UCL CENTRE FOR LANGUAGES &
INTERNATIONAL EDUCATION

CLIE Language Modules 2024-2025

Module Handbook

ucl.ac.uk/languages-international-education/study/modules

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Part 1: CLIE Language Modules

1. Introduction

1.1 UCL Centre for Languages & International Education (CLIE)

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

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

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

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

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

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

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

Evening Courses: extra-curricular classes.

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

Please visit our website for information on any of our other courses.

1.2 CLIE Language Modules

This Module Handbook contains information about CLIE language modules[1]. It is also available on the CLIE Language Modules website[2]. This handbook contains information relating to the modules we offer; for information on matters such as programme structure, advice on choosing modules, progression, reassessment, student wellbeing and support, general learning resources and key facilities, employability and careers, you should refer to your programme handbook, available from your parent department. Full regulations are available in the UCL Academic Manual.

The main source of course information is the CLIE Language Modules website.

In this handbook modern foreign language modules are referred to by language level. References to a level apply to ALL modules FINISHING at that level unless a specialisation is specified. For example: 'Level 3' includes 'Level 3' and 'Levels 2+3'.

CLIE modules are generally 15 or 30 credits. 15 credits are equivalent to 7.5 ECTS, 30 credits are equivalent to 15 ECTS.

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

[2] The PDF version there is the official and binding version.

2. Contact details for CLIE Language Modules staff

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

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

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

Head of Language Modules Administration, Administrator for the Centre for Languages Boards of Examiners, ELO:
Kimberly Bentein
Senior Language Modules Administrator, Secretary to the Centre for Languages Boards of Examiners, ELO:
Jenny Easter
Language Modules Administrator:
Sheryl Tait
Language Modules Assistant Administrators:
Claire Dee
Helen Thomas

Modern Foreign Language Modules Senior Coordinators

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Italian Language Modules Senior Coordinator:
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Fernando Gracia García f.gracia@ucl.ac.uk

EAP Language Modules Senior Coordinator

EAP Language Modules Senior Coordinator:
James Sinclair-Knopp j.knopp@ucl.ac.uk

BSL

BSL Modules Associate Lecturer:
Clive Mason clive.mason@ucl.ac.uk

Dutch

Dutch Language Associate Lecturer:
Linda van Abel l.abel@ucl.ac.uk

Portuguese

Portuguese Language Associate Lecturer:

Roosevelt de Paula r.paula@ucl.ac.uk

2.1 Who to contact

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

CLIE language associate lecturers/lecturers are also available to advise specifically on self-study.

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

3. Our expectations of students

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute. Students should ensure that they read and familiarise themselves with UCL's Student Code of Conduct and other related policies and should be aware that any inappropriate behaviour may lead to actions under UCL's Student Disciplinary Procedures.

Further information:

- UCL Code of Conduct for Students
- UCL Disciplinary Code and Procedure in Respect of Students
- UCL Prevention of Bullying, Harassment and Sexual Misconduct Policy
- UCL Code of Practice on Freedom of Speech
- Religion and Belief Equality Policy for Students
- CLIE Policy on student use of generative artificial intelligence

4. Attendance requirements

4.1 Attendance Requirements

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

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

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

Further information:

- Students' webpages
- UCL Academic Manual Chapter 3 Section 3: UCL Student Attendance Policy

4.2 Student Visa students: Absence from teaching and learning

activities

In line with UCL's obligations under UK immigration laws, UCL is required to report to UK Visas and Immigration (UKVI) when a student has not been engaging with their studies. RegisterUCL is used by departments and the central Student Immigration Compliance team to report on student attendance. This is not only to meet the UKVI requirements, but also to identify any problems as early as possible to ensure action is taken to advise or assist the student.

Further information:

- Student visa responsibilities

5. Choosing Modules

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

Choosing Modules for 2024-2025

Many programmes offer students the opportunity to choose between different modules that they are interested in. However some new students will find they do not need to make selections as all their modules are compulsory. If students need to choose modules, their department will advise them of how and when to do this, usually during departmental introductions.

Continuing undergraduate students and postgraduate students on programmes of more than 1 year's duration will have an opportunity to make an initial selection of modules for 2024-2025 at the end of the spring term, with places being confirmed in the summer.

5.1 UCL Module Catalogue

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

Further information:

- UCL Module Catalogue

5.2 Module selection and verification deadlines

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

Further information:

- Module Registration

5.3 Change of Module Selection

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

Further information:

- Portico Login
- Academic Manual Chapter 3, Section 2: Module Selection

6. Modules available

6.1 Modern foreign language (MFL) modules

Languages: Arabic, Dutch, French, German, Italian, Japanese, Mandarin, Portuguese and Spanish.

Levels: Seven levels from complete beginners (level 1) to advanced (level 4) and post-A level (levels 5, 6 and 7). We also offer French for Art Historians and Italian for Art Historians at an intermediate level. Currently, Dutch is available at levels 1 to 4 and Portuguese is available at levels 1 to 5.

Course credit/value: A 15-credit module covers one level; a 30-credit module covers two levels. A 30-credit module is therefore more intensive and enables you to make faster progress and cover more material.

6.2 English for Academic Purposes (EAP) language modules

- English Language Skills for Academic Purposes (15 credits).
- Academic Writing in English for Non-Native Speakers (15 credits).
- Academic Writing in English for Native Speakers (15 credits).

6.3 British Sign Language modules

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

7. Aims and objectives

7.1 MFL modules

The aim of all our language courses is to enable you to improve both your ability to communicate and your linguistic competence in the chosen language. A balance of receptive (reading, listening) and productive (speaking, writing) skills are developed through communicative classes and self-study. All courses will give an insight into the country's/countries' culture and society in a European/global context. How to study a language and various transferable skills are also part of the course.

7.2 EAP modules

7.2.a English Language Skills for Academic Purposes

This course, for non-native speakers only, aims to further develop students' communication in academic disciplines. The course will focus on reading and writing ability in a variety of academic registers as well as developing listening and speaking skills through lectures, seminars and presentations. Various transferable skills will also be developed.

7.2.b Academic Writing in English for Non-Native Speakers

The course aims to raise awareness of the conventions of written academic literacy amongst those of you from other learning cultures and to help you to improve your ability to perform in all written tasks on your degree programme.

7.2.c Academic Writing in English for Native Speakers

The course aims to raise awareness of the conventions of written academic literacy amongst native English speakers and to help you to improve your ability to perform in all written tasks on your degree programme.

7.3 BSL modules

7.3.a British Sign Language Level 1

The course aims to cover basic British Sign Language, with hands-on practice in communicating with deaf people on a selected range of topics, using both classroom time and online resources. Students will also learn about the nature of the British Deaf Community, its culture and language.

7.3.b British Sign Language Level 2

The course aims to cover intermediate British Sign Language, with hands-on practice in communicating with deaf people on a selected range of more complex topics, using both classroom time and online resources.

Students will be able to further develop their narrative and descriptive skills, as well as their presentation and debating skills in BSL, and also learn about the nature of the international deaf community, its cultures and languages.

8. Eligibility

To enrol on a CLIE language module you must be a current undergraduate or graduate student at UCL or another college of the University of London, and have authorisation from your department to study this course as part of your degree programme. All CLIE language modules (15 and 30 credits) run for the full academic year, i.e. October to March.

8.1 MFL modules

- We do not recommend studying two languages at level 1 in the same year.
- We do not recommend studying Italian and Spanish concurrently unless your level in one of these languages is at least level 3.
- You cannot study your mother tongue.
- If your mother or father is a native speaker of the language you wish to study, or if you have recently lived in the country where the language is spoken for more than a year, please contact the Language Modules Office before you register.

8.2 EAP modules

- For English Language Skills for Academic Purposes and Academic Writing in English for Non-Native Speakers you must be a non-native speaker of English.
- For Academic Writing in English for Native Speakers you must be a native speaker of English.
- You can only choose ONE of the three courses available.

8.3 BSL modules

- British Sign Language Level 1 is a first-level course open to undergraduate students who are complete beginners in British Sign Language or who have had only very little experience of British Sign Language.
- British Sign Language Level 2 is a second-level course open to undergraduates who have already completed British Sign Language Level 1 or a similar course, or have some experience of British Sign Language.

9. Course structure

9.1 Classes

All classes run over both Terms 1 and 2 – i.e. from October to March. You will have two or four hours tuition every week[1] (15 or 30 credits). Classes are held in the target language and are kept as small as possible.

9.2 Workshops (Arabic, Japanese and Mandarin)

For Arabic, Japanese and Mandarin 15-credit language modules at level 1 and at level 2 there are supplementary compulsory weekly workshops in Terms 1 and 2 to assist students with additional practice and/or introducing grammar concepts in these languages. You will be allocated to a workshop when you register.

9.3 Self-study

You should spend four or eight hours every week (15 or 30 credits) studying on your own, re-enforcing the skills acquired in class. This consists of homework – set regularly by your CLIE associate lecturer/lecturer(s) and corrected in class or marked by your associate lecturer/lecturer as appropriate – and work guided informally by your associate lecturer/lecturer but set, performed and evaluated by yourself. It is essential that an appropriate amount of time is dedicated to self-study throughout the course.

You are encouraged to keep a logbook with a detailed and critical account of the various tasks and exercises. This will enable your associate lecturer/lecturer to monitor your long-term progress.

10. Key dates

10.1 UCL Term dates

See Term Dates 2024-2025 for UCL term dates and closures.

10.2 CLIE language module registration

Interviews

Continuing UCL students

Early June 2024 – mid-July 2024

Continuing and New UCL students

Monday 9 September 2024 – Friday 04 October 2024

10.3 CLIE language module teaching

Term 1

Block 1

Monday 07 October 2024 – Friday 01 November 2024 (4 weeks)

Reading Week

Monday 04 November 2024 – Friday 08 November 2024

Block 2

Monday 11 November 2024 – Friday 13 December 2024 (5 weeks)

[1] Plus weekly workshops for Arabic, Japanese, Mandarin 15-credit modules at level 1 and at 2.

Term 2

Block 3

Monday 13 January 2025	–	Friday 14 February 2025	(5 weeks)

Reading Week

Monday 17 February 2025	–	Friday 21 February 2025	

Block 4

Monday 24 February 2025	–	Friday 28 March 2025	(5 weeks)

10.4 CLIE examination preparation workshops

Examination preparation workshops on the Oral Examination will be offered at the beginning of Term 3.

10.5 CLIE language module assessment

See Part 2: Assessment for full details.

10.5.a Coursework

Linguistic Course Assessment

MFL level 7 (Translation Skills)	week of 09 December 2024

Progress Test

Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers	week of 09 December 2024

Project

All MFL, EAP and BSL modules	
Stage 1: Proposal	Monday 20 January 2025 12:00
Stage 2: Draft	Monday 17 February 2025 12:00
Stage 3: Final submission	Wednesday 26 March 2025 12:00

10.5.b Examinations

Oral Examination and Signed Examination (BSL)

All MFL, EAP and BSL modules except Translation Skills, Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers	28 April – 30 May 2025

Reading and Writing Examination/Written Examination

All Translation Skills, Academic Writing and BSL modules (Timetabled by UCL Student and Registry Services)	28 April – 30 May 2025

10.5.c Late Summer Assessment Period

18 August – 05 September 2025

11. Registration

11.1 How and when to register

All students who would like to take a CLIE language module (MFL, EAP or BSL) in 2024-2025 **must complete a** CLIE online application form – this is **separate from** and **in addition** to selecting a language module on Portico[1]**.** You will need to login using your UCL userid and password in order to access the form.

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

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

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

Please check the CLIE language modules website for current information.

11.1.a UCL new students

Portico module selection for **new UCL students starts on Monday 09 September 2024**. See UCL new student module selection information for more information.

If you are interested in taking a CLIE language module in 2024-2025 then you should apply on Portico for the most appropriate CLIE language module, using information in the UCL module catalogue, the CLIE Language Modules 2024-2025 module handbook and the CLIE Language Modules syllabi.

You also need to complete a CLIE online application form; if you know you are permitted to take a CLIE language module then you can complete this from 04 September 2024, otherwise you can do this after you have selected the most appropriate CLIE language module on Portico. **We recommend that you complete the form as soon as you can.**

You will need to have an online interview with a CLIE language associate lecturer/lecturer to determine the most appropriate module (even if you have never studied the language before/are a complete beginner). You will select a date/time for your interview when you complete the CLIE online application form. Interviews will take place (on Microsoft Teams) from 09 September 2024. Your module selection will then be approved on Portico (after we have amended the module if it is incorrect).

11.1.b UCL continuing students

If you are interested in taking a CLIE language module in 2024-2025 then you should apply on Portico for the most appropriate CLIE language module, using information in the UCL module catalogue, the CLIE Language Modules 2024-2025 module handbook and the CLIE Language Modules syllabi.

Initial module selections were made on Portico between 08 April 2024 and 17 May 2024, however it is still possible to take a CLIE language module if you are permitted to do so as part of your programme.

See UCL student module selection information and the module selection timeline for more information

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

- **If you studied a language as a module at the CLIE in 2023-2024 and will continue with the same language in 2024-2025:** provided you did not study the language over the summer then you will be allocated to the

[1] Portico does not apply to intercollegiate students.

next language level up 15/30 credit module. If this is at CLIE language level 7 then the appropriate module options will be shown to you. Your module selection will then be approved on Portico (after amending if necessary).

- **If you did not study the language as a module at the CLIE in 2023-2024, or if you studied the language over the summer:** you will need to have an online interview with a CLIE language associate lecturer/lecturer to determine the most appropriate module. You will select a date/time for your interview when you complete the CLIE online application form. Interviews will take place (on Microsoft Teams) from early-June 2024 to mid-July 2024 and then again from 09 September 2024. Your module selection will then be approved on Portico (after we have amended the module if it is incorrect).

11.2 Class schedule

CLIE language module classes are scheduled around the availability of those students who register to take it, using information on the UCL Online Timetable. We started scheduling classes in August 2024 once the main module registration period for continuing students had finished, and then make adjustments/create additional classes as required in September-October 2024.

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

11.3 Teaching delivery

In 2024-2025 CLIE language module classes will be taught face-to-face wherever possible.

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

All online sessions will be synchronous.

Please check the CLIE language modules website for current information.

11.4 Class and room information

Your class and room information will be shown on the UCL Online Timetable once confirmed.

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

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

Please note that it is not possible under any circumstances to attend or join a group unless you have been officially registered for it by the CLIE.

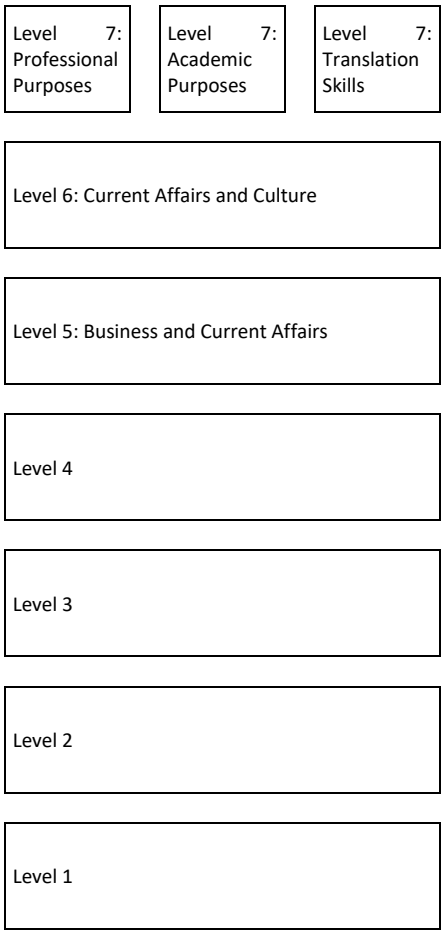
11.5 Late registration

Once classes have started on Monday 07 October 2024 then we only accept registrations subject to availability. Please see the CLIE language modules website for current information.

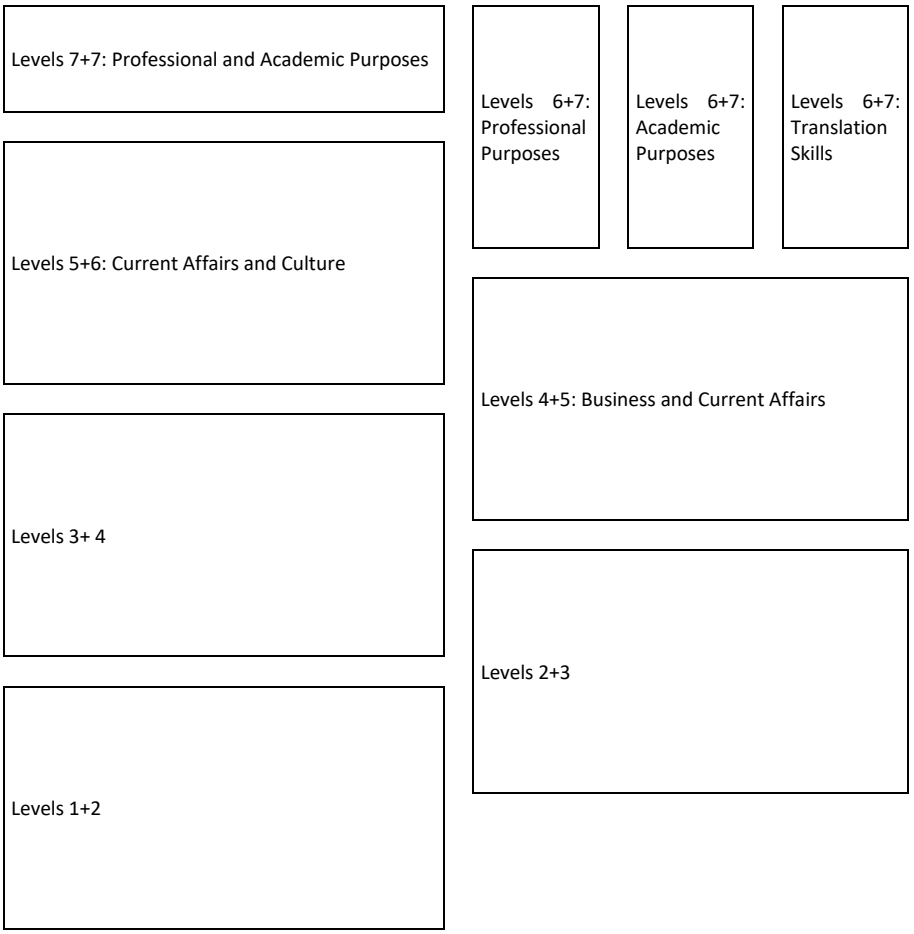
12. MFL modules

12.1 Level structure

15-credit modules



30-credit modules



12.2 Common European Framework of Reference for Languages

Approximate equivalence at completion

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

15-credit modules

Level	Arabic	Dutch	French	German	Italian	Japanese	Mandarin	Portuguese	Spanish
Level 1	LCAR0002	LCDU0002	LCFR0003	LCGE0002	LCIT0003	LCJA0002	LCMA0002	LCPO0001	LCSP0002
Level 2	LCAR0003	LCDU0003	LCFR0004	LCGE0003	LCIT0004	LCJA0003	LCMA0003	LCPO0002	LCSP0003
Level 2: Art Historians			LCFR0001		LCIT0001				
Level 3	LCAR0004	LCDU0004	LCFR0005	LCGE0004	LCIT0005	LCJA0004	LCMA0004	LCPO0003	LCSP0004
Level 4	LCAR0005	LCDU0005	LCFR0006	LCGE0005	LCIT0006	LCJA0005	LCMA0005	LCPO0006	LCSP0005
Level 5: Business and Current Affairs	LCAR0006		LCFR0007	LCGE0006	LCIT0007	LCJA0006	LCMA0006	LCPO0007	LCSP0006
Level 6: Current Affairs and Culture	LCAR0011		LCFR0008	LCGE0007	LCIT0008	LCJA0007	LCMA0007		LCSP0007
Level 7: Professional Purposes	LCAR0012		LCFR0009	LCGE0008	LCIT0009	LCJA0008	LCMA0008		LCSP0008
Level 7: Academic Purposes			LCFR0018	LCGE0017	LCIT0018	LCJA0017	LCMA0015		LCSP0017
Level 7: Translation Skills			LCFR0020	LCGE0019	LCIT0020	LCJA0019	LCMA0020		LCSP0019

30-credit modules

Levels 1+2	LCAR0007	LCDU0006	LCFR0010	LCGE0009	LCIT0010	LCJA0009	LCMA0009	LCPO0004	LCSP0009
Levels 2+3	LCAR0008	LCDU0007	LCFR0011	LCGE0010	LCIT0011	LCJA0010	LCMA0010	LCPO0005	LCSP0010
Levels 3+4	LCAR0009	LCDU0008	LCFR0012	LCGE0011	LCIT0012	LCJA0011	LCMA0011	LCPO0008	LCSP0011
Levels 4+5: Business and Current Affairs	LCAR0010		LCFR0013	LCGE0012	LCIT0013	LCJA0012	LCMA0012	LCPO0009	LCSP0012
Levels 5+6: Current Affairs and Culture	LCAR0013		LCFR0014	LCGE0013	LCIT0014	LCJA0013	LCMA0013		LCSP0013
Levels 6+7: Professional Purposes	LCAR0014		LCFR0015	LCGE0014	LCIT0015	LCJA0014	LCMA0014		LCSP0014
Levels 6+7: Academic Purposes			LCFR0019	LCGE0018	LCIT0019	LCJA0018	LCMA0016		LCSP0018
Levels 6+7: Translation Skills			LCFR0021	LCGE0020					
Levels 7+7: Professional and Academic Purposes			LCFR0016	LCGE0015	LCIT0016	LCJA0015	LCMA0019		LCSP0015

FEHQ level:

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

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

Postgraduate deliveries: levels 1-7 are L7.

12.4 Course levels

The following is a short description of the various language module levels offered by the CLIE. Full details are in the relevant syllabus, which can be found on the CLIE language modules website. You will get the opportunity to discuss your individual language-learning experience with a CLIE language associate lecturer/lecturer during the registration interview, when your level will be determined.

12.4.a Level 1

Prerequisite for entry

For complete beginners or those who have had only very little contact with the language.

Aims and objectives

The aim of the course is to enable students to function at a basic everyday survival level (basic vocabulary, grammar, morphology, syntax and phonetics).

On completion of the course students should be able to communicate in and understand the language on a number of practical everyday matters. Language learning skills, including autonomous learning and how to approach authentic material, will be developed. Some transferable skills will also be covered.

12.4.b Level 2

Prerequisite for entry

Completion of level 1 at the UCL CLIE or a similar course and have limited experience of dealing with authentic material.

Aims and objectives

The aim of the course is to give students an opportunity to revise their survival skills and acquire more sophisticated ways of dealing with practical matters. This includes revision and consolidation of vocabulary, grammar, morphology, syntax and phonetics.

On completion of the course students should be able to communicate in and understand the language on many practical everyday matters related to various aspects of the culture of the countries where the language is spoken. Cultural awareness will be developed. Language learning skills, including autonomous learning and how to approach authentic material, will be enhanced. Some transferable skills will also be covered.

12.4.c Level 3

Prerequisite for entry

Completion of level 2 at the UCL CLIE or a similar course and have experience of dealing with relevant authentic material.

Aims and objectives

The aim of the course is to enable students with a good basic knowledge of the language to develop the four skills further. Students should then be able to communicate in most situations within countries where the language is spoken.

On completion of the course students will be able to converse reasonably fluently with native speakers and discuss personal, social and current issues using appropriate structures.

Cultural awareness will be further developed. Language learning skills, including autonomous learning and how to approach authentic material, will be enhanced. Some transferable skills will also be covered.

12.4.d Level 4

Prerequisite for entry

Completion of level 3 at the UCL CLIE or if you are reasonably fluent in the language and are able to discuss a range of issues (low A level grade[1]).

Aims and objectives

The aim of the course is to enable students who already have a reasonably advanced knowledge of the language to acquire a better fluency in the language. Students should then be able to communicate in all situations within countries where the language is spoken.

On completion of the course students will be able to converse with native speakers, follow debates and give presentations relating to their degree as well as discussing current issues (local and worldwide) using more complex and linguistically accurate structures (different types of discourse, register).

Cultural awareness will be further developed and raised within a European/global context. Language learning skills, including autonomous learning and how to approach authentic material, will be further enhanced. Various transferable skills will also be covered.

12.4.e Level 5: Business and Current Affairs

Prerequisite for entry

Completion of level 4 at the UCL CLIE, a high A level grade[2], or if you have a very good grasp of the language and are able to conduct a conversation without difficulty.

Aims and objectives

The course is designed for advanced level students. It teaches specialised vocabulary to enable participants to use their language skills in a professional environment, such as meetings and conferences, as well as covering related topics such as current affairs and the latest trends in society. The course will enhance knowledge of life, society and business culture using complex and linguistically accurate structures (different types of discourse, register).

Cultural awareness will be further developed and raised within a European/global context. Language learning skills, including autonomous learning and how to approach authentic material, will be further enhanced. Various transferable skills will also be covered.

12.4.f Level 6: Current Affairs and Culture

Prerequisite for entry

Completion of level 5 at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives

The course comprises knowledge and understanding both of the structure of the language and of the cultural (social, historical and political) contexts in which it is currently used.

It enables participants to use their language skills in an academic environment. The course covers recent history, current affairs and the latest issues in society as well as other related topics. Students will give presentations and are involved in roundtable discussions and debates on a variety of current issues.

Cultural awareness will be further developed and raised within a European/global context.

[1] Or equivalent.

[2] Ibid.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic material). Various transferable skills will also be further developed.

12.4.g Level 7: Professional Purposes

Prerequisite for entry

Completion of level 6 at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives

The course is designed for very advanced level students requiring the language for professional purposes.

It comprises knowledge and understanding both of the structure of the language and its use in professional environments, such as presentations, meetings and conferences. The course covers career development in the target-language countries, business culture and conventions, negotiating and interacting, reading specialist texts (i.e. in the student's main degree subject e.g. engineering), note-taking and debates as well as other related topics. These areas will be related back to the student's degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic material). Various transferable skills will also be further developed.

12.4.h Level 7: Academic Purposes

Prerequisite for entry

Completion of level 6 at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives

The course is designed for very advanced level students requiring the language for academic purposes.

The course comprises knowledge and understanding both of the structure of the language and its use in academic environments, such as lectures, seminars and conferences. The course covers academic development, academic culture and conventions, critical thinking, reading and writing academic texts (i.e. in the students main degree subject e.g. history) as well as other related topics to prepare students for further academic study/research in the target-language countries. This will be related back to the student's degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.

12.4.i Level 7: Translation Skills

Prerequisite for entry

Completion of level 6 at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives

The course is designed for very advanced level non-linguist students to enable them to produce accurate translations from a range of subjects and text types.

The course covers translation skills development mainly from English into the target language (although some translation into English will also be practised), with the objective of producing different types of written translations, some of them relating back to the students' degree subject.

The course will cover fundamental theoretical concepts of translation but with the focus on teaching practical translation skills, making students aware of linguistic and cultural differences in subject-related areas.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.

12.4.j Levels 6+7: Professional Purposes

Prerequisite for entry

Completion of level 5 at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives

The course is designed for advanced level students requiring the language for professional purposes.

It comprises knowledge and understanding both of the structure of the language and its use in professional environments, such as presentations, meetings and conferences. The course covers career development in the target-language countries, business culture and conventions, negotiating and interacting, reading specialist texts (i.e. in the student's main degree subject e.g. engineering), note-taking and debates as well as other related topics. These areas will be related back to the student's degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic material). Various transferable skills will also be further developed.

12.4.k Levels 6+7: Academic Purposes

Prerequisite for entry

Completion of level 5 at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives

The course is designed for advanced level students requiring the language for academic purposes.

The course comprises knowledge and understanding both of the structure of the language and its use in academic environments, such as lectures, seminars and conferences. The course covers academic development, academic culture and conventions, critical thinking, reading and writing academic texts (i.e. in the students main degree subject e.g. history) as well as other related topics to prepare students for further academic study/research in the target-language countries. This will be related back to the student's degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.

12.4.l Levels 6+7: Translation Skills

Prerequisite for entry

Completion of level 5 at the UCL CLIE, have completed some post-A level training or spent some time in the country actively using the language.

Aims and objectives

The course is designed for advanced level non-linguist students to enable them to produce accurate translations from a range of subjects and text types.

The course covers translation skills development mainly from English into the target language (although some translation into English will also be practised), with the objective of producing different types of written translations, some of them relating back to the student's degree subject.

The course will cover fundamental theoretical concepts of translation but with the focus on teaching practical translation skills, making students aware of linguistic and cultural differences in subject-related areas.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic academic material). Various transferable skills will also be further developed.

12.4.m Levels 7+7: Professional and Academic Purposes

Prerequisite for entry

Completion of level 6 at the UCL CLIE, or equivalent qualifications/experience.

Aims and objectives

The course is designed for very advanced level students requiring the language for professional and academic purposes.

It comprises knowledge and understanding both of the structure of the language and its use in professional and academic environments, such as presentations, meetings, lectures, seminars and conferences. The course covers career and academic development in the target-language countries, business and academic cultures and conventions, negotiating and interacting, critical thinking, reading and writing specialist academic texts (i.e. in the student's main degree subject e.g. engineering, history), note-taking and debates as well as other related topics to prepare students for working and/or further academic study/research in the target-language countries. These areas will be related back to the student's degree subject.

The course will enhance knowledge and use of linguistically complex structures (a variety of styles and registers from a range of authentic professional and academic material). Various transferable skills will also be further developed.

12.4.n Level 2: Art Historians

Prerequisite for entry

Completion of level 1 at the UCL CLIE or a similar course and have experience of dealing with relevant authentic material. The course is open to all students who are interested in reading texts related to art history.

Aims and objectives

The aim of the course is to increase the student's confidence and speed in reading authentic target-language texts related to History of Art and to help them acquire necessary skills for this specific use of the language.

Students will be expected to extract subject related information from a variety of authentic target-language sources to complement their existing knowledge. Students will also be encouraged to develop their listening abilities.

Language learning skills, including autonomous learning and how to approach authentic material, will be enhanced. Some transferable skills will also be covered.

13. EAP language modules

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

13.1 Courses available

You can only choose ONE of the courses available.

13.1.a English Language Skills for Academic Purposes

Prerequisite for entry

Students must be non-native speakers of English.

Aims and objectives

The course aims to further develop academic communication in the disciplines among students from other learning cultures. More specifically the course will focus on reading and writing ability in a variety of academic registers as well as developing listening and speaking skills through lectures, seminars and presentations within a university context. In doing so, we aim to help advance the ability to perform in all four skills related to students' own degree programmes.

The course will cover linguistic structures of relevance to academic study (with reference to a variety of styles and registers from a range of academic authentic material). Various transferable skills will also be developed.

13.1.b Academic Writing in English for Non-Native Speakers

Prerequisite for entry

Students must be non-native speakers of English.

Aims and objectives

The course aims to raise awareness of the conventions of written academic literacy among students from other learning cultures. The course will also help to improve writing ability in a variety of text types, focusing on sentence-level lexis and syntax, text coherence and cohesion, and appropriate style. In doing so, the course will help improve the ability to perform in all written tasks on students' own degree programmes: course assignments and reports, examination essays and dissertations.

Upon completion of the course students will be expected to:

- Understand and use theories and conventions of written academic literacy.
- Use rhetorical and logical strategies to express ideas effectively in writing.
- Develop their own voice and position themselves in texts.
- Employ relevant strategies for distinct tasks, ranging from unseen examination essays to prepared coursework on undergraduate degree programmes.

13.1.c Academic Writing in English for Native Speakers

Prerequisite for entry

Students must be native speakers of English.

Aims and objectives

The course aims to raise awareness of the conventions of written academic literacy among students with an educational background taught and examined in English (whether in the UK or elsewhere). The course will also help to improve writing ability in a variety of text types, focusing on sentence-level lexis and syntax, text coherence and cohesion, and appropriate style. In doing so, the course will help improve the ability to perform in all written tasks on students' own degree programmes: course assignments and reports, examination essays and dissertations.

Upon completion of the course students will be expected to:

- Understand and use theories and conventions of written academic literacy.
- Use rhetorical and logical strategies to express ideas effectively in writing.
- Develop their own voice and position themselves in texts.
- Employ relevant strategies for distinct tasks, ranging from unseen examination essays to prepared coursework on undergraduate degree programmes.

13.2 Suitability

These courses are particularly suitable for the following students:

First year:	Students with limited experience of writing academic English, and those who have received weak scores for EAP/assessed coursework which requires good academic writing skills.
Second year:	Students who feel that they have been unable to produce adequate EAP/written work during their first year of studies (e.g. course assignments, examinations).
Third or final year:	Third or final year students may be accepted onto the course only where both the student and departmental associate lecturer/lecturer agree that the student needs to improve their EAP/writing skills further in order to succeed in examinations and dissertations.

14. BSL language modules

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

14.1 Courses available

14.1.a British Sign Language Level 1

Prerequisite for entry

For complete beginners or those who have had only very little experience of British Sign Language.

Aims and objectives

The course aims to cover basic British Sign Language, with hands-on practice in communicating with deaf people on a selected range of topics, using both classroom time and online resources. Students will also learn about the nature of the British Deaf community, its culture and language.

This course will be taught face-to-face supplemented by online practice sessions.

At the end of the course students will be expected to:

- Be able to introduce themselves in BSL.
- Be able to exchange personal information in BSL about their health and where they live and work.
- Be able to understand short narratives in BSL about generic topics such as the home, the family, the workplace and leisure activities.
- Understand the basic linguistic features of BSL.
- Understand the history and culture of the British Deaf community, and the implications of being deaf in a hearing world**.**

14.1.b British Sign Language Level 2

Prerequisite for entry

Completion of British Sign Language level 1, or equivalent competence.

Aims and objectives

The course aims to cover intermediate British Sign Language, with hands-on practice in communicating with deaf people on a selected range of more complex topics, using both classroom time and online resources.

Students will be able to further develop their narrative and descriptive skills, as well as their presentation and debating skills in BSL, and also learn about the nature of the international deaf community, its cultures and languages.

This course will be taught face-to-face supplemented by online practice sessions.

At the end of the course students will be expected to:

- Use British Sign Language to discuss a variety of complex topics relating to deaf communities and sign languages, and the wider community.
- Give formal presentations in class on a variety of topics, and participate in class discussions by asking and answering questions or providing alternative points of views.
- Develop debating skills in British Sign Language and be able to develop arguments and respond to points raised by others.
- Participate in extended conversations on a variety of topics
- Watch videos in sign language and contribute to class discussions on the video, and create video recorded responses to these videos and other texts discussed in class.

15. Course syllabi

Full syllabi for all CLIE language modules are available online.

16. Course material

You will need to purchase some course material before classes begin; a link to the recommend material for each course is included on the course syllabus.

17. CLIE Self-Access Centre

The Self-Access Centre (SAC) is an online library which enables you to supplement class-based language learning with self-study, in your own time. It is available to UCL students and staff only. The SAC contains a number of resources, such as films, documentaries, course videos and audio recordings, in a wide range of languages.

18. Bookshops

The following bookshops offer discounts to UCL students.

Grant and Cutler at Foyles

107 Charing Cross Road, London WC2H 0DT

Tel: +44 (0)20 7440 3248

grantandcutler.com

(only a very limited selection of their language stock is listed online; If material is not in stock or available online, orders can be placed instore or by email at languages@foyles.co.uk).

Japan Centre Bookshop

35a Panton Street London SW1Y 4EA

Tel: +44 (0)870 820 0055

japancentre.com

JP-Books

Office 1, 289 Kennington Lane, London SE11 5QY

(please contact to check stock availability before visiting)

Tel: +44 (0)20 7839 4839

jpbooks.co.uk

Waterstone's

82 Gower Street, London WC1E 6EQ

Tel: +44 (0)20 7636 1577

waterstones.com

19. Moodle

Moodle is UCL's online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, in some cases just by providing essential information and materials, but it can also be integrated more fully, becoming an essential component of a module. Some modules may use Moodle to provide access to readings, videos, activities, collaboration tools and assessments.

20. Portico

Portico is the main UCL student information system which is used by all students for:

- Updating personal data such as addresses or contact numbers.
- Completing online module registration.
- Viewing information about programmes/modules.
- Viewing module results.
- Pre-enrolment and re-enrolment.
- Applying for programme transfer.
- Plan and record skills development.

- Applying for graduation ceremonies.

21. How we will communicate with you

We will communicate with you via:

- UCL student email – you should check your UCL email regularly.
- Moodle – UCL's online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.
- Phone – in certain cases it is helpful to be able to contact you at short notice by telephone.

22. Student representation

22.1 Information on Academic Representatives

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

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

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

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

Further information:

- Academic Representatives
- Find your representative

22.2 Departmental Student Partnership Committees

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

The CLIE has two SPCs for language modules: one for European language modules and one for non-European language modules. Class academic representatives for these SPCs will be appointed in November 2024, as well as a Lead Representative for each committee. Training for representatives will be available online afterwards from the Student Union and the first SPC will take place in December 2024.

22.2.1 Meeting dates

CLIE Language Modules Student Partnership Committee: European languages

04 December 2024 17:15-18:15
26 February 2025 17:15-18:15
28 May 2025 17:15-18:15

CLIE Language Modules Student Partnership Committee: non-European languages

05 December 2024 17:15-18:15
27 February 2025 17:15-18:15
29 May 2025 17:15-18:15

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

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

Part 2: Assessment

1. AssessmentUCL

In 2024-2025 the majority of all CLIE summative assessments will be on AssessmentUCL, and you will get your component mark and feedback on AssessmentUCL.

Further information:

- AssessmentUCL
- AssessmentUCL guidance for students
- Student Regulations for Exams and Assessments 2024-2025

2. Course assessment summary

2.1 Levels 1-6 (excluding Art Historians)

Element	Weighting	Duration/length	Date
Coursework (50%)			
Project (Final stage)	50%	300-1600 words[1]	March
Examinations (50%)			
Oral Examination	50%	10-25 minutes[2]	April-May

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

Element	Weighting	Duration/length	Date
Coursework (50%)			
Project (Final stage)	50%	2100-2300 words	March
Examination (50%)			
Oral Examination	50%	25 minutes	April-May

2.3 Level 7 (Translation Skills)

Element	Weighting	Duration/length	Date
Coursework (50%)			
Linguistic Course Assessment	10%	Online 60 minutes	December
Project (Final stage)	40%	2100-2300 words	March
Examinations (50%)			
Written Examination	50%	In Person Online 3 hours	April-May

[1] Depending on level. See section 3.3.

[2] Depending on level. See section 4.1.

2.4 Level 2: Art Historians

Element	Weighting	Duration/length	Date
Coursework (60%)			
Project (Final stage)	60%	1300-1650 words	March
Examinations (40%)			
Oral Examination	40%	10 minutes	April-May

2.5 English Language Skills for Academic Purposes

Element	Weighting	Duration/length	Date
Coursework (50%)			
Project (Final stage)	50%	2100-2300 words	March
Examinations (50%)			
Oral Examination	50%	25 minutes	April-May

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

Element	Weighting	Duration/length	Date
Coursework (40%)			
Progress Test	10%	min. 500-700 words1	December
Project (Final stage)	30%	1500-1800 words	March
Examinations (60%)			
Written Examination	60%	Online 3 hours	April-May

2.7 British Sign Language Level 1 and Level 2

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

[1] Depending on course. See section 3.2.

3. Coursework

3.1 Linguistic Course Assessment

Applies to level 7 (Translation Skills).

Date:	Online during class-time, invigilated, in week of 9 December 2024
Platform:	AssessmentUCL
Duration:	60 minutes

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

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

Results will be available from **your CLIE language associate lecturer/lecturer** from two weeks after the assessment.

3.2 Progress Test

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

Date:	Online during class-time in week of 9 December 2024
Platform:	Moodle
Duration:	90 minutes

Prepared and written online; open book format.

Number of words required:

Academic Writing in English for Non-Native Speakers:	minimum 500-800 words.
Academic Writing in English for Native Speakers:	minimum 700-1000 words.

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

3.3 Project

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

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

Starting towards the end of term 1, your CLIE language associate lecturer/lecturer will assist you with Project planning support and practice in class; this will help you focus and make sure you are on the right track.

The research you do for your Project will help you in your Oral Examination (not applicable for Translation Skills, Academic Writing in English for Non-Native Speakers, Academic Writing in English for Native Speakers and BSL).

3.3a Project purpose

The Project constitutes required coursework and will allow you to demonstrate your ability to research and present a current topic/subject under discussion/debate in your target-language country/countries. It will help you to further develop and apply your language skills in a guided context and with scope for creative reflection/input. To develop the project, you will be asked to research and identify sources in your target language that cover a current

discussion/debate in your target-language country/countries, and to extract and synthesise information and ideas from these, in language appropriate to your level, to reflect your personal interests and response to the discussion/debate.

Evaluation of sources

By this we mean extracting and synthesising the relevant and concrete ideas and information from the sources you have selected to support your personal discussion of the topic. You should explicitly demonstrate your understanding and integration of the material you have read through the use of e.g. summarising, paraphrasing and quoting techniques and/or of reporting verbs at the appropriate language level.

You must include in-text citation in the format agreed with your associate lecturer/lecturers, a complete list of references, and an appendix document with the full-text three main source texts, with all sections corresponding to material used in your written project clearly highlighted. Failure to do so will result in significant penalty deductions.

3.3.b Project stages

There are three stages to writing your Project.

The Proposal and Draft are an integral and essential part in the development of your Project, and are required in order to gain full points, therefore non-submission of the proposal and/or draft stage will result in a reduction of 5 points each in your final mark.

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

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

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

1. Proposal:

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

Opens:	Monday 13 January 2025 12:00
Closes (deadline):	Monday 20 January 2025 12:00
Feedback[1]:	Monday 3 February 2025 12:00
Format:	Entered directly online. Ensure you keep your OWN copy of what you submit.
Upload window:	Not applicable
Possible to withdraw submission/ resubmit:	No – you can only submit once, it is not possible to withdraw your submission.
Late submissions accepted:	No

Language you should use for your Proposal:

[1] Provided Proposal submitted by standard deadline. Submissions with an extended deadline will get their feedback later.

MFL Levels 1-3:	English
MFL Levels 4-7:	Target language

Added from meeting:

You may be permitted to change the project title and/or source(s) after the proposal stage but will need to justify this to your associate lecturer/lecturer formally and obtain explicit/written permission.

2. Draft:

Submit a draft of your Project.

MFL Levels 1-2:	Approximately 50% of the lower word limit for your level, including full, accessible LINKS to your three sources.
MFL Levels 3-7:	Approximately 50% of the lower word limit for your level plus the structure of the remaining 50% in bullet points, including full, accessible LINKS to your three sources[1].
EAP modules:	100% of the word count for your module, including DOI hyperlinks to journal articles/weblinks to three or more sources.
BSL modules:	Approximately 50% of the word limit for your level plus the structure of the remaining 50% in bullet points, including full, accessible LINKS to your three sources.
Opens:	Monday 10 February 2025 12:00
Closes (deadline):	Monday 17 February 2025 12:00
Feedback[2]:	Wednesday 5 March 2025 12:00
Format:	One PDF file
Upload window:	Not applicable
Possible to withdraw submission/ resubmit:	Yes – if you submit the wrong file then you can withdraw it and resubmit up until the deadline.
Late submissions accepted:	Up to 5 working days (i.e. 7 calendar days) (penalties apply, see Academic Manual Chapter 4, Section 3.11 Deadlines & Late Submissions). The penalty will take the form of a reduction in the feedback provided as follows: • Up to 2 working days late (e.g. after Monday 17 February 2025 12:00 and up until Wednesday 19 February 2025 12:00): 25% less of the Draft will be annotated/commented on than if submitted on time. • 2-5 working days late (e.g. after Wednesday 19 February 2025 12:00 and up until Monday 24 February 2025 12:00): only summary feedback will be provided, annotations will not be provided.

3. Final submission:

Submit your Final Project and sources used.

[1] For Level 7: Translation Skills approximately 50% of the upper word limit of the ST, and 50% of the annotations.

[2] Provided Draft submitted by standard deadline. Submissions with an extended deadline will get their feedback later.

Opens:	Wednesday 19 March 2025 12:00
Closes (deadline):	Wednesday 26 March 2025 12:00
Feedback and provisional mark:	Monday 28 April 2025 12:00
Format:	Two PDF files (your Project itself, including full bibliography, AND a separate appendix containing the text of your three main sources with the relevant sections highlighted as instructed by your associate lecturer/lecturer). Your project (first PDF) must include in-text citation in the format agreed with your associate lecturers/lecturers, a complete list of references. The appendix document (second PDF) should have the full-text three main source texts, with all sections corresponding to material used in your written project clearly highlighted. Failure to do so will result in significant penalty deductions.
Upload window:	Not applicable
Possible to withdraw submission/ resubmit:	Yes – if you submit the wrong files then you can withdraw them and resubmit up until the deadline.
Late submissions accepted:	Up to 5 working days (i.e. 7 calendar days) (penalties apply, see Academic Manual Chapter 4, Section 3.11 Deadlines & Late Submissions).
Latest accepted submission:	**Wednesday 16 April 2025 12:00. After this any extension would be to the LSA.**

SoRAs

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

Extenuating Circumstances

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

Delayed Assessment Scheme

For 2024-25, a UCL new policy, the Delayed Assessment Scheme will be introduced. Please note that you can only apply a Delayed Assessment Permit to the final stage of the project.

3.3.c Project description

For all levels, please refer to the general project guidelines at the start of this section as they contain essential information which should be read in conjunction with the level-specific descriptions listed here:

Level 1:	Your Project should be related to some aspect of the country (or one of the countries) whose language you are learning (e.g. a city, a personality or cultural habits). You are recommended to relate this to your personal experience. Your topic should be mainly descriptive. Formats can be, for example: a diary, a guide, a letter, a dialogue.
Level 2:	Your Project should be related to some aspect of the country (or one of the countries) whose language you are learning. You are recommended to relate this to your personal experience. Your topic should be mainly descriptive. Formats can be, for example: a diary, a guide, a letter, an interview.

Level 3:	Your Project should be related to aspects of the country (or one of the countries) whose language you are learning. You should describe and explain an issue, event or phenomenon of your choice and give your informed opinion on it. You are recommended to relate this to your personal experience.
Level 4:	Your Project should research an aspect of the country (or one of the countries) whose language you are learning. Any topic you choose should be considered from a contemporary perspective. Your Project should review and reference the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.
Level 5: Business and Current Affairs:	Your Project should be related to aspects of business and/or current affairs of the country (or one of the countries) whose language you are learning. It can be on a question of your choice; however, the topic should be considered from a contemporary perspective. Your Project should review and reference the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.
Level 6: Current Affairs and Culture:	Your Project should be related to aspects of current affairs and/or social, historical and political culture of the country (or one of the countries) whose language you are learning. It can be on a question of your choice; however, the topic should be considered from a contemporary perspective. Your Project should review and reference the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.
Level 7: Professional Purposes, Academic Purposes, Professional and Academic Purposes:	Your Project should be related to aspects of the professional/academic use of the language you are learning (for example in the area of your main degree subject or intended career). It can be on a question of your choice; however, the topic should be considered from a contemporary perspective. Your Project should review and reference the documents that you have read, and we recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.
Level 7: Translation Skills:	Your project will consist of the translation into the target language (TL) of one to three English source texts (STs) totalling 1450-1500 words and a set of eight annotations on the translation written in English (700-800 words). Through these annotations you should comment on specific translation problems you encountered and how you dealt with them, thus demonstrating your understanding of the translation process and your ability to use relevant translation strategies. In the first of these annotations, you are required to describe briefly the genre, audience and purpose of the ST (GAP analysis) and explain how these three aspects have informed your translation choices. You are free to choose the ST(s) – they could be related to your main degree subject or to a subject you are particularly interested in – but they must be submitted to your CLIE language associate lecturer/lecturer for approval by Monday 13 January 2025. Your associate lecturer/lecturer's approval of the ST(s) will depend on the level of

	difficulty and on whether a translation of the text(s) is already available. Where more than one ST is chosen, they must be on different aspects of the same topic.
Art Historians:	Your Project should describe, summarise and explain the main ideas from several target-language art-related texts offering different perspectives on your chosen topic and the issue(s) you address. These texts can be comparative or related. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused. Your Project should review and refer to the documents that you have read and discuss the issues. You need to demonstrate a deep understanding of your chosen texts.
EAP modules:	Your Project should be related to aspects of your subject. We recommend that you phrase the subtitle of your Project as a question in order to stimulate argumentation and help keep the Project focused.
BSL Level 1:	Your Project should be related to aspects of British Sign Language.
BSL Level 2:	Your Project should be on an international issue or be concerned with sign languages in general (not just British Sign Language). For example: a comparison between two sign languages based on the literature, a discussion on sign language poetry and performance, a project on an international organisation of deaf people, or sign language policy (particularly education) or legislation in different countries.

3.3.d Reading Element

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

Amount of material to be read and submitted:

Level 1:	THREE (3) text-based documents, TOTAL 500-700 WORDS (Arabic: 300-500 words; Japanese: 1000-1500 characters; Mandarin: 400-600 characters)
Level 2:	THREE (3) text-based documents, TOTAL 700-1000 WORDS (Arabic: 500-800 words; Japanese: 1500-2000 characters; Mandarin: 600-900 characters)
Level 3:	THREE (3) text-based documents, TOTAL 1200-1500 WORDS (Arabic: 900-1200 words; Japanese: 2000-2500 characters; Mandarin: 1000-1200 characters)
Level 4:	THREE (3) text-based documents (Arabic: 1200-1500 words; Mandarin: 1200-1500 characters)
Level 5: Business and Current Affairs:	THREE (3) text-based documents (Arabic: 1500-1800 words; Mandarin: 1500-1800 characters)
Level 6: Current Affairs and Culture:	THREE (3) text-based documents (Arabic: 1800-2100 words; Mandarin: 1800-2100 characters)
Level 7: Professional Purposes, Academic Purposes, Professional and Academic Purposes:	THREE (3) sources of different formats/types (Arabic Professional Purposes 2100-2500; Mandarin: 2100-2500 characters)

Art Historians:	THREE (3) text-based documents, APPROXIMATELY 2000 WORDS
EAP modules:	THREE (3) text-based documents
BSL modules:	THREE (3) text-based documents

3.3.e Writing Element

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

Number of words required:

Level 1:	300-450 WORDS (Arabic: 250-350 words; Japanese: 1000-1400 characters, 2.5-3.5 mai genkou-youshi; Mandarin: 300-350 characters)
Level 2:	500-650 WORDS (Arabic: 500-650 words; Japanese: 1200-1600 characters, 3-4 mai genkou-youshi; Mandarin: 450-550 characters)
Level 3:	800-900 WORDS (Arabic: 800-900 words; Japanese: 1400-1800 characters, 3.5-4.5 mai genkou-youshi; Mandarin: 700-800 characters)
Level 4:	1000-1200 WORDS (Arabic: 1000-1200 words; Japanese: 1600-2000 characters, 4-5 mai genkou-youshi; Mandarin: 900-1000 characters)
Level 5: Business and Current Affairs:	1200-1400 WORDS (Arabic: 1200-1400 words; Japanese: 1800-2200 characters, 4.5-5.5 mai genkou-youshi; Mandarin: 1100-1300 characters)
Level 6: Current Affairs and Culture:	1400-1600 WORDS (Arabic: 1400-1600, Japanese: 2200-2600 characters, 5.5-6.5 mai genkou-youshi; Mandarin: 1400-1600 characters)
Level 7: Professional Purposes, Academic Purposes, Professional and Academic Purposes:	2100-2300 WORDS (Arabic (Professional Purposes only): 2100-2300, Japanese: 2600-3000 characters; Mandarin: 2100-2600 characters)
Level 7: Translation Skills:	2100-2300 WORDS
Art Historians:	1300-1650 WORDS
EAP modules:	1500-1800 WORDS for LCEN0002/3; 2100-2300 WORDS for LCEN0001
BSL modules:	2000 WORDS

3.3.f Project format

European languages:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).
Arabic Levels 1-4:	Your Project Draft should be typed and submitted as PDF (.pdf). Your Final Project should be handwritten and scanned, and submitted as a PDF (.pdf).
Arabic Levels 5-7:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).

Japanese Levels 1-6:	Your Project (Draft and Final) should be handwritten on provided genkouyoushi paper and scanned, and submitted as a PDF (.pdf).
Japanese Level 7:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).
Mandarin Levels 1-5:	Your Project Draft should be typed and submitted as PDF (.pdf). Your Final Project should be handwritten and scanned, and submitted as a PDF (.pdf).
Mandarin Levels 6-7:	Your Project (Draft and Final) should be typed and submitted as a PDF (.pdf).

3.3.g Additional information

We are not expecting a fully accomplished research paper with immaculate grammar and sophisticated vocabulary. Instead, we want to see your ability to understand and explain complex subject matters and communicate your personal views on these using the linguistic structures and skills available at your language level. We are interested in the authentic reflection of your linguistic skill set. Using generative AI tools will be counter-productive in this context.

For more details please see CLIE's policy on student use of generative artificial intelligence (AI): https://www.ucl.ac.uk/languages-international-education/sites/languages_international_education/files/clie_policy_on_student_use_of_generative_artificial_intelligence_ai_2023-2024.pdf

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

If sources are not included with your Project you will get 0 (zero) points for Reading.

Evaluation of sources

By this we mean extracting and synthesising the relevant and concrete ideas and information from the sources you have selected to support your personal discussion of the topic. You should explicitly demonstrate your understanding and integration of the material you have read through the use of e.g. summarising, paraphrasing and quoting techniques and/or of reporting verbs at the appropriate language level.

You must include in-text citation in the format agreed with your associate lecturers/lecturers, a complete list of references, and an appendix document with the full-text three main source texts, with all sections corresponding to material used in your written project clearly highlighted. Failure to do so will result in significant penalty deductions.

3.3.h Academic Integrity (Project)

Your Project must be your own work and you must read and follow UCL Academic Integrity guidance.

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

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

All plagiarism will be penalised. Any cases of suspected plagiarism will be challenged – those students will have to complete a task under supervised conditions and/or points will be deducted. This could result in your work being given a mark of 0.00%/Grade F for this component. A variety of methods are used to detect plagiarism, including the use of the Turnitin® detection system.

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

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

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

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

Further information:

- AssessmentUCL guidance for students.
- AssessmentUCL

4. Examinations

4.1 Oral Examination

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

Oral Examinations take place in April-May 2025. Oral Examination slots can only be booked on the CLIE Language Modules website, from 03 March 2025 (after the Central Assessment Timetable has been published), when you will be able to choose and book your slot.

If you have not booked a slot for your Oral Examination by 31 March 2025 then a slot will be chosen and booked for you.

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

- In the oral exam we are not primarily assessing the content, but rather how you communicate your chosen content in the target language. Fluency appropriate to the level is a key criterion, i.e. being able to speak freely, spontaneously and (mostly) unaided, maintain a discussion and exchange ideas, including being able to ask for clarification and/or signalling uncertainty or hesitation.
- From level 3 onwards, students will (also) be asked to reflect on their language learning experience and progression.

More detailed information will be communicated throughout the year.

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

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

- Presentation software esp. PowerPoint is not required, but essential images, graphs are acceptable and can be uploaded for examiners on Wiseflow (recommended) or shown via screenshare during the oral exam.

Your mark and feedback will be available on AssessmentUCL.

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

Levels 1-2

Date: Between 30 April 2025 and 30 May 2025

Duration:

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

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

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

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

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

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

Level 3

Date: Between 30 April 2025 and 30 May 2025

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

Prompts such as bullet points are highly recommended - a list of only a few key words/phrases (in the target language).

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

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

Levels 4-6

Date: Between 30 April 2025 and 30 May 2025

Duration:

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

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

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

Prompts such as bullet points are highly recommended – a list of only key words/phrases (in the target language).

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

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

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

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

Date: Between 30 April 2025 and 30 May 2025

Duration: 25 minutes:

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

Prompts such as bullet points are highly recommended – a list of key words/phrases (in the target language).

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

Candidates must include their personal evaluation of the topic.

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

English Language Skills for Academic Purposes.

Date: Between 30 April 2025 and 30 May 2025

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

Prompts such as bullet points are highly recommended – a list of only a few key words/phrases (in the target language).

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

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

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

British Sign Language Level 1

Date: Between 30 April 2025 and 30 May 2025

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

Prompts such as bullet points are highly recommended – a list of only a few key words/phrases.

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

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

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

British Sign Language Level 2

Date: Part 1: during class-time, March 2025.
Part 2: Between 30 April 2025 and 30 May 2025

Duration: 30 minutes:
Part 1: 15 minutes: Classroom debate.
Part 2: 15 minutes: 5 minute presentation by candidate on the Project, with a 10-minute

discussion afterwards on Project, including sources.

Bullet points or prompts are highly recommended – a list of only a few key words/phrases.

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

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

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

4.3 Written Examination

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

Written Examinations are timetabled by UCL Student and Registry Services. The Central Assessment Timetable will be available by 26 February 2025.

Date:	Between 28 April 2025 and 30 May 2025
Format:	Online Controlled Condition Exam on AssessmentUCL. Your answers should be typed and submitted as a PDF (.pdf). Your mark and feedback will be available on AssessmentUCL.

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

Translation Skills

Duration:	3 hours.
Format:	In Person - Online Controlled Condition Exam on AssessmentUCL.

General information

Language of questions/tasks:	Target language/English.
Number of texts:	One.
Maximum length of text:	Approximately 300 words.
Number of tasks:	Two.

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

1. Translation of English language source text into target language

70 points.

This task is awarded points as follows:

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

2. Commentary in English in 350-400 words

30 points.

This task is awarded points as follows:

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

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

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

Duration: 3 hours.

Format: Online Controlled Condition Exam on AssessmentUCL.

General information

Language of questions/tasks: English.

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

Number of words required:

Academic Writing in English for Non-Native Speakers:	700-1000 words.
Academic Writing in English for Native Speakers:	900-1200 words.

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

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

Marking criteria (specific)

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

British Sign Language Level 1, British Sign Language Level 2

Duration: 2 hours.

Format: Online Controlled Condition Exam on AssessmentUCL.

General information

Language of questions/tasks: English/BSL.

Number of tasks: Two.

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

1. Translation of BSL source text into English

50 points.

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

2. Essay

50 points.

Level 1: Candidates choose three short essay questions to complete (from a choice of approximately five).

Level 2: Candidates complete one essay, commenting on a supplied quotation.

5. Marking criteria (general)

These criteria apply to undergraduate, undergraduate (Masters Year) and postgraduate deliveries.

70.00-100.00

Oral: Excellent pronunciation and intonation, practically no morphological or syntactical errors in normal conversation situations, near native use of vocabulary and idioms, completely fluent and effortless speech, near native comprehension and responsiveness.

Written: Practically no morphological or syntactical errors, outstanding use of vocabulary, style and register, originality, outstanding command of the topic, critical ability, convincing argument.

60.00-69.99

Oral: Good pronunciation and intonation, all important sound distinctions of the language made with only a few inadequacies, occasional grammatical/syntactical errors which do not obscure meaning, good use of vocabulary and idioms, understands nearly everything, only occasional repetition necessary, fluency and speed of speech only slightly affected by language problems.

Written: Occasional grammatical errors which do not obscure meaning, good use of vocabulary, style and register, sound and sensible answers, well informed and well presented.

50.00-59.99

Oral: Some inadequacies in pronunciation and intonation, some grammatical/syntactical errors which do not obscure meaning, communicates message quite well, presentation is clear, ideas are relevant, appropriate response to questions.

Written: Some grammatical or syntactical errors which do not generally obscure meaning, occasional use of inappropriate terms but vocabulary, style and register basically adequate, showing adequate knowledge of the subject.

40.00-49.99

Oral: Inadequacies in pronunciation impair comprehension, more frequent and/or serious grammatical or syntactical errors which tend to obscure meaning, some use of inappropriate terms, fluency and speech of delivery noticeably affected by language problems.

Written: Serious grammatical or syntactical errors which tend to obscure meaning, some use of inappropriate terms, vocabulary, style and register barely adequate, lacking critical ability and of dubious relevance.

35.00-39.00

Oral: Frequent inadequacies in pronunciation and intonation and comprehension seriously impaired, frequent grammatical or syntactical errors which obscure meaning, frequent use of wrong vocabulary, fluency and speed adversely affected by language problems, response inadequate, examiner forced to speak unusually slowly or to over-articulate.

Written: Frequent grammatical and syntactical errors which obscure meaning, frequent use of wrong or limited vocabulary, style and register, very little knowledge or relevance, uncritical or naive.

10.00-34.99

Oral: Pronunciation inadequacies necessitate concentrated listening, problems with important sound distinctions of the language which lead to extreme difficulties in expressing themselves, misunderstanding, constant grammatical errors, utterances restricted to

	basic patterns and often irrelevant, halting and hesitant speech, silence forced by language inadequacies, examiner forced to speak unusually slowly, to repeat and reformulate before understood.
Written:	Frequent grammatical and syntactical errors, seriously impairing meaning, lexical errors and limited vocabulary, minor traces of knowledge, incomprehensibility and irrelevance.

1.00-9.99

The very flimsiest notions of an attempt at the piece of work in question.

0.00-0.99

A zero score is only awarded if a piece of work does not exist.

6. Marking scale

All CLIE modules use a numeric marking scale.

6.1 Modules at FEHQ levels 4, 5, 6

Module/result and components

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

6.2 Modules at FEHQ level 7

Module/result and components

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

7. Assessment regulations

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

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

Further information:

- Students' webpages
- Examinations and Assessments

8. Coursework late submission

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

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

Further information:

- Academic Manual Chapter 4, Section 3: Module Assessment
- Academic Manual Chapter 2, Section 3: Short Term Illness and Other Extenuating Circumstances

8.1 Latest accepted submission

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

The latest accepted submission for the Project stage 3 (Final) *with approved Extenuating Circumstances* is Wednesday 16 April 2025 12:00; mitigation beyond this would be Deferral without Tuition to the next normal occasion (typically the Late Summer Assessment Period).

8.2 Late submission penalties

Where there are no Extenuating Circumstances, the following penalties *must* apply to all **components** which are submitted after the published date and time:

8.2.a Modules at FEHQ levels 4, 5 and 6

Component Mark/Grade of 40.00-100.00%/A-D

- Up to 2 working days late: Deduction of 10 percentage points or 1 Letter Grade, but no lower than 40.00%/Grade D
- 2-5 working days late: Mark capped at 40.00%/Grade D
- More than 5 working days late: Mark of 1.00%/Grade E

Component Mark/Grade of 1.00-39.99%/E

- Up to 2 working days late: No Penalty
- 2-5 working days late: No Penalty
- More than 5 working days late: Mark of 1.00%/Grade E

8.2.b Modules at FEHQ level 7

Component Mark/Grade of 50.00-100.00%/A-C

- Up to 2 working days late: Deduction of 10 percentage points or 1 Letter Grade, but no lower than 50.00%/Grade C
- 2-5 working days late: Mark capped at 50.00%/Grade C
- More than 5 working days late: Mark of 1.00%/Grade E

Component Mark/Grade of 1.00-49.99%/D-E

- Up to 2 working days late: No Penalty
- 2-5 working days late: No Penalty
- More than 5 working days late: Mark of 1.00%/Grade E

8.2.c All modules

- Late submissions can only be made up to one calendar month after the published deadline, or two weeks before the Board of Examiners considers the marks for the assessment, whichever is the earlier date. Work submitted after this will receive a mark of 0.00%/Grade F for that Component under the regulations in 3.10: No Attempt or Minimal Attempt at Assessment.
- Submissions must not be accepted or marked after the specified publication date.
- In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties must apply.
- Penalties must be based on the number of **working** days. As a result, a deadline set for a Thursday will only begin to incur the higher penalties on a Monday, and those set on a Friday will only begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days.

9. Penalties for over-length coursework

You should adhere to the word count stated in the coursework information for your course. The word count should include the main text and any tables, diagrams and illustrations together with their captions, plus footnotes and endnotes, but not your table of contents, bibliography or appendices (see coursework information for full details). Your word count must be stated on the first page of your submission.

The following IOE faculty policy applies.

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

Further information:

- Academic Manual Chapter 4, Section 3: Module Assessment

10. Absence from assessment

Any student who is absent from an assessment without prior permission will receive a mark of 0.00%/Grade F unless they formally request to defer their assessment to a later date by submitting a claim for **Extenuating Circumstances with appropriate supporting evidence.** If Extenuating Circumstances are not approved, the mark of 0.00%/Grade F will stand and the student will be considered to have made an attempt.

Further information:

- Academic Manual Chapter 2, Section 3: Short Term Illness and Other Extenuating Circumstances

11. Feedback

Regular feedback is an essential part of every student's learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline. This feedback may take the form of written feedback, individual discussions, group discussions, marker's answers, model answers or other solutions (although students should note that UCL is generally unable to return examination scripts). Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, a department/division cannot ensure that the one calendar month deadline is met then they will tell students when the feedback will be provided – it is expected that the extra time needed should not exceed one week. Where feedback is not provided within the timescale, students should bring the matter to the attention of their Departmental Tutor or Head of Department.

In 2024-2025 the majority of all CLIE summative assessments will be on AssessmentUCL, and you will get your component mark and feedback on AssessmentUCL. For any coursework that is not submitted on AssessmentUCL you will get your mark and feedback from your CLIE language associate lecturer/lecturer.

Please note that all marks are provisional until after the course has been reviewed by the relevant External Examiner and considered by the CLIE Board of Examiners in June 2025.

Further information:

- Academic Manual Chapter 4, Section 5: Assessment Feedback

12. Academic integrity

High academic standards are fundamental to ensuring continued trust and confidence in UCL's world-leading research and teaching, as well as the individuals who work and study at UCL. UCL takes Academic Integrity very seriously, and expects students to familiarise themselves with UCL's referencing and citation requirements. A good starting point is the UCL Library Guide to References, Citations and Avoiding Plagiarism. Students should also ensure that they are familiar with the specific referencing requirements of their discipline, as these may vary.

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

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

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

Further information:

- Academic Integrity

- Library Guide to References, Citations and Avoiding Plagiarism
- Academic Manual Chapter 6, Section 9: Student Academic Misconduct Procedure
- Examinations and Assessments
- CLIE Policy on student use of generative artificial intelligence

13. Progression, Award and Classification

UCL's Progression and Award Requirements define how many credits and modules students need to pass to progress from one year of study to the next and to be awarded a UCL qualification.

Further information:

- Academic Manual Chapter 4, Section 6: Progression and Award

13.1 How marks will be combined to reach a classification

Students who have successfully completed the Progression and Award Requirements will be awarded a Classification. The UCL Academic Manual, Chapter 4, Section 7: Classification defines the Classification Schemes for each qualification.

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

Further information:

- Academic Manual Chapter 4, Section 7: Classification
- Portico Login

14. Consequences of failure

Students are permitted a maximum of two attempts at any given assessment. If a student fails an assessment at the first attempt they might:

- Be eligible for Condonement
- Need to Resit or Repeat the assessment
- Apply for a Deferral or other support under the Extenuating Circumstances procedures

14.1 Condonement

Condonement allows a student to progress from one year to the next and/or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.

A student's eligibility for Condonement in any given module is determined by the programme on which they are enrolled - some modules may be 'Non-Condonable' i.e. students must pass them. Condonement applies to module marks falling within a certain range, and students will need to meet defined criteria to be eligible for Condonement.

Further information:

- Academic Manual Chapter 4, Section 6: Progression and Award

Student Guides to Condonement

- Undergraduate Student Guide to Condonement

- Taught Postgraduate Student Guide to Condonement
- Graduate Certificate and Diploma Guide to Condonement

14.2 Reassessment

Depending on the amount of failure, Reassessment may take the form of either a Resit, which usually takes place in the Late Summer, or a Repeat in the following academic session. The marks for modules successfully completed at the second attempt will be capped at the Pass Mark – 40.00% for modules at UG Level/Levels 4, 5 and 6; 50.00% for PGT modules at Masters Level/Level 7.

Further information:

- Academic Manual Chapter 4, Section 9: Consequences of Failure

14.3 Deferred Assessment

If an assessment has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e. a 'new first attempt' or a 'new second attempt'. If the student successfully completes a Deferral of their first attempt, their module marks will not be capped. If the student successfully completes a Deferral of their second attempt (i.e. they have ECs on a Resit or Repeat), their module marks will be capped at the Pass Mark (i.e. the existing cap will not be removed).

Further information:

- Extenuating Circumstances
- Academic Manual Chapter 4, Section 8: Deferred Assessment

15. Marking, second-marking and moderation

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

All CLIE language module summative assessment is second-marked.

16. External Examining at UCL

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

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

All CLIE language modules are monitored by External Examiners.

17. Results

Provisional module results will be available after the CLIE Boards of Examiners Meeting has taken place in mid-June 2025.

Official module results will be released by UCL on 08 July 2025.

Part 3: Additional UCL Regulations

1. UCL's Student Support Framework

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

- UCL's Student Support Framework

The Framework includes the following components:

1.1 Part 1: How to Use this Framework

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

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

1.2 Part 2: Types of Support

Part 2 explains how each of the following processes works:

Support process:	**Use this if:**	**What this covers:**
Delayed Assessment Scheme	You need a small amount of flexibility to help you manage your wellbeing, student life, and workload due to reasons which are not grounds for evidenced EC's.	Taught students have a maximum of 3 Delayed Assessment Permits to use during the year. Each permit grants you a set mitigation such as a 5working day extension or deferral. There are no minimum grounds, but you should think carefully before using your permit. Make sure to review the restrictions of the scheme, and note that not all assessments are eligible. For example, you can only apply a Delayed Assessment Permit to the final stage of the project, the proposal and draft stage are not eligible for a Delayed Assessment Permit.
Short-term Illness and other Extenuating Circumstances	You have a short-term illness, bereavement or other unexpected emergency. Normally you must provide evidence.	'Extenuating Circumstances' (often know as 'ECs') are events which are sudden, unexpected, significantly disruptive and beyond your control and which may affect your performance at summative assessment, such as a serious illness or the death of a close relative. You can submit an Extenuating Circumstances claim to access 'mitigation' such as an extension or deferring an assessment to a later date.
Reasonable Adjustments for	You have a disability or long-term physical or mental health condition.	UCL can provide longer-term 'Reasonable Adjustments' to support your learning and assessment. This includes setting up a 'SoRA'

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

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

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

2. Student support and wellbeing

2.1 UCL Student Support and Wellbeing

UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for student – the Students website provides more information:

- Student Support and Wellbeing

Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

2.2 The Student Enquiries Centre

2.2.a Walk-in Service

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

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

2.2.b Telephone Service

You can also contact us via our telephone service:

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

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

2.2.c askUCL

Log an enquiry via askUCL, our online student enquiries system, to ask a question or directions to a particular service. We are currently responding to enquiries between the hours of 09:00-18:00 (Monday – Friday) and will aim to provide you with a response within 5 working days

2.2.d Accessing our self-service options

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

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

Further information:

- askUCL
- Student Enquiries Centre

3. Data Protection

UCL uses student information for a range of purposes, including the provision of teaching and learning, managing accommodation and ensuring health and safety. Further information about how UCL uses student information can be found in the UCL General Student Privacy Notice.

Further information:

- UCL General Student Privacy Notice
- UCL Information Security Policies
- UCL Electronic (email) policy
- Data Protection
- Understanding your Intellectual Property (IP) Rights

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

UCL Centre for Languages & International Education

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