of Results and Awards' or by contacting their Departmental Administrator in the first instance. On the same "My Studies" Portico page, students can also access UCL wide External Examiners reports for the last three years. For central queries relating to External Examining, please contact Student and Registry Services at [examiners@ucl.ac.uk](mailto:examiners@ucl.ac.uk).

All CLIE language modules are monitored by External Examiners.

## 17. Results

Provisional module results will be available after the CLIE Boards of Examiners Meeting has taken place in mid-June 2024.

Official module results will be released by UCL on 04 July 2024.

# Part 3: Additional UCL Regulations

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# 1. UCL's Student Support Framework

UCL is committed to providing the support you need in order to make the most out of your studies. The Student Support Framework draws together our main academic support processes under one banner to help you understand the options open to you.

✦ [UCL's Student Support Framework](#)

The Framework includes the following components:

## 1.1 Part 1: How to Use this Framework

Part 1 helps you find your way around the different support options open to you. It includes:

- ✦ Where to find help and advice
- ✦ Information about when to use this framework (for example if you are an affiliate, study abroad or placement student)
- ✦ Advice on confidentiality and how UCL will look after your data
- ✦ Information on providing supporting evidence
- ✦ Links to other support options that are available to you.

## 1.2 Part 2: Types of Support

Part 2 explains how each of the following processes works:

Support process:	Use this if:	What this covers:
<a href="#">Short-term Illness and other Extenuating Circumstances</a>	You have a short-term illness, bereavement or other unexpected emergency.	'Extenuating Circumstances' (often known as 'ECs') are events which are sudden, unexpected, significantly disruptive and beyond your control and which may affect your performance at summative assessment, such as a serious illness or the death of a close relative. You can submit an Extenuating Circumstances claim to access 'mitigation' such as an extension or deferring an assessment to a later date.
<a href="#">Reasonable Adjustments for Disabilities and Long-term Conditions</a>	You have a disability or long-term physical or mental health condition.	UCL can provide longer-term 'Reasonable Adjustments' to support your learning and assessment. This includes setting up a 'SoRA' (Summary of Reasonable Adjustments) with UCL's Student Support and Wellbeing team.
<a href="#">Academic Adjustments</a>	You need long-term or ongoing support with one or more of the following:  You or your partner is pregnant or planning maternity, paternity or adoption leave  You are a parent or carer  You observe religious beliefs or	Academic Adjustments include long-term reasonable adjustments arranged by your Department if you need additional support with learning, teaching and assessment.

Support process:	Use this if:	What this covers:
	<p>cultural customs</p> <p>You are affected by any form of harassment or discrimination</p> <p>You are affected by traumatic world events such as war or terrorism</p> <p>You are a critical worker (e.g. NHS staff).</p>	
<u>Exam Adjustments</u>	You need additional support to sit an online or face-to-face exam.	Exam Adjustments are specifically for Controlled Condition Exams and Take-Home Papers, and include adjustments such as extra time, rest breaks, a more comfortable chair and specialist equipment. These are available to students with a longer-term disability or health condition, and to students who need shorter-term support e.g. if you are pregnant, or have a broken arm.
<u>Interruption of Study</u>	You are thinking of taking time out from your studies.	Interruption of Study is for students who wish to take a break from their studies and return at a later date. You can take time out from your studies for a wide range of reasons - you might want to take up an internship or placement, take time out to travel, be planning to have children, or be facing personal challenges which are making it hard to study.
<u>Support to Study</u>	You are having persistent or ongoing difficulties and UCL's other support processes are not providing the right level of help.	Support to Study aims to help you if you are having significant, persistent, longer-term difficulties and UCL's normal mechanisms (e.g. Reasonable Adjustments, Extenuating Circumstances, Interruption of Study) are not providing enough support. We will work with you to put together a Support Plan to help you get the most out of your studies.

The Student Support Framework is just one of the ways in which UCL helps you to get the most out of your time with us:

<b>The Student Support Framework</b>	<b>Your Personal Tutor</b>	<b>Your Department</b>
The Student Support Framework explains how you can apply for formal support with your studies such as extensions, reasonable adjustments, or taking time out from your studies.	One of your first priorities should be to meet your Personal Tutor. They will help you to get the most out of your studies, and provide support and encouragement during your time with us.	Help is also available from members of staff in your UCL department including academic staff and departmental administrators. You can find their contact details on <a href="#">Moodle</a> or in your Student Handbook.
<b>UCL Student Support and Wellbeing</b>	<b>FAQs and Enquiries</b>	<b>Students' Union UCL Advice Service</b>
UCL's team of expert wellbeing, disability and mental health staff provide a safe, confidential and non-judgemental space in which you can discuss any issues that may be affecting your ability to study.	askUCL is our self-help centre and student enquiry system. It includes a wide range of Frequently Asked Questions. If you can't find what you're looking for, you can log an enquiry.	The Students' Union UCL provides a free, confidential and independent advice service with a trained and experienced team.

## 2. Student support and wellbeing

### 2.1 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.

### 2.2 The Student Enquiries Centre

#### 2.2.a Walk-in Service

The Student Enquiries Centre (SEC) have a physical space that students can visit for walk-in questions and enquiries on the 1<sup>st</sup> floor of the Student Centre. We can assist you with questions or concerns you may have around your student record and give guidance and information on a range of areas such as Visa, Fees, Study Abroad, Student Support Wellbeing or any matters regarding your studies at UCL.

Our term-time hours are: 10:00-18:00 on Monday-Wednesday and Friday; 10:00-16:00 on Thursday.

#### 2.2.b Telephone Service

You can also contact us via our telephone service:

Student Enquiries Centre Telephone Service: +44 (0)20 3108 8836.

Telephone service hours: 09:00-12:00 NS 14:00-17:00 on Monday-Wednesday and Friday; 09:00-12:00 and 12:00-16:00 on Thursday.

#### 2.2.c askUCL

Log an enquiry via [askUCL](#), our online student enquiries system, to ask a question or directions to a particular service. We are currently responding to enquiries between the hours of 09:00-18:00 (Monday – Friday) and will aim

to provide you with a response within 5 working days

## 2.2.d Accessing our self-service options

Self-service remains the quickest and most efficient way for students to complete certain processes and obtain key documentation. We recommend that students use the following self-service opportunities:

- ⊕ Launch [askUCL](#) to access the comprehensive and extensive database of Frequently Asked Questions (FAQs)
- ⊕ The letter self-service options on Portico where students can print off a statement of student status (current students) or statement of award (alumni)
- ⊕ The personal details & address containers on Portico where students can update their preferred name, title, trusted contact details and addresses.

### Further information:

- ⊕ [askUCL](#)
- ⊕ [Student Enquiries Centre](#)

## 3. 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](#)
- ⊕ [Data Protection](#)
- ⊕ [Understanding your Intellectual Property \(IP\) Rights](#)

Students may send queries on data protection matters to the University Data Protection Officer: [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk)

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[clie-modules@ucl.ac.uk](mailto:clie-modules@ucl.ac.uk)

[ucl.ac.uk/languages-international-education/study/modules](http://ucl.ac.uk/languages-international-education/study/modules)

## Director

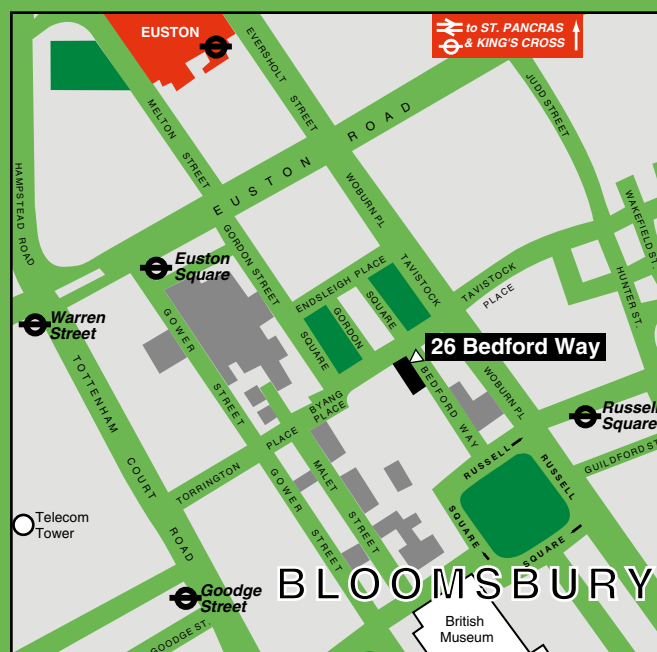
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