ENGLISH LANGUAGE AND ACADEMIC SKILLS
ONLINE PRE-SESSIONAL PROGRAMME 2022

STUDENT HANDBOOK

The Language Centre
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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-sessional English courses** Ms. Natalia Zajaczkowska, the Acting In-sessional Programme Convenor (n.zajacskowska@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://qmplus.qmul.ac.uk/](http://qmplus.qmul.ac.uk/)
THE STAFF

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Areas of Responsibility</th>
<th>How do I contact them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair/Director</td>
<td>Professor Kathryn Richardson</td>
<td>Head of Centre</td>
<td>By appointment</td>
</tr>
<tr>
<td>Coordinator for all Sessional Programmes</td>
<td>Dr Saima Sherazi</td>
<td>Responsible for In-Sessional and Pre-Sessional Programmes</td>
<td>Email: <a href="mailto:s.n.sherazi@qmul.ac.uk">s.n.sherazi@qmul.ac.uk</a></td>
</tr>
<tr>
<td>Pre-Sessional Programme Convenor</td>
<td>William Tweddle</td>
<td>Administration and academic management of the programme, including placement, assessment, and course content.</td>
<td>Email: <a href="mailto:w.tweddle@qmul.ac.uk">w.tweddle@qmul.ac.uk</a></td>
</tr>
<tr>
<td>Tutors</td>
<td>Look on QMplus to find out who will be the two teachers for your two Groups: Listening/Speaking and Reading/Writing</td>
<td>Course delivery, online learning activities, advice on additional study materials, and other academic matters.</td>
<td>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</td>
</tr>
<tr>
<td>Programme Administration Team</td>
<td>Spela Gruden</td>
<td>Registration, general advice, all aspects of programme administration and handling student queries</td>
<td>Email: <a href="mailto:sllf-progadmin@qmul.ac.uk">sllf-progadmin@qmul.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Sharon Bernor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lisa Stubbings</td>
<td></td>
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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 focused, 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/languagerequirements/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
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject-specific Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>By the end of Course A, you should be able to:</td>
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<tr>
<td>◆ Identify key language features essential for reading and writing at university.</td>
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<tr>
<td>◆ Analyse paragraphs to understand structure (logical order)</td>
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<td>By the end of Course B, you should be able to:</td>
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<tr>
<td>◆ Carry out discourse analysis beyond the paragraph</td>
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<td>◆ Assess validity and reliability of sources</td>
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<tr>
<td>At the end of Course C, you should be able to:</td>
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<tr>
<td>◆ Carry out discourse analysis of disciplinary texts in order to understand organisation and development of ideas</td>
</tr>
<tr>
<td>◆ Read discipline related material with some facility</td>
</tr>
<tr>
<td>◆ Reference and acknowledge sources according to subject-specific conventions</td>
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<tr>
<td>◆ Deploy advanced strategies for avoiding plagiarism</td>
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</table>

<p>| <strong>Generic Cognitive / Intellectual skills (analysis, synthesis, evaluation, application)</strong> |
| By the end of Course A, you should be able to: |
| ◆ 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) |
| By the end of Course B, you should be able to: |
| ◆ Read and listen critically |
| ◆ Spot patterns in text and predict content |
| ◆ Appreciate some aspects of style |
| ◆ Draft and re-draft to rework material (edit) |
| At the end of Course C, you should be able to: |
| ◆ 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 |</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES (cont.)</th>
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<tbody>
<tr>
<td><strong>By the end of Course A, you should be able to:</strong></td>
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<tr>
<td><strong>Subject-specific Practical skills</strong></td>
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<tr>
<td><strong>Generic Transferable skills</strong></td>
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COURSE DESCRIPTION

The Pre-Sessional Programme is divided into 3 blocks:

<table>
<thead>
<tr>
<th>Course A Students: Online Orientation</th>
<th>Course B Students: Online Orientation</th>
<th>Course C Students: Online Orientation</th>
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</thead>
<tbody>
<tr>
<td>is in the week commencing 13 June;</td>
<td>is in the week commencing 11 July;</td>
<td>is in the week commencing 8 August;</td>
</tr>
<tr>
<td>your first ‘get to know you’ class</td>
<td>your first ‘get to know you’ class</td>
<td>your first ‘get to know you’ class</td>
</tr>
<tr>
<td>is on Friday 17 June, with actual</td>
<td>is on Friday 15 July, with actual</td>
<td>is on Friday 12 August, with actual</td>
</tr>
<tr>
<td>teaching commencing on Monday 20</td>
<td>teaching commencing on Monday 18</td>
<td>teaching commencing on Monday 15</td>
</tr>
<tr>
<td>June; the whole programme finishes</td>
<td>July; the whole programme finishes</td>
<td>the whole programme finishes on</td>
</tr>
<tr>
<td>on Wednesday 14 September 2022</td>
<td>on Wednesday 14 September 2022</td>
<td>Wednesday 14 September 2022</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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<tr>
<td>10.00am BST</td>
<td><strong>Live Lesson</strong>&lt;br&gt;Introduction to Week 1&lt;br&gt;Project: What are your expectations of the Pre-Sessional course?&lt;br&gt;Live Online class (1 hr)&lt;br&gt;R/W teacher</td>
<td>Grammar: Sentence Structure&lt;br&gt;Reading: Using Expectations to Improve Learning</td>
<td><strong>10.00am BST</strong>&lt;br&gt;Group Tutorial&lt;br&gt;Live Online Class (30 Minutes for each ‘minigroup’ of 4 students)&lt;br&gt;Sp./L Teacher&lt;br&gt;<strong>Week 1 Lecture A</strong>&lt;br&gt;“Vocabulary and Memory” by Martin Barge</td>
<td><strong>10.00am BST</strong>&lt;br&gt;Group Tutorial&lt;br&gt;Live Online Class (30 Minutes for each ‘minigroup’ of 4 students)&lt;br&gt;R/W Teacher&lt;br&gt;<strong>Week 1 Lecture B</strong>&lt;br&gt;“Academic Register” by Matt Potter</td>
<td>Hand in Wk. 1 Project&lt;br&gt;Introduction to Reading Strategies</td>
</tr>
<tr>
<td>Study Tasks: Academic Style, Paragraphing</td>
<td>Introduction to Academic Style</td>
<td>The Paragraph and Topic Sentences</td>
<td>Welcome to Queen Mary from Colin Bailey, Listening for Gist and Taking Notes – QMUL Part of the Russell Group</td>
<td>Communication Skills – Presentations</td>
<td>Reading Critically – Checking Sources</td>
</tr>
<tr>
<td>4pm BST</td>
<td><strong>Live Lesson (repeated)</strong>&lt;br&gt;Introduction to Week 1&lt;br&gt;Project: What are your expectations of the Pre-Sessional course?&lt;br&gt;Live Online class (1 hr)</td>
<td>Guided/Self-directed Study&lt;br&gt;Guided/Self-directed Study&lt;br&gt;Guided/Self-directed Study</td>
<td><strong>4pm BST</strong>&lt;br&gt;Group Tutorial&lt;br&gt;Live Online Class (30 Minutes for each ‘minigroup’ of 4 students)&lt;br&gt;Sp./L Teacher&lt;br&gt;<strong>4pm BST</strong>&lt;br&gt;Group Tutorial&lt;br&gt;Live Online Class (30 Minutes for each ‘minigroup’ of 4 students)&lt;br&gt;R/W Teacher</td>
<td>Guided/Self-directed Study</td>
<td>Guided/Self-directed Study</td>
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QM PSE: Outline of 13-week programme

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project/Essay</td>
<td>Introduction to study at QM</td>
<td>Living in London</td>
<td>Defining &amp; exploring culture</td>
<td>The aims of academic study</td>
<td>Our changing world: Tourism and Water Conflict</td>
<td>Law Pathway</td>
<td>Feedback</td>
<td></td>
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<tr>
<td>Assessment</td>
<td>Formative assessments</td>
<td>Formative assessments</td>
<td>Summative assessments</td>
<td>Feedback</td>
<td></td>
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QM PSE: Course C Summative Assessment Timetable

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

**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, but may have a few irrelevancies; evidence of 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)
Presentations and Seminars: Grading Descriptors

Purpose of presentation is clear, appropriately and fully achieved.
Presentation is clearly focused and only relevant issues presented.
Excellent research which is clearly demonstrated through illustrations and examples.
Visual aids are designed to a professional standard, with appropriate use of layout, bibliography and content.
Very good analysis, synthesis and application of research.

Purpose of presentation is clear, appropriately and fully achieved.
Presentation is focused and only relevant issues presented.
Appropriate research is clearly demonstrated through illustrations and examples.
Clear, well-designed visual aids; effective use of language, In-text, but some errors may persist despite this.
Good analysis, synthesis and application of research.

Appropriate and adequately achieved to the task if 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.
Some lack of proof reading may lead to incomprehension. Presentation may be more descriptive than analytical.

Purpose of presentation is clear, appropriately and fully achieved.
Presentation is focused and only relevant issues presented.
Appropriate research is clearly demonstrated through illustrations and examples.
All source material cited, despite minor errors.
Generally clear and well-designed visual aids; effective use of language, In-text, but some errors may persist despite this.
Some evidence of ability to analyse, synthesise and apply research.

Appropriate flow but causes some difficulties for listener.
Limited ability to sequence ideas and overall organisation may be flawed; the message can be followed adequately.
Introduction and Conclusion may be simplistic, overarching or rushed. Questions not invited.
Section structure may be weak and disorganised – sections short and disjointed; little use of examples and references.
Limited use of sign-posting language and code switching.

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 disorganised – sections short and disjointed; little use of examples and references.
Limited use of sign-posting language and code switching.

Case study: Evaluation of student’s presentation ability

- Proficiency level: 80% 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

- Excellent oral communication; Excellent 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 the type of interaction.
- Script independent; very confident and able to communicate effectively (e.g. facial expressions, appropriate appearance).

- Good oral communication; Excellent 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 generally appropriate for that type of interaction.
- Script independent; confident and effective use of non-verbal communication (e.g. facial expressions, appropriate appearance).

- Generally clear pronunciation. Can speaks with a degree of fluency but with some hesitations and occasional mispronunciation.
- Good awareness of intonation and stress to convey stance and topic changes.
- Register generally appropriate for that type of interaction.
- Script independent; effective use of non-verbal communication (e.g. facial expressions and acceptable appearance).

- Pronunciation is generally clear enough to be understood.
- Some lack of proof reading may lead to incomprehension. Presentation may be more descriptive than analytical.

- Mispronunciation sometimes makes communication difficult.
- Disorganisation sometimes makes communication difficult.
- Register is inappropriate for interactions.
- Script dependent; limited awareness of non-verbal communication (e.g. facial expressions used effectively on occasion, fairly appropriate appearance).

- Student demonstrates mastery of the grammatical tasks 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 manipulate complex structures.
- Good evidence of proof-reading (in visuals) and practice in presentation.

- Student demonstrates an authoritative use of the grammatical tasks 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, very good evidence of proof-reading and ability to avoid overgeneralising.
- Clear evidence of proof-reading (in visuals) and practice in presentation.

- 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 causation, few overgeneralisations and oversimplifications).
- Good evidence of proof-reading (in visuals) and practice in presentation.

- 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.
- Knowledge of academic style, but some inappropriate register, expression of causation, and overgeneralisations may be evident.
- Some lack of proof reading (in visuals) and practice in presentation may result in careless mistakes.

- Student shows a basic grasp of grammar 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.

- There may be some confusion about the task for seminar participants. The context lacks focus and is often lacking in clarity.
- Student lacks awareness of his/her audience.
- The discussion is only controlled.
- The student gives a summary of the discussion at its conclusion, but this lacks clarity.
- The student has 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.

- 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, lucid summary of the discussion at its conclusion.

- There is a totally clear task for seminar participants and the content is all highly focused and relevant.
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- The discussion is excellently controlled throughout.
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- 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, lucid summary of the discussion at its conclusion.

- There is a task for seminar participants, but it may not be presented clearly. Some lack of focus and irrelevancies in parts.
- The student has satisfactory awareness of his/her audience.
- The discussion may be controlled.
- The student gives a summary of the discussion at its conclusion, but this lacks clarity.

- There is a task for seminar participants, but it may not be presented clearly. Some lack of focus and irrelevancies in parts.
- The student has satisfactory awareness of his/her audience.
- The discussion may be controlled.
- The student gives a summary of the discussion at its conclusion, but this may lack clarity.

- There may be some confusion about the task for seminar participants. The content lacks focus and is often lacking in clarity.
- The student lacks awareness of his/her audience.
- The discussion is only controlled.
- The student gives a summary of the discussion at its conclusion, but this lacks clarity.

- There may be some confusion about the task for seminar participants. The content lacks focus and is often lacking in clarity.
- The student lacks awareness of his/her audience.
- The discussion is only controlled.
- The student gives a summary of the discussion at its conclusion, but this lacks clarity.

- The task for seminar participants may be inappropriate, or unclear and is potentially confusing. 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.

- The task for seminar participants may be inappropriate, or unclear and is potentially confusing. 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.

- Good use of grammar which is appropriate to the task.
- Very good academic style with appropriate use of register, good ability to manipulate complex structures and to avoid overgeneralising.
- Clear evidence of proof-reading (in visuals) and practice in presentation.

- Excellent use of grammar which is appropriate to the task.
- Excellent academic style with totally appropriate use of register, very good ability to manipulate complex structures.
- Good evidence of proof-reading (in visuals) and practice in presentation.

- Student demonstrates an authoritative use of the grammatical tasks 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, very good evidence of proof-reading and to avoid overgeneralising.
- Clear evidence of proof-reading (in visuals) and practice in presentation.

- Student demonstrates mastery of the grammatical task 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 manipulate complex structures.
- Good evidence of proof-reading (in visuals) and practice in presentation.
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-sessional 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:

- 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.


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://qmplus.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.sllf.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/](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/](https://www.its.qmul.ac.uk/services/students/)

**Useful resources on the Web**
- Academic English Online: [http://aeo.sllf.qmul.ac.uk/](http://aeo.sllf.qmul.ac.uk/)
- Academic Phrasebank: [http://www.phrasebank.manchester.ac.uk/](http://www.phrasebank.manchester.ac.uk/)
- The BBC: [http://www.bbc.co.uk/](http://www.bbc.co.uk/)
- TED Talks: [https://www.ted.com/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/](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/](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](http://www.arcs.qmul.ac.uk/students/sec/gradintelligence-account-electronic-student-status-letter) 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](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/](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/](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](http://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.*