



International Foundation Programme

STUDENT HANDBOOK

2012/2013

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Disclaimer

This document was published in September 2012 and was correct at that time. The ISC* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'ISC' is used to refer to the International Study Centre.

An electronic copy of this handbook can be found on your departmental website <http://moodle.rhul.ac.uk/course/view.php?id=646> where it will be possible to follow the hyperlinks to relevant webpages.

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Introduction to the ISC

1.1 Welcome

Welcome to Royal Holloway, University of London International Study Centre. We are pleased you have decided to study with us, and look forward to helping you develop your potential as a student in the UK over the coming months.

Royal Holloway, University of London International Study Centre (RHUL ISC) is a recently established centre which aims to provide academic and language teaching to students who wish to study at Royal Holloway, University of London but who do not have the required qualifications for direct entry at undergraduate level. RHUL ISC is responsible for the management and teaching of an International Foundation Programme (IFP).

Some of you have joined us shortly after arriving in the UK for the first time, while others may have previous experience of studying in this country. The IFP provides everyone a wonderful opportunity to learn and to develop the necessary language and study skills for success as a student in the UK.

This handbook has been written to provide you with useful information about your programme of study and what we expect from you. It also contains important information about your course, rules and regulations of the ISC and information about progression to Royal Holloway undergraduate programmes.

There are a few important points you should bear in mind:

Know the rules

It is important that you understand the rules and regulations of the ISC and Royal Holloway. Most of the things you need to know are contained in this handbook, so please read it carefully and ask questions if you are not sure.

Know the dates

You will find that your time at the ISC on the IFP will pass very quickly. There will be important dates you need to remember. It may be the date a piece of coursework has to be handed in, or the date that an important application form needs to be completed. Keep yourself informed at all times: check your university emails regularly, check notice boards and read all the information your tutors or the ISC Administration Officers give you carefully. This handbook contains key dates for the academic year. There will be others. There will be penalties for completing assessed work outside of the deadline given (see Section 7.4).

Student parking is limited and a parking permit is required. This can be obtained via Security. You will need proof of insurance and ID before a permit will be issued.

1.4 How to find us: the staff

CONTACT DETAILS

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Administration Officer: Anne McNeil
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Anne.McNeil@rhul.ac.uk

01784 2766887 ISC 0-12

1.5 How to find us: the ISC office

The ISC Office is located on the ground floor of Wetton's Terrace, Room 0-12.

1.6 The ISC: practical information

The ISC has four teaching rooms, three of which contain interactive whiteboards. The teachers and Personal Advisors are located in Room 0-14a and we have a small office for conducting confidential discussions during student advisory sessions.

The third floor contains a further office and a room for independent study. All IFP students have access to this room and staff support will be timetabled in there at various times throughout the week. Further information about this support will be given during induction week.

All students are expected to arrive on time and to participate fully in induction week.

Please note that the final day for late enrolment in the ISC is Friday 12th October.

2 Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to do for a class or meetings you might be required to attend. You will need to be able to contact members staff in the ISC for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your Personal Adviser.

Email to your College email address is routinely used and **you should check regularly** (at least daily) if any official communication has been sent to your email address. **Do not** ignore the email as it will be assumed that it will have been received by you within 48 hours, excluding Saturdays and Sundays.

2.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the **student portal** <https://campus-connect.rhul.ac.uk/> (Campus Connect) or direct via **Outlook.com** <http://outlook.com/>. **Email to this address will be used routinely for all communication with students.** Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you **check your emails once a day**. Email communications from staff and Administration Officer should be treated as important and read carefully.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc, so the ISC expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your in-box may become full and unable to accept messages. **Just deleting messages is not sufficient; you must clear the 'Sent Items' and 'Deleted Items' folders regularly. It is your responsibility to make sure your College email account is kept in working order.** If you have any problems contact the **IT Service Desk** <http://itservicedesk.rhul.ac.uk/>

The International Study Centre will only use the address in the College Global Address List and **does not** use private or commercial email addresses, such as hotmail or Gmail. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting <http://help.outlook.com/> and searching for **forwarding**. This process is very easy, but you do have to maintain your

College account. When you delete a forwarded message from, say, hotmail, it will not be deleted from the RHUL account. **It is your responsibility** to log on to your College account occasionally and conduct some account maintenance or your account may become full and therefore will not forward messages.

If you send an email to a member of staff in the ISC during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

2.2 Post

All post addressed to students in the ISC is delivered to the ISC Office. At the end of each term accumulated mail is then destroyed. Important information from Registry is often sent by internal post so you are advised to check regularly.

2.3 Telephone and postal address

It is **your responsibility** to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the **student portal** (Campus Connect) <https://campus-connect.rhul.ac.uk/>. There are occasions when the ISC needs to contact you urgently by telephone or send you a letter by post.

The ISC does not disclose students' addresses and telephone numbers to anybody else (including relatives and fellow students) without the student's specific permission to do so.

2.4 Notice boards

The official student notice boards are on the walls in the ISC. Every effort is made to post notices relating to class times etc well in advance, but occasionally changes have to be made at short notice and in that case email will be used.

It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses, so, if in doubt, please ask!

2.5 Personal Advisers

All students will be assigned to a tutorial group. This will be a compulsory one hour session per week for all students. All students are to attend and the attendance protocol still applies. It is essential that you attend each of the sessions scheduled to make sure that you do not miss important information. Tutor sessions are designed to help students discuss and deal with their

studies. Sessions will target study skills and are also intended to provide support for students to discuss issues related to their year of study. The personal tutor hour is a very valuable opportunity to gain close help and guidance in a number of areas, including:

Language support

- structuring and expressing ideas in written work;
- analysis of language errors and extra practice on problem areas;
- feedback on assignment drafts and on marked assignments;
- preparing seminar presentations;
- follow-up work on topics covered in courses;
- strategies for improving understanding of lectures;
- strategies for participating in seminars.

Support in other areas of study

- guidance and feedback on your assessed work for your Independent Project;
- the development of an independent approach to study;
- advice and support in applications for your future academic studies;
- personal advice on matters related to university life, e.g. settling in, accommodation, welfare issues.

Please note that if your Personal Tutor is unable to deal with issues relating to your welfare s/he may refer you to someone more qualified such as a student counsellor.

2.6 Feedback questionnaires

Students at the ISC will be asked to complete feedback questionnaires at various times during the academic year. The questionnaires will be used to gain information regarding the ISC, the teaching and the living environment. Students will receive a questionnaire during the second week of term to ask for feedback on the arrival experience. At the end of each term students will be asked to complete a course questionnaire. An end of year questionnaire will also be handed out during the final week of the academic year.

3 Teaching

3.1 Dates of terms

Term dates can be found on the College website

<http://www.rhul.ac.uk/aboutus/collegecalendar/home.aspx>

Important dates for the International Foundation Programme (IFP)

	Term dates
Term 1	Monday 24/09/12 - Friday 14/12/12
<i>Reading week</i>	Monday 5/11/12 – Friday 09/11/12
Term 2	Monday 7/01/13 – Friday 22/03/13
<i>Reading week</i>	Monday 11/02/13 – Friday 15/02/13
Term 3 (including exams)	Tuesday 29/04/13 – Friday 14/06/13

3.2 Reading weeks

Reading weeks give you an opportunity to consolidate your learning through self-appointed study, wider reading and revision. It is your responsibility to use this time effectively and it is the ISC's expectation that all students participate in independent study during these weeks.

3.3 Attendance requirement

The ISC monitors your attendance, academic engagement and progress in order to offer you appropriate academic and pastoral support and to identify where support from outside the ISC may be necessary. Inadequate engagement on a course may lead to disciplinary action which can result in the termination of your registration (see section on [Disciplinary action](#)) or, on courses where the attendance requirements are stated in the course specification, the outcome of Attendance Fail (AF) (see the section on [Outcomes](#) of course unit assessment for further explanation of the AF outcome).

Students **must**:

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

A class is any learning and teaching activity and the term is used to encompass such things as lectures, seminars, tutorials, workshop, field work,

laboratories, advisor meetings etc. This means not simply turning up – but arriving having undertaken whatever reading, thinking, or research was identified as necessary preparation. You are also expected to arrive punctually - teaching activities are timetabled to start at 5 minutes past the hour and finish 5 minutes before the hour. You may be marked absent if you turn up late without good reason.

The ISC will monitor your attendance **at all classes, including lectures and tutorials**. **It is your responsibility** to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying.

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

You must manage your time so that any paid employment, voluntary or other activities fit into the times when you are not required to be in a class. You are reminded that **Undergraduate Regulations** (<http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx>) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 10 hours per week during term time. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

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

In recognition of its legal responsibilities under the Equality Act 2010, the College may adjust the attendance requirement. It will only do this when such adjustment does not compromise competence standards or the ability of the student to reach the learning outcomes of the course. Any need to adjust attendance requirements will be treated case by case and discussed by the ISC with the Educational Support Office and Academic Development

Services.

3.4 Notification of absence

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

You must

- a. advise the ISC by contacting the Administration Officer, before 9:30am
- b. complete the Notification of Absence Form available from the 'Studying' tab on the Student Home page. www.rhul.ac.uk/attendance. Copies of the Notification of Absence Form – Self certification are also available from the Health Centre.
- c. submit the paperwork to the ISC either before your absence or within FIVE working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. **Paperwork should be completed, signed and delivered to the ISC office.**
- d. ensure that you meet any ISC requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor. Any requests for leave of absence must be done so in writing to the Head of Centre, at least 7 working days before the first requested date of leave.

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

Reason for absence	Documentation required
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed Notification of Absence Form – Self Certification
Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed Notification of Absence Form - Self Certification plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant
Unrelated to sickness	Notification of Absence Form plus supporting evidence (see www.rhul.ac.uk/attendance for details of documentation required.)
Leave of absence request	Notification of Absence Form plus any departmental requirement must be met

Note:

- If you should be absent for a prolonged period it is important that you keep in touch with the ISC.

- The ISC will monitor the frequency of self-certified absences and a Head of Centre may request that you provide a doctor's medical certificate in multiple and sustained instances of self-certified illness.
- It is at the discretion of the ISC as to whether any absence is deemed acceptable or unacceptable (see www.rhul.ac.uk/attendance for details of what constitutes 'acceptable' and 'unacceptable' circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against the minimum attendance level.

If you are absent from an examination or assessment then you must follow the guidance in the Essential Examinations Information. <http://www.rhul.ac.uk/registry/Examinations/Essential-info.html> (see also the section on [Assessment information](#))

For further details on the kinds of circumstances where absence may be deemed as 'acceptable' and 'unacceptable' and for the type of supporting evidence that you may be required to provide as justification of absence, please click on 'Studying' tab on the Student Home page. www.rhul.ac.uk/attendance.

3.5 Meetings

You are likely to be 'invited' to meet with a member of academic staff in the ISC:

- if you fail to attend all learning activities in two consecutive weeks without providing an explanation
- where your pattern of absence is considered to be having an effect your work or causing concern for your well being
- pointing to a possible disability that you may not have disclosed.
- where your attendance is approaching the minimum attendance level.

You should take any meeting 'invitation' seriously. If you should have problems you will be offered an opportunity to seek advice and assistance. At the meeting the ISC's expectation of you will be made clear and the formal disciplinary process will be outlined to you.

3.6 Consequences of failing to attend

The following measures will be used by the ISC to ensure that all students, who fail to attend to an acceptable level, are dealt with fairly and consistently:

- 1) **Informal Warning Meeting** with the Head of English and/or Academic Course Coordinator will make the student aware of the poor attendance and try to help them resolve the issue. The student will be

expected to attend fully from this point.

- 2) **First Formal Warning** – if there is insufficient improvement, a first formal warning will be issued to the student in writing, with a request to improve substantially over the following 3 weeks.
- 3) **Second and Final Formal Warning** – if there insufficient improvement during this period, a second and final formal warning will be issued to the student in writing, again with a request improve substantially over the following 3 weeks.
- 4) **Intent to terminate** – if there continues to be insufficient improvement, the ISC may formally issue their intent to terminate a student's registration. The student would then have 7 days to provide documentary evidence before the termination of their registration was formally requested from the College.

Students should be aware that once a Formal Warning has been issued, it will remain in force for the rest of the year, and can only be rescinded if adequate evidence, for example genuine medical certification, is provided to explain the extended absence.

Those students who require a visa to study in the UK, will be reported to the UK Border Agency (UKBA) if they fail to demonstrate an acceptable level of attendance. This may result in your CAS being cancelled and your visa being withdrawn. (as per 3.8 below)

3.7 Disciplinary action

Should you choose not to pay attention to your studies then formal disciplinary action may be implemented. You could be issued with a formal warning which can escalate to the termination of your registration at the College

<http://www.rhul.ac.uk/forstudents/studying/academicregulations/ugregs/ugtermination.aspx>.

In situations where documented severe difficulties are experienced by a student the College will make every effort to support the student and counsel them as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, the student's level of attendance falls to a level which compromises educational standards or the ability of the student to reach the learning outcomes of the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.

3.8 Withdrawal of visa

If you are in receipt of a Tier 4 visa you should be aware that it is a **legal requirement for Royal Holloway to report any student admitted to the College on a student visa who does not appear to be in attendance to the UK Border Agency**. Such students will be issued with warnings, both formal and informal,

and failure to respond to these warnings will result in the College notifying the UK Border Agency and the student having their student visa withdrawn.

3.9 Withdrawing from the IFP

If a student decides to withdraw from, or interrupt their studies on the IFP, it is important that they inform the ISC and Registry of this decision and complete the required forms. Further information and access to the relevant forms can be found by using the following link:

<http://www.rhul.ac.uk/ecampus/academicsupport/changestostudypersonaldetails.aspx>

4 Programme Overview

Information on programme aims and learning outcomes can be found in the IFP [programme specification](#).

The IFP is divided into three terms: two teaching terms and a third term during which some teaching will take place followed by an examination period. Please note that students are required to be present throughout all three terms. Most students also prefer to stay in the UK during the spring break in order to prepare for their final exams.

You will have timetabled classes for 18 hours a week and a 1-hour weekly tutorial in addition to these classes. You will be given homework, assignments and other tasks to complete outside your timetable. For guidance, a full-time undergraduate student in the UK is expected to complete about 1200 study hours over one year (including all classes and exams). In other words, IFP students should expect to do around **20 hours per week of extra study in addition to classes**.

At the beginning of the programme, all students enroll on one of the following five streams: *Business Studies*, *Economics*, *Social Science*, *Arts* or *Science*. You will take a core course in *Global Perspectives & Academic English* and select 2 academic electives depending on which stream you wish to study. The core course in *Global Perspectives & Academic English* is weighted at 2 course units and each academic elective is weighted at 1 course unit each, thereby following the Royal Holloway model of 4 course units taken in each undergraduate year of study.

The academic electives available are: *International Business Management*, *Mathematics with Statistics*, *International Politics*, *Understanding Society*, and *Cultural Studies & the Arts*. Students need to pass all courses to pass the programme. The structure for each stream is as follows:

IFP courses	Stream 1: Business Studies	Stream 2: Economics	Stream 3: Social Sciences	Stream 4: Arts	Stream 5: Science
Core course					
Global Perspectives & Academic English	compulsory	compulsory	compulsory	compulsory	compulsory
Academic electives					
International Business Management	compulsory	elective	elective	elective	elective
Mathematics with Statistics	elective	compulsory	elective	elective	compulsory
International Politics	elective	elective	compulsory*	elective	elective
Understanding Society	elective	elective	compulsory*	elective	elective

IFP courses	Stream 1: Business Studies	Stream 2: Economics	Stream 3: Social Sciences	Stream 4: Arts	Stream 5: Science
Cultural Studies & the Arts	elective	elective	elective	compulsory	elective

* if wishing to progress to a degree in Politics or a related subject

** if wishing to progress to a degree in Sociology or a related subject

All academic electives are available to anyone, with the exception of *Mathematics with Statistics* which requires students to have IGCSE level competence in Maths or equivalent on joining the programme.

In addition to the above courses and the weekly tutorial, students may also be required to take 2 hours of English Language Support classes every week (see section 4.4).

4.1 Changing Stream/Course

Once your programme has commenced, it is unadvisable to change course. We encourage all students to be clear about their choices and the UG programme which they wish to pursue before they start the International Foundation Programme.

However, in the event that a student wishes to change course, or if they are advised to following academic support issues; the student must sign a waiver, agreeing to catch up with any missed work.

The deadline for all course changes is three weeks after the start of teaching – Monday 22nd October.

4.2 Hours per Week

All students have the following hours per week:

Semester 1 (<i>all students</i>)	Contact hours per week	Independent study per week	In-course assessments	Written exam
Global Perspectives & Academic English	8 hrs	10 hrs	4tasks	√
Academic Elective 1	4 hrs	5 hrs	4 tasks	√
Academic Elective 2	4 hrs	5 hrs	4 tasks	√
Tutorial	1 hr	as needed		
English language support classes*	2 hrs	as needed		
ICT	as needed	as needed		
Total	19+ hrs	20+ hrs		

- If required (see 4.4)

4.3 English Language Support courses

English Language Support courses are provided to all students at the ISC who enter the programme with a Reading and/or Writing level below IELTS 6.5. These support courses cover a range of language levels and skills giving you the opportunity to develop and practise the language skills where you experience the greatest difficulty.

The ISC will review the progress of all students during the first term and may refer any student for extra English Language Support, where it is felt necessary.

You may be required to take two hours of English Language Support courses per week during both the first two terms of the course. Failure to attend these classes may lead to a formal warning. You will receive full information about enrolment for them during Induction Week.

4.4 Information & Communication Technology (ICT)

ICT training courses are available for all students and provide a broad range of computer skills in a variety of course structures. They are run by the Computer Centre throughout Terms 1 and 2, and students are able to choose a course which is most suited to their individual academic needs or level of technological knowledge.

5 Libraries and Language-Learning Resources and Facilities

5.1 On-campus Libraries

The on-campus libraries are located on two sites within easy walking distance of each other. Founder's Library holds resources for languages, literatures, cinema, theatre, fine arts and music, and Bedford Library houses resources for science, social sciences and history as well as tlc@bedford, an IT-rich social learning space.

The book collections in both libraries extend to some 600,000 volumes and subscriptions to e-journals total more than 17,000. There is increasing provision of electronic resources: e-journals, databases, datasets, e-books, all of which are accessible remotely 24 hours a day, 7 days a week.

The libraries are open 7 days a week, supporting a full library service from 8.30 a.m. to 1.00 a.m. on Monday - Thursday and to 11.00 p.m. on Friday in term-time, They are also open across the weekend. In the pre-exam period after Easter, Bedford Library is open 24 hours a day, 7 days a week.

Royal Holloway students can also use the Senate House Library in central London.

The relevant member of staff in the library for queries relating to Royal Holloway International programmes, and for the International Study Centre is **Irene Bittles**.

5.2 Computer-based language-learning resources

Through [LibrarySearch](#) students can access a range of electronic resources, including academic journals, newspapers and dictionaries (both monolingual and bilingual).

Moodle is the College's *Virtual Learning Environment*, in which students can access course materials and information about their programmes, engage in discussions in online forums and take advantage of a variety of other resources. All ISC programmes have resources on Moodle, which you will be informed about in class.

5.3 Language-learning facilities in Founder's Library

Founder's Library offers a range of language-learning resources for loan to students. These include books, worksheets, CD-ROMS, CDs, DVDs, audio and video cassettes. Items are subject to the usual lending conditions (see Library and Information Services leaflets on display in the Libraries or via their

website). Multi-media items (audio and video tapes, DVDs, CD-ROMS) are normally shelved in the Short Loan sections, with accompanying books where relevant. These can only be borrowed for short periods (up to one week), but some material is restricted to use within the Library. Students may consult the [Library catalogue](#) for further information.

Viewing facilities are also available in Founder's Library:

- A group viewing room, which needs to be booked. The room houses a wide-screen TV, video, PC and DVD player, and can seat 12 people.
- 9 individual viewing booths comprising monitor, DVD and video player, headphones. This facility does not need to be booked.
Photocopying, printing and computing

5.4 Printing and Photocopying

Printing and photocopying is available in the College library and there are several IT access points across campus. Photocopying and printing facilities in the ISC are for staff use only and cannot be used by students under any circumstances. **It is your responsibility to print and copy all assignments before the submission deadline, as these will not be able to be printed at the ISC Office.**

6 Assessment

6.1 Introduction to Assessment

The IFP is assessed by a combination of coursework and final exam. In order to pass the IFP students must:

- complete all parts of the assessment structure, i.e. all assignments and the written examinations.
- achieve a minimum combined mark of 40% in the assignments and exam for each course.
- attend at least the minimum level required (80%).

Students need to pass all courses to pass the IFP, and final grades are described as outcomes such as '*Pass*', '*Fail*' and '*Attendance Fail*'.

For all IFP courses, the final mark consists of a written exam completed under exam conditions weighted 40%, and assessed coursework, weighted 60%. Coursework will be set regularly throughout the IFP and each assignment will be marked according to set marking criteria (Appendix III). Your work will normally be returned to you within two weeks of the assignment deadline and you will be given feedback on it. The assessment breakdown for each IFP course is given below:

Global Perspectives & Academic English

Term 1	Term 2		Term 2/3	Coursework total	Term 3
Assignment 1	Assignment 2	Oral Presentation	Independent Project		Written exam
10%	10%	20%	20%	60%	40%

Academic electives

Term 1		Term 2	Term 3	Coursework total	Term 3
Assignment 1	Assignment 2	Assignment 3	Assignment 4		Written exam
5%	15%	20%	20%	60%	40%

The College's plagiarism detection software, Turnitin, will be used to check all summative coursework for evidence of possible plagiarism. Students are required to submit all summative work through Turnitin. We will not accept any work that does not include a fully completed submission form with Turnitin ID.

6.2 Dates of Assignments

Due during week beginning:	Assignment	Course	Submission Notes
12 November	Assignment 1	All academic electives	Turnitin and Hardcopy
10 December	Assignment 1	Global Perspectives & Academic English	Turnitin and Hardcopy
14 January	Assignment 2	All academic electives	Turnitin and Hardcopy
04 February	Assignment 2	Global Perspectives & Academic English	Turnitin and Hardcopy
25 February	Assignment 3	All academic electives	Turnitin and Hardcopy
18 to 22 March	Oral Presentation	Global Perspectives & Academic English	Turnitin and Hardcopy
02 April	Independent Project	Global Perspectives & Academic English	Turnitin only
29 April to 10 May	Oral Presentation	All academic electives, except Mathematics with Statistics	Turnitin and Hardcopy
1 May	Assignment 4	Mathematics with Statistics	Timed assessment

6.3 Marking of Assignments

All assignments are marked according to a set of marking criteria which includes the use of English. You will be given a percentage mark, which is in line with the system used in most UK institutions:

Grade	Descriptor	Outcome
70% or more	excellent	↑ Pass ↓
60%-69%	very good	
50%-59%	good	
40%-49%	satisfactory	
39% or less	not satisfactory	Fail

See [Appendix III](#) for descriptions of what these grades mean.

6.4 Confirmation of Marks

All coursework produced on the IFP is marked by ISC teaching staff and moderated in accordance with existing College practices. Following this, the Sub-Board of Examiners meets in June to confirm marks and final outcomes (see Section 7.12 for further information on outcomes).

6.5 Illness or other extenuating circumstances

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

<http://www.rhul.ac.uk/registry/Examinations/Essential-info.html> for full details on how and when to inform the ISC about such circumstances as well as the **deadline for submission of such information.**

Absence from an examination / failure to submit coursework

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

If you miss an examination or fail to submit a piece of assessed coursework through illness, or other acceptable cause for which adequate documentation is provided in accordance with the section **Illness or other extenuating circumstances** in the **Instructions to Candidates** the Sub-board of Examiners may take this into account when considering your results.

Special arrangements for examinations for disabled students and those in need of support

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

6.6 Submission of written work

The ISC requires all assessed coursework to be submitted in hard copy to the ISC Administration Officer, as well as electronically via Turnitin.

Students are required to submit all summative work through Turnitin. We will not accept any work that does not include a fully completed submission form with Turnitin ID. It is the student's responsibility to supply this form with each submission. This form can also be found in **Appendix I.**

6.7 Extensions to deadlines

An extension to the deadline of assessed work can only be granted by the Head of Centre and extensions will only be granted in special circumstances.

If a student wishes to apply for an extension, s/he must do so by submitting an **Assessed Work Extension Form** to the relevant named individual member of staff at least two working days before the submission deadline for consideration. This form can also be found in Appendix II.

6.8 Penalties for late submission of work

NB Please note that this policy has changed since September 2011.

The following College policy applies to all students (new, continuing, resitting and repeating) on taught programmes of study with effect from September 2012. Please ensure that you are aware of the deadlines set by the ISC and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/ or paper copies for your submission to be deemed complete (see submission of written work above).

In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:

- for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks;*
- for work submitted more than 24 hours late, the mark will be zero.

*eg. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%.

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

6.9 Anonymous marking and cover sheets

All students taking summative written assessments and examinations are issued with a candidate number which is to ensure that exams and, where appropriate, coursework are marked anonymously. All students are allocated a personal candidate number which can be found on the 'Study' tab of the [Student Portal](#).

Because the purpose of the candidate number is to ensure that your work is marked anonymously, it is essential that you do not use your candidate number in conjunction with anything that identifies you, such as your name or Student Reference Number. All members of staff who are authorised to see your candidate number (and who will not be involved in the marking process) will already be able to look it up so you should never have to give it to anyone.

6.10 Penalties for over-length work

The following College policy applies to all students on taught programmes of study:

All over-length work submitted on undergraduate and taught postgraduate programmes will be penalised as follows:

- For work which exceeds the upper word limit by at least 10% and by less than 20%, the mark will be reduced by ten percentage marks*, subject to a minimum mark of a minimum pass.
- For work which exceeds the upper word limit by 20% or more, the maximum mark will be zero.

*eg. an awarded mark of 65% would be reduced to 55%.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, , bibliography and appendices.

The following table outlines the word limit for each assignment and identifies a word limit range for each:

	GP&AE	Word limit range	Academic	Word limit range
Assignment 1	1000	900 - 1100	500	450 - 550
Assignment 2	1500	1350 – 1650	1000	900 – 1100
Assignment 3	2500	2250 - 2750	1500	1350 – 1650

6.11 Return of written coursework

The following College policy applies to the return of coursework:

Assessed work (other than formal examinations) should be returned within 4 weeks of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work should be made clear to students when they receive their assignments.

6.12 Assessment offences

The College has regulations governing **assessment offences** which can be found on the following webpage:

<http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx>

Assessment offences include, but are not limited to plagiarism (see below), duplication of work, that is, submitting work for assessment which has already been submitted for assessment in the same or another course, falsification, collusion, for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work, failure to comply with the rules governing assessment (including those set out in the 'Instructions to candidates'. The Regulations set out some of the types of assessment offences in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Advisors or other members of staff in the ISC should they have any queries about what constitutes an assessment offence. The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence. Students with extenuating circumstances which affect their ability to submit work should contact the ISC about the possibility of an extension or other support.

6.13 Plagiarism

Definition of plagiarism

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and

commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

Identifying possible plagiarism is a matter of expert academic judgement, based on a comparison across the student's work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student's work alone, without reference to further evidence.

6.14 Marking of illegible scripts

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact the **Educational Support Office**.

<http://www.rhul.ac.uk/studentlife/supporthealthandwelfare/eso.aspx>

6.15 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification and also more generally in the **Undergraduate Regulations**:

<http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx>

If you do not pass a course unit at a first attempt you may be given an opportunity to 're-sit' or 'repeat' the course unit.

Re-sit of a failed unit - Normally the opportunity to re-sit any failed parts of a course unit not passed will be during the following academic session. All re-sits will take place in ISC and students are expected to attend in person.

Repeat - If you are given the opportunity to repeat a course unit you will need to register for the course unit for the next academic session and satisfy afresh the coursework and attendance requirements.

Please note that it is **not** possible to re-sit or repeat a course unit which you have passed.

6.16 Outcomes of course unit assessment

The Undergraduate Regulations require that for a student to qualify for final consideration in a course unit, the Sub-board of Examiners will take into consideration:

- (a) whether the candidate has satisfied the attendance requirements stated in the course specification;
- (b) whether the candidate has satisfied the assessment requirements stated in the course specification.

The Sub-board of Examiners will determine an outcome and a percentage mark recorded as an integer between 0% and 100% inclusive for each candidate, as follows:

- (a) an outcome of Pass (P) with a percentage mark will be returned where the candidate has gained a mark of 40% or above overall and in all elements of the assessment which carry an individual pass requirement;
- (b) an outcome of Fail (F) with a percentage mark will be returned where the candidate has gained a mark of 39% or below overall or in any element of the assessment which carries an individual pass requirement;

Where a student's performance in the assessment was compromised by adequately documented extenuating circumstances, the Sub-Board of Examiners may return alternative course outcomes as set out in the Undergraduate Regulations. In some cases this will require the student to complete additional work or a re-sit of affected assessment. For further details please see **Undergraduate Regulations**.

<http://www.rhul.ac.uk/forstudents/studying/academicregulations/home.aspx>

Students entered to resit an examination will normally not receive an overall percentage mark greater than 40% for that course unit.

For details on the requirements for degree classification please see the section on the **Consideration for the Award** in the Undergraduate Regulations.

<http://www.rhul.ac.uk/forstudents/studying/academicregulations/ugregs/ugconsiderationfortheaward.aspx>

6.17 Examination results

Please see the **Examinations Office** website

<http://www.rhul.ac.uk/registry/Examinations/> for details of how you will be issued with your **results**.

<http://www.rhul.ac.uk/registry/Examinations/results.html>

The Examinations website is the place where you can access the “**Instructions to Candidates**” and details of the examinations **appeals** procedures.

<http://www.rhul.ac.uk/registry/Examinations/results.html#Bookmark6>

7 Student Support

7.1 Students in need of support (including disabled students)

Your first point of reference for advice within the ISC is your Personal Advisor. Inevitably, problems will sometimes arise that the Personal Advisor is not qualified to deal with. The College offers a high level of student welfare support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the College web on the **Student Support** page: <http://www.rhul.ac.uk/forstudents/home.aspx>

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The ISC Educational Support Office (ESO) representative is **Sue Carrington-West**. You must also contact the ESO (Founders East 151; tel: +44 (0)1784 443966; email: educational-support@rhul.ac.uk) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the College web on the ESO **Support, health and welfare** page <http://www.rhul.ac.uk/studentlife/supporthealthandwelfare/eso.aspx>

7.2 Student-staff committee

There is a student-staff committee on which both ISC staff, College staff and IFP students are represented. The Committee meets three times each year and plays an important role in the ISC as a forum for airing student views. You can use the Committee to raise any issues which concern students. Notices will appear on the ISC notice boards giving details of forthcoming elections or the names of current representatives.

7.3 Students' Union

The Students' Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment. Full details can be found at www.su.rhul.ac.uk/support

7.4 Careers information

The College has a **careers advisory service**, housed in the Horton Building, which is open to any student during normal College hours.
<http://www.rhul.ac.uk/careers/home.aspx>

7.5 Non-academic policies

Please see the **Codes and Regulations** webpage <http://www.rhul.ac.uk/forstudents/regulations/home.aspx> which includes information on non-academic policies, regulations, and codes of practice as well as the **Student Charter**.
<http://www.rhul.ac.uk/aboutus/governancematters/studentcharter.aspx>

7.6 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the ISC or its staff or to any academic or College matter, you should first discuss it informally with your Personal Advisor or with another member of staff in the ISC. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the **College Complaints Procedures** for students <http://www.rhul.ac.uk/forstudents/studying/complaintsprocedure.aspx>. You should raise your complaint **as soon as possible**.

If the complaint concerns an academic decision, there is an **academic appeals process**. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the **appeals procedures** and permitted grounds for appeal can be found on the following webpage <http://www.rhul.ac.uk/forstudents/studying/academicappeals/home.aspx>

8 Health and Safety Information

8.1 Code of practice on harassment for students

This can be found on the student home pages under codes and regulations <http://www.rhul.ac.uk/forstudents/regulations/home.aspx>

8.2 Lone working policy and procedures

The College has a 'Lone Working Policy and Procedure' that can be found on the **Health and Safety Webpages** <http://www.rhul.ac.uk/forstaff/handbook/healthandsafety/policiesandprocedures/loneworking.aspx>

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Co-ordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

9 Equal Opportunities Statement and College Codes of Practice

9.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that;

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins
- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity
- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity
- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material
- it creates a positive, inclusive atmosphere, based on respect for diversity within the College
- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

10 Planning your Future Studies

10.1 Deciding what to study

Choosing the right undergraduate programme to study is an important decision which needs to be given careful thought. You need to be sure that you choose a programme which is right for you: you are unlikely to be successful if you study subjects which you do not enjoy. You also need to think carefully about your own abilities and skills, including English language, and consider where you would like to study. You should find out as much as possible before making up your mind: look at prospectuses and websites; talk to friends, parents, tutors, and students; go and visit one or two departments. Visits to Royal Holloway departments will be arranged.

10.2 Undergraduate Study at Royal Holloway

Each department at Royal Holloway states clearly what you need to achieve in order to be offered a place. Further information is given on the next pages.

Degrees at Royal Holloway are either single subject (e.g. Economics), joint Honours (e.g. Computer Science and Management), or you can do a degree within the Major/Minor scheme (75%/25%) such as Mathematics with Economics. Full details of degrees are in the [Undergraduate Prospectus](#).

Open Days at Royal Holloway offer an opportunity to visit academic departments and find out about their courses. You will have the chance to meet current students and teaching staff, and get a taste of undergraduate life at Royal Holloway.

On the IFP we will also arrange visits to departments so that you can find out more about what Royal Holloway can offer you next year. Below are some of the main departments/degree programmes currently offered:

Arts & Social Science Faculty

Classics, Comparative Literature & Culture, Drama & Theatre, English, French, German, Hispanic Studies, History, Italian, Media Arts, Music, Politics and International Relations

Management and Economics Faculty

Criminology & Social Studies, Economics, Management

Science Faculty

Biological Sciences, Computer Science, Earth Sciences, Geography, Mathematics,
Physics, Psychology

The table on the next page outlines the requirements for entry to Royal Holloway in 2013/14.

	Stream/s	Overall percentage	ALL mark
Classics**	Arts	60%	65%
Comparative Literature & Culture**	Arts	60%	65%
Drama & Theatre	Arts	65%	65%
English	Arts	65%	70%
European Studies	Arts	60%	60%
Modern Languages**	Arts	60%	55%
Media Arts	Arts	60%	65%
Music	Arts	65%	65%
Criminology & Social Studies	Social Sciences	60%	55%
Economics**	Economics	60% (60% in Maths)	60%
History**	Social Sciences	65%	55%
Management	Business Studies	65%	60%
Politics & International Relations	Social Sciences	65%	65%
Computer Science	Science	60% (60% in Maths)	55%
Earth Sciences	Science	No standard offer	
Geography*	Science/ Social Sciences	60%	65%
Mathematics	Science	65% (70% in Maths)	50%
Psychology	Science	65% (55% in Maths)	55%

* FF68 and F840 – Science, all others – Social Sciences

** May be subject to changes for 2013/14 entry

The IFP does not prepare for programmes in Biological Sciences and Physics.

Appendix I – Assessed Work Submission Forms

International Foundation Programme
2012/13

SUBMISSION FORM

ACADEMIC COURSES - ASSESSED ESSAY

ACADEMIC SUBJECT:	
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This form must be completed in full and attached to the front of your assignment.

Essay no. (circle)	1	2	3
Essay Title:			
Candidate number (Not RHUL ID no):			
Turnitin Receipt number: (You CANNOT submit without this)			
Word count:			

Assessed Essay Final Draft

Please provide the following documents in this order		Office Check
1	Declaration of Academic Honesty (TOP)	
2	Submission form	
3	1 copy of the Final Draft (BOTTOM)	

Student signature:

Office signature:

Date

- TO NOTE:**
1. The deadline for all assessed work to be submitted is 3.00pm on the specified date. Work handed in after 3.00pm on the day of submission will be regarded as being late.
 2. All assessed work must be submitted electronically through Turnitin on Moodle and a hard copy submitted to the ISC post box.

DECLARATION OF ACADEMIC HONESTY

ACADEMIC COURSES - ASSESSED ESSAY

FOR COMPLETION AND SUBMISSION WITH FINAL DRAFT

Essay no. (circle)	1	2
Essay Title:		
Candidate number (Not RHUL ID no):		
Turnitin Receipt number: (You CANNOT submit without this)		

I confirm that I have read the Royal Holloway guidelines on plagiarism and declare that all work submitted is my own and that full reference has been made to other material used.

Student Name:	
Signed:	
Date:	

SUBMISSION FORM

GLOBAL PERSPECTIVES & ACADEMIC ENGLISH - PRACTICE ESSAY

This form must be completed in full and attached to the front of your essay.

Essay no. (circle)	1	2	
Essay Title:			
Candidate number (Not RHUL ID no):			
Turnitin Receipt number: (You CANNOT submit without this)	Draft 1:	Draft 2:	Final draft:
Word count:			

Practice Essay Draft 1

	Please provide the following documents in this order:	Office Check	Student signature:
1	Submission Form (TOP)		Office signature:
2	Draft 1 (BOTTOM)		Date/Time received:

Practice Essay Draft 2 (only for Practice Essay 2)

	Please provide the following documents in this order:	Office Check	Student signature:
1	Submission Form (TOP)		Office signature:
2	Feedback Form		Date/Time received:
3	Self-Evaluation Form		
4	Draft 2		
5	Draft 1 (BOTTOM)		

Practice Essay Final Draft

	Please provide the following documents in this order	Office Check	Student signature:
1	Declaration of Academic Honesty (TOP)		Office signature:
2	Submission Form		Date/Time received:
3	Feedback Form		
4	Self-Evaluation Form		
5	1 copy of the Final Draft		
6	Draft 2		
7	Draft 1 (BOTTOM)		

- TO NOTE:**
1. The deadline for all assessed work to be submitted is 3.00pm on the specified date. Work handed in after 3.00pm on the day of submission will be regarded as being late.
 2. All assessed work must be submitted electronically through Turnitin on Moodle and a hard copy submitted to the ISC post box.

DECLARATION OF ACADEMIC HONESTY

GLOBAL PERSPECTIVES & ACADEMIC ENGLISH - PRACTICE ESSAY

FOR COMPLETION AND SUBMISSION WITH FINAL DRAFT

Essay no. (circle)	1	2
Essay Title:		
Candidate number (Not RHUL ID no):		
Turnitin Receipt number: (You CANNOT submit without this)	Draft 1:	Final draft:

I confirm that I have read the Royal Holloway guidelines on plagiarism and declare that all work submitted is my own and that full reference has been made to other material used.	
Student Name:	
Signed:	
Date:	

SUBMISSION FORM

GLOBAL PERSPECTIVES & ACADEMIC ENGLISH - ASSESSED ESSAY

This form must be completed in full and attached to the front of your essay.

Essay no. (circle)	1	2
Essay Title:		
Candidate number (Not RHUL ID no):		
Turnitin Receipt number: (You CANNOT submit without this)	Draft 1:	Final draft:
Word count:		

Assessed Essay Draft 1

	Please provide the following documents in this order:	Office Check	
1	Submission Form (TOP)		Student signature:
2	Draft 1 (BOTTOM)		Office signature:
			Date/Time received:

Assessed Essay Final Draft

	Please provide the following documents in this order	Office Check	
1	Declaration of Academic Honesty (TOP)		Student signature:
2	Submission Form		Office signature:
3	Feedback Form		Date/Time received:
4	Self-Evaluation Form		
5	1 copy of the Final Draft		
6	Draft 1 (BOTTOM)		

- TO NOTE:**
1. The deadline for all assessed work to be submitted is 3.00pm on the specified date. Work handed in after 3.00pm on the day of submission will be regarded as being late.
 2. All assessed work must be submitted electronically through Turnitin on Moodle and a hard copy submitted to the ISC post box.

DECLARATION OF ACADEMIC HONESTY

GLOBAL PERSPECTIVES & ACADEMIC ENGLISH - ASSESSED ESSAY

FOR COMPLETION AND SUBMISSION WITH FINAL DRAFT

Essay no. (circle)	1	2
Essay Title:		
Candidate number (Not RHUL ID no):		
Turnitin Receipt number: (You CANNOT submit without this)	Draft 1:	Final draft:

I confirm that I have read the Royal Holloway guidelines on plagiarism and declare that all work submitted is my own and that full reference has been made to other material used.	
Student Name:	
Signed:	
Date:	

SUBMISSION FORM

GLOBAL PERSPECTIVES & ACADEMIC ENGLISH – INDEPENDENT PROJECT

This form must be completed in full and attached to the front of your project.

Assignment no. 4	Independent Project	
Independent Project Title:		
Candidate number (Not RHUL ID no):		
Turnitin Receipt number: (You CANNOT submit without this)	Draft 1:	Final draft:
Word count:		

Independent Project Outline

Please provide the following documents in this order:		Office Check	Student signature:
1	Submission Form (TOP)		Office signature:
2	Outline (BOTTOM)		Date/Time received:

Independent Project Draft 1

Please provide the following documents in this order:		Office Check	Student signature:
1	Submission Form (TOP)		Office signature:
2	Draft 1		Date/Time received:
3	Outline (BOTTOM)		

Independent Project Final Draft

Please provide the following documents in this order		Office Check	Student signature:
1	Declaration of Academic Honesty (TOP)		Office signature:
2	Submission Form		Date/Time received:
3	Feedback Form		
4	Self-Evaluation Form		
5	1 copy of the Final Draft		
6	Draft 1		
7	Outline (BOTTOM)		

- TO NOTE:**
1. The deadline for all assessed work to be submitted is 3.00pm on the specified date. Work handed in after 3.00pm on the day of submission will be regarded as being late.
 2. All assessed work must be submitted electronically through Turnitin on Moodle and a hard

DECLARATION OF ACADEMIC HONESTY

GLOBAL PERSPECTIVES & ACADEMIC ENGLISH – INDEPENDENT PROJECT

FOR COMPLETION AND SUBMISSION WITH FINAL DRAFT

Assignment no. 4	Independent Project	
Independent Project Title:		
Candidate number (Not RHUL ID no):		
Turnitin Receipt number: (You CANNOT submit without this)	Draft 1:	Final draft:

I confirm that I have read the Royal Holloway guidelines on plagiarism and declare that all work submitted is my own and that full reference has been made to other material used.	
Student Name:	
Signed:	
Date:	

Appendix II – Assessed Work Extension Form

RHUL ISC

Royal Holloway, University of London International Study Centre

Royal Holloway, International Foundation Programme
Assessed Work Extension Form

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

Student's name: Candidate No:

Course title: Group:

Title of assessed work:

.....

Due date:

Extension request due to:

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

Student signature:..... Date:.....

To be completed by RHUL ISC

Documentary evidence provided: Yes No

Extension agreed until:

Staff signature:

Staff name:

Date:

This form is not valid unless all sections are completed. The completed form must be stapled on top of the piece of assessed work to which it relates.

2012/13

Appendix III – Assessment Criteria

International Foundation Programme: Global Performance Descriptors

Score		Band Descriptor
Excellent	85-100%	Overall, the student should be able to meet all key challenges of undergraduate study and perform to a very high standard Communication within an academic setting is highly fluent and accurate displaying an impressively wide range of appropriate language. The student can also readily apply independent critical thinking skills in the discussion and evaluation of complex concepts and information. Work in academic electives demonstrates an exceptionally thorough knowledge and understanding of the taught subject at the target level and an impressive ability to manipulate knowledge expertly using an extensive repertoire of relevant skills and techniques.
	70-84%	Overall, the student should be able to meet the key challenges of undergraduate study with confidence Communication within an academic setting is very fluent and accurate displaying an excellent range of appropriate language. The student can also apply independent critical thinking skills in the discussion and evaluation of complex concepts and information. Work in academic electives demonstrates a very thorough knowledge and understanding of the taught subject at the target level and an ability to manipulate knowledge using a very wide repertoire of relevant skills and techniques.
Very good	60-69%	Overall, the student should be able to meet the key challenges of undergraduate study with little difficulty. Communication within an academic setting is largely fluent and accurate displaying a very good range of appropriate language. The student shows a growing ability to apply independent critical thinking skills in the discussion and evaluation of complex concepts and information. Knowledge and understanding of the taught academic subjects at the target level is generally very thorough; moreover, the student can manipulate knowledge well using a wide repertoire of relevant skills and techniques.
Good	50-59%	Overall, the student should be able to meet the key challenges of undergraduate study although some challenges will require effort Communication within an academic setting is fluent but may be hindered by inaccuracy or inappropriate language on occasion. The student is learning to apply independent critical thinking skills but this may still be limited in scope. Knowledge and understanding of the taught academic subjects at the target level is reasonably thorough although there may be some gaps; the student can manipulate knowledge using an adequate number of relevant skills and techniques..
Fair	40-49%	Overall, the student should be able to meet the key challenges of undergraduate study but only with significant effort. Communication within an academic setting is passable but may not always be easy for the intended audience. Independent critical thinking skills are apparent but are not always sufficiently developed. Knowledge and understanding of the taught academic subjects at the target level is passable but there may be significant gaps; the student has a rather limited repertoire of relevant skills and techniques.
Fail	30-39%	Overall, the student is judged unable to meet the key challenges of undergraduate study. Communication within an academic setting causes serious strain for the intended audience. Independent critical thinking skills are very limited. Knowledge and understanding of the taught academic subjects at the target level is very patchy; the student has very few of the relevant skills and techniques for manipulating knowledge.

	0-29%	<p>Overall, the student is judged unable to meet any of the challenges of undergraduate study. Communication within an academic setting is extremely difficult for the intended audience. Independent critical thinking skills are not in evidence. Knowledge and understanding of the taught academic subjects at the target level is very poor; the student does not possess the relevant skills and techniques for manipulating knowledge.</p>
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Performance Descriptors for Academic Language and Literacy (ALL)

The ALL scores below show performance assessed on the compulsory double unit, *Global Perspectives and Academic English*.

Score		Band Descriptor
Excellent	85-100%	The student is able to follow both main and subsidiary ideas in lectures with ease and can locate, interpret, critically evaluate and synthesize information and arguments from a wide range of academic texts with great resourcefulness and skill. Written work is very well organized and shows an impressively sophisticated ability to put together a coherent and cohesive thread of discussion based on evidence that is relevant, credible and correctly referenced. Oral and written communication within an academic register of English is exceptionally fluent, accurate and expressive, showing command of an extremely wide lexical range.
	70-84%	The student is able to follow both main and subsidiary ideas in lectures without any difficulty and can locate, interpret, critically evaluate and synthesize information and arguments from a wide range of academic texts with considerable resourcefulness and skill. Written work is very well organized and shows an excellent ability to put together a coherent and cohesive thread of discussion based on evidence that is relevant, credible and correctly referenced. Oral and written communication within an academic register of English is highly fluent, accurate and expressive, showing command of a very wide lexical range.
Very good	60-69%	The student is able to follow the main ideas in lectures with minimal difficulty and can locate, interpret, critically evaluate and synthesize information and arguments from a range of academic texts with a good measure of resourcefulness and skill. Written work is generally well-organized and shows a thread of discussion that is coherent and cohesive. Supporting evidence is mostly relevant, credible and correctly referenced. Oral and written communication within an academic register of English is very fluent, accurate and expressive, showing command of a wide lexical range.
Good	50-59%	The student is generally able to follow the main ideas in lectures but may misunderstand some minor points. Attempts are made to locate and critically engage with arguments and information from academic texts although synthesis and evaluation lack sophistication. Written work shows organization and the reader can discern a thread of argument but supporting evidence may lack some credibility and/or relevance; referencing may not be consistent or contain minor errors. Oral and written communication within an academic register of English is mostly fluent, accurate and expressive, but some errors in grammar or pronunciation or lexis may be noticeable.
Fair	40-49%	The student is generally able to follow many of the main ideas in lectures but may still misunderstand some major points. Attempts are made to locate and critically engage with arguments and information from academic texts but these attempts are not always successful. Written work shows some evidence of organization but arguments may be difficult to follow in places and supporting sources may lack authority and/or relevance. Referencing may contain major errors. Oral and written communication within an academic register of English contains troubling lapses in fluency and/or accuracy but is passable.
Fail	30-39%	The student generally fails to follow the main ideas in lectures and has a very limited ability to locate, interpret, critically evaluate and synthesize information and arguments from academic texts. Written work is not well organized and generally lacks adequate coherence and cohesion. Evidence, if provided, lacks authority and/or relevance and may contain major referencing errors. Oral and written communication within an academic register of English is not adequate for the purposes of undergraduate study.

	0-29%	The student cannot follow the main ideas in lectures and is unable to locate, interpret, critically evaluate and synthesize information and arguments from academic texts. Written work shows little or no organisation and is very difficult to follow. Supporting evidence is very limited or absent and poorly referenced if at all. Oral and written communication within an academic register of English is very poor and certainly not adequate for the purposes of undergraduate study.
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IFP Academic Courses: Marking Criteria for Coursework Essays

		Task Fulfillment	Knowledge and Understanding	Argument, Critical Thinking and Use of Sources	Written Communication
Excellent	85-100%	A very impressive answer that is in all respects relevant, comprehensive, incisive and sophisticated. The purpose of the task has been fully understood.	The student demonstrates an exceptionally comprehensive, detailed, and deep grasp of key concepts at this level. When required, the student can apply conceptual knowledge with consummate skill. There is an impressive quantity of accurate factual, historical and contextual detail.	Argument is developed logically and skillfully, offering a response that is substantially critical, imaginative and insightful. The work shows an exceptional ability to bring together evidence in support of argument. Longer assignments reveal extensive independent reading that is relevant and authoritative. Referencing is faultless.	Written communication is extremely impressive. The work is exceptionally fluent, well-structured, accurate and precise, and shows a very sophisticated grasp of appropriate subject specific terminology. There are very few, if any, language slips.
	70-84%	An excellent answer that is relevant, thorough and comprehensive. The purpose of the task has been fully understood.	The student demonstrates a comprehensive, detailed grasp of key concepts at this level. When required, the student can apply conceptual knowledge with considerable skill. Factual, historical and contextual detail is plentiful and accurate.	Argument is developed logically and shows excellent critical insight. The work shows an impressive ability to bring together evidence in support of argument. Longer assignments reveal significant independent reading that is relevant and authoritative. Referencing is generally correct.	Written communication is extremely successful. The work is fluent, well-structured, accurate and precise, and shows a very confident grasp of appropriate subject specific terminology. There may be occasional language slips but they do not impede communication.
Very Good	60-69%	A very competent answer that is relevant, thorough and complete. The purpose of the task has been fully understood.	The student demonstrates a very good knowledge and understanding of key concepts at this level. When required, the student can apply conceptual knowledge very skillfully. Factual, historical and/or contextual information is included wherever appropriate and is substantially accurate.	Argument is developed logically and demonstrates a good level of critical thinking. The writer is able to bring together evidence in support of argument. Longer assignments reveal useful independent reading that is relevant and authoritative. Referencing contains few errors.	Written communication is very successful. The work is largely fluent, well-structured, accurate and precise, and shows a sound grasp of appropriate subject specific terminology. Noticeable error is occasional and only evident when complex ideas need expression.
Good	50-59%	The task has been understood, addressed competently and completed although the answer may lack thoroughness and detail and contain some irrelevancy.	The student demonstrates a sound knowledge and understanding of key concepts but there may be minor gaps. When required, the student can apply conceptual knowledge with adequate skill. There is a reasonable amount of factual, historical and/or contextual information, which contains few serious inaccuracies.	Argument sometimes lacks coherence. Some attempt at critical thinking is made but evaluative writing tasks may be too descriptive. The writer is not always successful at bringing together evidence in support of argument. Longer assignments may lack evidence of independent reading. Referencing may contain error.	Communication is successful. The work is reasonably fluent, well-structured, accurate and precise, and shows some grasp of appropriate subject-specific terminology. Error is evident in places although this does not impede understanding of the main points.
Fair	40-49%	The question has been addressed simplistically and the purpose of the task may not have been fully understood. In addition, the answer may be incomplete and contain irrelevancy.	The student demonstrates a fair knowledge and understanding of key concepts at this level but there may be significant gaps. When required, The student's ability to apply conceptual knowledge is only ever partly successful. An attempt is made to include factual, historical and/or contextual information, although it is likely that this will contain inaccuracies.	There is only limited evidence of logical argument or critical thinking. The writer is seldom able to bring together evidence in support of argument. Research may be minimal and/or of questionable relevance & authority. Referencing may well contain significant error.	Written communication is only partly successful. The work is moderately fluent and shows a fairly basic grasp of appropriate terminology. There is significant error in grammar, syntax and terminology in several places.
Fail	30-39%	The answer given is poor and/or incomplete. The main purpose of the task may well be misunderstood and so the answer will lack relevance to the question.	The student demonstrates a limited knowledge and understanding of key concepts at this level and there will be very significant gaps. Any attempt to apply conceptual knowledge is very limited indeed.	Argument, critical thinking and research are largely limited or absent. It is likely that any referencing conventions are applied incorrectly.	Written communication is not successful. The work lacks fluency and precision and there is a poor grasp of appropriate terminology. Frequent errors in grammar, syntax and terminology seriously impede understanding.

			Factual, historical and/or contextual information is limited and/or inaccurate.		
	0-29%	The answer given is definitely inadequate. The purpose of the task has not been understood and the answer is incomplete and/or irrelevant.	Knowledge and understanding of key concepts at this level is exceedingly poor with no attempt made to apply concepts. Factual, historical and/or contextual information is minimal and/or inaccurate.	There is little if any evidence of argument, critical thinking or research. Referencing, if applied, is incorrect.	Very poor written communication means that the reader is unable to follow the essay.

IFP Global Perspectives: Marking Criteria for Coursework Essays and the Independent Project

		Task Fulfillment	Argument, Critical Thinking and Use of Sources	Fluency, Cohesion and Organisation	Language Accuracy, Range and Appropriateness	Writing Process Skills
Excellent	85-100%	A very impressive answer that is in all respects relevant, comprehensive, incisive and sophisticated. The purpose of the task has been fully understood.	Argument is developed logically and skillfully, offering a response that is substantially critical, imaginative and insightful. The work shows an exceptional ability to bring together evidence in support of argument. Longer assignments reveal extensive independent reading that is relevant and authoritative. Referencing is faultless.	The writing is highly fluent with exceptionally clear organisation throughout. Ideas are connected together expertly using an extensive range of linking techniques.	There are very few if any errors in grammar, vocabulary, spelling and punctuation. Complex language is used in a sophisticated way and demonstrates a very extensive range of appropriate vocabulary and structures.	All required plans and drafts show very substantial work. The writer has responded fully to feedback and made all necessary improvements. S/he shows a very sophisticated insight of reading/writing strengths and weakness as well as strategies for improvement.
	70-84%	An excellent answer that is relevant, thorough and comprehensive. The purpose of the task has been fully understood.	Argument is developed logically and shows excellent critical insight. The work shows an impressive ability to bring together evidence in support of argument. Longer assignments reveal significant independent reading that is relevant and authoritative. Referencing is generally correct.	The writing is very fluent and shows very clear organisation throughout. Ideas are connected together successfully using an extensive range of linking techniques.	There are few errors in grammar, vocabulary, spelling and punctuation. Complex language is used successfully and demonstrates a wide range of appropriate vocabulary and structures.	All required plans and drafts show a considerable work. The writer has responded to all key feedback points and shows excellent awareness of reading/writing strengths and weakness as well as strategies for improvement.
Very Good	60-69%	A very competent answer that is relevant, thorough and complete. The purpose of the task has been fully understood.	Argument is developed logically and demonstrates a good level of critical thinking. The writer is able to bring together evidence in support of argument. Longer assignments reveal useful independent reading that is relevant and authoritative. Referencing contains few errors.	The writing appears quite fluent and clearly organised. Ideas are connected together quite successfully using a good range of linking techniques.	There are few noticeable errors in grammar, vocabulary, spelling and punctuation and these only occur when more complex language is attempted. The writing shows use of a good range of appropriate vocabulary and structures.	All required plans and drafts show significant work. The writer has responded to most of the important feedback points and shows very good awareness of reading/writing strengths and weaknesses as well as strategies for improvement.
Good	50-59%	The task has been understood, addressed competently and completed although the answer may lack thoroughness and detail and contain some irrelevancy.	Argument sometimes lacks coherence. Some attempt at critical thinking is made but evaluative writing tasks may be too descriptive. The writer is not always successful at bringing together evidence in support of argument. Longer assignments may lack evidence of independent reading. Referencing may contain error.	The writing is mostly fluent, showing reasonably clear organisation. Linking techniques are used but not always successfully.	There are some noticeable errors in grammar, vocabulary, spelling and punctuation but these do not seriously impede comprehension. The writing shows use of a reasonable range of appropriate vocabulary and structures.	The majority of required plans and drafts show a good deal of work. The writer has responded to many feedback points and shows a good awareness of reading/writing strengths and weakness as well as some strategies for improvement.
Fair	40-49%	The question has been addressed simplistically and the purpose of the task may not have been fully understood. In addition, the answer may be incomplete and contain irrelevancy.	There is only limited evidence of logical argument or critical thinking. The writer is seldom able to bring together evidence in support of argument. Research may be minimal and/or of questionable relevance & authority. Referencing may well contain significant error.	The writing is seldom fluent. Organisation is rather limited and although there is an attempt to link together ideas, this is only at a basic level.	There are frequent errors in grammar, vocabulary, spelling and punctuation which are noticeable and problematic. The writing shows use of only a limited range of appropriate vocabulary and structures.	All required plans and drafts have been submitted but submitted work may be partly incomplete. The writer attempts to respond to feedback but may fail to address key points. S/He may show only partial awareness of reading/writing strengths and weakness and strategies for improvement.

Fail	30-39%	The answer given is poor and/or incomplete. The main purpose of the task may well be misunderstood and so the answer will lack relevance to the question.	Argument, critical thinking and research are largely limited or absent. It is likely that any referencing conventions are applied incorrectly.	The work generally lacks fluency and organisation. This causes significant strain for the reader.	Inaccurate use of language seriously impedes comprehension in many places. Vocabulary and structures are very limited in range and often inappropriate in style.	One of the required plans or drafts has not been submitted. The response to feedback is partial at best. S/he may show poor awareness of reading/writing strengths and weaknesses.
	0-29%	The answer given is definitely inadequate. The purpose of the task has not been understood and the answer is incomplete and/or irrelevant.	There is little if any evidence of argument, critical thinking or research. Referencing, if applied, is incorrect.	There is very little evidence of fluency or organisation. This means the reader is unable to follow the work.	Use of language is largely inaccurate and seriously impedes comprehension. Vocabulary and structures are extremely limited and may be inappropriate in style.	Two or more of the required plans or drafts have not been submitted. The writer may show poor awareness of reading/writing strengths and weaknesses.

IFP Academic Courses: Marking Criteria for Oral Assessments

		Knowledge and Understanding	Critical Approach	Organisation	Oral Communication
Excellent	85-100%	The student demonstrates an exceptionally comprehensive, detailed, and deep grasp of key concepts at this level. When required, the student can apply this knowledge with consummate skill. There is an impressive quantity of accurate factual, historical and contextual detail.	The presentation demonstrates an extremely impressive critical grasp of the subject. Supporting material is highly effective and is based on an exceptional breadth of wide-ranging, relevant and in-depth research. Key ideas and evidence are summarized with exceptional skill and integrated seamlessly into the presentation. All sources are acknowledged.	An extremely clearly structured, logical and cohesive presentation. Signalling is very natural and sophisticated. The presentation keeps to the set time.	An extremely confident, natural and engaging delivery. There are no noticeable language errors and pronunciation is exceptionally clear. Extra-linguistic features (intonation, stress, visual aids, and body language) are varied and highly assured and assist communication greatly.
	70-84%	The student demonstrates a comprehensive, detailed grasp of key concepts at this level. When required, the student can apply this knowledge with considerable skill. Factual, historical and contextual detail is plentiful and accurate.	The presentation demonstrates an excellent critical grasp of the subject. Supporting material is very effective and is based on wide-ranging, relevant and in-depth research. Key ideas and evidence are also summarized very effectively and integrated successfully into the presentation. All sources are acknowledged.	A very clearly structured, logical and cohesive presentation. Signalling is natural and effective. The presentation keeps to the set time.	A very confident, natural and engaging delivery. Language errors are few and very minor while pronunciation is clear. Extra-linguistic features (intonation, stress, visual aids, and body language) assist communication greatly.
Very Good	60-69%	The student demonstrates a very good knowledge and understanding of key concepts at this level. When required, the student can apply this knowledge very skillfully. Factual, historical and/or contextual information is included wherever appropriate and is substantially accurate.	The presentation offers a sound critical approach to the subject making effective use of a good range of relevant supporting research material. Key ideas and evidence from sources are summarized well and integrated successfully into the presentation. Sources are acknowledged by the speaker.	A well-structured, logically organised presentation in which points are clearly related to each other. Effective use of signalling although not always in a completely natural way. The presentation keeps to the set time, give or take a minute.	Delivery appears reasonably confident, natural and engaging with very few noticeable language and/or pronunciation errors. Extra-linguistic features of communication (intonation, stress, visual aids, and body language) are generally effective.
Good	50-59%	The student demonstrates a sound knowledge and understanding of key concepts but there may be minor gaps. When required, the student can apply this knowledge with adequate skill. There is a reasonable amount of factual, historical and/or contextual information, which contains few serious inaccuracies.	Although there is some evidence of a critical approach, the presentation is largely descriptive. Research material is used to support argument but may be rather limited in scope or not wholly relevant. Some attempt is made to summarise Key ideas and evidence. Acknowledgment of sources is good with only occasional lapses.	The structure of the presentation appears logical and clear enough. Signalling is used appropriately but may seem noticeably contrived at times. The presentation may go slightly over or under the set time.	Delivery is satisfactory although lacking confidence at times. There may be some noticeable language and/or pronunciation errors but these are not too frequent. An attempt is made to engage the audience but intonation, stress, visual aids, and body language may be limited or not wholly successful.
Fair	40-49%	The student demonstrates a fair knowledge and understanding of key concepts at this level but there may be significant gaps. When required, the student's ability to apply this conceptual knowledge is only partly successful. An attempt is made to include factual, historical and/or contextual information, although it is likely that this will contain inaccuracies.	The presentation is largely descriptive and any attempt at a critical approach tends to be unsuccessful. Supporting research material is limited and often irrelevant. Key ideas and evidence are often read out verbatim or poorly summarised. Acknowledgment of sources is sometimes omitted.	The structuring of the presentation is barely satisfactory. An attempt is made to link together points but signalling may be inconsistent, limited or inappropriate. The presentation may go noticeably over or under the set time.	Delivery is noticeably under-confident at times. Language and/or pronunciation difficulties can impede communication, and although an attempt is made to use extra linguistic features of communication (intonation, stress, visual aids, and body language), it is seldom effective.
Fail	30-39%	The student demonstrates a limited knowledge and understanding of key concepts at this level and there will be very significant gaps. Any attempt to apply this knowledge is very limited indeed. Factual, historical and/or contextual information is limited and/or inaccurate.	There is little evidence of a critical approach to the subject and very little or no research undertaken. Acknowledgment of sources may be limited or absent.	The structuring of the presentation is inadequate. Any attempt to link together points via signaling is poor. It is likely that the presentation goes significantly over or under the set time.	Delivery is poor and rarely engages the audience. Noticeable language and/or pronunciation errors are frequent and impede communication significantly. Extra-linguistic features of communication (intonation, stress, visual aids, and body language) are also generally poor.

	<p>0-29%</p>	<p>Knowledge and understanding of key concepts at this level is exceedingly poor with no attempt made to apply concepts. Factual, historical and/or contextual information is minimal and/or inaccurate.</p>	<p>There is no evidence of a critical approach to the subject and any research undertaken is definitely inadequate. It is likely that sources are not acknowledged.</p>	<p>A presentation structure is not discernible. There is little or no attempt to link together points via signalling. It is likely that the presentation goes significantly over or under the set time.</p>	<p>Delivery is very poor indeed and fails to engage the audience. There are very frequent and significant language and/or pronunciation errors which cause serious strain. Extra-linguistic features of communication, if attempted, are inept.</p>
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IFP Global Perspectives: Marking Criteria for Oral Assessments

		Critical Approach	Organisation	Language	Oral Communication Skills
Excellent	85-100%	The presentation demonstrates an extremely impressive critical grasp of the subject. Supporting material is highly effective and is based on an exceptional breadth of wide-ranging, relevant and in-depth research. Key ideas and evidence are summarized with exceptional skill and integrated seamlessly into the presentation. All sources are acknowledged.	An extremely clearly structured, logical and cohesive presentation. Signalling is very natural and sophisticated. The presentation keeps to the set time.	A highly effective, assured and sophisticated use of language. There is very little, if any, inaccuracy and the student demonstrates an impressively wide range of vocabulary and complex structures. Register is entirely appropriate.	An extremely confident, natural and engaging delivery. Pronunciation is exceptionally clear. Extra-linguistic features (intonation, stress, visual aids, and body language) are varied and highly assured and assist communication greatly. During the question and answer part of the assessment, the student's contributions are impressively timely, fluent and expressive.
	70-84%	The presentation demonstrates an excellent critical grasp of the subject. Supporting material is very effective and is based on wide-ranging, relevant and in-depth research. Key ideas and evidence are also summarized very effectively and integrated successfully into the presentation. All sources are acknowledged.	A very clearly structured, logical and cohesive presentation. Signalling is natural and effective. The presentation keeps to the set time.	A very effective and assured use of language. There is very little, if any, inaccuracy and the student demonstrates a wide range of vocabulary and complex structures. Register is entirely appropriate.	A very confident, natural and engaging delivery. Pronunciation is very clear. Extra-linguistic features (intonation, stress, visual aids, and body language) assist communication greatly. During the question and answer part of the assessment, the student's contributions are very timely, fluent and expressive.
Very Good	60-69%	The presentation offers a sound critical approach to the subject making effective use of a good range of relevant supporting research material. Key ideas and evidence from sources are summarized well and integrated successfully into the presentation. Sources are acknowledged by the speaker.	A well-structured, logically organised presentation in which points are clearly related to each other. Effective use of signalling although not always in a completely natural way. The presentation keeps to the set time, give or take a minute.	There are few noticeable errors and these only occur when more complex language is attempted. The student uses a good range of vocabulary and structures. Register is mostly appropriate.	Delivery appears reasonably confident, natural and engaging with very few pronunciation errors. Extra-linguistic features of communication (intonation, stress, visual aids, and body language) are generally effective. During the question and answer part of the assessment, the student's contributions are mostly timely and fluent.
Good	50-59%	Although there is some evidence of a critical approach, the presentation is largely descriptive. Research material is used to support argument but may be rather limited in scope or not wholly relevant. Some attempt is made to summarise Key ideas and evidence. Acknowledgment of sources is good with only occasional lapses.	The structure of the presentation appears logical and clear enough. Signalling is used appropriately but may seem noticeably contrived at times. The presentation may go slightly over or under the set time.	There are some noticeable errors but these are not frequent. The student uses a reasonable range of vocabulary and structures. Occasionally, register may be inappropriate.	Delivery is satisfactory although lacking confidence at times and there may be some over-reliance on notes. Pronunciation difficulties are noticeable but not frequent. An attempt is made to use extra linguistic features of communication (intonation, stress, visual aids, and body language), but it may be limited or not wholly successful. During the question and answer part of the assessment, the student's contributions are reasonably timely and fluent although minor hesitation may occur.
Fair	40-49%	The presentation is largely descriptive and any attempt at a critical approach tends to be unsuccessful. Supporting research material is limited and often irrelevant. Key ideas and evidence are often read out verbatim or poorly summarised. Acknowledgment of sources is sometimes omitted.	The structuring of the presentation is barely satisfactory. An attempt is made to link together points but signalling may be inconsistent, limited or inappropriate. The presentation may go noticeably over or under the set time.	There are frequent errors that are noticeable and problematic. The student uses a basic range of vocabulary and structures. Register may often be inappropriate.	Delivery is noticeably under-confident at times and over-reliant on notes. Pronunciation difficulties may well impede communication, and although an attempt is made to use extra linguistic features of communication (intonation, stress, visual aids, and body language), it is seldom effective. During the question and answer part of the assessment, the student's contributions may be significantly hesitant in places.
Fail	30-39%	There is little evidence of a critical approach to the subject and very little or no research undertaken. Acknowledgment of sources may be limited or absent.	The structuring of the presentation is inadequate. Any attempt to link together points via signaling is poor. It is likely that the presentation goes significantly over or under the set time.	The use of language is largely inaccurate and this often impedes communication.. Vocabulary and structures are very limited in range and frequently inappropriate.	Delivery is poor and rarely engages the audience. Very significant pronunciation difficulties may be frequent and impede communication greatly. Extra-linguistic features of communication (intonation, stress, visual aids, and body language) are also generally poor. During the question and answer part of the assessment, the student's contributions are unacceptably hesitant.
	0-29%	There is no evidence of a critical approach to the subject and any research undertaken is definitely inadequate. It is likely that sources are not acknowledged.	A presentation structure is not discernible. There is little or no attempt to link together points via signalling. It is likely that the presentation goes significantly over or under the set time.	The use of language is very poor indeed and this seriously impedes communication. Vocabulary and structures are extremely limited in range and inappropriate.	Delivery is very poor indeed and fails to engage the audience. There are very frequent and significant pronunciation difficulties which cause serious strain. Extra-linguistic features of communication (intonation, stress, visual aids, and body language), if attempted, are definitely inadequate. During the question and answer part of the assessment, the student is unable to participate in any meaningful way.

