



Queen Mary
University of London

**ENGLISH LANGUAGE AND ACADEMIC SKILLS
ONLINE PRE-SESSIONAL PROGRAMME 2022**

STUDENT HANDBOOK

The Language Centre

Contents

Contents.....	2
INTRODUCTION.....	5
THE LANGUAGE CENTRE	5
Computer Logins and E-MAIL	5
THE STAFF	6
THE ACADEMIC PROGRAMME	7
AIMS.....	7
LEARNING OUTCOMES.....	7
COURSE DESCRIPTION	10
INDICATIVE TIMETABLE	12
QM PSE: Outline of 13 week programme.....	13
QM PSE: Course C Summative Assessment Timetable.....	13
Recommendation for Progression.....	13
ASSESSMENT AND MARKING CRITERIA	14
Formative assessment	14
What should you do when you get your feedback?.....	14
Summative assessment	14
What your mark means on the Pre-Sessional course.....	15
Writing: Grading Descriptors	17
Presentations and Seminars: Grading Descriptors.....	18
What should you do next?.....	19
Assessment offences	20
THE END OF COURSE REPORT	21
FEEDBACK AND SUGGESTIONS	21
COMPLAINTS.....	21
RESOURCES	22
COURSE DELIVERY AND MATERIALS	22
QMplus	22

Academic English Online.....	22
Logging in and accessing QMUL web services.....	22
IT Help.....	23
Useful resources on the Web	23
Word Processing.....	23
THE LIBRARY.....	23
ACADEMIC GUIDANCE	23
YOUR OFFER OF A PLACE AT QMUL.....	23
ENGAGEMENT: ATTENDANCE, ASSESSMENTS AND PUNCTUALITY.....	24
Requirement to engage	24
Attendance	24
What if I can't engage (for example, if I become ill during the programme)?	24
WELFARE	25
CONFIRMATION OF STUDIES LETTERS.....	25
IMMIGRATION ADVICE	25

WELCOME!

There is a lot of important information in this Handbook. It gives you information on how your course is organised and how you can take advantage of the facilities available while working online as a Queen Mary Pre-Sessional student.

We hope that you will find many answers to your questions inside, so use it as a first point of reference. Of course, we realise that no handbook can give all the answers to every question. So, please ask any member of staff if you need further information, or if you have a problem.

We want you to start enjoying and benefitting from your studies as quickly as possible, so please do not hesitate to talk to someone if you need further help or advice!

William Tweddle

William Tweddle

Pre-Sessional Programme Convenor

INTRODUCTION

THE LANGUAGE CENTRE

The Language Centre offers English Language and Academic Skills courses for Queen Mary students both during the summer, and during the teaching periods of the academic year. This Handbook is for the summer programme, but if you are interested in finding out about the **free, part-time, in-session English courses** Ms. Natalia Zajackowska, the Acting In-session Programme Convenor (n.zajackowska@qmul.ac.uk) or, contact the Programme Administration Team (sllf-progadmin@qmul.ac.uk) for more information.

Computer Logins and E-MAIL

You will be given computer login details and an email before the programme starts. This will allow you to access your college email and use the university's online learning environment, QMplus <http://qplus.qmul.ac.uk/>

THE STAFF

Position	Name	Areas of Responsibility	How do I contact them?
Chair/Director	Professor Kathryn Richardson	Head of Centre	By appointment
Coordinator for all Sessional Programmes	Dr Saima Sherazi	Responsible for In-Sessional and Pre-Sessional Programmes	Email: s.n.sherazi@qmul.ac.uk
Pre-Sessional Programme Convenor	William Twedde	Administration and academic management of the programme, including placement; assessment; and course content.	Email: w.twedde@qmul.ac.uk
Tutors	Look on QMplus to find out who will be the two teachers for your two Groups: Listening/Speaking and Reading/Writing	Course delivery, online learning activities, advice on additional study materials, and other academic matters.	Tutorials are offered each week in small 'mini-groups', but if you wish to contact them individually, please tell your teacher or contact them via their Queen Mary email
Programme Administration Team	Spela Gruden Sharon Bernor Lisa Stubbings	Registration, general advice, all aspects of programme administration and handling student queries	Email: slf-progadmin@qmul.ac.uk

THE ACADEMIC PROGRAMME

Course A: In Course A, the emphasis is on developing English language skills, and on introducing academic skills.

Course B: In Course B, students develop academic skills using introductory-level content from a range of disciplines. This involves writing essays, making presentations, and working in small groups on a variety of projects.

Course C: In Course C, the work is still language focussed, but students develop more subject-related skills, exploring topics that they identify for individual project-work. They follow one of the following pathways: **Law**, or **Science and Engineering**, or **Humanities and Social Sciences**. They should be prepared to select a subject for their essay from a small choice, normally in the general area of their future degree course at QM and in the genre that they will later meet.

Students may have slightly different levels of English, depending on their intended future courses e.g., a student may join Course B with a level equivalent to IELTS 6 while another may join Course C with the same level, because they will be progressing to different courses with different entry requirements.

AIMS

The Pre-Sessional programme (A, B and C) aims to enable applicants who fall just short of the College's entry requirement for English language, as defined in the College's list of requirements <http://www.qmul.ac.uk/international/language/requirements/index.html> to satisfy their condition of offer by reaching – or exceeding - the minimum entry level for their chosen programme of study. It is intended chiefly for students preparing to enter undergraduate or postgraduate courses in September.

The main aims of the programme are to improve:

- Academic Language
- Academic Skills

LEARNING OUTCOMES

At the end of the programme, students should be able to progress to their intended department at QM and study for a degree. Furthermore, they should be able to:

- Work both independently and in a group effectively in English
- Write academic English to a level consistent with the required standard
- Make presentations in English and take part effectively in seminars
- Take notes effectively from both written and spoken sources
- Carry out research independently
- Express themselves clearly in English
- Participate effectively in UK higher education

LEARNING OUTCOMES			
	By the end of Course A, you should be able to:	By the end of Course B, you should be able to:	At the end of Course C, you should be able to:
Subject-specific Knowledge and Understanding	<ul style="list-style-type: none"> ◆ Identify key language features essential for reading and writing at university. ◆ Analyse paragraphs to understand structure (logical order) 	<ul style="list-style-type: none"> ◆ Carry out discourse analysis beyond the paragraph ◆ Assess validity and reliability of sources 	<ul style="list-style-type: none"> ◆ Carry out discourse analysis of disciplinary texts in order to understand organisation and development of ideas ◆ Read discipline related material with some facility ◆ Reference and acknowledge sources according to subject-specific conventions ◆ Deploy advanced strategies for avoiding plagiarism
Generic Cognitive / Intellectual skills (analysis, synthesis, evaluation, application)	<ul style="list-style-type: none"> ◆ Appreciate differences between formal and informal English ◆ Proof-read for basic errors of grammar (subject verb agreement and simple tenses) and syntax (basic word order and complex sentences) 	<ul style="list-style-type: none"> ◆ Read and listen critically ◆ Spot patterns in text and predict content ◆ Appreciate some aspects of style ◆ Draft and re-draft to rework material (edit) 	<ul style="list-style-type: none"> ◆ Reproduce patterns in writing and evaluate differences between some genres ◆ Appreciate some aspects of style and rhetoric and use these in writing ◆ Read, listen and record accurately and critically

LEARNING OUTCOMES (cont.)			
	By the end of Course A, you should be able to:	By the end of Course B, you should be able to:	At the end of Course C, you should be able to:
Subject-specific Practical skills	<ul style="list-style-type: none"> ◆ Express yourself with a degree of clarity, accuracy and formality in English ◆ Understand the basic reasons for, and principles of, note-taking from both written and spoken sources ◆ Carry out basic research in English with some guidance 	<ul style="list-style-type: none"> ◆ Express yourself with clarity, accuracy, formality and confidence in English ◆ Take detailed notes from lectures and written sources with a degree of efficiency and feedback from those notes in group discussions 	<ul style="list-style-type: none"> ◆ Express yourself clearly and consistently in English using a variety of complex structures ◆ Take notes effectively from both written and spoken sources ◆ Carry out extensive research in books, journals and on the internet
Generic Transferable skills	<ul style="list-style-type: none"> ◆ Work with a degree of independence, individually and in groups, with intermediate competence in English ◆ Evaluate own strengths and weaknesses ◆ Be aware of norms and conventions in UK higher education 	<ul style="list-style-type: none"> ◆ Work with independence, both individually and in groups, with an upper intermediate level of competence in English ◆ Present a reasoned argument ◆ Use time management skills ◆ Become accustomed to norms and expectations in UK higher education 	<ul style="list-style-type: none"> ◆ Work both independently and in a group, effectively in English at an advanced level ◆ Present and defend a reasoned argument ◆ Find appropriate resources independently ◆ Participate effectively in UK higher education ◆ Use time management skills effectively

COURSE DESCRIPTION

The Pre-Sessional Programme is divided into 3 blocks:

Course A Students: Online Orientation is in the week commencing **13 June**; your first 'get to know you' class is on **Friday 17 June**, with actual teaching commencing on **Monday 20 June**; the whole programme finishes on **Wednesday 14 September 2022**

Course B Students: Online Orientation is in the week commencing **11 July**; your first 'get to know you' class is on **Friday 15 July**, with actual teaching commencing on **Monday 18 July**; the whole programme finishes on **Wednesday 14 September 2022**

Course C Students: Online Orientation is in the week commencing **8 August**; your first 'get to know you' class is on **Friday 12 August**, with actual teaching commencing on **Monday 15 August**; the whole programme finishes on **Wednesday 14 September 2022**

Each block (A, B and C) has the following components:

Every Monday: Teacher presentation of the week's academic content and learning outcomes. This will be 'live' but repeated at two times to allow for students being in different time zones. Exact times will be negotiated with others in your class and your teacher.

Platform: We use Microsoft Teams, which you access through the Moodle platform: QMplus, for our live sessions. However, if any students or staff have connectivity or communication issues during these sessions, teachers may move the class to another platform.

Academic Writing and Study Skills

These classes focus on: how to understand assignment titles and plan your assignment; sentence and paragraph structure (with particular emphasis on grammatical and lexical accuracy); the conventions of academic writing, (such as formality, linking and signposting), and how to find and use sources of reference to help you to develop argumentation skills in your writing.

Academic Reading and Critical Thinking

These classes will help you to develop your skills in reading and critical thinking. Reading texts will include chapters from books, academic journals and online resources. These classes will help you to identify arguments and conclusions; evaluate the strengths and weaknesses in an argument and summarise texts in your own words.

Grammar and Vocabulary workshops

Grammar workshops will focus on the kind of grammar you need for academic work. Grammar at the level of sentence structure and paragraph organisation will be closely linked and attention paid to the development of greater accuracy. Vocabulary workshops will help you develop the academic vocabulary you will need to understand books and tutors, and to express yourself clearly in academic style. You will be given recommendations for the development of your grammatical and vocabulary skills in your independent study time.

Academic Listening and Note-taking

These classes will give you practice in the skills of listening, note-taking and summarising in lectures and seminars through the development of effective skills and strategies.

Academic Speaking

These classes will help you to plan and deliver individual and group presentations through the development of effective skills and strategies for structuring and delivering your contributions. It will also develop your pronunciation skills and introduce you to seminar skills. Video will be used to help your tutor to give you feedback on your performance. These classes will be based on the project theme. You will be assessed on both your seminar and presentation skills, including the use of PowerPoint slide shows.

Guided/Independent Study and Tutorials

Because studying independently is so much part of the learning process at Queen Mary, we timetable regular sessions of guided and independent study each week. Your tutors will assign you work to do; but you should also choose which areas of language or academic skills you wish to develop. You should also work on your project tasks. Tutorials will be used for discussing independent study, handing back work, discussing feedback or giving individual guidance.

Students are expected to work 16 hours and 30 minutes a week in addition to their timetabled online classes.

INDICATIVE TIMETABLE

NB: Your actual timetable may be slightly different to this, so please check to see your class timetable on QMplus.

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
<p><u>10.00am BST</u> Live Lesson Introduction to Week 1 Project: What are your expectations of the Pre-Sessional course? Live Online class (1 hr) R/W teacher</p>	<p>Grammar: Sentence Structure</p>	<p>Paragraph Structure – Topic Sentences and Concluding Sentences</p>	<p><u>10.00am BST</u> Group Tutorial Live Online Class (30 Minutes for each ‘mini-group’ of 4 students) Sp./L Teacher</p>	<p><u>10.00am BST</u> Group Tutorial Live Online Class (30 Minutes for each ‘mini-group’ of 4 students) R/W Teacher</p>	<p>Hand in Wk. 1 Project</p>
<p>Reading: Using Expectations to Improve Learning</p>	<p>Introduction to Academic Style</p>	<p>The Paragraph and Topic Sentences</p>	<p>Welcome to Queen Mary from Colin Bailey, Listening for Gist and Taking Notes – QMUL Part of the Russell Group</p>	<p>Introduction to Reading Strategies</p>	
<p>Study Tasks: Academic Style, Paragraphing</p>	<p>Speaking: (1) Communication Skills – Group Discussions Speaking: (2) Group Discussion – Starting a New Civilisation</p>	<p>Guided/Self-directed Study</p>	<p>Communication Skills – Presentations</p>	<p>Reading Critically – Checking Sources</p>	
<p><u>4pm BST</u> Live Lesson (repeated) Introduction to Week 1 Project: What are your expectations of the Pre-Sessional course? Live Online class (1 hr)</p>	<p>Week 1 Lecture A “Vocabulary and Memory” by Martin Barge</p>	<p>Week 1 Lecture B “Academic Register” by Matt Potter</p>	<p><u>4pm BST</u> Group Tutorial Live Online Class (30 Minutes for each ‘mini-group’ of 4 students) Sp./L Teacher</p>	<p><u>4pm BST</u> Group Tutorial Live Online Class (30 Minutes for each ‘mini-group’ of 4 students) R/W Teacher</p>	
<p>Guided/Self-directed Study</p>	<p>Guided/Self-directed Study</p>	<p>Guided/Self-directed Study</p>	<p>Guided/Self-directed Study</p>	<p>Guided/Self-directed Study</p>	

QM PSE: Outline of 13-week programme

Week	1	2	3	4	5	6	7	8	9	10	11	12	13
Project/Essay	Introduction to study at QM	Living in London	Defining & exploring culture		The aims of academic study	Our changing world: Tourism and Water Conflict			Law Pathway			Feedback	
									Humanities/Social Sciences Pathway				
									Science and Engineering Pathway				
Assessment	Formative assessments				Formative assessments				Formative assessments	Summative assessments	Feedback		

QM PSE: Course C Summative Assessment Timetable

Week 11	Week 12	Week 13
<p>Monday (in your Writing Class): submit detailed Essay Plan</p> <p>Friday (in your Writing Class): teacher returns Essay Plan with comments</p>	<p>By Monday 11.55pm Submit recording of Oral Assessment: Presentations & Seminar Leadership</p> <p>By Thursday 11.55 pm Submit Essay on QMplus:</p>	<p>(Monday & Tuesday: Teachers marking and double marking all essays and presentations)</p> <p>Wednesday: Feedback Day</p>

Recommendation for Progression

Your marks on these assessments will determine whether you are recommended to progress to your degree programme. You will need to achieve the minimum grade required for progression in order to get this recommendation. As the Pre-Sessional is of short duration, there are **no** opportunities for resubmitting coursework that does not meet the required standard, or for retaking failed assessments.

ASSESSMENT AND MARKING CRITERIA

Formative assessment

Formative assessment is short diagnostic coursework which is non-assessed. For example, each week students take part in a seminar and/or give a short presentation and do a piece of formal written work. Both the presentation and the written work will not be given a mark/grade by your tutors, but you will receive feedback to help you improve. It is a good idea to read through or listen carefully to this feedback, so you understand what we are expecting you to learn.

At key stages of the Programme: the end of Course A, the end of Course B and after two weeks on Course C, your formatively assessed work will receive marks. This is so that we can monitor to check that you are making good progress and properly engaging with the course. These marks are important for both you and your tutors to measure your performance and should indicate how well you will perform in the summative assessment at the end. Nonetheless, these marks do not count as part of your final score, which is measured only by the summative assessment.

What should you do when you get your feedback?

In order to increase your learning, when you get your work back each week:

- go through the tutor's comments carefully and ask if there is anything you do not understand. You can do this in tutorials, or you can seek clarification by emailing him or her.
- share your completed assignments with other students on the course to see how different approaches to the question were used; can you learn something from what other students have done? Does anyone have useful suggestions for you?
- using the tutor's comments, select the work you need to do in your private study time. You can use Academic English Online (<http://aeo.sllf.qmul.ac.uk/>) to work on areas of weakness.
- try to incorporate what you have learnt in your assignments the following week.

Summative assessment

At the end of the course, summative assessments test your writing, reading, listening and speaking ability. Your marks are valid for 2 years and can be used to apply for your visa to study at Queen Mary.

The summative assessments include:

- **Writing:** 2000-word essay/report, demonstrating your ability to use accurate language, write in academic style and register, construct an argument, and successfully incorporate sources into your writing.
- **Reading:** Annotated Bibliography demonstrating your ability to understand academic source texts.
- **Speaking:** Oral presentation of 7-10 minutes + seminar leadership, demonstrating your ability to engage and respond to an academic audience using appropriate register.
- **Listening:** continuous assessment of listening and responding to questions, evidenced through your performance in listening and speaking lessons and in tutorials with your tutors.

The Marking Criteria (Grading Descriptors) for the summative assessments on Courses B and C is on pages 17 and 18 of this Handbook. It is also on QM plus. For each piece of work you do, you will be given a percentage mark (%) which signifies the overall standard for that particular piece of work. You may find that these standards and the percentages differ from those you have been used to, and we therefore include the following tables to help you understand what your mark means.

You can use this table to work out what Pre-Sessional grades you need (overall and in reading, writing, listening and speaking) to meet the entry conditions of your main course.

If you need IELTS 7.5 (or equivalent) to enter your academic programme, you need to score	PSE 66-70+
If you need IELTS 7.0 (or equivalent) to enter your academic programme, you need to score	PSE 60-65%
If you need IELTS 6.5 (or equivalent) to enter your academic programme, you need to score	PSE 53-59%

What your mark means on the Pre-Sessional course

80%+	Expert user. Fully comprehensible language, with occasional very minor errors which do not affect communication; excellent range of vocabulary, with a high degree of flexibility and precision in expressing points and ideas. Student fulfils the task and addresses the question fully; no irrelevancies; confident understanding of the issues and arguments; very well-reasoned point of view; very well supported argument with critically evaluated evidence from a wide range of clearly integrated material/sources; highly effective reading skills enabling successful synthesis of ideas and information from different sources; well-structured and highly coherent content; very clear evidence of planning; excellent use of linking language; a wide range of cohesive devices used very effectively; source texts clearly acknowledged through consistently accurate and varied in-text citation and referencing; highly effective paraphrasing skill
70 – 79%:	Very good user. Fully comprehensible language with a few minor errors which do not affect communication; very good range of vocabulary appropriate with flexibility and precision in expressing points and ideas. Student fulfils the task and addresses the question clearly; very few irrelevancies; confident understanding of the issues and arguments; reasoned point of view; very well supported argument with critically evaluated evidence from a wide range of materials/ sources; effective reading skills enabling successful synthesis of ideas and information from different sources; well-structured and coherent content; evidence of good planning; excellent use of linking language and a wide range of cohesive devices; source texts clearly acknowledged through accurate in-text citation and referencing; highly effective paraphrasing skills.
60-69%:	Good user. Comprehensible language with minor errors which rarely interfere with communication; good range of vocabulary, with flexibility and precision in expressing points and ideas. Student fulfils the task and addresses the question clearly, but may have a few irrelevancies; evidence of understanding of the issues and arguments; reasoned view but descriptive in places; tends to over-generalise in places, with a few errors of fact and interpretation; well-supported argument with evidence and examples from a range of material/sources; effective reading skills enabling synthesis of ideas and information from different sources; content coherent and structured in a way appropriate to the subject / task set; evidence of planning with significance of points mostly clear and evidence of logical organisation and progression of information and ideas; good use of linking language and a range of cohesive devices appropriately used; source texts are acknowledged through in-text citation and referencing, though with a few errors; effective paraphrasing of texts.

- 50 – 59%: Competent user:** Mostly comprehensible language but with some errors which may occasionally cause difficulty; satisfactory range of vocabulary; student fulfils many aspects of the task and attempts to address the question but may include some irrelevancies; evidence of analytical thinking but descriptive in places; a few errors of fact/interpretation; may tend towards over-generalisation; argument shows reference to relevant sources/ material with use of examples, reasons, data, evidence to support assertions, though not always appropriately; effective reading skills enabling synthesis of ideas and information from different sources (though not always successfully); content appropriately structured (but repetition of some examples or points); connection between points/relevance of points is evident, as is logical organisation and progression of information and ideas; evidence of planning; good use of linking language/a range of cohesive devices mostly used appropriately; source texts are acknowledged in most places; clear attempts to paraphrase texts, though with some errors in use of in-text citation and referencing conventions.
- 40 – 49% Satisfactory user:** Generally comprehensible language though various errors which may occasionally cause difficulty; adequate range of vocabulary; student fulfils aspects of the task and attempt to address the question but may have a number of irrelevancies. Reading vocabulary is limited, but sufficient to enable understanding of the basic issues and arguments; more descriptive than analytical; some errors of fact/interpretation; may tend towards over-generalisation; argument is dependent on a few sources/materials, with limited number of examples, reasons, data and evidence to support assertions; basic competence in reading skills and understanding of the texts; ability to synthesize some ideas and information from sources; some evidence of an appropriate structure; points may be repeated; relevance of points may not always be clear; attempt at logical organisation and progression of information and ideas; some evidence of planning; some use of linking language/cohesive devices; some attempt to acknowledge source texts, though evidence of close paraphrasing of texts; various errors in use of in-text citation and referencing conventions.

(Adapted from IELTS and CEFR band descriptors and Hamp- Lyons marking criteria)

Writing: Grading Descriptors

	80 – 100% CEFR: C2	70 – 79% CEFR: HIGH C1	60 – 69% CEFR: LOW C1	50 – 59% CEFR: HIGH B2	40 – 49% CEFR: LOW B2	30 – 39% CEFR: B1	1 – 29% CEFR: A1/A2
Task Fulfillment [20]	<ul style="list-style-type: none"> All parts of the question thoroughly addressed within a coherent argument. Work shows main ideas prominently and clearly stated. Introduction and Conclusion as in next band but also effectively show how work is related to question/topic. Excellent presentation 	<ul style="list-style-type: none"> All parts of the question thoroughly addressed Work shows good analysis. Work is focused and only relevant issues presented. Effective Introduction and Conclusion: contextualise and draw ideas together, respectively. Very good presentation throughout the paper 	<ul style="list-style-type: none"> All parts of the question addressed. Work shows some ability to analyse Work is focused and mainly relevant issues competently presented. Good Introduction and Conclusion Good presentation throughout the paper 	<ul style="list-style-type: none"> Addresses the question adequately. Work shows an understanding of the topic but may be more descriptive than analytical. There may be occasional loss of focus and irrelevancies in parts. Introduction and Conclusion adequate. Generally satisfactory presentation 	<ul style="list-style-type: none"> Parts of the question addressed but not all. Work shows some understanding of the topic but is rather descriptive. Some loss of focus & some irrelevancies may be evident. Introduction and Conclusion may be rather simplistic with some inadequacies. Presentation needs more care: some attempt to meet layout requirements. 	<ul style="list-style-type: none"> Not all parts of the question addressed. Work shows weak understanding of the topic and is largely descriptive Work is generally unfocused with many irrelevancies Introduction and Conclusion may be simplistic and weak. Presentation needs more care: some attempt to meet layout requirements but evident lack of proof-reading. 	<ul style="list-style-type: none"> Little attempt to address the question. Work shows limited understanding of the topic Work is unfocused and contains many irrelevancies No, or extremely weak, Introduction and Conclusion. Poor presentation with little or no attention to layout
Organisation and Coherence [20]	<ul style="list-style-type: none"> Work shows completely logical organisational structure, enabling the writer's answer to the question to be followed effortlessly 	<ul style="list-style-type: none"> Good flow: ability to communicate with no difficulties for the reader. Logical sequencing of ideas good text organisation. Good paragraph organization. Effective use of cohesive devices to create cohesion and coherence. 	<ul style="list-style-type: none"> Reasonably good flow: ability to communicate with few difficulties for the reader. Good sequencing of ideas which enables the message to be followed clearly. Paragraphs reasonably well organized although some room for improvement. Fairly good use of cohesive devices to create cohesion & coherence 	<ul style="list-style-type: none"> Reasonable flow: ability to communicate, although with occasional difficulties for the reader. Some ability to sequence ideas but overall structure may show some flaws. Fairly good attempt to organize paragraphs into main and supporting ideas; some use of examples but insufficient. An attempt to use cohesive devices, but sometimes inappropriate or inaccurate use; parts of the text may lack cohesion. 	<ul style="list-style-type: none"> Adequate flow: some ability to communicate but with some difficulties for the reader. Some limits in the ability to sequence ideas and the overall organisation is likely to be flawed but the message may be followed adequately. Paragraphs may lack unity but may show an attempt to use topic and supporting sentences. Some attempt to use cohesive devices but may be inappropriate in places; there may be some lack of cohesion. 	<ul style="list-style-type: none"> Ability to communicate but with strain for the reader. The overall sequence of ideas may be flawed but the message can be followed in places. Paragraph structure may be weak and disconnected – paragraphs may be only one or two sentences long and disjointed; little use of examples and illustrations. Limited and often inappropriate use of cohesive devices; some lack of cohesion. 	<ul style="list-style-type: none"> Limited ability to communicate which often puts strain on the reader. Ideas are poorly sequenced organized, and the message is difficult to follow. Lacks clear organization structure. Paragraphs poorly organized and show little understanding of the purpose of paragraphs. Very limited or inaccurate use of cohesive devices; lack of cohesion.
Referencing [20]	<ul style="list-style-type: none"> Excellent citation and full referencing in terms of accuracy. Relevant and accurate incorporation of sources by summary, paraphrase and quotation. Sophisticated use of reporting language. Bibliography is comprehensive and accurately reflects all sources cited 	<ul style="list-style-type: none"> Very good ability to select and reference a wide range of relevant sources correctly. Good incorporation of sources by summary, paraphrase and quotation. Good use of reporting language. Bibliography contains all sources referred to 	<ul style="list-style-type: none"> Good ability to select, incorporate and reference a reasonable range of sources adequately. Shows some skill at incorporating sources by summary, paraphrase and quotation. Reasonable use of reporting language. Bibliography contains most sources referred to 	<ul style="list-style-type: none"> Evidence of ability to select and reference sources but incorporation into text may be clumsy. A reasonable attempt to incorporate sources by summary, paraphrase and quotation Fairly good attempt to use reporting verbs and expressions. Bibliography may contain one or two omissions or inaccurate references. 	<ul style="list-style-type: none"> Some use of sources but the range may be limited and incorporation into the text is clumsy and may be without commentary. Adequate attempt to incorporate sources by summary, paraphrase and quotation. Some attempt to use reporting verbs. Some omissions evident in the Bibliography 	<ul style="list-style-type: none"> Rather poor use of very limited sources and limited ability to incorporate them into the text. Some attempt to incorporate sources by summary, paraphrase and quotation but incorrect or lack of citation may result in plagiarism. Limited use of reporting verbs Bibliography shows several missing or incorrect references; may contain sources not referred to in the text. 	<ul style="list-style-type: none"> Inability to use source material. Inability to summarise, paraphrase or quote which results in plagiarism. Poor use of, or lack of, reporting language Bibliography inadequate and inaccurate; there are likely to be a number of sources not referred to in the text.
Language Skills [40]	<ul style="list-style-type: none"> Work demonstrates an authoritative use of the grammar and punctuation required for the task; ability to manipulate complex structures An excellent range of vocabulary appropriate to the task; completely accurate collocation and idiomatic expression Excellent academic style, with appropriate use of register, ability to express caution and to generalize. Absence of any errors indicates excellent proof-reading 	<ul style="list-style-type: none"> Work shows accurate grammar and punctuation, sophisticated sentence structures. Good range of vocabulary appropriate to the task Very good academic style with appropriate use of register, ability to express caution and to generalize. Clear evidence of proof-reading. 	<ul style="list-style-type: none"> Work shows a good level of use of grammar and punctuation required for the task; some use of complex structures but perhaps incorrect use Good range of appropriate vocabulary. Good awareness of academic style (register, expression of caution, generalization). Good evidence of proof reading but some errors may persist despite this. 	<ul style="list-style-type: none"> Work shows a reasonable use of grammar and punctuation with some ability to manipulate complex structures. There may be a limited number of grammatical errors, but these do not interfere with meaning. Vocabulary generally appropriate to the task. Awareness of academic style, but some inappropriacies in register, expression of caution may be weak and over generalizations may be evident. Some lack of proof reading may result in careless mistakes. 	<ul style="list-style-type: none"> Work shows a basic grasp of grammar and punctuation but limited ability to manipulate complex structures. Errors may interfere with meaning. Adequate range of appropriate vocabulary. Some awareness of academic style but there are likely to be a number of over-generalisations and limited ability to express caution. Inadequate proof reading may lead to careless mistakes. 	<ul style="list-style-type: none"> There may be recurrent grammatical and punctuation errors and limited ability to manipulate complex structures Some inappropriate use of vocabulary. Choice of style and register is often inappropriate. Inadequate proof reading or lack of proof reading may result in careless errors. 	<ul style="list-style-type: none"> Significant, recurrent grammatical and punctuation errors. Very limited ability to manipulate structures appropriately and frequent errors in basic grammatical structures. Range of vocabulary is inadequate for the task; errors make the meaning difficult to discern and cause strain for the reader. Limited or no ability to use academic style Lack of proof-reading results in incomprehension.

Presentations and Seminars: Grading Descriptors

	80 – 100% CEFR: C2	70 - 79%+ CEFR: HIGH C1	60 – 69% CEFR: LOW C1	50 – 59% CEFR: HIGH B2	40 – 49% CEFR: LOW B2	30 – 39% CEFR: B1	1 – 29% CEFR: A1 –A2
Presentation Content [20]	<ul style="list-style-type: none"> Purpose of presentation is clear, appropriate and fully achieved. Presentation is clearly focused and only relevant issues presented. Excellent research which is clearly demonstrated through illustrations and examples. All source material cited. Visual aids are designed to a professional standard in terms of layout, bibliography and contents. Very good analysis, synthesis and application of research. 	<ul style="list-style-type: none"> Purpose of presentation is clear, appropriate and fully achieved. Presentation is focused and only relevant issues presented. Appropriate research is clearly demonstrated through illustrations and examples. All source material cited. Clear, well-designed visual aids; effectively proof-read. Good analysis, synthesis and application of research. 	<ul style="list-style-type: none"> Purpose of presentation is clear, appropriate and largely achieved. Presentation focused; issues presented are mainly relevant issues. Appropriate research is demonstrated through illustrations and examples. All source material cited, despite minor errors. Generally clear and well-designed visual aids. Some evidence of proof reading but some errors may persist despite this. Some evidence of ability to analyse, synthesise and apply research. 	<ul style="list-style-type: none"> Appropriate and adequately achieved purpose though may lack clarity. May be occasional loss of focus and irrelevancies in parts. Presentation shows some evidence of research and an understanding of the topic. All source material is cited, though with some errors. Generally satisfactory design of visual aids. Some lack of proof reading may result in careless mistakes. Presentation may be more descriptive than analytical. 	<ul style="list-style-type: none"> Purpose of presentation is appropriate but may not be entirely achieved. Some loss of focus & some irrelevancies may be evident. Presentation demonstrates evidence of adequate research and some understanding of the topic Most source material is cited, though with frequent errors. Adequately designed visual aids. Inadequate proof reading may lead to careless mistakes. Presentation may be rather descriptive. 	<ul style="list-style-type: none"> Purpose of presentation may be unclear or inappropriate. Presentation is generally unfocused with many irrelevancies. Presentation demonstrates little evidence of research, weak understanding of the topic. Some citation of source material. Visual aids may provide inadequate support for the presentation. Inadequate proof reading or lack of proof reading may result in careless errors. Presentation may be largely descriptive. 	<ul style="list-style-type: none"> Purpose of presentation unclear or inappropriate. Presentation is unfocused and contains many irrelevancies. Presentation demonstrates no evidence of research and limited understanding of the topic. Little or no citation of source material. Visual aids non-existent or inadequate. Lack of proof-reading results in incomprehension. Presentation may be entirely descriptive.
Presentation Structure [20]	<ul style="list-style-type: none"> Excellent flow; causes no difficulties for listener. Logical sequencing of ideas very good organisation of presentation. Excellent introduction and Conclusion. Questions invited Very good organization within sections. Excellent use of sign-posting expressions to create cohesion and coherence. 	<ul style="list-style-type: none"> Good flow; causes no difficulties for listener. Logical sequencing of ideas good organisation of presentation. Very clear introduction and Conclusion. Questions invited Good organization within sections. Effective use of sign-posting expressions to create cohesion and coherence. 	<ul style="list-style-type: none"> Reasonably good flow; causes few difficulties for listener. Good sequencing of ideas which enables the message to be followed clearly. Good Introduction and Conclusion. Reasonably good organization within sections although some room for improvement. Questions invited. Fairly good use of sign-posting language to create cohesion & coherence. 	<ul style="list-style-type: none"> Reasonable flow causes occasional difficulties for listener. Some ability to sequence ideas but overall structure may contain flaws. Reasonable Introduction and Conclusion. Fairly good attempt to organize sections into main and supporting ideas; some use of examples but insufficient. Questions invited. Attempt at sign-posting language; sometimes inappropriate or inaccurate; parts may lack cohesion. 	<ul style="list-style-type: none"> Adequate flow but causes some difficulties for listener. Limited ability to sequence ideas and overall organisation may be flawed but the message can be followed adequately. Introduction and Conclusion may be simplistic, overlong or rushed. Questions not immediately invited. Sections may lack unity but may show an attempt to use topic and supporting sentences. Attempt at sign-posting language but it may be inappropriate; there may be some lack of cohesion. 	<ul style="list-style-type: none"> Lack of flow but causes strain for listener. Flawed overall sequence of ideas but message can be followed in places. Introduction and Conclusion: simplistic, weak; do not correspond to body. Questions not invited. Section structure may be weak and disconnected – sections short and disjointed; little use of examples and illustrations. Limited use of sign-posting language and often inappropriate; some lack of cohesion. 	<ul style="list-style-type: none"> Absence of flow which often puts strain on listener. Ideas are poorly sequenced organized, and the message is difficult to follow. Lacks clear organization structure. Little understanding of the purpose of introductions and Conclusions. Questions not invited. Sections poorly organized and show little understanding of the purpose of structure. Very limited or inaccurate use of sign-posting language; lack of cohesion.
Seminar Leadership [20]	<ul style="list-style-type: none"> There is a totally clear task for seminar participants and the content is all highly focused and relevant. The student clearly demonstrates a very high level of awareness of his/her audience. The discussion is excellently controlled throughout. The student gives a highly lucid summary of the discussion at its conclusion. 	<ul style="list-style-type: none"> There is a clear task for seminar participants and the content is focused and relevant. The student demonstrates very good awareness of his/her audience. The discussion is very well controlled. The student gives a very good, lucid summary of the discussion at its conclusion. 	<ul style="list-style-type: none"> There is a fairly clear task for seminar participants and the content is mostly focused and relevant. The student demonstrates good awareness of his/her audience. The discussion is well controlled. The student gives a good summary of the discussion at its conclusion. 	<ul style="list-style-type: none"> There is a task for seminar participants and the content is mostly relevant, but there may be some lack of clarity. The student has satisfactory awareness of his/her audience. An acceptable attempt is made to control the discussion. The student gives a satisfactory summary of the discussion at its conclusion. 	<ul style="list-style-type: none"> There is a task for seminar participants, but it may not be presented clearly. Some of the content may lack focus and relevance. The student may lack awareness of his/her audience. The discussion may not be well controlled. The student gives a summary of the discussion at its conclusion, but this may lack clarity. 	<ul style="list-style-type: none"> There may be some confusion about the task for seminar participants. The content lacks focus and relevance. The student lacks awareness of his/her audience. The discussion is only just controlled. The student gives a summary of the discussion at its conclusion, but this lacks clarity. 	<ul style="list-style-type: none"> The task for seminar participants may be inappropriate, or unclear and is poorly explained. The content is unfocused and irrelevant. The student has little or no awareness of his/her audience. The discussion is not controlled. The student fails to give a summary of the discussion at its conclusion or does this very poorly.
Language Fluency [20]	<ul style="list-style-type: none"> Clear pronunciation all of the time. Very good, fluent command of language with almost no hesitations and excellent control of speed. Excellent use of intonation and stress to convey stance and topic changes Register always appropriate for this type of interaction. Script independent; very confident and effective use of non-verbal communication (e.g. facial expressions, appropriate appearance); 	<ul style="list-style-type: none"> Clear pronunciation most of the time. Good, fluent command of language with few hesitations and very good control of speed. Very good use of intonation and stress to convey stance and topic changes Register always appropriate for type of interaction. Script independent; confident and effective use of non-verbal communication (e.g., facial expressions, appropriate appearance); 	<ul style="list-style-type: none"> Generally clear pronunciation. Good, fluent production with some hesitations but good control of speed. Generally good use of intonation and stress to convey stance and topic changes. Register generally appropriate for type of interaction. Generally, script independent; effective use of non-verbal communication (e.g., facial expression, appropriate appearance); 	<ul style="list-style-type: none"> Pronunciation is clear but there are some mispronunciations. Speaks with a degree of fluency but with limited control of speed and some hesitations. Reasonable use of intonation and stress to convey topic changes, but stance may not always be evident. Register reasonably appropriate for type of interaction. Often script independent; often effective use of non-verbal communication (e.g., facial expressions) and acceptable appearance; 	<ul style="list-style-type: none"> Pronunciation is generally clear enough to be understood despite a noticeable accent. Can speak but with significant hesitation. May require a 'sympathetic' interlocutor. Intonation and stress may only occasionally be used to convey stance or topic change. Register is just appropriate; may sometimes be inappropriate for type of interaction. Partly script independent; some limited awareness of non-verbal communication (e.g. facial expressions used effectively on occasion, fairly appropriate appearance); 	<ul style="list-style-type: none"> Mispronunciation sometimes makes communication difficult. Hesitations can make communication difficult. Speed may be too fast or too slow. Often requires a 'sympathetic' interlocutor. Stance and topic change not signalled with intonation and stress. Register is often inappropriate for interaction. Script dependent; little awareness of non-verbal communication (e.g., facial expressions sometimes inappropriate, fairly inappropriate appearance); 	<ul style="list-style-type: none"> Mispronunciation severely impedes communication. Frequent hesitation or lack of control over speed severely impedes communication. Requires a 'sympathetic' and active interlocutor. Little control of intonation and stress. Register is inappropriate for interactions. Script dependent; poor awareness of non-verbal communication (e.g., inappropriate facial expressions and/or inappropriate appearance);
Language Accuracy [20]	<ul style="list-style-type: none"> Student demonstrates mastery of the grammar required for the task; excellent ability to manipulate complex structures. Excellent use of vocabulary which is appropriate to the task Excellent academic style with totally appropriate use of register, very good ability to express caution and to avoid overgeneralizing. Clear evidence of proof-reading (in visuals) and practice in presentation. 	<ul style="list-style-type: none"> Student demonstrates an authoritative use of the grammar required for the task; good ability to manipulate complex structures. Good use of vocabulary which is appropriate to the task Very good academic style with appropriate use of register, good ability to express caution and to avoid overgeneralizing. Clear evidence of proof-reading (in visuals) and practice in presentation. 	<ul style="list-style-type: none"> Student shows an above average level of use of grammar required for the task; some use of complex structures but perhaps incorrect use. Good range of appropriate vocabulary. Good awareness of academic style (register, expression of caution, few overgeneralizations). Good evidence of proof-reading (in visuals) and practice in presentation but some errors may persist despite this. 	<ul style="list-style-type: none"> Student shows a reasonable use of grammar with some ability to manipulate complex structures. There may be a limited number of grammatical errors, but these do not interfere with meaning. Vocabulary generally appropriate to the task. Awareness of academic style, but some inappropriate register, expression of caution may be weak, and overgeneralizations may be evident. Some lack of proof-reading (in visuals) and practice in presentation may result in careless mistakes. 	<ul style="list-style-type: none"> Student shows a basic grasp of grammar, but limited ability to manipulate complex structures. Errors may interfere with meaning. Adequate range of appropriate vocabulary; a narrow range of simple language. Some awareness of academic style but there are likely to be a number of overgeneralisations and limited ability to express caution. Inadequate proof-reading (in visuals) and practice in presentation may lead to careless mistakes. 	<ul style="list-style-type: none"> There may be recurrent grammatical errors and limited ability to manipulate complex structures Some inappropriate use of vocabulary. Choice of style and register is often inappropriate. Inadequate proof reading and practice may result in careless errors. 	<ul style="list-style-type: none"> Significant, recurrent grammatical errors. Very limited ability to manipulate structures appropriately and frequent errors in basic grammatical structures. Range of vocabulary is inadequate for the task; errors make the meaning difficult to discern and cause strain for the reader. Limited or no ability to use academic style Lack of proof reading and practice results in incomprehension.

What should you do next?

If you are getting marks of 70% you are doing well and successfully preparing for your academic courses. However, we advise you to continue to read as widely as possible around your academic subject, to increase your vocabulary and background knowledge.

Marks in the 60% range show that you are making excellent progress but there seems to be a need to work on at least one area (e.g., grammatical accuracy; use of sources and referencing). Review the feedback from your tutors carefully and follow the advice given.

Marks in the 50% range indicate that further work is necessary, possibly in several areas. Check that you proofread your work before you hand it in, and that you always spend some time each day revising and extending your grammatical knowledge and make every effort to use English when you can. Many students underestimate the time it takes to prepare their assignments to the standards required.

Marks of 40% show that you need to focus hard on the work that you are doing in class and review and build on this work in your independent study time. You **must** attend regular tutorials with your tutors and make sure that you use the feedback you are given. It is not enough to just read the comments and corrections – you must re-write sections of your work, focus on the errors made, and if you do not understand, please ask!

Marks below 40% indicate that you are not making sufficient effort on the course and that you underestimate the challenge of studying at a British university. We do not want you to be discouraged, but you must follow your tutors' advice, and increase both the amount of effort and time that you are giving to the work on this course.

Submission of Coursework and Use of Turnitin on the Pre-Sessional

Turnitin is a web-based plagiarism prevention system used by most universities in the UK. Assignment submission on QM plus will be set up to incorporate submission to Turnitin. Turnitin will analyse the submitted work to identify text matches with other sources and will compare the work against the current and archived web, previously submitted work (this includes work by other students at QMUL or elsewhere) and books and journals. For each piece of submitted work Turnitin provides two things: a **similarity index**, which indicates the percentage of the submitted paper that Turnitin has identified as matching other sources and an **originality report**, which shows each of these matches in more detail, including the source(s) that Turnitin has found. For those assignments where Turnitin is used, all submissions to that assignment will be submitted to Turnitin.

Only teaching staff will make a judgement on whether plagiarism has occurred in a piece of work. A teacher may interpret the originality report to help, but Turnitin itself does not make this judgement. We do not use a threshold percentage to identify whether plagiarism has occurred. In other words, we will consider all Turnitin reports, not only those which reach a given percentage. We may review any originality report in detail. Turnitin will highlight matching text such as references, quotations, common phrases and data tables within work that has no plagiarism issues at all. Those interpreting Turnitin reports will discount such matches and so initial percentages are often irrelevant. (Templates such as Submission Coversheets will automatically be picked up, for example, and will be discounted.) Where it is suspected that plagiarism has occurred in a piece of work, the originality report may be submitted to the Pre-sessional Programme Convenor, and possibly to an Assessment Offences Panel for further investigation.

How you can use the Information Provided by Turnitin

There will be an opportunity for you to see a Turnitin report on your work before Turnitin is used on your assessed work. You should view this as an opportunity to use the report to help you identify any potential issues you may not have spotted before, and not to change individual words to avoid a match. In order to take advantage of that opportunity, however, you will need to submit your work well in advance of the deadline to ensure that you are able to review the report and, if necessary, amend and resubmit your work by the deadline. You should be aware that it can take up to 24 hours to receive each report.

No other student will be able to see an originality report on your work.

To help you understand what the report is telling you, please ensure you have followed the guidance on the E-Learning Unit's website <http://www.elearning.capd.qmul.ac.uk/guide/interpreting-your-originality-report/>. If you have a question about your originality report, please ensure that you check the material mentioned above for guidance. Further guidance will be available from formally taught sessions, your teacher.

Assessment offences

The University takes any form of assessment offence very seriously. All work submitted for assessment must be entirely your own. It is cheating to make use of the work of another student or to copy work from a source that is not properly attributed and referenced. It is also cheating to submit work written or prepared by anyone else as if it were your own work.

Please see Queen Mary Assessment Offences website:

<http://www.arcs.qmul.ac.uk/students/exams/assessment-offences/index.html>

On your main courses, penalties for assessment offences can include having to redo the work and, in some cases, can result in failing the module. Your Pre-Sessional tutors will show you how to avoid assessment offences, especially plagiarism and collusion, and you should take very careful note of all their advice.

THE END OF COURSE REPORT

Your Pre-Sessional Report form may give recommendations for in-session language and study skills development modules which you should attend during Semester 1. It is important that you follow these recommendations for further study if they are given.

FEEDBACK AND SUGGESTIONS

We would like to hear your comments and suggestions on the programme. Please feel free to email your tutor, the Programme Convenor, Professor Richardson, the Head of the Centre, or Dr Saima Sherazi, the Sessionals Co-ordinator.

In the middle of each course, we ask each group to appoint a representative to give feedback to the Programme Convenor at a Representatives' Meeting. However, this Representatives' Meeting will not discuss problems about particular classes which have not previously been made aware to the teaching team, nor will the Committee entertain personal comments about any tutor. Moreover, at the end of the course, each student is given a feedback form to complete and return to the Programme Convenor.

Please explore the QM website for further information on available support. You may find the following downloadable .pdf documents and website pages useful:

- ◆ academic regulations <http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2019-20.pdf>
- ◆ the College's Code of Discipline <http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Code-of-Student-Discipline---2018.pdf>
- ◆ equal opportunities hr.qmul.ac.uk/equality/protected-characteristics
- ◆ disability and dyslexia www.dds.qmul.ac.uk
- ◆ dignity at work and during study <http://www.hr.qmul.ac.uk/procedures/policies/dignity/> | <http://hr.qmul.ac.uk/media/hr/docs/forms/policies/Dignity-at-Work-and-Study-General-Guidance1.pdf>
- ◆ students' union www.qmsu.org
- ◆ Equality, Diversity and Inclusion Protected Characteristics <http://hr.qmul.ac.uk/equality/protected-characteristics/>

COMPLAINTS

The courses in English as a Foreign Language at Queen Mary, University of London have been inspected and approved by the British Council, and meet the criteria laid down by the English in Britain Accreditation Scheme (EiBAS).

This ensures that courses will provide students with a positive experience. If, however, a student has any cause for complaint, she or he should:

1. discuss the complaint with the programme tutor / Programme Convenor
2. follow the college's procedure for complaints
(<http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/>)
3. If the matter cannot be settled within the College system, contact The Accreditation Unit, The British Council, Bridgewater House, 58 Whitworth Street, Manchester, M1 6BB.

Please ensure that you explore the complaint within the college before undertaking step 3, as most problems can be solved within the institution if discussed with the tutors.

RESOURCES

COURSE DELIVERY AND MATERIALS

QMplus

The Virtual Learning Environment (VLE) used by Queen Mary is called QMplus. This is a virtual environment, which acts as a repository for all learning materials used on the course.

QMplus works best on the Firefox web browser. Download Firefox here: <https://www.mozilla.org/en-US/firefox/new/>

You will be enrolled automatically onto QM plus once you enrol. You will access all course material for your programme online on QMplus, and you should check QMplus regularly for course related announcements, for handing in assignments and for communicating with your tutor. Access QMplus here: <http://qplus.qmul.ac.uk/>.

Academic English Online

This website of self-access materials is freely available to all QM students and can be used to supplement what you learn on the Pre-Sessional programme: <http://aeo.slf.qmul.ac.uk/>

We also recommend that you use a good **Learner's Dictionary of English**, if you do not already use one. There are many excellent ones available online and reference copies online. Ask your tutor if you need advice on which dictionaries would be suitable.

Logging in and accessing QMUL web services

Before you begin your course, you will receive details of your QMUL IT account (username, password and email address). This will enable you to access essential online services and resources including: university email, virtual learning environment (QMplus), your student records (MySIS), the university Library of electronic books and journals, and a range of other web-based services that you will need in order to complete your studies.

Queen Mary University of London IT systems use a Single-Sign-On (SSO) service, so you can access all QMUL web services and platforms using your unique username, email address and password.

IT Help

If you have any problems with your IT, before you enrol or after enrolment, please contact the IT Live Chat at: <https://www.its.qmul.ac.uk/>. The IT Services Student Service homepage provides information and help on using QMUL IT systems, email, your IT account settings (username and password) and connecting to the college networks. Make this your first port of call: <https://www.its.qmul.ac.uk/services/students/>

Useful resources on the Web

- ◆ Academic English Online: <http://aeo.sllf.qmul.ac.uk/>
- ◆ Using English for Academic Purposes: <http://www.uefap.com/>
- ◆ Academic Phrasebank: <http://www.phrasebank.manchester.ac.uk/>
- ◆ The BBC: <http://www.bbc.co.uk/>
- ◆ Channel 4: <http://www.channel4.com/>
- ◆ TED Talks: <https://www.ted.com/talks> (online lectures)

Note: For Chinese students, some of the above links may not be accessible in China.

Word Processing

Your written assignments at Queen Mary must be word processed. Here are a few guidelines to help you.

Text formatting

- ✓ Line spacing: Make sure your text is **double-line** spaced. On the **Home** tab in Word select the **Line Spacing Options** icon.
- ✓ Font size: Set your font to size 12.

Page numbering

You will need to add page numbers to your document. Select **View** from the menu bar, and click on **Headers and Footers**. Decide whether you want the page numbers to appear at the top of the page (a header) or at the bottom of the page (a footer). Then click on the **Page Numbering** button.

When you are working on a Word document, make sure you save it regularly. This makes it easier to recover your work if Word or the computer crash during your work.

THE LIBRARY

You are entitled to use the electronic resources available at QMUL university library:

<https://www.library.qmul.ac.uk/>

ACADEMIC GUIDANCE

If you have any questions or need help/advice in connection with the academic programme which you plan to join after the summer programme, please see the Programme Convenor.

YOUR OFFER OF A PLACE AT QMUL

If you intend to join a degree programme at Queen Mary University of London in September, you will have received a letter offering you a place. Offers may be unconditional or conditional. If you hold a conditional

offer, you will need to demonstrate that you have satisfied the college's English language requirements by the time you register. That is, you will have to complete satisfactorily the Pre-Sessional English programme for a specified number of weeks or courses and achieve a recommended level. Departments or Admissions will make final decisions. If you hold an unconditional offer, you are still required to attend and submit all assessments.

The department in which you will be studying sets the entry conditions not the Language Centre, so if you want to discuss the stipulated language conditions, you should contact the Admissions team. For further information on Queen Mary's English language entry guidelines, see <http://www.qmul.ac.uk/international/englishlanguagerequirements/index.html>

ENGAGEMENT: ATTENDANCE, ASSESSMENTS AND PUNCTUALITY

Requirement to engage

You must fully engage with the Pre-Sessional programme whether you have a conditional, or unconditional offer for your main degree programme.

What is engagement?

We monitor your engagement with the Pre-Sessional in two ways:

1. You must demonstrate full completion of all online interactive lessons.
2. You must demonstrate satisfactory completion of all formative and summative assessments.

This means that you must:

- ✓ attend all 'live' classes and tutorials in the timetable
- ✓ submit all assessments by the due date

We will monitor completion of online tasks each week on Thursday at 3pm British Summer Time. It is therefore recommended that you do as much of the week's tasks *by this time* for two reasons:

- I. You can discuss your progress with your teacher in the weekly tutorial at the end of the week.
- II. We can see that you are fully engaging with the Pre-Sessional Course.

Attendance

The Pre-Sessional is an intensive programme so you are expected to attend all the 'live' classes and tutorials in your programme. Your attendance will be closely monitored throughout the programme. Failure to meet our minimum attendance requirements will lead to further action being taken.

What if I can't engage (for example, if I become ill during the programme)?

Due to the very short length of the Pre-Sessional programme, if you are unable to engage for a period (e.g. if you are unwell), you are unlikely to have an opportunity to catch up. If your tutors decide that you have missed too much of the Pre-Sessional programme, you will be required to withdraw. If this happens, you can ask the Admissions Office if you can defer your place (including your degree programme) to the following year. If you are ill and cannot attend classes, you **must** tell one of your tutors, or write to the Programme Convenor.

WELFARE

If you need advice or have any problems outside the academic programme, speak to the Programme Convenor, the Sessionals Co-ordinator, or the Head of Centre. Please note, there is also a college Advice and Counselling Service, and you can make an appointment to see a Welfare Advisor if you need confidential advice and information on practical difficulties: financial, immigration, extension of stay, legal or other matters. <http://www.welfare.qmul.ac.uk/>

CONFIRMATION OF STUDIES LETTERS

24 hrs after you enrol on your programme, you will receive an email prompting you to register for your [Gradintelligence](#) account and access your Electronic Student Status letter. For more information, please see <http://www.arcs.qmul.ac.uk/students/sec/gradintelligence-account-/electronic-student-status-letter-/>

IMMIGRATION ADVICE

Queen Mary's Advice and Counselling Service includes immigration advice:
<http://www.welfare.qmul.ac.uk/international/>

Queen Mary's Advice and Counselling Service also have a great deal of information about applying for student immigration permission online here:

<https://www.welfare.qmul.ac.uk/student-advice-guides/applying-for-student-immigration-permission/>

The UKCISA website also has guidance for international students: www.ukcisa.org.uk

In addition to the websites above, our staff are here to help you adjust, so please talk to them about any concerns you may have, even if they seem minor, but be aware that they cannot provide advice about visa issues.