

# Student Handbook

## 2022



### 12-week, 8-week and 4-week Pre-sessional English Language Programme (PELP)

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Centre for the Development of Academic Skills (CeDAS)  
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### **Disclaimer**

This document was published in May 2022 and was correct at that time. The Department\* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

\* Please note, the term 'Department' is used to refer to both 'Departments', 'Centres' and 'Schools'. Students on joint or combined degree programmes will need to use two departmental handbooks.

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# 1 Introduction to the Department

## 1.1 Welcome

Welcome to the Centre for the Development of Academic Skills (CeDAS)! We are pleased you have decided to study with us and look forward to helping you develop your potential as a student in the UK over the coming months.

CeDAS unites a number of activities which includes the support of international students. As part of this role, CeDAS offers a range of taught courses and programmes to international students enrolled at Royal Holloway. Specifically, this includes:

- the teaching of a Pre-Sessional English language programme for international students who have been offered a place to study at either undergraduate or postgraduate level at Royal Holloway;
- the teaching of English language support courses for both international students and native English speaking students;
- the teaching of tailor-made courses for visiting overseas students who need substantial English language support.

Some of you have joined us online from your home country, and others shortly after arriving in the UK for the first time. Some of you may also have previous experience of studying in this country. The Pre-Sessional English Language Programme provides everyone with a wonderful opportunity to learn and to develop the necessary language and study skills for success as a student in the UK.

This Student Handbook tells you about the Pre-Sessional English Language Programme and contains comprehensive information, both about the Department and the College. Please make sure you keep this handbook safely for future reference.

We look forward to working with you and hope that you have an enjoyable and productive time whilst in CeDAS.

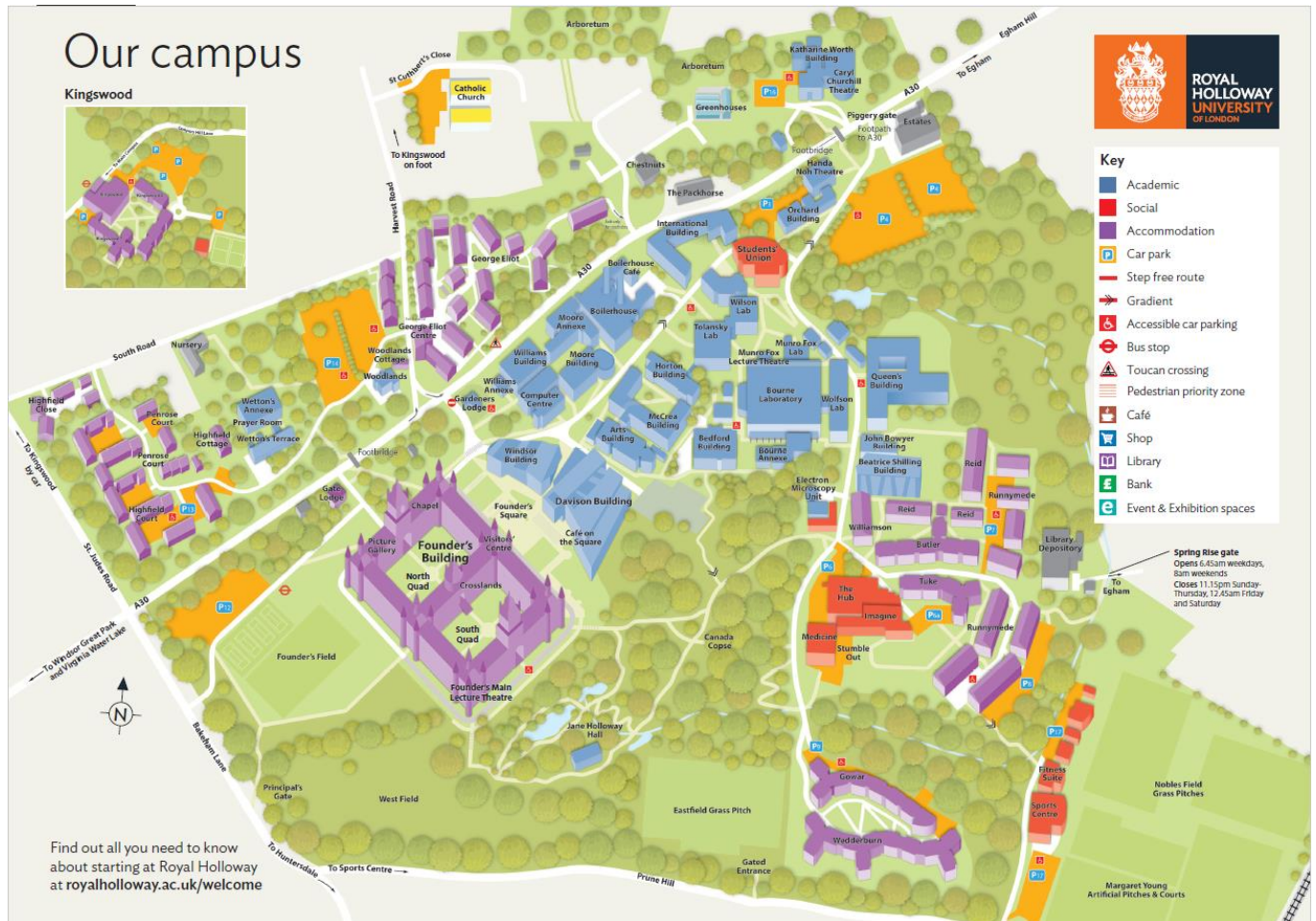
**Silke Placzeck**

**Head of the Centre for the Development of Academic Skills (CeDAS)**

## 1.2 How to find us: the Department

CeDAS is located in the west wing of the Founders Building. This can be found on the College [campus map](#).

## 1.3 Map of the Egham campus



**Student parking** is limited and a parking permit is required. This can be obtained via Security or online: <https://rh.firstparking.co.uk/>

You will need proof of insurance and ID before a permit will be issued.

#### 1.4 How to find us: PELP Management Team: Staff offices are in the west wing of the Founders Building.

Name and Email	Extension	Title
<b>Dr David Channon</b> david.channon@rhul.ac.uk	3240	Teaching Fellow
<b>Ms Norlene Conway</b> n.conway@rhul.ac.uk	4111	Senior Teaching Fellow
<b>Mrs Marion Engrand-O'Hara</b> m.e.ohara@rhul.ac.uk	3898	Teaching Fellow
<b>Mrs Phillipa Le Hen</b> Phillipa.LeHen@rhul.ac.uk	6432	Teaching Fellow

**Please note:**

If the telephone extension begins with '3'  
the full telephone number will be 01784 44 plus the extension  
If the telephone extension begins with '4'  
the full telephone number will be 01784 41 plus the extension  
If the telephone extension begins with '6'  
the full telephone number will be 01784 27 plus the extension

#### 1.5 How to find us: the CeDAS departmental office and administration team

Our departmental reception is based in the west wing of the Founders Building.

**Email:** [Pre-Sessional@rhul.ac.uk](mailto:Pre-Sessional@rhul.ac.uk)

**Telephone:** 01784 443368

Name and Email	Extension	Title
<b>Miss Alanah Harrington</b> alanah.harrington@rhul.ac.uk	3166	Administrative Officer
<b>Ms Nicky Valentine</b> nicky.valentine@rhul.ac.uk	6369	Administrative Officer
<b>Mr Sandeep Sangha</b> Sandeep.Sangha@rhul.ac.uk	3368	Administrative Officer

## 2 Teaching

### 2.1 Programme Dates

The programme comprises three teaching blocks.

Online Programme:

Part 1	Part 2	Part 3
19 <sup>th</sup> May 2022 – 16 <sup>th</sup> June 2022	16 <sup>th</sup> June 2022 – 14 <sup>th</sup> July 2022	14 <sup>th</sup> July 2022 – 9 <sup>th</sup> August 2022

On-Campus Programme:

Part 1	Part 2	Part 3
16 <sup>th</sup> June 2022 – 14 <sup>th</sup> July 2022	14 <sup>th</sup> July 2022 – 11 <sup>th</sup> August 2022	11 <sup>th</sup> August 2022 – 6 <sup>th</sup> September 2022

NOTE: On Campus students are currently scheduled to move out of their accommodation on 9<sup>th</sup> September. This date will be confirmed during the programme.

See sections 4.3-4.8 for a more specific breakdown of the programme and details of individual courses.

**Students need to have a laptop/PC in order to access the resources. Mobile phones are NOT appropriate for this!**

## 2.2 Pre-sessional Attendance requirements

Attendance on the Pre-sessional English Language Programme is a condition of your entry to Royal Holloway, University of London and you must attend all timetabled classes. Failure to meet the attendance requirement will mean that you are unable to progress to your main programme of study for the coming academic year. For students who enter the UK on a *General Student Visa*, non-attendance can result in you being required to leave the UK by the UK Visas and Immigration (UKVI). Attendance is therefore essential.

The Department monitors your attendance, academic engagement and progress in order to offer you appropriate academic and pastoral support and to identify where support from outside the Department may be necessary. Inadequate engagement on a course may lead to disciplinary action which can result in the termination of your registration (see section on [Disciplinary action](#)).

Students **must**

- attend all classes necessary for the pursuit of their studies,
- undertake all assessments and
- attend meetings and other activities as required by the Department.

A class is any learning and teaching activity and the term is used to encompass such things

as lectures, seminars, tutorials, workshop, field work, laboratories, advisor meetings etc. This means not simply turning up – but arriving having undertaken whatever reading, thinking, or research was identified as necessary preparation. You are also expected to arrive punctually and you will be marked absent if you turn up more than 15 minutes late without good reason.

The departments will monitor you in all learning activities that form part of your programme of study e.g. lectures, seminars, language classes, and consultations. **It is your responsibility** to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities, it is recognised that emergencies may occur at any time throughout the year and therefore a minimum 80 % attendance level has been set. You should also be aware that there may be some courses which you study which have a specific course attendance requirement. If you face difficulty in attending any classes or undertaking an assessment it is your responsibility to inform the department(s) in which you are studying and provide a satisfactory explanation. As long as you are meticulous in your honesty in reporting and explaining these exceptions, we aim to be understanding in our response.

You must manage your time so that any paid employment, voluntary or other activities fit into the times when you are not required to be in a class. You are reminded that **Undergraduate and Postgraduate Regulations** (<http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx>) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work which may conflict with your responsibilities as a student of the College.

If you are having other problems that are causing you to miss classes, you should talk to your Personal Adviser, year tutor or another member of staff, or visit the Student Advisory Service or Students' Union before your problems get out of control. There are many people who can provide support (see Support on <https://www.royalholloway.ac.uk/student-life/support-and-welfare/> and <http://www.su.rhul.ac.uk/advice/>) but remember - they cannot help if you do not ask.

In recognition of its legal responsibilities under the Equality Act 2010, the College may adjust the attendance requirement. It will only do this when such adjustment does not compromise competence standards or the ability of the student to reach the learning outcomes of the course. Any need to adjust attendance requirements will be treated case by case and discussed by the department with the Disability & Neurodiversity Team (D&N) and Academic Quality and Policy Office.



## 2.3 Notification of Absence

**This guidance applies if you are absent from classes for any reason.**

The following arrangements have been put in place on the Pre-sessional English Language Programme:

- registers will be taken in all classes and the attendance of all students will be monitored;
- Programme Leaders will monitor attendance regularly;
- students who are absent from class must inform CeDAS by completing the PELP Notification of Absence Form which is available from the PELP Moodle page.
- The form should be completed before your absence or within TWO working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level.

Students who miss three or more separate contact points will receive a first formal warning and, if on campus, will be referred to the Visa Records Officer. Students holding a Student Visa, who are absent from 3 or more separate timetabled contact points without explanation are likely to be sent a first formal warning.

Therefore, if you are ill or have another good reason for missing a class, you should inform CeDAS as soon as possible. You will be informed when your absence form has been approved or if further information is required. Remember unacceptable absence is recorded and may mean that you fail to meet your condition of entry.

Please also see the table below which explains when you need to submit additional documents such as signed medical certificates.

This table shows the documentation that is required should you be absent for any reason.

<b>Reason for absence</b>	<b>Documentation required</b>
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed <b>PELP Notification of Absence webform</b>
Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed <b>PELP Notification of Absence webform</b> plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant
Unrelated to sickness	Completed <b>PELP Notification of Absence webform</b> plus supporting evidence
Leave of absence request	Completed <b>PELP Notification of Absence webform</b> plus any departmental requirement must be met

Note:

- If you should be absent for a prolonged period, it is important that you keep in touch with your department.
- Departments will monitor the frequency of self-certified absences and a Head of Department may request that you provide a doctor's medical certificate in multiple and sustained instances of self-certified illness.
- It is at the discretion of the Department as to whether any absence is deemed acceptable or unacceptable (see <https://intranet.royalholloway.ac.uk/students/study/attendance/notification-of-absence/notification-of-absence.aspx> for details of what constitutes 'acceptable' and 'unacceptable' circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against the minimum attendance level.

**If you are absent from an examination or assessment then you must follow the guidance in available at**

[Assessments and results - Royal Holloway Student Intranet](#)

#### 2.4 Consequences of Failing to Attend

Failure to attend learning activities without acceptable reason has serious consequences that you should be aware of.

First, it can lead to disciplinary action that can result in termination of registration. Please read Section 3.6 below carefully for further details.

Second, for international students who require a Student Visa to study in the UK, failure to attend your programme of study can lead to the withdrawal of your visa. Royal Holloway is required by law to inform the UK Visas and Immigration (UKVI) of any student who misses 10 consecutive contact points or whose pattern of attendance is a cause of concern. For the duration of the PELP, a contact point is defined as attendance to timetabled activities, including classes and exams. Please see Section 3.7 below.

#### 2.5 Summary: What happens if my attendance is low?

##### ***First Academic Formal Warning***

If you miss 3 or more separate contact points, you will receive a "first academic formal warning". This warning will set out certain conditions that you must meet over the remainder of the course. Otherwise you may face further action.

##### ***Summoning to a Meeting***

If your pattern of absence is considered to be having an effect on your work, or causing concern for your wellbeing, and you have not improved following the first warning, you will be invited to a meeting with a member of academic staff.

### **Second Academic Formal Warning**

If you fail to meet these conditions, it will be deemed that your attendance is not substantially improving. You will receive a “second formal academic warning”. This is your final warning.

### **Termination**

If your attendance has failed to improve significantly, you may face termination of your studies at the College.

The most important thing is communication. If you are absent for any reason, or struggling with your studies, let us know and we'll be able to help you.

## **3 Details of the Programme Structure**

### **3.1 Aims and learning outcomes**

This programme aims to:

- Develop the language and literacy skills appropriate for study in English medium higher education through engagement in a range of representative academic tasks and associated practices.
- Enhance students' intercultural understanding and communication skills by working on tasks on a range of relevant topics and global issues.
- Acquire and practice study strategies that will foster effective autonomous learning.
- Develop general and academic English language competency through regular practice and feedback.
- Familiarise students with support facilities and online tools available at Royal Holloway University of London.

The Pre-sessional English Language Programme will enable students to:

- Understand the importance of evidence-based reasoning in knowledge creation.
- Better understand the role of critical thinking in academic contexts and particularly the role of language in showing this.\*

- Write in an appropriate style as evidenced by pattern of organisation, coherent argument, sequencing of ideas to produce logical progression, and academic language.\*
- Select and synthesise information from texts effectively according to the purpose.\*
- Identify and analyse the functional and rhetorical features of academic texts of different genres.
- Understand the relevance and status of different text types.
- Understand and adhere to academic conventions.\*
- Increase repertoire of academic vocabulary and structures.
- Communicate appropriately orally and in written form in the academic context.\*
- Employ strategies to cope with lengthy monologues (lectures), rapid speech and unfamiliar/non-native speaker accents.\*
- Demonstrate effective presentation skills for an academic context.\*
- Participate effectively in academic discussions.\*
- Access available support and resources to complete tasks appropriately.
- Take responsibility and control for independent or group learning, by setting objectives and making informed pedagogical decisions.\*
- Become familiar with university policies and practices and the reasons behind them.

\* transferable skills

### 3.2 Programme structure

There are three Pre-sessional English Language Programmes (PELPs): the 12-week PELP, the 8-week PELP and the 4-week PELP.

The 12-week Online PELP runs from 19<sup>th</sup> May – 9<sup>th</sup> August 2022

The 8-week Online PELP runs from 16<sup>th</sup> June – 9<sup>th</sup> August 2022

The 4-week Online PELP runs from 14<sup>th</sup> July – 9<sup>th</sup> August 2022

The 12-week On-Campus PELP runs from 16<sup>th</sup> June – 6<sup>th</sup> September 2022

The 8-week On-Campus PELP runs from 14<sup>th</sup> July – 6<sup>th</sup> September 2022

The 4-week On-Campus PELP runs from 11<sup>th</sup> August – 6<sup>th</sup> September 2022

Students on the 12-week PELP participate in all three blocks. Students on the 8-week programme participate in parts 2 and 3. Students on the 4-week programme participate in part 3. From the beginning of part 2, students follow the same course materials. When the second part begins, **students from the 12 and 8 week course are mixed in classes** and the same occurs when the third part begins.

12-week PELP			Part 1
	8-week PELP		Part 2
		4-week PELP	Part 3

You will receive approximately 15 hours of tuition a week. On entering the programme you will be placed in groups and streamed where possible into undergraduate and postgraduate groups. Given changes in student numbers, at the start of new blocks, you may find that your groups will change. This means that on occasion CeDAS may have to close a group and assign students elsewhere. If this happens, CeDAS will let you know as soon as possible. On the first day of the programme, you will attend a number of induction sessions to introduce you to life at Royal Holloway. A sample timetable for the PELP can be found in Appendix 1.

The Management Team are also available if you need to see them. Please e-mail to arrange an appointment.

Programme Director: Norlene Conway ([N.Conway@rhul.ac.uk](mailto:N.Conway@rhul.ac.uk))

Programme Leader: David Channon ([David.Channon@rhul.ac.uk](mailto:David.Channon@rhul.ac.uk))

Programme Leader: Phillipa Le Hen ([Phillipa.LeHen@rhul.ac.uk](mailto:Phillipa.LeHen@rhul.ac.uk))

Programme Leader: Marion Engrand-O'Hara ([M.E.OHara@rhul.ac.uk](mailto:M.E.OHara@rhul.ac.uk))

The important dates of the PELP 2022 are given in the table below. The dates in bold refer to submission dates for Read-to-Write assessments.

## Online

Date	Event
Thursday 19 <sup>th</sup> May	Start of Part 1 (Student Induction)
<b>Wednesday 25<sup>th</sup> May</b>	Submission of summary task 1*
<b>Wednesday 1<sup>st</sup> June</b>	Submission of summary task 2 DRAFT*
<b>Thursday 2<sup>nd</sup> June</b>	<b>Bank Holiday / Platinum Jubilee</b>
<b>Friday 3<sup>rd</sup> June</b>	<b>Bank Holiday / Platinum Jubilee</b>
<b>Friday 10<sup>th</sup> June</b>	Submission of summary task 2 FINAL*
Monday 13 <sup>th</sup> June	Listening assessment
Tuesday 14 <sup>th</sup> June	Presentation assessment
Wednesday 15 <sup>th</sup> June	End of Part 1
Thursday 16 <sup>th</sup> June	Start of Part 2 (Student Induction)

<b>Wednesday 29<sup>th</sup> June</b>	Submission of draft essay*
<b>Thursday 7<sup>th</sup> July</b>	Submission of final draft of essay (see Moodle for further details).*
Monday 11 <sup>th</sup> July	Listening assessment
Tuesday 12 <sup>th</sup> July	Presentation/discussion assessment
Wednesday 13 <sup>th</sup> July	End of Part 2
Thursday 14 <sup>th</sup> July	Start of Part 3 (Student Induction)
Friday 29 <sup>th</sup> July	Submission of draft essay
Wednesday 3 <sup>rd</sup> August	Listening assessment (see course materials for further details)
<b>Friday 5<sup>th</sup> August</b>	Submission of final assessed essay (see Moodle for further details)*
Monday 8 <sup>th</sup> August	Presentation/discussion assessment (see Moodle for further details).
Tuesday 9 <sup>th</sup> August	End of Part 3.
	PELP results available. Not later than w/b 22 <sup>nd</sup> August

## On Campus

<b>Date</b>	<b>Event</b>
Thursday 16 <sup>th</sup> June 2022	Start of Part 1 (Student Induction)
Thursday 23 <sup>rd</sup> June	Submission of summary task 1*
Friday 1 <sup>st</sup> July	Submission of summary task 2 DRAFT*
Thursday 7 <sup>th</sup> July	Submission of summary task 2 FINAL*
Monday 11 <sup>th</sup> July	Listening assessment
Tuesday 12 <sup>th</sup> July	Presentation assessment
Wednesday 13 <sup>th</sup> July	End of Part 1
Thursday 14 <sup>th</sup> July	Start of Part 2 (Student Induction)
<b>Wednesday 27<sup>th</sup> July</b>	Submission of draft essay*
<b>Thursday 4<sup>th</sup> August</b>	Submission of final draft of essay (see Moodle for further details).*
Monday 8 <sup>th</sup> August	Listening assessment
Tuesday 9 <sup>th</sup> August	Presentation/discussion assessment
Wednesday 10 <sup>th</sup> August	End of Part 2
Thursday 11 <sup>th</sup> August	Start of Part 3 (Student Induction)
Friday 26 <sup>th</sup> August	Submission of draft essay
Thursday 1 <sup>st</sup> September	Listening assessment (see course materials for further details)
Monday 5 <sup>th</sup> September	Submission of final assessed essay (see Moodle

	for further details)*
Tuesday 6 <sup>th</sup> September	Presentation/discussion assessment (see Moodle for further details).
Wednesday 7 <sup>th</sup> September	End of Part 3.
Not later than Monday 20 <sup>th</sup> September	PELP results available. Not later than w/b 19 <sup>th</sup> September

\* The link to the PELP 22/23 Moodle page is <https://moodle.royalholloway.ac.uk/course/view.php?id=8893>

### 3.3 Part 1 aims and learning outcomes

Part 1 of PELP focuses on developing your English language competence and communication skills whilst introducing you to the study environment in which you will operate.

Aims:

- Develop your English language competence and communication skills
- Help you become more confident about studying in a linguistic and cultural environment different to your own
- Develop your intercultural awareness and competence within culturally diverse contexts

Learning outcomes:

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• To be able to write straightforward connected texts on a range of familiar subjects within your field of interest, by linking a series of shorter discrete elements into a linear sequence.</li> </ul>	<p>W1. Decode and respond appropriately to task requirements</p> <p>W2. Plan written tasks effectively</p> <p>W3. Understand and practise the main features of a structured paragraph</p> <p>W4. Summarise, report and give your opinion about accumulated factual information on familiar routine and non-routine matters with some confidence</p> <p>W5. Communicate relevant information precisely</p> <p>W6. Describe statistics and trends more accurately</p> <p>W7. Connect content fluently e.g. express cause and effect; opposing ideas</p> <p>W8. Apply appropriate style and language register</p> <p>W9. Demonstrate language knowledge and control/accuracy</p> <p>W10. Paraphrase short written passages in a simple fashion, using the original text ordering</p> <p>W11. Write short, simple essays on topics of interest</p> <p>W12. Be self-critical(evaluate own work in relation to task requirements)</p> <p>W13. Respond appropriately to feedback by editing or rewriting as necessary</p>
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	W14. Engage in peer review
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To be able to read straightforward factual texts on subjects related to your field and interest with a satisfactory level of comprehension</li> </ul>	<p>R1. Apply different approaches to texts as appropriate e.g. top down/bottom up processing skills</p> <p>R2. Learn to use title, subtitle(s), headings, images, diagrams to preview a text to improve reading comprehension</p> <p>R3. Scan longer texts and identify key terms/points/sections</p> <p>R4. Find and understand relevant information in everyday material, such as letters, brochures and short official documents</p> <p>R5. Collate short pieces of information from several sources and summarise them for somebody else</p> <p>R6. Identify unfamiliar words from the context on topics related to your field and interests</p> <p>R7. Identify sources of information e.g. journal article, a website</p> <p>R8. Recognise the writer's attitude and bias through choice of language</p> <p>R9. Recognise the line of argument in the treatment of the issue presented, though not necessarily in detail</p> <p>R10. Identify cause and effect relationships in written passages</p> <p>R11. Use information from the text to infer what is not directly stated by the writer</p> <p>R12. Practise different ways of making notes on a text e.g. organizing information into a table, annotating the text</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To be able to communicate with some confidence on familiar routine and non-routine matters related to your interests and professional field.</li> <li>To be able to exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Be able to express thoughts on more abstract, cultural topics such as films, books, music etc.</li> <li>To be able to enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)</li> </ul>	<p>S1. Contribute to and develop a group discussion by giving or seeking personal views and opinions, expressing agreement and disagreement politely, seeking clarification where needed, and commenting briefly on and showing interest in the views of others</p> <p>S2. Summarise the point reached in a discussion and so help focus the talk</p> <p>S3. Ask for and respond to advice appropriately</p> <p>S4. Explain why something is a problem, discuss what to do next, compare and contrast alternatives</p> <p>S5. Describe how to do something, giving detailed instructions.</p> <p>S6. Summarise and give your opinion about a short story, article, talk, discussion interview, or documentary answer further questions of detail</p> <p>S7. Give a prepared straightforward presentation on a familiar topic within your field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision</p> <p>S8. Be able to take follow up questions, but may have to ask for repetition if the speech was rapid</p> <p>S9. Be clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations</p>



	<p>occur</p> <p>S10. Be self-critical (evaluate own work in relation to task requirements)</p>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Understand standard spoken language live or broadcast, with support, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</li> </ul>	<p>L1. Use prior knowledge to predict the content of a text</p> <p>L2. Apply different approaches to texts as appropriate e.g. top down/bottom up processing skills</p> <p>L3. Gradually cope with lengthier preambles</p> <p>L4. Complete notes which are precise enough for later use upon listening to a well-structured text on a familiar topic</p> <p>L5. Recognise phrases and signals which help to structure a text and connect ideas</p> <p>L6. Able to follow much of what is said around you on general topics provided interlocutors avoid very idiomatic usage and articulate clearly</p> <p>L7. Listen to identify speaker bias and attitude</p> <p>L8. Understand the main points of radio news bulletins and simpler recorded material</p> <p>L9. Comprehend the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. Follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language</p>
<p><b>Grammar and vocabulary</b></p> <ul style="list-style-type: none"> <li>Demonstrate a reasonable range and control of vocabulary to talk about familiar and some less familiar topics, as informed by the Academic Keyword List</li> <li>Able to produce basic sentence forms with reasonable accuracy and use a limited range of more complex structures</li> <li>Develop an understanding of aspects of grammar which improve the style of academic writing</li> </ul>	<p><b>Vocabulary</b></p> <p>V1. Word class and word families: increase vocabulary by learning other parts of speech related to a word. Recognise common word forms</p> <p>V2. Know the meaning of common prefixes and suffixes to develop vocabulary</p> <p>V3. Identify the level of formality of a word or phrase and use appropriately</p> <p>V4. Learn words together to help you apply the correct combination e.g. verb + preposition</p> <p>V5. Learn vocabulary in small chunks to aid fluency</p> <p><b>Grammar</b></p> <p>G1. Develop basic to complex structures e.g. joining clauses.</p> <p>G2. Become aware of the correct punctuation in longer sentences.</p> <p>G3. Become aware of the use of nouns and noun phrases in academic writing</p> <p>G4. Become familiar with structures to improve academic style e.g. passive voice; <i>it is thought that/it is believed that...</i></p> <p>G5. Use structures to make predictions and describe trends e.g. future progressive</p> <p>G6. Make comparisons using appropriate structures</p>

<b>Familiarity with University Environment and Practices</b>	F1. Access available support to complete tasks appropriately F2. Work independently as well as collaboratively F3. Become familiar with university policies and practices and the reasons behind them such as submission deadlines, submission procedures; the meaning of collusion and comprehension of the assessed work submission declaration, and the attendance policy
<b>Intercultural Awareness</b>	I1. Become familiar with the salient politeness conventions of the context in which you operate and act appropriately. E.g. lecture etiquette I2. Be aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of your own e.g. the classroom community

### 3.4 Part 1 class descriptions

On part 1 of PELP, you will take the following classes, which aim to help you to achieve the learning outcomes outlines in section 4.3.

Reading and Writing	15 hours
Guided self-study / tutorial	9 hours
Listening & Speaking (including presentation and listening assessment)	15 hours

#### ***Reading and Writing***

This course aims to enable you to fulfill the Reading and Writing learning outcomes listed in section 4.3, together with some of the Grammar and Vocabulary, Familiarity with University Environment and Practices, and Intercultural Awareness outcomes.

The core course text is:

Rogers, L & Zemach, D. (2018). *Skillful Reading and Writing 3 (2<sup>nd</sup> edition)*. Oxford: Macmillan Education

Supplementary materials are also provided as an extension to the core materials and to help bridge the gap between the core course materials and the assessment tasks.

#### ***Guided self-study/tutorials\****

These sessions are an extension of the Reading and Writing classes. During the classes you will work independently on activities provided by your tutor. These may be materials from

the core course text that have not been covered in class, or other supplementary materials.

During the tutorial part of the lesson, you will have the opportunity to work either one-to-one or in small groups with your class tutor. The focus of the tutorials is primarily to discuss the draft and final version of your Read-to-Write assessment. Among other things, you may discuss how to improve your grammar and vocabulary, how to develop your academic reading and writing skills, and what are your particular strengths and weaknesses.

\*See Appendix 2 for more details about guided self-study/tutorial sessions.

### ***Listening and Speaking***

This course aims to enable you to fulfill the Listening and Speaking learning outcomes listed in section 4.3, together with some of the Grammar and Vocabulary, Familiarity with University Environment and Practices, and Intercultural Awareness outcomes.

The core course text is:

Rogers, L & Zemach, D. (2018). *Skillful Listening and Speaking 3 (2<sup>nd</sup> edition)*. Oxford: Macmillan Education

Supplementary materials are also provided as an extension to the core materials and to help bridge the gap between the core course materials and the assessment tasks.

### **3.5 Part 2 aims and learning outcomes**

Part 2 of PELP aims to prepare students to study effectively in English at university level by building on their academic literacy and language competence whilst focusing on essential study skills and the conventions of the academic setting.

Aims:

- Develop students' English language competence
- Introduce essential study skills and key aspects of academic literacy for university study
- Familiarise students with the conventions of the academic setting
- Help students become more confident about studying in a linguistic and cultural environment different to their own
- Develop students' intercultural awareness and competence within culturally diverse contexts
- Become more familiar with key aspects of British culture

Learning Outcomes:

N.B: The specific learning outcomes below are in addition to those of Part 1 of PELP

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To be able to write clear, detailed texts on a variety of topics of academic and cultural interest, synthesising and evaluating information and arguments from a number of sources.</li> </ul>	<p>W1. Respond analytically</p> <p>W2. Summarise factual texts, commenting on and contrasting main points and themes</p> <p>W3. Understand the features, structure and purpose of an academic essay</p> <p>W4. Write an essay that develops an argument systematically with appropriate highlighting of significant points, relevant supporting detail</p> <p>W5. Synthesise information and arguments from a number of sources</p> <p>W6. Incorporate relevant literature in an essay or report to create and support argument</p> <p>W7. Understand and apply academic conventions correctly</p> <p>W8. Recognise generalisations and use tentative language to avoid them</p> <p>W9. Understand the concept of 'voice' in academic writing</p> <p>W10. Develop clearly structured paragraphs and understand the importance of topic sentences</p> <p>W11. Gain an awareness of different reporting structures</p> <p>W12. Practise the skills of summarising and paraphrasing</p> <p>W13. Gain an awareness of what constitutes plagiarism</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To be able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.</li> </ul>	<p>R1. Scan quickly through longer and more complex texts locating relevant details</p> <p>R2. Recognise the relevance of available materials</p> <p>R3. Develop such skills as reading for a specific purpose and deciding on the usefulness of a text</p> <p>R4. Identify the purpose and structure of a text</p> <p>R5. Identify the main idea(s) and supporting details in a text</p> <p>R6. Identify the main idea(s) and purpose of paragraphs within a text</p> <p>R7. Go beyond superficial understanding of texts and demonstrate a deeper understanding</p> <p>R8. Separate fact and opinion</p> <p>R9. Identify the argument(s) in a text</p> <p>R10. Identify author evaluation and question this</p> <p>R11. Critically evaluate data</p> <p>R12. Analyse and discuss written texts as a group activity</p> <p>R13. Consider the importance of adopting wide-ranging reading habits in English</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To be able to speak at length with some occasional repetition, self-correction or hesitation to express themselves on a range of general, academic, or cultural topics, marking clearly the relationships between ideas.</li> </ul>	<p>S1. Evaluate different ideas or solutions to a problem.</p> <p>S2. Contribute to and develop a group discussion by accounting for and sustaining your opinions with relevant explanations and arguments. Present part of a presentation in a clear, systematic way with effective use of visual support</p> <p>S3. Demonstrate critical thinking</p>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To be able to understand</li> </ul>	<p>L1. Cope with lengthier preambles</p> <p>L2. Understand a clearly structured lecture and cope with</p>

<p>standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</p> <ul style="list-style-type: none"> <li>To start to become aware of less familiar accents in English</li> </ul>	<p>concurrent note taking</p> <p>L3. Use information on Power points to understand lecture organisation and meaning</p> <p>L4. Use lecture extension materials to support understanding</p> <p>L5. Able to follow much of what is said around you on general topics, but may require other speakers to modify their speech</p>
<p><b>Grammar and Vocabulary</b></p> <ul style="list-style-type: none"> <li>To be able to produce basic sentences with a high degree of accuracy and use a wider range of complex structures.</li> <li>To demonstrate a wide enough range of vocabulary to discuss topics at length and paraphrase successfully.</li> <li>To be able to understand, recognise and use academic structures and phrases in written and oral work with some degree of accuracy.</li> </ul>	<p><b>Vocabulary</b></p> <p>V1. Use various strategies to infer the meaning of unknown words</p> <p>V2. Continue to build on range of phrases and collocations</p> <p>V3. Identify commonly used words and phrases in academic texts and attempt to incorporate these features in writing.</p> <p>V4. Use prefixes and suffixes to build more complex words</p> <p><b>Grammar</b></p> <p>G1. Develop a range of frequent sentence structures, including complex structures</p> <p>G2. Able to use academic structures such as noun phrases and passive voice in writing</p> <p>G3. Able to transform sentence and word structure to rephrase and/or paraphrase</p> <p>G4. Able to refer to sources using appropriate structures</p>
<p><b>Familiarity with University Environment and Practices</b></p>	<p>F1. Access available support to complete tasks appropriately</p> <p>F2. Work independently as well as collaboratively</p> <p>F3. Become familiar with university policies and practices and the reasons behind them such as submission deadlines, submission procedures; the meaning of collusion and comprehension of the assessed work submission declaration, and the attendance policy, and intellectual property</p> <p>F4. Present without over reliance on visual support</p>
<p><b>Intercultural Awareness</b></p>	<p>I1. Become familiar with the salient politeness conventions of the context in which you operate and act appropriately. E.g. lecture etiquette</p> <p>I2. Be aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of your own e.g. the classroom community</p>

### 3.6 Part 2 class descriptions

On part 2 of PELP, you will take the following classes, which aim to help you achieve the learning outcomes outlined in section 4.5.

Reading and Writing	13.5 hours
Guided self-study / tutorial	9 hours
Listening & Speaking (including presentation/discussion and listening assessment)	16.5 hours

### ***Reading and Writing***

This course aims to enable you to fulfill the Reading and Writing learning outcomes listed in section 4.5, together with some of the Grammar and Vocabulary, Familiarity with University Environment and Practices, and Intercultural Awareness outcomes.

The curriculum consists of a bespoke scheme of work written by CeDAS learning developers. Students are provided with a reading pack and/or set reading list comprising texts which relate to the Part 2 Read-to-Write assessment. The curriculum is internationalized and focuses on global issues such as Sustainability, Multiculturalism, Corruption and Education. Engaging in debate on such issues provides students from a wide variety of backgrounds authentic opportunities to develop the critical and analytical skills that are a requirement for successful study in the UK.

### ***Guided self-study/tutorials\****

These sessions are an extension of the Reading and Writing classes. During the classes you will work independently on activities provided by your tutor.

During the tutorial part of the lesson, you will have the opportunity to work either one-to-one or in small groups with your class tutor. The focus of the tutorials is primarily to discuss the plan, draft and final version of your Read-to-Write assessment. Among other things, you may discuss how to improve your grammar and vocabulary, how to develop your academic reading and writing skills, and what are your particular strengths and weaknesses.

\*See Appendix 2 for more details about guided self-study/tutorial sessions.

### ***Listening and Speaking***

This course aims to enable you to fulfill the Listening and Speaking learning outcomes listed in section 4.5, together with some of the Grammar and Vocabulary, Familiarity with University Environment and Practices, and Intercultural Awareness outcomes.

## **3.7 Part 3 aims and learning outcomes**

Part 3 of PELP aims to build students' confidence for learning throughout their university career by further developing their English language competency, academic literacy, and

study skills.

Aims:

- Develop students' English language competence
- Develop essential study skills and key aspects of academic literacy for university study
- Familiarise students with the conventions of the academic setting
- Help students to become more confident about studying in a linguistic and cultural environment different to their own
- Develop students' intercultural awareness and competence within diverse contexts
- Help students engage with their field of academic interest

Learning Outcomes:

N.B: The specific learning outcomes below are in addition to those of Part 1 and Part 2 of PELP

<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• To be able to write clear, detailed texts on topics of general academic interest or discipline related, synthesising and evaluating information and arguments from a number of acknowledge sources.</li></ul>	<p>W1. Summarise more complex texts, commenting on and contrasting main points and themes</p> <p>W2. Consider the function and features of effective introductions and conclusions</p> <p>W3. Incorporate relevant literature in an essay to create and support argument and acknowledge sources appropriately</p> <p>W4. Establish your 'own voice' in academic writing</p> <p>W5. Incorporate the use of tentative language to avoid generalisations in longer pieces of writing</p> <p>W6. Become aware of different paragraph structures e.g. horizontal</p> <p>W7. Apply different reporting structures to writing</p> <p>W8. Become familiar with the conventions and use of integral and non-integral citation</p> <p>W9. Further practice the skills of summarising and paraphrasing</p> <p>W10. Gain a clearer understanding of what constitutes plagiarism and how to avoid this</p> <p>W11. Practice developing definitions which are appropriate to the context</p> <p>W12. Adopt a stance</p> <p>W13. Discipline-specific:</p> <ul style="list-style-type: none"><li>○ Communicate subject content</li><li>○ Apply discipline/topic specific terminology accurately</li></ul>
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<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>To be able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.</li> </ul>	<p>R1. Select appropriate materials from a reading list</p> <p>R2. Become aware of features which help you quickly decide the usefulness of a text</p> <p>R3. Understand the need to read widely and select varied texts (primary sources, secondary sources, journal articles)</p> <p>R4. Read in depth, comparing texts with other sources, own observations, relating theory to practice</p> <p>R5. Make notes effectively</p> <p>R6. Demonstrate the ability to independently select appropriate sources</p>
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>To be able to speak at length with some occasional repetition, self-correction or hesitation to express themselves on a range of general, academic, or cultural topics, marking clearly the relationships between ideas.</li> </ul>	<p>S1. Contribute to and develop a group discussion by accounting for and sustaining your opinions with relevant explanations and arguments, seek personal views and opinions, express agreement and disagreement politely, seeking clarification where needed, and comment on the views of others</p> <p>S2. Give a clear, systematically developed presentation in field of study/academic interest with highlighting of significant points and relevant supporting information</p> <p>S3. Discipline-specific:</p> <ol style="list-style-type: none"> <li>Communicate subject content to a non-specialised audience</li> <li>Use discipline related terminology accurately</li> </ol>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>To be able to understand extended speech in standard spoken English, and to some extent less familiar/non-native accents, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</li> </ul>	<p>L1. Cope with rapid, colloquial lecture speech</p> <p>L2. Cope with different lecturing styles</p> <p>L3. Cope with less familiar/non-native accents</p> <p>L4. Record appropriate detail; identify 'big ideas' and dismiss less relevant information</p> <p>L5. Assimilate information and take full and effective notes</p> <p>L6. Able to identify speaker mood and attitude as well as information content</p> <p>L7. Interpret vernacular expressions correctly</p> <p>L8. Able to understand most TV news, programmes and films with support</p>



<p><b>Grammar and vocabulary</b></p> <ul style="list-style-type: none"> <li>• Be able to a greater variety of complex structures effectively.</li> <li>• Demonstrate use of a wider range of vocabulary, including synonyms and discipline-specific vocabulary to discuss and write about academic topics at length.</li> </ul>	<p><b>Vocabulary</b></p> <p>V1. Formulate ideas more precisely</p> <p>V2. Use synonyms in academic writing and speaking</p> <p>V3. Discipline specific:</p> <p>V4. Identify and use discipline related terminology accurately in written and oral work</p> <p>V5. Use cohesive nouns and phrases to synthesise, summarise or create cohesion in longer written texts</p> <p><b>Grammar</b></p> <p>G1. Use a greater variety of complex structures effectively</p> <p>G2. Develop awareness of own errors in order to improve accuracy in written and oral work</p>
<p><b>Familiarity with University Environment and Practices</b></p>	<p>F1. Become familiar with university policies and practices and the reasons behind them ethical practices respect for intellectual property disciplinary procedures student support</p> <p>F2. Reflect on the skills you need to continue developing and understand how to use tutor feedback to identify areas for improvement</p> <p>F3. Gain awareness of key concepts/thinkers in your field of interest</p>
<p><b>Intercultural Awareness</b></p>	<p>I1. Become familiar with the salient politeness conventions of the context in which you operate and act appropriately. E.g. lecture etiquette</p> <p>I2. Be aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of your own e.g. the classroom community</p>

### 3.8 Part 3 class descriptions

On part 3 of PELP, you will take the following classes, which aim to help you achieve the learning outcomes outlines in section 4.7.

Reading and Writing	15 hours
Guided self-study / tutorial	3 hours
Listening & Speaking (including presentation/discussion and listening assessment)	16.5 hours

## ***Reading and Writing***

This course aims to enable you to fulfill the Reading and Writing learning outcomes listed in section 4.7, together with some of the Grammar and Vocabulary, Familiarity with University Environment and Practices, and Intercultural Awareness outcomes.

In addition to the core lessons, students are provided with a reading pack and/or set reading list comprising texts which relate to the Part 3 Read-to-Write assessment.

### ***Guided self-study/tutorials\****

These sessions are an extension of the Reading and Writing classes. During the classes you will work independently on activities provided by your tutor. These may be materials from the course that have not been covered in class, or other supplementary materials.

During the tutorial part of the lesson, you will have the opportunity to work either one-to-one or in small groups with your class tutor. The focus of the tutorials is primarily to discuss the plan and draft of your Read-to-Write assessment. Among other things, you may discuss how to improve your grammar and vocabulary, how to develop your academic reading and writing skills, and what are your particular strengths and weaknesses.

\*See Appendix 2 for more details about guided self-study/tutorial sessions.

## ***Listening and Speaking***

This course aims to enable you to fulfill the Listening and Speaking learning outcomes listed in section 4.7, together with some of the Grammar and Vocabulary, Familiarity with University Environment and Practices, and Intercultural Awareness outcomes.

The curriculum consists of a bespoke scheme of work written by CeDAS learning developers. The curriculum is internationalized and focuses on global issues such as Sustainability, Multiculturalism, Corruption and Education. Engaging in reflection and debate on such issues provides students from a wide variety of backgrounds authentic opportunities to develop the core speaking and listening skills that are a requirement for successful study in the UK.

### **3.9 Independent Learning**

An extremely important part of your time at a British university will be spent engaged in independent learning; this refers to the fact that you will be working on your own or in small groups and managing your own time in order to discover more about your chosen area of study. Independent learning will also play an important role in the Pre-sessional English Language Programme and tutors will expect you to carefully consider the needs you have both as a language learner and a student studying in a foreign language. The tutors will expect you to take responsibility for your learning needs and to take a role in

deciding what you need to do to develop and improve your strengths and weaknesses.

Please note: Royal Holloway recommends that students should spend 40 hours per week on their studies, inclusive of student-teacher contact time.

### 3.10 Personal Tutors and Bookable consultations

Your class tutor will act as your personal tutor on the programme. You will meet your tutor individually during the guided self-study/tutorial sessions, during which time you can discuss any concerns or queries you have relating to your academic studies. You may be referred to if your tutors feel that you need some additional support.

It is also important that you let your tutor know of any concerns you have about the programme or, more broadly, life at Royal Holloway; these broader concerns could include welfare issues such as difficult working conditions, technical issues, financial difficulties, health problems etc. Your tutor or the PELP Team can be contacted by e-mail and an appointment can be made if advice is needed on any of the above.

Your tutor may refer your problem or concern to someone more appropriate, such as a Student Counsellor, the Programme Director or a Programme Leader

### 3.11 Assessment

#### Progression and Award regulations

##### *All Students*

Students on the 4, 8 and 12-week programmes must fulfil the programme attendance requirements and pass the programme at the required level in order to progress. **In order to pass the programme, students need to achieve a minimum mark of 40% overall.**

Individual assessment weightings are as follows:

- 1) an essay based on research of academic texts which assesses reading and writing skills (65%);
- 2) an oral assessment where both presentation and discussion skills are assessed (20%);
- 3) a lecture comprehension assessment (15%).

Failure to complete all summative assessments and any visa sponsorship withdrawn if they achieve the minimum mark will normally result in an automatic failure of the programme. In addition, students will have failed the programme as detailed above.

The 12-, 8- and 4-week programmes are non-award bearing.

In addition to the requirements above, **all students** must either achieve or maintain

English language competence at B2 level (Common European Framework). This means they must achieve a minimum mark of at least 30% (i.e IELTS 5.5) in each of the summative assessments.

### Example 1

Student A is taking the 12 week Pre-sessional and has joined with the IELTS scores below:

Overall 5.5

Reading 5.0

Writing 5.0

Listening 5.5

Speaking 5.5

**This student must fulfil the attendance requirements of the programme and achieve an overall score of 40% in the final assessments.** In addition, s/he must also achieve a mark of at least 30% (IELTS 5.5) in each of them. This will mean the student has achieved B2 level in Reading and Writing and maintained it in Listening and Speaking.

### Example 2

Student B is taking the 4 week Pre-sessional and has joined with the IELTS scores below:

Overall 6.0

Reading 6.5

Writing 6.0

Listening 6.0

Speaking 6.0

**This student must fulfil the attendance requirements of the programme and achieve an overall score of 40% in the final assessments.** In addition, s/he must also achieve a mark of at least 30% (i.e IELTS 5.5) in each of the final assessments. This will mean s/he has maintained B2 level in all 4 language skills.

## 4 Assessment structure

During parts 1 and 2 of PELP, all outcomes of assessments, including Pass or Fail statements, are intended as **formative** feedback for the target skills. Formative feedback means spoken or written feedback that you are given on your work; any marks given on these assessments will not count towards your final PELP grades but are intended to help you improve in those areas.

Part 3 of PELP provides **summative** assessment at the end of the programme. Summative

assessments are those whose grades form your final overall result for the programme, and which are recorded on your final transcript. These summative assessments also act as the basis for recommending attendance on Academic English courses as appropriate.

Students are expected to complete the following formative and summative assessments:

### Part 1

Element of formative assessment	Further details
Read-to-Write	3 separate summary tasks of increasing level of challenge and length. Writing assessment 1: summary of one text; writing assessment 2 (draft): synthesis of two texts and Writing assessment 3 (final): synthesis of two texts and a reflective paragraph.
Oral	15-20 minute group presentation using visual support based on researching an RHUL university service
Listening	Listen and take notes on a recorded lecture and answer comprehension questions.

All elements of assessment are compulsory. You will be given feedback on all assessments (see Appendices 4 and 5 for details). This will help you identify strengths and weaknesses that can be worked on during parts 2 and 3 of PELP. Written work must be accompanied by an online declaration.

### Part 2

Element of formative assessment	Further details
Read-to-Write	Produce an 800-1000 word evidenced-based essay using prescribed academic sources.
Oral	A 12-16 minute group presentation based a proposal for a new local museum followed by a wider 12 minute group discussion.
Listening	Listen and take notes on a recorded lecture and answer comprehension questions.

All elements of assessment are compulsory. You will be given feedback on all assessments (see Appendices 6 and 7 for details). This will help you identify strengths and weaknesses that can be worked on during part 3 of PELP. Written work must be accompanied by an online declaration and oral work by a signed paper declaration.

### Part 3

Element of summative assessment	Further details
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<b>Read-to-Write</b>	Produce a 1000-1200 word evidenced-based essay using prescribed sources. Students should also use an independently selected relevant source.
<b>Speaking/Listening</b>	A 4-5 minute individual mini presentation based on researching an area of academic interest followed by a wider 10 minute group discussion.
<b>Listening</b>	Listen and take notes on a recorded lecture and answer comprehension questions

Written work must be accompanied by an online declaration and oral work by a signed paper declaration.

### **Outcome of results**

An overall grade below 40% suggests that a student is not ready to meet the linguistic challenge of university study in English. Any student with this profile will be deemed to have failed the programme and will not be able to progress to undergraduate or postgraduate study at this stage.

All students must either achieve or maintain English language competence at B2 level. This means achieving a minimum mark of 30% in each summative assessment. Any student who does not meet this requirement will not be able to progress to undergraduate or postgraduate study at this stage.

Limited resits are available for students who do not achieve a mark of 30% in each summative assessment. A student will be able to resit one assessment only. Students who fail to achieve the minimum of 30% in 2 or more assessments indicate that they are not yet ready for degree level study through the medium of English. In addition, students will only be able to resit an assessment if they receive a failing mark of 28% or 29%.

All resits are subject to a fee of £100

At the end of the PELP, CeDAS will inform you of your outcome on each of the individual summative assessments. You will also receive a recommendation, if necessary, for you to for further academic skills study. Your receiving academic department will also be informed of your overall outcome. If you do not attempt each assessment and do not have valid extenuating circumstances, then you will receive an outcome of Fail.

## 5 General Assessment Information

### 5.1 Illness or other extenuating circumstances

If you are taken ill or there are other extenuating circumstances that you believe have adversely affected your performance in relation to any aspect of your course/programme (for example, your attendance, submission of work, or examination performance) at any point during the academic year, you must inform your department(s)/school(s) in writing, and provide the appropriate evidence. Please read the **"Instructions to Candidates"** issued by the **Student Administration**.

<http://www.students.royalholloway.ac.uk/study/exams-assessments-and-results/preparing-for-your-exams-and-assessments/instructions-to-candidates/> for full details on how and when to inform your department about such circumstances as well as the **deadline for submission of such information**.

#### **Absence from an examination / failure to submit coursework**

Please see the section on progression and award requirements below for further details of the impact on course outcomes of failure to attend an examination or to submit required coursework.

If you miss an examination or fail to submit a piece of assessed coursework through illness, or other acceptable cause for which adequate documentation is provided in accordance with the section Illness or other **extenuating circumstances** in the **Instructions to Candidates** <http://www.students.royalholloway.ac.uk/study/exams-assessments-and-results/preparing-for-your-exams-and-assessments/instructions-to-candidates/>

The Assessment Board of Examiners may take this into account when considering your results.

#### **Exam access arrangements for disabled students and those in need of support**

For all such students there is a process to apply for special arrangements for your examinations and other forms of assessment. Such requests should be made to the Disability & Neurodiversity Team (D&N) which will carry out an assessment of your needs. Please see the section **Students in need of support** (including disabled students) for further guidance about registering with the Disability & Neurodiversity Team (D&N).

##### **a. Submission of written work**

All written coursework is submitted electronically to Turnitin via Moodle and then marked electronically. Instructions on how to submit work will be given to students in advance of their first coursework submission. In order for a submission of written coursework to be considered complete, students must also complete an Online Declaration.

## b. Extensions to deadlines

An extension to the deadline of assessed work can only be granted by one of two named individual members of staff in the Department and extensions will only be granted in special circumstances.

If a student wishes to apply for an extension, s/he must do so by submitting an **Assessed Work Extension Form** (see Appendix 11) to the relevant named individual member of staff at least two working days before the submission deadline for consideration.

If you have had extenuating circumstances which have affected your ability to submit work by the deadline, these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see section 6.3 on applying for an extension to the deadlines set, and the section for details on submitting requests for extenuating circumstances to be considered.

### Overlength work

The word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices. It is strongly advised that students stick to the word limit as markers are not obliged to continue marking when the limit has been reached.

## c. PELP resubmit/resit regulations

Assessment receiving an overall grade of 'Fail' will be fully double-marked. Samples for each grade band and fails will be sent to the Visiting Examiner for moderation. All other assessments will be single marked with moderation.

The following resubmission/resit regulations apply to PELP assessments:

### **For all PELP students**

#### **Read-to-Write assessment (essays)**

Students are able to resubmit their essays if failure on the first attempt would prevent the student from gaining 40% overall and thus progressing onto their degree programme. Students are only allowed to resit if they receive a failing mark of between 30 -39%. In other words, not all failed essays are re-submitted.

For PELP students on the 12, 8 or 4 week programme who do not meet the UKVI threshold of maintaining or achieving CEFR level B2 in English Language Proficiency,



resits for students are offered under limited conditions. **To either achieve or maintain B2 level English competency a student must receive a minimum mark of 30% (IELTS 5.5) in in each of the summative assessments.**

- Students are permitted to a resit of one assessment only. Students who fail to achieve the minimum of B2 in two or more assessments indicate that they are not yet ready for degree level study through the medium of English.
- In addition, students are only allowed to resit if they receive a failing mark of 28% or 29%

### **Format of the resits:**

#### **Reading/writing assessment**

A student will resubmit the essay making use of the practical and specific feedback provided by the tutor.

#### **Listening assessment**

A student will resit a test of the same length and format as the one failed

#### **Speaking assessment (individual presentation followed by group discussion)**

A student will repeat the presentation making use of the practical and specific feedback provided by the tutor. For the discussion, a student will participate in a discussion with a tutor – interlocutor. A second tutor, responsible for marking, will be present to observe and assess.

### **Timing of the resits**

Any resits for students studying on the online programme will be scheduled to take place within 2 weeks of the end of the programme.

Any resits for students studying on the on campus programme will be scheduled to take place during welcome week in time for students who have met the UKVI threshold to enrol on their degree programmes.

### **Extenuating Circumstances**

Students resitting an assessment can normally submit extenuating circumstances within 2 working days of the date of the resit. Should the extenuating circumstances be accepted, a student will be exceptionally allowed a further resit.

Assessment receiving an overall grade of 'fail' will be fully double-marked. Samples for each grade band and fails will be sent to the Visiting Examiner for moderation. All other

assessments will be single marked with moderation.

### **Capped results**

The assessments on PELP are weighted as follows:

Read to write assessment -65%

Listening assessment – 15%

Oral assessment – 20%

As students need to reach 40% overall to pass, the overall average will be capped at 40%.

### **Informing students of resits**

In addition to the information in this handbook, information on resits will be sent to students via email at relevant times during the programme.

### **Resit fees**

Students will be subject to a resit fee of £100

#### **d. Marking of illegible scripts**

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact the Disability & Neurodiversity Team (D&N).

<https://www.royalholloway.ac.uk/ecampus/welfare/disabilityanddyslexiaservices/home.aspx>

\*For PELP all files should be sent using the .doc format.

#### **e. Open Feedback sessions**

Two open student feedback sessions are held during the course of the 12-, 8- and 4- week PELP. These sessions play an important role in the Department as a forum for airing student views. Any student on the PELP can attend these and provide feedback on all aspects of their respective programme. Feedback may relate to general aspects of the courses, the facilities, etc. but students may also wish to raise issues, or suggest changes which they think should be made. If a class opts to elect a student representative, the representative is asked to consult all students in the class before this session, and to represent the views of the group at the meeting. A report summarising the points raised during the session is available to everyone on the PELP Moodle pages.

## Appendix 1: Sample online timetable: PELP Part 1 (All times are UK)

Week 1	9.00 am to 12.30am				13.30 – 14.30	14.30 onwards
Thurs	Induction		Induction		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 1 & L&W 1
Fri	Reading and Writing 1		Listening and Speaking 1		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 2 and L&S 2
Week 2						
Mon	Reading and Writing 2		Listening and Speaking 2		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 3 and L&S 3
Tue	Reading and Writing 3		Listening and Speaking 3		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 4 and L&S 4
Wed	Reading and Writing 4		Listening and Speaking 4		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 5 and L&S 5
Thu	Reading and Writing 5		Listening and Speaking 5		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for TGS 1
Fri	Guided self-study / tutorial		Guided self-study / tutorial		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 6
Week 3						
Mon	Reading and Writing 6		Meet the Team		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 7 and L&S 6
Tue	Reading and Writing 7		Listening and Speaking 6		Tutorial Q & A	STUDENT INDEPENDENT STUDY / Preparation for R&W 8 and L&S 7
Wed	Reading and Writing 8		Listening and Speaking 7		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 9 and L&S 8
Thu	BANK HOLIDAY					
Fri						

Week 4						
Mon	Reading and Writing 9		Listening and Speaking 8		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for TGS 2
Tue	Guided self-study / tutorial		Guided self-study / tutorial		Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for R&W 9 and L&S 8
Wed	Reading and Writing 10		Listening and Speaking 9		Tutorial Q & A	STUDENT INDEPENDENT STUDY / Revision
Thu					Tutorial Q & A	STUDENT INDEPENDENT STUDY /Preparation for TGS 3
Fri	Presentation preparation					
Week 5						
Mon	Guided self-study / tutorial		Guided self-study / tutorial		Listening test	
Tue	Presentation assessments		Presentation assessments		Tutorial Q & A	
Wed						

## Appendix 2: Guided self-study/tutorial sessions

During each part of the PELP you will have two or three guided self-study/tutorial sessions. These sessions will be based in your normal group, but follow a different structure from a typical lesson.

### Guided self-study

You will be given tasks to work on independently during this session. Working independently on tasks in pairs or small groups in this way allows more flexibility than a typical lesson: you can spend more time on areas you find difficult, and less time on those you find easier. You also have the flexibility to choose whether you want to work alone or discuss ideas with classmates. If you do decide to discuss your ideas, please do so quietly so that you do not disturb other classmates.

### Tutorials

While most students in the class are working independently, the tutor will meet each student in the class either individually or as part of a small group. The time should be provided roughly equally between all students in the class. The purpose of tutorials is:

- to discuss essay plans
- to provide and discuss feedback on essay drafts and final essays
- to suggest strategies for improving your academic language and study skills

In order to make the most of your time, you should:

- prepare any work your tutor has set (e.g. essay plan)
- read any written feedback your tutor has given you
- prepare any questions you would like to ask your tutor

The following students may find tutorials particularly helpful:

- **Students who arrived late** for PELP and want to know how to catch up on missed work.
- **Students who are finding PELP difficult** and would like advice on how cope more effectively.
- **Students who would like advice** on how to develop **one particular aspect of the language or one particular skill**.
- **Students who are feeling worried or concerned** about the PELP or life at Royal Holloway. In these cases the tutor will listen to your concerns, and may suggest you meet someone from one of the other Support and Advisory services if appropriate.

### Appendix 3: Help and Support

IT Service Desk	<a href="mailto:ITServiceDesk@royalholloway.ac.uk">ITServiceDesk@royalholloway.ac.uk</a> 01784 414321
Student Services Centre	<a href="mailto:student-enquiries@royalholloway.ac.uk">student-enquiries@royalholloway.ac.uk</a> 01784 276641
Wellbeing	<a href="mailto:supportingyou@royalholloway.ac.uk">supportingyou@royalholloway.ac.uk</a>
Disability & Neurodiversity	<a href="mailto:disability-dyslexia@royalholloway.ac.uk">disability-dyslexia@royalholloway.ac.uk</a> 01784 276473
International Student Support Office	<a href="mailto:internationaladvice@royalholloway.ac.uk">internationaladvice@royalholloway.ac.uk</a> 01784 276222
Library Help Desk	<a href="mailto:library@royalholloway.ac.uk">library@royalholloway.ac.uk</a> 01784 443823

## Appendix 4 Part 1 Assessed presentation assessment criteria

	Content	Organization and Teamwork	Language and fluency	Communication Skills
	<ul style="list-style-type: none"> <li>Understanding of the topic</li> <li>use of supporting materials</li> <li>Evidence of a critical approach</li> </ul>	<ul style="list-style-type: none"> <li>Overall organization</li> <li>Continuity of ideas</li> <li>Timing</li> </ul>	<ul style="list-style-type: none"> <li>Precision and flexibility of vocabulary</li> <li>Range and control of grammatical structures</li> <li>Style</li> </ul>	<ul style="list-style-type: none"> <li>Intelligibility</li> <li>Delivery inc Engagement with the audience e.g body language ,rhetorical features, use of notes</li> <li>Use of visual aids</li> </ul>
	<b>GROUP MARKS</b>		<b>INDIVIDUAL MARKS</b>	
<b>A+</b> 85-100%	<ul style="list-style-type: none"> <li>An <b>extremely impressive</b> understanding of the topic.</li> <li>Use of supporting material is <b>highly effective</b></li> <li><b>Clear</b> evidence of a <b>consistent</b> critical approach to the topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Exceptionally clear</b> and logical organization <b>throughout</b></li> <li><b>Excellent</b> and <b>seamless</b> continuity of ideas throughout</li> <li>Overall presentation <b>keeps to the set time/effectively</b> paced.</li> </ul>	<ul style="list-style-type: none"> <li><b>Extensive range</b> of vocabulary and grammatical forms used with <b>full control, consistency</b> and flexibility                             <ul style="list-style-type: none"> <li>Language errors are rare, and likely to occur as slips</li> </ul> </li> <li>Style of language <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Effortless to understand</b></li> <li><b>Extremely confident and natural delivery</b>, pausing and hesitation are 'native-like'. Features to engage (e.g body language, rhetorical features) <b>highly effective</b></li> <li><b>Effective</b> and competent use of visual aids to support the oral delivery</li> </ul>
<b>A</b> 70-84%	<ul style="list-style-type: none"> <li>An <b>excellent</b> understanding of the topic</li> <li>Supporting material is <b>very effective</b></li> <li><b>Clear</b> evidence of a critical approach to the topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Very clear</b> and logical organization <b>throughout</b></li> <li><b>Very good</b> continuity of ideas throughout</li> <li>Overall presentation <b>keeps to the set time/effectively</b> paced</li> </ul>	<ul style="list-style-type: none"> <li><b>Wide range</b> of vocabulary and grammatical forms used with <b>full control</b> and flexibility</li> <li>Language errors, if present, are related to less common structures, or occur as slips</li> <li>Style of language <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Easy to understand throughout</b>; L1 accent has minimal effect on intelligibility</li> <li><b>Very confident and natural delivery</b> with only rare hesitations or pauses. Features to engage (e.g body language, rhetorical features) <b>effective</b>.</li> <li>an <b>effective</b> and competent use of visual aids to support the oral delivery</li> </ul>

<p><b>B+</b> 60-69%</p>	<ul style="list-style-type: none"> <li>• A <b>good</b> understanding of the topic</li> <li>• Use of supporting material is <b>good</b></li> <li>• <b>Clear</b> evidence of a critical approach to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clear</b> and logical organization for <b>the most part</b></li> <li>• <b>Good</b> continuity of ideas throughout</li> <li>• Overall presentation <b>keeps to the set time, give or take a couple of minutes/mostly well-paced</b></li> </ul>	<ul style="list-style-type: none"> <li>• A <b>good range</b> of vocabulary and grammatical forms are used with <b>good control</b> and flexibility</li> <li>• Occasional language errors occur, mostly when more complex language is attempted, but do not impede communication</li> <li>• Style of language is <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Easy to understand throughout in most parts</b>; L1 accent/pronunciation features have some effect on intelligibility in places</li> <li>• <b>Reasonably confident and natural delivery</b> with occasional hesitations or pauses to search for language. Features to engage ( e.g body language, rhetorical features) <b>generally effective</b></li> <li>• <b>Good</b> use of visual aids to support the oral delivery</li> </ul>
<p><b>B</b> 50-59%</p>	<ul style="list-style-type: none"> <li>• A <b>satisfactory</b> understanding of the topic</li> <li>• Use of supporting materials is <b>satisfactory</b> but may be limited or irrelevant in places</li> <li>• <b>Satisfactory</b> evidence of a critical approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is <b>reasonably</b> logical and <b>clear</b> for the most part</li> <li>• <b>Good attempts</b> of continuity of ideas <b>in places</b></li> <li>• Overall presentation may <b>go slightly over or under the set time/satisfactory</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Common vocabulary and simpler grammatical forms are used with good control. <b>Less common forms are attempted</b>, with occasional misuse</li> <li>• Language errors occur but do not impede communication</li> <li>• Style of language is <b>mostly appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Can <b>generally be understood</b>, though L1 accent/ mispronunciation of individual words/r sounds reduces clarity on occasions</li> <li>• <b>Satisfactory delivery</b> but may lack confidence in places with some noticeable hesitations, pauses and self- corrections. There may be some over reliance on notes or memorization verbatim. Features to engage (e.g body language, rhetorical features) <b>attempted but may be limited</b></li> <li>• <b>Satisfactory</b> use of visual aids to support the oral delivery</li> </ul>
<p><b>C</b> 40-49%</p>	<ul style="list-style-type: none"> <li>• Understanding of the topic is <b>fair</b></li> <li>• use of supporting materials is <b>fair</b></li> <li>• Presentation is <b>mostly descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• Organization is <b>fair</b></li> <li>• <b>A fair attempt</b> to show continuity of ideas but this is <b>limited</b></li> <li>• <b>Likely</b> that the overall presentation goes <b>slightly over / under the set time/reasonable</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common</b> vocabulary and <b>simpler</b> grammatical forms used with <b>good</b> control</li> <li>• Language errors sometimes noticeable and sometimes impede communication</li> <li>• Style of language is <b>sometimes inappropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Can <b>generally be understood</b>, though L1 accent/ mispronunciation of individual words or sounds reduces clarity</li> <li>• Delivery <b>lacks confidence at times</b>. Frequent reliance on notes or memorization verbatim. Features to engage ( e.g body language, rhetorical features) <b>are evident</b>.</li> <li>• Use of visual aids to support the oral delivery is <b>fair</b>.</li> </ul>



<p style="text-align: center;"><b>D</b> 30-39%</p>	<ul style="list-style-type: none"> <li>Understanding of the topic is <b>adequate</b></li> <li>Use of supporting materials is <b>limited</b> or irrelevant</li> <li>Presentation is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>organization <b>adequate</b></li> <li>Attempts to link ideas <b>evident</b></li> <li>It is likely that the overall presentation <b>goes significantly over or under the set time/inadequate</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>Range of vocabulary and structures <b>adequate</b></li> <li>Language errors may impede communication</li> <li>Style of language is <b>appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>Mispronunciations frequent and/ or L1 accent sometimes cause <b>difficulty for the listener</b></li> <li>Delivery <b>lacks confidence</b> some of the time and there may be pauses, hesitation or self-correction. Speaker may read directly from notes or memorize content verbatim. some <b>evidence</b> of features to engage the audience</li> <li>Use of visual aids to support the oral delivery is <b>generally adequate</b></li> </ul>
<p style="text-align: center;"><b>E</b> 0-29%</p>	<ul style="list-style-type: none"> <li>Understanding of the topic is <b>limited throughout</b></li> <li>Use of supporting materials is <b>largely absent</b></li> <li>Presentation is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>Organization <b>not discernible</b></li> <li><b>little or no attempt</b> to link ideas</li> <li>Likely that the overall presentation goes <b>significantly</b> over or under the set time/<b>inadequate</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>range of vocabulary and structures <b>extremely limited</b></li> <li>Language errors seriously impede communication</li> <li>Style of language is <b>often inappropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation/L1 accent causes <b>considerable strain</b> for much of the time</li> <li>Delivery is <b>poor</b> throughout and <b>fails to engage</b></li> <li>Speaker likely to read directly from notes or memorise content verbatim</li> <li>use of visual aids to support the oral delivery is <b>inadequate</b></li> </ul>

## Appendix 5 Part 1 Assessed summary marking criteria

	<b>Task Fulfillment</b> <ul style="list-style-type: none"> <li>Task completion</li> <li>Understanding of the text(s)</li> <li>Adherence to word limit</li> </ul>	<b>Organization and cohesion</b> <ul style="list-style-type: none"> <li>Organization and coherence</li> <li>Cohesion</li> <li>Presentation</li> </ul>	<b>Paraphrasing/ use of vocabulary</b> <ul style="list-style-type: none"> <li>Ability and consistency of paraphrasing</li> <li>Vocabulary range and appropriacy</li> <li>Style</li> </ul>	<b>Grammatical range and control</b> <ul style="list-style-type: none"> <li>Range of grammatical forms</li> <li>Accuracy of grammatical forms, punctuation and spelling.</li> </ul>
<b>A+</b> 85-100%	<ul style="list-style-type: none"> <li>The task has been completed <b>exceptionally well</b> - the answer is <b>highly relevant</b> and <b>sophisticated</b></li> <li>It demonstrates an <b>impressive</b> understanding of the text (s)</li> <li>It adheres to the word limit</li> </ul>	<ul style="list-style-type: none"> <li>The work is an <b>exceptionally well-organized, coherent</b> whole</li> <li><b>Extensive variety</b> of linking words and devices used appropriately <b>and with flexibility</b></li> <li>Presentation meets the requirements</li> </ul>	<ul style="list-style-type: none"> <li>Shows an ability to paraphrase <b>successfully</b> with <b>consistency</b></li> <li>An <b>impressive</b> range of <b>complex</b> vocabulary used in a <b>sophisticated</b> way</li> <li>The style is <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>An <b>extensive</b> range of grammatical forms used with <b>consistency</b> and <b>flexibility</b></li> <li>Errors of grammar, punctuation or spelling are <b>rare</b> and likely to occur <b>as slips</b></li> </ul>
<b>A</b> 70-84%	<ul style="list-style-type: none"> <li>The task has been completed <b>exceptionally well</b> – the answer is <b>highly relevant</b></li> <li>It demonstrates <b>excellent</b> understanding of the text (s)</li> <li>It adheres to the word limit</li> </ul>	<ul style="list-style-type: none"> <li>The work is a <b>well-organized, coherent whole</b></li> <li><b>Extensive variety</b> of linking words and devices used <b>appropriately</b></li> <li>Presentation meets the requirements</li> </ul>	<ul style="list-style-type: none"> <li>Shows an ability to paraphrase <b>successfully</b> with <b>consistency</b></li> <li>A <b>wide</b> range of vocabulary, including less common lexis, used <b>effectively</b> and <b>precisely</b></li> <li>The style is <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>A <b>wide</b> range of <b>simple</b> and <b>complex</b> grammatical forms used with <b>flexibility</b>.</li> <li>Errors of grammar, punctuation or spelling, if present, <b>are related to less common structures</b>, or occur as slips</li> </ul>
<b>B+</b> 60-69%	<ul style="list-style-type: none"> <li>The task has been completed <b>competently</b>. Most key points identified with one or two missing</li> <li>It demonstrates <b>very good</b> understanding of the text (s)</li> <li>It adheres to the word limit</li> </ul>	<ul style="list-style-type: none"> <li>The work is <b>well-organized and coherent</b></li> <li>A <b>good range</b> of linking words and devices used <b>quite successfully</b> e.g. there may be some under-/over-use</li> <li>Presentation meets the requirements</li> </ul>	<ul style="list-style-type: none"> <li>Shows an ability to paraphrase <b>consistently</b> with <b>reasonable success</b></li> <li>Where own wording is used, a <b>very good</b> range of vocabulary, including less common lexis, is demonstrated</li> <li>The style is <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>A <b>very good</b> range of <b>simple</b> and <b>complex</b> grammatical forms used with a <b>good degree of flexibility</b></li> <li><b>Occasional</b> errors of grammar, punctuation or spelling present, mostly when more complex language is attempted, but do not impede</li> </ul>

<p><b>B</b></p> <p>50-59%</p>	<ul style="list-style-type: none"> <li>The task has been completed with <b>reasonable competency</b>. Key points identified with some omissions</li> <li>There may be <b>some minor misunderstanding</b> of the text(s) or irrelevancy</li> <li>It adheres to the word limit within 10%</li> </ul>	<ul style="list-style-type: none"> <li>The work is <b>generally well-organized and coherent</b></li> <li>A <b>reasonable</b> range of linking words and devices used e.g. there may be some inaccuracy/overuse.</li> <li>Presentation meets the requirements</li> </ul>	<ul style="list-style-type: none"> <li>Shows an ability to paraphrase <b>consistently</b> with <b>partial success</b></li> <li>Where own wording is used, a <b>good range</b> of <b>common</b> vocabulary is demonstrated. <b>Less common</b> lexis is <b>attempted</b>, with occasional misuse</li> <li>The style is <b>mostly appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>A <b>good range</b> of <b>simple</b> and <b>some complex</b> grammatical forms used</li> <li>Errors of grammar, punctuation or spelling occur but do not impede communication</li> </ul>
<p><b>C</b></p> <p>40-49%</p>	<ul style="list-style-type: none"> <li>The task has been completed <b>simplicistically</b>. Key points partially identified.</li> <li>There may be <b>some misunderstanding</b> of the text(s) or irrelevancy</li> <li>It adheres to the word limit within 10%</li> </ul>	<ul style="list-style-type: none"> <li>The work shows a <b>fair attempt</b> at organization and is <b>reasonably coherent</b></li> <li>Basic linking words and devices used but these may be inaccurate or repetitive</li> <li>Presentation meets the requirements</li> </ul>	<ul style="list-style-type: none"> <li>Shows an ability to paraphrase in <b>places, with partial success</b></li> <li>Where own wording is used, <b>generally good</b> control of <b>common</b> vocabulary is demonstrated, perhaps with some repetition.</li> <li><b>Some inappropriacy</b> with choice of language or style according to the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Some complex</b> grammatical forms used</li> <li>Errors of grammar, punctuation or spelling are <b>noticeable</b> and <b>may impede</b> communication</li> </ul>
<p><b>D</b></p> <p>30-39%</p>	<ul style="list-style-type: none"> <li>The answer is <b>adequate</b>. It may be incomplete, and/or contain much irrelevancy. There will be omission of key points</li> <li>There <b>will be some misunderstanding</b> of the text (s)</li> <li>It is over/below the word limit more than 10%</li> </ul>	<ul style="list-style-type: none"> <li>The work shows <b>adequate</b> organization</li> <li>Some basic linking words used but these are inaccurate or repetitive</li> <li>Presentation meets the requirements</li> </ul>	<ul style="list-style-type: none"> <li>Wording is <b>close to the original</b> in parts of the answer</li> <li>Where own wording is used, the range of vocabulary is <b>adequate</b></li> <li>The choice of language or style is <b>adequate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>Structures are adequate in range</li> <li>Errors of grammar, punctuation or spelling are <b>noticeable</b> and can <b>impede</b> communication .</li> </ul>
<p><b>E</b></p> <p>0-29%</p>	<ul style="list-style-type: none"> <li>The answer is <b>inadequate</b>. It will be incomplete and/or contain irrelevancy</li> <li>There <b>will be misunderstanding</b> of the text (s)</li> <li>It is over/below the word limit more than 10%</li> </ul>	<ul style="list-style-type: none"> <li><b>Little evidence</b> of organization or coherence</li> <li>The reader is <b>unable to follow</b> the work due to lack of cohesion</li> <li>Presentation does not meet the requirements.</li> </ul>	<ul style="list-style-type: none"> <li>A significant amount of the wording is <b>too close</b> to the original</li> <li>Where own wording is used, the range of vocabulary is <b>extremely limited</b>.</li> <li>The choice of language or style is <b>often</b> inappropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>Structures are <b>extremely limited</b> in range</li> <li>Language is <b>largely inaccurate</b> and this <b>seriously</b> impedes comprehension.</li> </ul>

## Appendix 6 Part 2 Oral Presentation marking criteria

	Content	Organization and Teamwork	Language and fluency	Communication Skills
	<ul style="list-style-type: none"> <li>Understanding of the topic</li> <li>Use of supporting materials</li> <li>Evidence of a critical approach</li> </ul>	<ul style="list-style-type: none"> <li>Overall organization</li> <li>Continuity of ideas</li> <li>Timing</li> </ul>	<ul style="list-style-type: none"> <li>Precision and flexibility of vocabulary</li> <li>Range and control of grammatical structures</li> <li>Style</li> </ul>	<ul style="list-style-type: none"> <li>Intelligibility</li> <li>Ability to initiate, develop and respond in a spontaneous discussion</li> <li>Engagement and timeliness</li> <li>Use of visual aids</li> </ul>
	<b>GROUP MARKS</b>		<b>INDIVIDUAL MARKS</b>	
<b>A+</b> 85-100%	<ul style="list-style-type: none"> <li>An <b>extremely impressive</b> understanding of the topic.</li> <li>Use of supporting material is <b>highly effective</b></li> <li><b>Clear</b> evidence of a <b>consistent</b> critical approach to the topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Exceptionally clear</b> and logical organization <b>throughout</b></li> <li><b>Excellent</b> and <b>seamless</b> continuity of ideas throughout</li> <li>Overall presentation <b>keeps to the set time/effectively</b> paced.</li> </ul>	<ul style="list-style-type: none"> <li><b>Extensive range</b> of vocabulary and grammatical forms used with <b>full control, consistency</b> and flexibility</li> <li>Language errors are <b>rare</b>, and likely to occur as slips</li> <li>Style of language <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Effortless</b> to understand</li> <li>Able to initiate, develop and respond in spontaneous interaction with <b>exceptional skill and confidence</b></li> <li>Features to engage listeners <b>highly effective</b>; contributions are <b>impressively timely</b></li> <li><b>Effective</b> and competent use of visual aids to support the oral delivery</li> </ul>
<b>A</b> 70-84%	<ul style="list-style-type: none"> <li>An <b>excellent</b> understanding of the topic</li> <li>Supporting material is <b>very effective</b></li> <li><b>Clear</b> evidence of a critical approach to the topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Very clear</b> and logical organization <b>throughout</b></li> <li><b>Very good</b> continuity of ideas throughout</li> <li>Overall presentation <b>keeps to the set time/effectively</b> paced</li> </ul>	<ul style="list-style-type: none"> <li><b>Wide range</b> of vocabulary and grammatical forms used with <b>full control</b> and flexibility</li> <li>Language errors, if present, are related to less common structures, or occur as slips</li> <li>Style of language <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Easy</b> to understand <b>throughout</b>; L1 accent has minimal effect on intelligibility</li> <li>Able to initiate, develop and respond in spontaneous interaction with <b>considerable</b> skill and confidence</li> <li>Features to engage listeners <b>effective</b>; contributions are <b>timely</b></li> <li>an <b>effective</b> and competent use of visual aids to support the oral delivery</li> </ul>
<b>B+</b> 60-69%	<ul style="list-style-type: none"> <li>A <b>good</b> understanding of the topic</li> <li>Use of supporting material is <b>good</b></li> <li><b>Clear</b> evidence of a critical approach to the topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear</b> and logical organization for <b>the most part</b></li> <li><b>Good</b> continuity of ideas throughout</li> <li>Overall presentation <b>keeps to the set time, give or take a couple of minutes/mostly well-paced</b></li> </ul>	<ul style="list-style-type: none"> <li>A <b>good range</b> of vocabulary and grammatical forms are used with <b>good control</b> and flexibility</li> <li><b>Occasional</b> language errors occur, mostly when more <b>complex</b> language is attempted, but <b>do not</b> impede communication</li> <li>Style of language is <b>consistently appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li><b>Easy</b> to understand in <b>most parts</b>; L1 accent/pronunciation features have some effect on intelligibility in places</li> <li>Able to initiative, develop and respond in spontaneous interaction with <b>some</b> skill and confidence</li> <li>Features to engage listeners <b>generally effective</b>. Contributions are <b>mostly timely</b></li> <li><b>Good</b> use of visual aids to support the oral delivery</li> </ul>

<p><b>B</b> 50-59%</p>	<ul style="list-style-type: none"> <li>• A <b>reasonable</b> understanding of the topic</li> <li>• Use of supporting materials is <b>reasonable</b> but may be limited or irrelevant in places</li> <li>• <b>Reasonable</b> evidence of a critical approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is <b>reasonably</b> logical and <b>clear</b> for the most part</li> <li>• <b>Good attempts</b> of continuity of ideas <b>in places</b></li> <li>• Overall presentation may <b>go slightly over or under the set time/reasonable</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Common vocabulary and simpler grammatical forms are used with good control. <b>Less common forms are attempted</b>, with occasional <b>misuse</b></li> <li>• Language errors occur but <b>do not</b> impede communication</li> <li>• Style of language is <b>mostly appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Can <b>generally be understood</b>, though L1 accent/ mispronunciation of individual words/sounds <b>reduces clarity on occasions</b></li> <li>• A <b>reasonable</b> ability to initiate, develop and respond in spontaneous interaction</li> <li>• Features to engage listeners <b>attempted</b> but <b>may be limited</b>; contributions <b>reasonably timely</b></li> <li>• <b>Satisfactory</b> use of visual aids to support the oral delivery</li> </ul>
<p><b>C</b> 40-49%</p>	<ul style="list-style-type: none"> <li>• Understanding of the topic is <b>satisfactory</b></li> <li>• use of supporting materials is <b>appropriate</b></li> <li>• Presentation is <b>mostly descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• Organization is <b>satisfactory</b></li> <li>• <b>Satisfactory attempt</b> to show continuity of ideas but this <b>limited</b></li> <li>• <b>Likely</b> that the overall presentation goes <b>slightly over / under the set time/reasonable</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common</b> vocabulary and <b>simpler</b> grammatical forms used with <b>good</b> control</li> <li>• Language errors <b>noticeable</b> and <b>sometimes</b> impede communication</li> <li>• Style of language is <b>often appropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Can <b>generally be understood</b>, though L1 accent/ mispronunciation of individual words or sounds <b>reduces clarity</b></li> <li>• Able to <b>maintain</b> the interaction;</li> <li>• Features to engage is <b>satisfactory</b>; contributions <b>may be hesitant</b></li> <li>• Use of visual aids to support the oral delivery is <b>adequate</b></li> </ul>
<p><b>D</b> 30-39%</p>	<ul style="list-style-type: none"> <li>• Understanding of the topic is <b>adequate</b></li> <li>• Use of supporting materials is <b>mainly appropriate</b></li> <li>• Presentation is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• Organization is <b>adequate</b></li> <li>• Attempts to link ideas</li> <li>• It is likely that the overall presentation <b>goes significantly over or under the set time/inadequate</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Range of vocabulary and structures is <b>adequate</b></li> <li>• Language errors <b>may</b> impede communication</li> <li>• Style of language is <b>adequate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Mispronunciations frequent and/ or L1 accent causes <b>some difficulty for the listener</b></li> <li>• <b>Adequate</b> attempts to <b>maintain</b> the interaction</li> <li>• <b>Some evidence</b> of features to engage the listeners ; contributions <b>can be hesitant</b></li> <li>• Use of visual aids to support the oral delivery is <b>generally adequate</b></li> </ul>
<p><b>E</b> 0-29%</p>	<ul style="list-style-type: none"> <li>• Understanding of the topic is <b>limited throughout</b></li> <li>• Use of supporting materials is <b>largely absent</b></li> <li>• Presentation is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• Organization <b>not discernible</b></li> <li>• <b>little or no attempt</b> to link ideas</li> <li>• Likely that the overall presentation goes <b>significantly</b> over or under the set time/<b>inadequate</b> pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Range of vocabulary and structures <b>extremely limited</b></li> <li>• Language errors <b>seriously</b> impede communication</li> <li>• Style of language is <b>often inappropriate</b> to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation/L1 accent causes <b>considerable strain</b> for much of the time</li> <li>• <b>Little or no attempt</b> to <b>maintain</b> the interaction</li> <li>• <b>Little or no evidence</b> of features to engage listeners; contributions <b>significantly hesitant</b></li> <li>• use of visual aids to support the oral delivery is <b>inadequate</b></li> </ul>

## Appendix 7 Part 2 Read to Write marking criteria

	<b>Task Fulfillment</b> <ul style="list-style-type: none"> <li>• Task Completion</li> <li>• Evidence of argument/critical thinking</li> </ul>	<b>Reading comprehension and use of sources</b> <ul style="list-style-type: none"> <li>• Understanding of prescribed texts</li> <li>• Use of source texts to support an argument</li> <li>• Appropriate use of skills to incorporate other people's ideas e.g. paraphrase/summary/quotation</li> <li>• Acknowledgement of sources</li> </ul>	<b>Organization and cohesion</b> <ul style="list-style-type: none"> <li>• Organization and coherence</li> <li>• Cohesion</li> </ul>	<b>Language</b> <ul style="list-style-type: none"> <li>• Range of grammatical forms</li> <li>• Accuracy of grammar (inc punctuation and spelling)</li> <li>• Range and appropriacy of vocabulary</li> <li>• Style</li> </ul>
<b>A+</b> <b>85-</b> <b>100%</b>	<ul style="list-style-type: none"> <li>• The task has been completed <b>exceptionally well</b> - the answer is <b>highly relevant, comprehensive and sophisticated</b></li> <li>• <b>Argument</b> is developed <b>logically</b> and <b>skillfully</b>, offering a response that is substantially critical, <b>imaginative</b> and <b>insightful</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates an <b>impressive</b> understanding of the prescribed texts.</li> <li>• The work shows an <b>exceptional</b> ability to bring together evidence from the sources to create and <b>support</b> an argument</li> <li>• The work shows a <b>consistently</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>faultless</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is an <b>exceptionally well-organized, coherent</b> whole</li> <li>• <b>Extensive variety</b> of linking words and devices used appropriately <b>and with flexibility</b></li> </ul>	<ul style="list-style-type: none"> <li>• An <b>extensive</b> range of grammatical forms used with <b>consistency</b> and <b>flexibility</b></li> <li>• Errors of grammar, punctuation or spelling are <b>rare</b> and likely to occur as slips</li> <li>• An impressive range of complex vocabulary used in a sophisticated way</li> <li>• The style is consistently appropriate to the task</li> </ul>

<p><b>A</b> 70-84%</p>	<ul style="list-style-type: none"> <li>• The task has been completed <b>exceptionally well</b> – the answer is <b>highly relevant and comprehensive</b></li> <li>• Argument is developed <b>logically</b> and shows <b>excellent</b> critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates <b>excellent</b> understanding of the prescribed texts</li> <li>• The work shows an <b>excellent</b> ability to bring together evidence from the sources to create and support an argument.</li> <li>• The work shows a <b>consistently</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>nearly flawless</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is a <b>well-organized, coherent whole</b></li> <li>• <b>Extensive variety</b> of linking words and devices used <b>appropriately</b></li> </ul>	<ul style="list-style-type: none"> <li>• A <b>wide</b> range of <b>simple</b> and <b>complex</b> grammatical forms used with <b>flexibility</b>.</li> <li>• Errors of grammar, punctuation or spelling, if present, <b>are related to less common structures</b>, or occur as slips</li> <li>• A <b>wide range</b> of vocabulary, including less common lexis, used effectively and precisely</li> <li>• The style is <b>consistently appropriate</b> to the task</li> </ul>
<p><b>B+</b> 60-69%</p>	<ul style="list-style-type: none"> <li>• The task has been completed <b>competently- the answer is relevant</b></li> <li>• Argument is developed <b>logically</b> and demonstrates a <b>good</b> level of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a <b>very good</b> understanding of the prescribed texts.</li> <li>• The work It shows a <b>very good</b> ability to bring together evidence from the sources to support an argument.</li> <li>• The work <b>shows mostly</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>mostly correct</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is <b>well-organized and coherent</b></li> <li>• <b>A good range</b> of linking words and devices used <b>quite successfully</b> e.g. there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>very good</b> range of <b>simple</b> and <b>complex</b> grammatical forms used with a <b>good degree of flexibility</b></li> <li>• <b>Occasional</b> errors of grammar, punctuation or spelling present, mostly when more complex language is attempted, but do not impede communication</li> <li>• A <b>very good range</b> of vocabulary, including less common lexis, is demonstrated</li> <li>• The style is <b>consistently appropriate</b> to the task</li> </ul>

<p><b>B</b> 50-59%</p>	<ul style="list-style-type: none"> <li>• The task has been completed with <b>reasonable competency</b>. It may lack detail or contain irrelevancy</li> <li>• There is <b>reasonable</b> evidence of a <b>logical</b> argument and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a <b>reasonable</b> understanding of the prescribed texts. There may be some <b>minor</b> misunderstanding.</li> <li>• The work makes a <b>reasonable</b> attempt to bring together evidence from the sources to support an argument. There may be over reliance on some sources.</li> <li>• The work shows <b>generally</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>generally correct</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is <b>generally well-organized and coherent</b></li> <li>• <b>A reasonable</b> range of linking words and devices used e.g. there may be some inaccuracy/overuse.</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>good range</b> of <b>simple</b> and <b>some complex</b> grammatical forms used</li> <li>• Errors of grammar, punctuation or spelling occur but do not impede communication</li> <li>• A <b>good range of common vocabulary</b> is demonstrated. <b>Less common lexis</b> is <b>attempted</b>, with occasional misuse</li> <li>• The style is <b>mostly appropriate</b> to the task</li> </ul>
<p><b>C</b> 40-49%</p>	<ul style="list-style-type: none"> <li>• The task has been completed <b>satisfactorily</b>. It may contain irrelevancy or be incomplete</li> <li>• There is evidence of logical argument or critical thinking. It is mostly <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a <b>satisfactory</b> understanding of the prescribed texts. There may be <b>some misunderstanding</b>.</li> <li>• There is a <b>limited</b> ability to bring together evidence from the sources to support and argument</li> <li>• There is some <b>inappropriate</b> or <b>limited</b> use of skills to incorporate others' ideas</li> <li>• Referencing <b>may be incorrect</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work shows <b>an attempt</b> at organization and is <b>reasonably coherent</b></li> <li>• Linking words and devices used but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Simple</b> grammatical forms used</li> <li>• Errors of grammar, punctuation or spelling are <b>noticeable</b> and this <b>sometimes impedes</b> communication</li> <li>• Generally <b>good control of common vocabulary</b> is demonstrated, perhaps with some repetition.</li> <li>• <b>Some</b> inappropriacy with choice of language or style according to the task</li> </ul>
<p><b>D</b> 30-39%</p>	<ul style="list-style-type: none"> <li>• The answer is <b>adequate</b>. It may be <b>incomplete</b>, and/or contain some <b>irrelevancy</b></li> <li>• Argument and critical thinking are adequate. It is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• It demonstrates adequate understanding of the prescribed texts</li> <li>• There is an <b>adequate ability</b> to bring together evidence from the sources to support an argument</li> <li>• Use of skills to incorporate others' ideas <b>may be inappropriate</b>.</li> <li>• There is <b>some</b> error in referencing,</li> </ul>	<ul style="list-style-type: none"> <li>• The work shows adequate organization</li> <li>• Some linking words used but may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>• Structures are <b>limited</b> in range</li> <li>• Language is <b>adequate</b></li> <li>• The range of vocabulary is adequate</li> <li>• The choice of language or style <b>may be inappropriate</b> to the task</li> </ul>



E 0- 29%	<ul style="list-style-type: none"> <li>The answer is <b>definitely inadequate</b>. It will be <b>incomplete</b> and/or contain much <b>irrelevancy</b></li> <li>There is <b>little</b>, if any, evidence of argument or critical thinking. It is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>It demonstrates a <b>very poor</b> understanding of the prescribed texts</li> <li>There is an <b>inability</b> to bring together evidence from the sources to support an argument</li> <li>There is <b>little</b>, if any use of skills to incorporate others' ideas</li> <li>There is <b>significant</b> error in referencing,</li> </ul>	<ul style="list-style-type: none"> <li><b>Very little evidence</b> of organization or coherence</li> <li>The reader is <b>unable to follow</b> the work due to lack of cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Structures are <b>extremely limited</b> in range</li> <li>Language is <b>largely inaccurate</b> and this <b>seriously</b> impedes comprehension.</li> <li>The range of vocabulary is <b>extremely limited</b>.</li> <li>The choice of language or style is <b>often inappropriate</b> to the task</li> </ul>
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### Appendix 8 Part 3 Assessed Presentation and Discussion marking criteria

Presentation			
	Content, Criticality and Attribution [What]	Language [How (prepared)]	Engagement [How (in the moment)]
	<ul style="list-style-type: none"> <li>Selecting and structuring relevant main points, argument, and supporting detail</li> <li>Identifying strengths and weaknesses, context and connections</li> <li>Acknowledging voices (including own)/attribution of ideas (includes verbal and visual references)</li> </ul>	(Refers to both verbal and written language) <ul style="list-style-type: none"> <li>Accuracy of independently produced language</li> <li>Appropriate register for academic oral format and appropriate pitch for audience (i.e. a peer in an academic programme)</li> </ul>	<ul style="list-style-type: none"> <li>Audience awareness &amp; connection</li> <li>Appropriate pace; non-verbal communication (body language, gesture, facial expressions); design of and interaction with visual materials (e.g. PPT)</li> <li>Pronunciation (comprehensibility and intonation)</li> </ul>
	Weighting - 20%	Weighting - 15%	Weighting - 15%
85-100% A+	<ul style="list-style-type: none"> <li><b>Strong narrative</b> and seamless structure demonstrate a <b>deep understanding</b> of relevant points and arguments.</li> <li><b>Biases, limitations and relevance within a field</b> are evaluated.</li> <li>Views of the <b>author</b>, of <b>other authors</b> cited within the text and of the <b>student</b> are clearly distinguished and attributed.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consistent accuracy and nuance</b> in independently produced language with only <b>minor errors</b>. <b>High proportion</b> of independently produced language with <b>no obvious transition</b> between independent language and paraphrase.</li> <li>Language <b>appropriate</b> to the oral format and audience. Demonstrates <b>refined awareness</b> of audience's familiarity with academic terminology.</li> </ul>	<ul style="list-style-type: none"> <li><b>Connects with the audience</b> and <b>draws them in</b> with such success that it creates a <b>lasting impression</b>.</li> <li><b>Interest and nuance</b> are added, and <b>communication enhanced</b> through pace, non-verbal communication, visual aids and pronunciation.</li> <li>Pronunciation is <b>entirely comprehensible</b>.</li> </ul>

## Appendix 8 Part 3 Assessed Presentation and Discussion marking criteria

Presentation			
	Content, Criticality and Attribution [What]	Language [How (prepared)] (Refers to both verbal and written language)	Engagement [How (in the moment)]
	<ul style="list-style-type: none"> <li>Selecting and structuring relevant main points, argument, and supporting detail</li> <li>Identifying strengths and weaknesses, context and connections</li> <li>Acknowledging voices (including own)/attribution of ideas (includes verbal and visual references)</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy of independently produced language</li> <li>Appropriate register for academic oral format and appropriate pitch for audience (i.e. a peer in an academic programme)</li> </ul>	<ul style="list-style-type: none"> <li>Audience awareness &amp; connection</li> <li>Appropriate pace; non-verbal communication (body language, gesture, facial expressions); design of and interaction with visual materials (e.g. PPT)</li> <li>Pronunciation (comprehensibility and intonation)</li> </ul>
	Weighting - 20%	Weighting - 15%	Weighting - 15%
70-84% A	<ul style="list-style-type: none"> <li>Considered and coherent structure and content including all main arguments.</li> <li>Arguments are weighed and evaluated with reference to the wider context of the article.</li> <li>Views of the author are correctly attributed and the interaction of the author with other sources is acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent accuracy with some unobtrusive errors in complex or technical language. High proportion of independently produced language with little obvious transition between independent language and paraphrase.</li> <li>Language appropriate to the oral format and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Connects with the audiences and draws them in.</li> <li>Pace, non-verbal communication, visual aids and pronunciation are pitched entirely appropriately and add interest.</li> <li>Pronunciation is almost entirely comprehensible.</li> </ul>
60-69% B+	<ul style="list-style-type: none"> <li>Coherent structure which identifies the main arguments and avoids peripheral information.</li> <li>Connections between different ideas are explained with some attempt to evaluate the strengths and weaknesses of the arguments.</li> <li>Views of the author are correctly attributed and contribution of other authors is mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>Mainly accurate language with some noticeable errors. Independently produced language is used, but with some reliance on language of original text. Noticeable transition between independent language and paraphrase.</li> <li>Language mainly appropriate to the oral format and audience, but occasionally pitched inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates audience awareness and creates some interest.</li> <li>Pace, non-verbal communication, visual aids and pronunciation add some interest and are mainly appropriate.</li> <li>Pronunciation is mainly comprehensible with some inconsistencies.</li> </ul>
50-59% B	<ul style="list-style-type: none"> <li>Identifies most key points, but overemphasises some of the minor points. Shows the overall structure of the article.</li> <li>Connections between ideas is sometimes explained, but sometimes unclear. Strengths and weaknesses of ideas are discussed superficially.</li> <li>The article is attributed to the author, but contribution of secondary sources is not acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>Independently produced language is limited in quantity. It is sufficient to communicate main ideas, but contains systematised errors. Paraphrase relies heavily on the original text.</li> <li>Some attempt to select language appropriate for an oral format and for the audience, but with some inappropriate register.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited audience awareness and interest.</li> <li>Pace, non-verbal communication, visual aids and pronunciation add some interest, but are inappropriate or mechanical at times.</li> <li>Pronunciation is sufficiently comprehensible, with noticeable mispronunciation of important words.</li> </ul>
40-49% C	<ul style="list-style-type: none"> <li>Identifies some relevant points and overall structure of article. Understanding of source is fair</li> <li>Presentation mainly descriptive, but strengths and weaknesses or connection between ideas is mentioned briefly.</li> <li>The article is attributed to the author. Contribution of secondary sources is not acknowledged or causes confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Independently produced language is fair in quantity and variety. It can be understood but contains systematised errors and sometimes causes ambiguity. There is some overreliance on language that is scripted or from the original text.</li> <li>A fair attempt to select language appropriate for an oral format and for the audience, but with some inappropriate register.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation can be followed but lacks audience awareness and interest.</li> <li>Pace, non-verbal communication, visual aids and/or pronunciation add occasional interest and may sometimes detract from the effectiveness of the presentation.</li> <li>Pronunciation is fair and can be understood with some effort from the listener.</li> </ul>
30-39% D	<ul style="list-style-type: none"> <li>Presents some details and arguments, overall structure of article is adequate.</li> <li>Adequate attempts at criticality.</li> <li>The article may be attributed to the author. No mention of other sources cited by the author.</li> </ul>	<ul style="list-style-type: none"> <li>Any independently produced language is adequate and is sufficient to communicate some academic or technical concepts. Language errors are systematised and cause some breakdowns in communication. Communication mainly relies on scripting or language from the original text.</li> <li>Language adequately adapted for an oral format, with some consideration of the audience's comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation can be followed.</li> <li>Pace, non-verbal communication, visual aids and/or pronunciation are often distracting or add little interest.</li> <li>Pronunciation can be understood with some effort from the listener.</li> </ul>

## Appendix 8 Part 3 Assessed Presentation and Discussion marking criteria

Presentation			
	Content, Criticality and Attribution [What]	Language [How (prepared)]	Engagement [How (in the moment)]
	<ul style="list-style-type: none"> <li>Selecting and structuring relevant main points, argument, and supporting detail</li> <li>Identifying strengths and weaknesses, context and connections</li> <li>Acknowledging voices (including own)/attribution of ideas (includes verbal and visual references)</li> </ul>	(Refers to both verbal and written language) <ul style="list-style-type: none"> <li>Accuracy of independently produced language</li> <li>Appropriate register for academic oral format and appropriate pitch for audience (i.e. a peer in an academic programme)</li> </ul>	<ul style="list-style-type: none"> <li>Audience awareness &amp; connection</li> <li>Appropriate pace; non-verbal communication (body language, gesture, facial expressions); design of and interaction with visual materials (e.g. PPT)</li> <li>Pronunciation (comprehensibility and intonation)</li> </ul>
	<b>Weighting - 20%</b>	<b>Weighting - 15%</b>	<b>Weighting - 15%</b>
0-29% E	<ul style="list-style-type: none"> <li>Information from the article is used in an <b>inadequate way</b> due to <b>lack of understanding</b>.</li> <li>Criticality and awareness of argument are brief or non-existent</li> <li>An author may be mentioned, but not appropriately attributed. <b>No mention</b> of other sources cited by the author.</li> </ul>	<ul style="list-style-type: none"> <li>Extreme difficulty producing meaning. Language may be <b>either limited in range or reliant</b> on scripting or passages of original text. Student <b>does not appear to understand</b> the language used.</li> <li>Language <b>not adapted</b> for oral format.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is so <b>unengaging</b> that only parts of it can be followed, and with <b>considerable effort from the listener</b>.</li> <li>Pace, non-verbal communication, visual aids and/or pronunciation cause the presentation to be <b>largely ineffective</b>.</li> <li>Pronunciation is incomprehensible at times.</li> </ul>

## Discussion

Discussion	
	<p><b>Interactive Communication</b></p> <ul style="list-style-type: none"> <li>• Initiating, responding and developing the interaction</li> <li>• Relevance and breadth of contributions to the context of the discussion</li> </ul>
85-100% A+	<ul style="list-style-type: none"> <li>• Able to initiate, respond and <b>develop</b> the interaction with <b>exceptional</b> skill and confidence; facilitates further discussion in a timely manner by <b>critically expanding</b> on the contributions made by other students.</li> <li>• Contributions are substantial, focused, and insightful, and draw on a variety of relevant sources (e.g. outside reading/experience, other presentations, own work).</li> </ul>
70-84% A	<ul style="list-style-type: none"> <li>• Able to initiate, respond and <b>develop</b> the interaction with <b>considerable</b> skill and confidence; facilitates further discussion, in a timely manner, <b>referring</b> to the contributions made by other students.</li> <li>• Contributions are relevant and <b>coherent, applying ideas</b> from other contexts to the discussion.</li> </ul>
60-69% B+	<ul style="list-style-type: none"> <li>• Able to initiate, respond and, <b>in places, develop</b> the interaction e.g. by <b>inviting responses</b> from other students to increase the flow of exchanges.</li> <li>• Contributions are relevant and <b>mostly coherent, applying some ideas</b> from other contexts to the discussion.</li> </ul>
50-59% B	<ul style="list-style-type: none"> <li>• Able to <b>initiate and respond</b> to the interaction; <b>contributions may be less frequent</b> or likely to rely on other group members to develop the discussion.</li> <li>• Contributions are likely to recognise relevant points from others' contributions but without further analysis.</li> </ul>
40-49% C	<ul style="list-style-type: none"> <li>• Able to <b>maintain</b> the interaction; contributions may be in monologue form and may not allow much opportunity for the discussion to <b>develop</b>.</li> <li>• Contributions do not always relate to the context of the discussion, but still answer the question.</li> </ul>
30-39% D	<ul style="list-style-type: none"> <li>• <b>Adequate attempts to maintain</b> the interaction; contributions may be hesitant, repetitious, infrequent, or entirely solicited.</li> <li>• Contributions are adequate and related to the context of the discussion but may be loosely related to the topic.</li> </ul>
0-29% E	<ul style="list-style-type: none"> <li>• <b>Inadequate attempt to maintain</b> the interaction; interaction is minimal.</li> <li>• Contributions are off topic and limited</li> </ul>

## Appendix 9 Part 3 Read to Write marking criteria

	<b>Task Fulfillment</b> <ul style="list-style-type: none"> <li>• Task Completion</li> <li>• Evidence of argument/critical thinking</li> </ul>	<b>Reading comprehension and use of sources</b> <ul style="list-style-type: none"> <li>• Understanding of prescribed texts</li> <li>• Use of source texts to support an argument</li> <li>• Appropriate use of skills to incorporate other people's ideas e.g. paraphrase/summary/quotation</li> <li>• Acknowledgement of sources</li> </ul>	<b>Organization and cohesion</b> <ul style="list-style-type: none"> <li>• Organization and coherence</li> <li>• Cohesion</li> </ul>	<b>Language</b> <ul style="list-style-type: none"> <li>• Range of grammatical forms</li> <li>• Accuracy of grammar (inc punctuation and spelling)</li> <li>• Range and appropriacy of vocabulary</li> <li>• Style</li> </ul>
<b>A+</b> <b>85-</b> <b>100%</b>	<ul style="list-style-type: none"> <li>• The task has been completed <b>exceptionally well</b> - the answer is <b>highly relevant, comprehensive and sophisticated</b></li> <li>• <b>Argument</b> is developed <b>logically</b> and <b>skillfully</b>, offering a response that is substantially critical, <b>imaginative</b> and <b>insightful</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates an <b>impressive</b> understanding of the prescribed texts.</li> <li>• The work shows an <b>exceptional</b> ability to bring together evidence from the sources to create and <b>support</b> an argument</li> <li>• The work shows a <b>consistently</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>faultless</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is an <b>exceptionally well-organized, coherent</b> whole</li> <li>• <b>Extensive variety</b> of linking words and devices used appropriately <b>and with flexibility</b></li> </ul>	<ul style="list-style-type: none"> <li>• An <b>extensive</b> range of grammatical forms used with <b>consistency</b> and <b>flexibility</b></li> <li>• Errors of grammar, punctuation or spelling are <b>rare</b> and likely to occur as slips</li> <li>• An impressive range of complex vocabulary used in a sophisticated way</li> <li>• The style is consistently appropriate to the task</li> </ul>

<p><b>A</b> 70-84%</p>	<ul style="list-style-type: none"> <li>• The task has been completed <b>exceptionally well</b> – the answer is <b>highly relevant and comprehensive</b></li> <li>• Argument is developed <b>logically</b> and shows <b>excellent</b> critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates <b>excellent</b> understanding of the prescribed texts</li> <li>• The work shows an <b>excellent</b> ability to bring together evidence from the sources to create and support an argument.</li> <li>• The work shows a <b>consistently</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>nearly flawless</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is a <b>well-organized, coherent whole</b></li> <li>• <b>Extensive variety</b> of linking words and devices used <b>appropriately</b></li> </ul>	<ul style="list-style-type: none"> <li>• A <b>wide</b> range of <b>simple</b> and <b>complex</b> grammatical forms used with <b>flexibility</b>.</li> <li>• Errors of grammar, punctuation or spelling, if present, <b>are related to less common structures</b>, or occur as slips</li> <li>• A <b>wide range</b> of vocabulary, including less common lexis, used effectively and precisely</li> <li>• The style is <b>consistently appropriate</b> to the task</li> </ul>
<p><b>B+</b> 60-69%</p>	<ul style="list-style-type: none"> <li>• The task has been completed <b>competently- the answer is relevant</b></li> <li>• Argument is developed <b>logically</b> and demonstrates a <b>good</b> level of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a <b>very good</b> understanding of the prescribed texts.</li> <li>• The work It shows a <b>very good</b> ability to bring together evidence from the sources to support an argument.</li> <li>• The work <b>shows mostly</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>mostly correct</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is <b>well-organized and coherent</b></li> <li>• <b>A good range</b> of linking words and devices used <b>quite successfully</b> e.g. there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>very good</b> range of <b>simple</b> and <b>complex</b> grammatical forms used with a <b>good degree of flexibility</b></li> <li>• <b>Occasional</b> errors of grammar, punctuation or spelling present, mostly when more complex language is attempted, but do not impede communication</li> <li>• A <b>very good range</b> of vocabulary, including less common lexis, is demonstrated</li> <li>• The style is <b>consistently appropriate</b> to the task</li> </ul>

<p><b>B</b> 50-59%</p>	<ul style="list-style-type: none"> <li>• The task has been completed with <b>reasonable competency</b>. It may lack detail or contain irrelevancy</li> <li>• There is <b>reasonable</b> evidence of a <b>logical</b> argument and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a <b>reasonable</b> understanding of the prescribed texts. There may be some <b>minor</b> misunderstanding.</li> <li>• The work makes a <b>reasonable</b> attempt to bring together evidence from the sources to support an argument. There may be over reliance on some sources.</li> <li>• The work shows <b>generally</b> appropriate use of skills to incorporate others' ideas</li> <li>• Referencing is <b>generally correct</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work is <b>generally well-organized and coherent</b></li> <li>• <b>A reasonable</b> range of linking words and devices used e.g. there may be some inaccuracy/overuse.</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>good range</b> of <b>simple</b> and <b>some complex</b> grammatical forms used</li> <li>• Errors of grammar, punctuation or spelling occur but do not impede communication</li> <li>• A <b>good range of common vocabulary</b> is demonstrated. <b>Less common lexis</b> is attempted, with occasional misuse</li> <li>• The style is <b>mostly appropriate</b> to the task</li> </ul>
<p><b>C</b> 40-49%</p>	<ul style="list-style-type: none"> <li>• The task has been completed <b>satisfactorily</b>. It may contain irrelevancy or be incomplete</li> <li>• There is evidence of logical argument or critical thinking. It is mostly <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a <b>satisfactory</b> understanding of the prescribed texts. There may be <b>some misunderstanding</b>.</li> <li>• There is a <b>limited</b> ability to bring together evidence from the sources to support and argument</li> <li>• There is some <b>inappropriate</b> or <b>limited</b> use of skills to incorporate others' ideas</li> <li>• Referencing <b>may be incorrect</b></li> </ul>	<ul style="list-style-type: none"> <li>• The work shows <b>an attempt</b> at organization and is <b>reasonably coherent</b></li> <li>• Linking words and devices used but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Simple</b> grammatical forms used</li> <li>• Errors of grammar, punctuation or spelling are <b>noticeable</b> and this <b>sometimes impedes</b> communication</li> <li>• Generally <b>good control of common vocabulary</b> is demonstrated, perhaps with some repetition.</li> <li>• <b>Some</b> inappropriacy with choice of language or style according to the task</li> </ul>
<p><b>D</b> 30-39%</p>	<ul style="list-style-type: none"> <li>• The answer is <b>adequate</b>. It may be <b>incomplete</b>, and/or contain some <b>irrelevancy</b></li> <li>• Argument and critical thinking are adequate. It is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• It demonstrates adequate understanding of the prescribed texts</li> <li>• There is an <b>adequate ability</b> to bring together evidence from the sources to support an argument</li> <li>• Use of skills to incorporate others' ideas <b>may be inappropriate</b>.</li> <li>• There is <b>some</b> error in referencing,</li> </ul>	<ul style="list-style-type: none"> <li>• The work shows adequate organization</li> <li>• Some linking words used but may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>• Structures are <b>limited</b> in range</li> <li>• Language is <b>adequate</b></li> <li>• The range of vocabulary is adequate</li> <li>• The choice of language or style <b>may be inappropriate</b> to the task</li> </ul>

<p>E 0- 29%</p>	<ul style="list-style-type: none"> <li>• The answer is <b>definitely inadequate</b>. It <b>will</b> be <b>incomplete</b> and/or contain much <b>irrelevancy</b></li> <li>• There is <b>little</b>, if any, evidence of argument or critical thinking. It is <b>descriptive</b></li> </ul>	<ul style="list-style-type: none"> <li>• It demonstrates a <b>very poor</b> understanding of the prescribed texts</li> <li>• There is an <b>inability</b> to bring together evidence from the sources to support an argument</li> <li>• There is <b>little</b>, if any use of skills to incorporate others' ideas</li> <li>• There is <b>significant</b> error in referencing,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Very little evidence</b> of organization or coherence</li> <li>• The reader is <b>unable to follow</b> the work due to lack of cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Structures are <b>extremely limited</b> in range</li> <li>• Language is <b>largely inaccurate</b> and this <b>seriously</b> impedes comprehension.</li> <li>• The range of vocabulary is <b>extremely limited</b>.</li> <li>• The choice of language or style is <b>often inappropriate</b> to the task</li> </ul>
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## **Appendix 10: Open feedback sessions – Guidelines for Students**

### **Open Feedback Sessions**

#### **Guidelines for students on PELP**

Your opinions PELP are important for its successful running and for the Centre for Development of Academic Skills (CeDAS) in general. In order to provide an opportunity for you to give your opinions and to discuss relevant issues which affect students, feedback sessions will be held during the programme; one in the first four weeks and one in the last four. These feedback sessions aim:

- to develop and maintain communication within CeDAS between staff and students;
- to facilitate communication between students on different programmes and provide a forum to discuss matters of concern to both staff and students of CeDAS.

#### **Notes for Students**

All PELP students are welcome to attend the Open Feedback sessions. However, your particular class may decide to have a representative who will speak for your group. If this happens, you must ensure that the representative consults as many of your fellow students as possible to establish whether there are any issues they would like raised. Some of the issues to consider are:

- the course itself, e.g. whether it teaches the language skills it aims to teach;
- the teaching and learning materials used on the course, including those available in CeDAS Student Resources and the Library
- whether the course is well organised
- whether the classes are interesting and well-focused
- whether the teaching rooms are suitable for language learning
- issues outside CeDAS which affect your learning.

However, we cannot change the following:

- the timetable.
- the start and end times of the lessons.
- the length of the lunch break.
- the facilities on campus.

Remember issues of concern can be raised with your course tutor, or other relevant members of CeDAS staff. All CeDAS staff can be contacted via e-mail and this is an efficient way to arrange a meeting.

## Appendix 11: Assessed Work Extension Form

### Centre for Development of Academic Skills (CeDAS) PRE-SESSIONAL ENGLISH LANGUAGE PROGRAMME ASSESSED WORK EXTENSION FORM

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Please note that extension to the deadline for assessed work can **only** be granted by Mr Gerard Clough. Extensions must be requested at least two working days before the submission deadline. Please see your student handbook for further details.

**STUDENT NUMBER:** .....

**NAME:** .....

**NAME OF COURSE:** .....

**TITLE OF ASSESSED WORK:** .....

.....

**NAME OF TUTOR/MARKER:** .....

**DUE DATE:** .....

#### Extension request due to (tick relevant box):

- medical circumstances (a note from a suitably qualified medical practitioner will be required)
- psychological circumstances (a note from a suitably qualified psychologist or educational psychiatrist will be required)
- other personal circumstances (you will be required to provide a signed statement)

Signed: ..... Date: .....

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#### Office Use

Documentary evidence provided:  Yes  No

Extension agreed until: .....

Staff signature: .....

Staff name: ..... Date: .....