



**ROYAL HOLLOWAY INTERNATIONAL**

**8-week and 4-week  
Pre-sessional English  
Language Programme**

**Student Handbook  
2013/14**

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Royal Holloway International  
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#### Disclaimer

This document was published in June 2013 and was correct at that time. The Department\* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

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

**An electronic copy of this handbook can be found on your departmental website (<http://www.rhul.ac.uk/international/englishlanguage/current-students/home.aspx>) where it will be possible to follow the hyperlinks to relevant webpages.**

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# 1 Introduction to the Department

## 1.1 Welcome

Welcome to Royal Holloway International! 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 International (RHI) unites a number of activities aimed at supporting international students. As part of this role, RHI is responsible for promoting the College in overseas markets, developing partnerships worldwide, and enhancing study abroad and student exchange activity whilst offering a range of taught courses and programmes to international students enrolled at Royal Holloway. Specifically, this includes:

- the teaching of a pre-sessional English language programme for international students who have been offered a place to study at either undergraduate or postgraduate level at Royal Holloway;
- the management and teaching of a pre-Masters programme for graduate students;
- the teaching of English language support courses for international students;
- the teaching of tailor-made courses for visiting overseas students who need substantial English language support.

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

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

**Sheryl Simon**

Director, Royal Holloway International

## 1.2 How to find us: the Department

Royal Holloway International is located on the ground floor of the International Building. This can be found on the College [campus map](#) as building number 15.

## 1.3 Map of the Egham campus



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

Name	Title	Ext	Room
Sophia ACOMAT	Language Tutor	6434	IN002
Michael ANDREWS	International Officer	4476	IN038
Lisa CAVEY	Executive Assistant to the Director	4112	IN010
Liz CHAPMAN	Administrative Assistant (International)	3829	IN009
Bao CHU	Administrative Assistant (Admissions)	6373	IN009
Gerard CLOUGH	Academic Co-ordinator	3756	IN044
Vicky COLLINS	Language Tutor	4324	IN037
Norlene CONWAY	Academic Co-ordinator	4111	IN043

<b>Gerald DAMPIER</b>	<b>Senior English Language Tutor</b>	<b>4124</b>	<b>IN003</b>
<b>Jessica DAVISON</b>	<b>Senior International Officer</b>	<b>4052</b>	<b>IN036</b>
<b>Marion ENGRAND-O'HARA</b>	<b>Language Tutor / Tuesday, Wednesday &amp; Friday</b>	<b>3898</b>	<b>IN037</b>
<b>Alina GHIMPU-HAGUE</b>	<b>Language Tutor</b>	<b>4469</b>	<b>IN041</b>
<b>James HEATH</b>	<b>Admissions Assistant -Visiting Students</b>	<b>6369</b>	<b>IN008</b>
<b>Charlotte KEYS</b>	<b>Language Tutor/ Monday, Wednesday &amp; Friday</b>	<b>3240</b>	<b>IN035</b>
<b>Zohreh MOGHIMI</b>	<b>Language Tutor</b>	<b>4319</b>	<b>IN035</b>
<b>Sarah MORRIS</b>	<b>International Administrative Assistant</b>	<b>6271</b>	<b>IN009</b>
<b>Aidan O'HALLORAN</b>	<b>International Officer</b>	<b>6131</b>	<b>IN038</b>
<b>Nanna PEDLEY</b>	<b>Senior International Officer</b>		
<b>Jamie PIPKIN</b>	<b>Graduate Trainee</b>	<b>4921</b>	<b>IN040</b>
<b>Silke PLACZECK</b>	<b>Assistant Director</b>	<b>3110</b>	<b>IN033</b>
<b>Jennifer RICH</b>	<b>International Officer</b>	<b>6165</b>	<b>IN040</b>
<b>Valentina SERAVALLE</b>	<b>Senior International Officer</b>	<b>4929</b>	<b>IN036</b>
<b>Katie SHAW</b>	<b>Language Tutor</b>	<b>3812</b>	<b>IN002</b>
<b>Sheryl SIMON</b>	<b>Director</b>	<b>3335</b>	<b>IN039</b>
<b>Sophia STAVRAKAKIS</b>	<b>Senior English Language Tutor</b>	<b>4320</b>	<b>IN003</b>
<b>Marie WEBB</b>	<b>Administrative Assistant</b>	<b>4037</b>	<b>IN009</b>
<b>Harriet WHITTAKER</b>	<b>International Officer</b>	<b>3365</b>	<b>IN040</b>
<b>Karin WHITESIDE</b>	<b>Senior English Language Tutor</b>	<b>6263</b>	<b>IN002</b>
<b>Paul WOODS</b>	<b>Assistant Director</b>	<b>6453</b>	<b>IN034</b>
<b>Tom WINDLE</b>	<b>Programme Development Manager: TNE</b>	<b>3109</b>	<b>IN042</b>
<b>Katy WRIGHT</b>	<b>Language Tutor</b>	<b>3556</b>	<b>IN035</b>
<b>Stuart WRIGLEY</b>	<b>Language Tutor</b>	<b>4033</b>	<b>IN037</b>
<b>Yi ZHENG</b>	<b>International Officer</b>	<b>6270</b>	<b>IN038</b>

**Please Note:**

If the telephone extension begins with '3'  
the full telephone number will be 01784 44 plus the extension

If the telephone extension begins with '4'  
the full telephone number will be 01784 41 plus the extension

If the telephone extension begins with '6'  
the full telephone number will be 01784 27 plus the extension

## **1.5 How to find us: the Departmental office**

Our departmental reception is based in IN009.

## 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 of the Department for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your Personal Tutor.

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.

You should also make a habit of checking the student pigeonholes in the Department.

### 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 all the Faculty Administrators 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 Department 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/>

Royal Holloway International 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 Department 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 Royal Holloway International is delivered to the student pigeonholes (alphabetical by surname) which are located opposite IN009. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Registry is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them 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 Department needs to contact you urgently by telephone or send you a letter by post.

The Department 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 foyer near IN009. 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 (eg. essay deadlines) relating to your courses**, so, if in doubt, please ask!

## 3 Teaching

### 3.1 Programme Dates

The programme comprises three teaching blocks.

PELP 1	PELP 2	PELP 3
24 June 2013 – 17 July 2013	22 July 2013 – 14 August 2013	19 August 2012 – 13 September 2013

See sections 4.3-4.4 for a more specific breakdown of the programme and details of individual courses

### 3.2 Attendance requirements

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

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

Students **must**

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

A class is any learning and teaching activity and the term is used to encompass such things as lectures, seminars, tutorials, workshop, field work, laboratories, advisor meetings etc. This means not simply turning up – but arriving having undertaken whatever reading, thinking, or research was identified as necessary preparation. You are also expected to arrive punctually - 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 departments will monitor your attendance in all learning activities that form part of your programme of study e.g. lectures, seminars, language classes, and consultations. **It is your responsibility** to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities

at which your attendance is monitored may vary depending upon the discipline in which you are studying.

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

You must manage your time so that any paid employment, voluntary or other activities fit into the times when you are not required to be in a class. You are reminded that Undergraduate 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 20 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 Tutor, the Programme Leader 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 department 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.**

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

- registers will be taken in all classes and the attendance of all students will be monitored;
- at the end of each week, the Programme Leader will check on the attendance of all students;

- students who are absent from class because of illness or for other acceptable reasons, must inform RHI by completing one of the self-certification forms, available from the Royal Holloway website:

<http://www.rhul.ac.uk/forstudents/studying/attendance/notification.aspx>.

Copies of the Notification of Absence Form – Self certification are also available from the Health Centre.

The completed form should be either delivered in person to RHI Reception (IN009) or e-mailed to: [RHI-absence@rhul.ac.uk](mailto:RHI-absence@rhul.ac.uk), 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.

- students who are absent for 2 or more classes without explanation are likely to be contacted and required to attend an interview.

Therefore, if you are ill or have another good reason for missing a class, you should inform Royal Holloway International as soon as possible. Remember unacceptable absence is recorded and may mean that you fail to meet your condition of entry.

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

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

<b>Reason for absence</b>	<b>Documentation required</b>
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed 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 <a href="http://www.rhul.ac.uk/attendance">www.rhul.ac.uk/attendance</a> 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 your department.
- Departments will monitor the frequency of self-certified absences and a Head of Department may request that you provide a doctor's medical certificate in multiple and sustained instances of self-certified illness.
- It is at the discretion of the Department as to whether any absence is deemed acceptable or unacceptable (see [www.rhul.ac.uk/attendance](http://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](http://www.rhul.ac.uk/attendance).

### 3.5 Consequences of failing to attend

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

First, it can lead to disciplinary action that can result in termination of registration. Please read Section 3.7 below carefully for further details.

Second, for international students who require a General Student Visa (Tier 4) to study in the UK, failure to attend your programme of study can lead to withdrawal of your visa. Royal Holloway is required by law to inform the United Kingdom Border Agency (UKBA) of any student who is absent for a 10 day period without explanation. Please see Section 3.8 below.

### 3.6 Meetings

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

- If you are absent for 2 or more classes without explanation
- 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 are being offered an opportunity to seek advice and assistance. At the meeting the Department's expectation of you will be made clear and the formal disciplinary process will be outlined to you.

### 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 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.

## 4 Programme Structure

### 4.1 Aims and learning outcomes

#### Knowledge and Understanding

The PELP is primarily focused on the development of relevant skills. However, students will acquire some understanding of:

- the academic environment in which they will be expected to operate at RHUL;
- issues related to contemporary British society.

#### Skills and Other Attributes

The PELP will enable students to:

- write a well structured and clearly argued academic essay based on secondary sources;\*
- use appropriate academic conventions when writing a text;\*
- summarise a text;\*
- read effectively and critically;\*
- understand a variety of written sources;\*
- develop effective listening skills in order to understand lectures and take notes; \*
- research, plan and deliver a short oral presentation;\*
- participate effectively in seminars;\*
- begin to build up discipline specific vocabulary;\*
- develop general oral communication skills in English;\*
- develop word-processing skills;\*
- use the internet as a source of information;\*
- become familiar with the Royal Holloway library and other information resources including the university's VLE, Moodle;\*
- function as an independent learner.\*

\* transferable skills

### 4.2 Programme structure

The 8 week programme runs for 8 weeks from 22 July to 13 September 2013. The programme is divided into 2 parts:

- Part 1 from 22 July – 14 August (PELP 2);
- Part 2 from 19 August – 13 September (PELP 3).

You will receive approximately 15 hours of tuition a week plus a weekly group or individual consultation. On arrival, you attend a number of induction sessions to

introduce you to life at Royal Holloway.

Sample timetables for each part of the Pre-sessional can be found in Appendix 1.

As part of the PELP you are allocated a Personal Tutor with whom you have a consultation on a weekly basis. During the consultation, you will have the opportunity to talk about your strengths and weaknesses as a language learner and to jointly consider what you can do to develop your strengths and improve your weaknesses. You will also have opportunities to discuss course work in progress, in particular your writing tasks. The aim of the consultations is to help you to develop an independent focus to your study and to provide you with support and feedback on your written work – the Personal Tutor will expect you to contribute to the time you have together. (Please see Appendix 2 for details of what you can expect from a consultation and what is expected of you).

The Programme Leader and Deputy Programme Leaders are also available if you need to see them. Please e-mail to arrange an appointment.

Programme Leader: Katie Shaw ([Katie.Shaw@rhul.ac.uk](mailto:Katie.Shaw@rhul.ac.uk))

Deputy Programme Leader: Vicky Collins ([Vicky.Collins@rhul.ac.uk](mailto:Vicky.Collins@rhul.ac.uk))

## Programme structure

The important dates of the PELP 2013 are given in the table below. The dates in bold refer to submission dates.

Date	Event
Monday 22 July	Start of PELP 2 (registration, induction sessions and re-orientation)
<b>Tuesday 6 August</b>	Submission of draft essay *
<b>Monday 12 August</b>	Submission of final draft of essay (please see Moodle and Appendix 3 for further details).*
Wednesday 14 August	End of PELP 2.
Monday 19 August	Start of PELP 3 (registration and induction sessions)
Tuesday 20 August	Start of PELP 3 for students continuing from PELP 2.
Monday 26 August	Bank Holiday
<b>Tuesday 03 September</b>	Submission of draft essay *
<b>Tuesday 10 September</b>	Submission of 2 copies of final assessed essay (please see Moodle and Appendix 3 for further details). *
Thursday 12 September – Friday 13 September	Assessed Oral presentations and Seminar Discussions (please see Moodle and Appendix 4 and 5 for further details).
Friday 13 September	End of PELP 3.
Monday 23 September	Start of 2013/2014 academic year.



\* please refer to section 4.8 for further details.

### 4.3 PELP 2 class descriptions

During the PELP 2, you will take the classes which are detailed below, according to the programme you are planning to progress onto:

For students progressing to Postgraduate Management		For students progressing to all other programmes	
Lectures (Management related)	3 hours	Lectures: British Education System; Post-war British history	3 hours
Reading and Writing Skills for PG Management	32 hours	Reading and Writing Skills	32 hours
Listening and Speaking for PG Management	12 hours	Listening and Speaking	12 hours
Academic Language & Study Skills	12 hours	Academic Language & Study Skills	12 hours

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

The classes aim to develop the efficiency of reading within an academic context and awareness of the conventions concerning the writing of academic texts in English. The skills to be covered include:

- skimming and scanning a text;
- making notes from a text;
- reading for a purpose;
- linking ideas within a piece of writing;
- structuring writing;
- referencing and producing a bibliography.

Learning Outcomes:

- increased efficiency in reading in English;
- application of reading skills to a variety of texts.
- an increased understanding of the conventions of academic writing in a British context;
- an increased awareness of the concept of plagiarism and its consequences;
- development of writing skills and application of them to particular writing tasks

A variety of materials will be used including:

Bailey, S. (2011) *Academic Writing: A Handbook for International Students* London: Routledge

Glendinning, E. and B. Holstrom, 1992, *Study Reading*, Cambridge University Press: Cambridge.

### **Reading and Writing for Postgraduate Management**

The classes aim to develop reading and writing skills relevant to the study of management at PG level, and to develop the efficiency of reading within an academic context and awareness of the conventions of writing academic texts in English. The skills to be covered include:

- skimming a text;
- scanning a text;
- making notes from a text;
- reading for a purpose;
- linking ideas within a piece of writing;
- structuring writing;
- referencing and producing a bibliography.

Learning Outcomes:

- increased efficiency in reading in English;
- application of reading skills to a variety of texts;
- an increased understanding of the conventions of academic writing in a British context;
- an increased awareness of the concept of plagiarism and its consequences;
- development of writing skills and application of them to particular writing tasks.

A variety of materials will be used including extracts from:

Hill, C (2008) *Global Business Today (5<sup>th</sup> Edition)* McGraw-Hill: New York

### **Listening and Speaking Skills**

The classes aim to develop listening and speaking skills with an emphasis on developing confidence in oral production. The materials to be used in these classes include off-air video and radio recordings. The skills to be covered include:

- listening for details;
- listening for gist;
- dealing with unknown words;

- planning and delivering a presentation;
- fluency in speaking.

#### Learning Outcomes

- ability to deliver a short oral presentation with appropriate visual aids;
- increased confidence in spoken English;
- increased awareness of listening skills.

A variety of resources will be used, including materials drawn from the BBC Video Nation website <http://www.bbc.co.uk/videonation/archive/>.

### ***Listening and Speaking Skills for Postgraduate Management***

The classes aim to develop listening and speaking skills with an emphasis on developing confidence in oral production. The materials to be used in these classes include off-air video and radio recordings. The skills to be covered include:

- listening for details;
- listening for gist;
- dealing with unknown words;
- participation in group discussion;
- fluency in speaking.

#### Learning Outcomes

- ability to participate in a group discussion following a brief presentation;
- increased confidence in spoken English;
- increased awareness of listening skills.

A variety of resources will be used, including listening materials drawn from television broadcasts and TED Talks.

### ***Academic Language & Study Skills***

These classes aim to support your learning by focusing on grammar and vocabulary development. They aim to develop independent learning skills so that students can continue to develop language learning beyond PELP classes.

#### Learning Outcomes

- development/consolidation of skills for independent learning and development of relevant study skills strategies, with a particular focus on skills used in studying English;
- broader knowledge of key aspects of English grammar and lexis;
- ability to apply the above to real-life academic purposes (e.g. academic writing).

Materials are based on analysis of a sample student essay.

The classes above are all connected to the learning outcomes of the programme and the skills that are covered by all the classes are indicated in the matrix below:

<i>Class</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
Lectures		✓ <sub>(note-taking)</sub>	✓	
Writing Skills		✓		
Reading Skills	✓			
Listening and Speaking Skills			✓	✓
Academic English & Study Skills	✓	✓	✓	✓

#### 4.4 PELP 3 class descriptions

In PELP 3, the focus changes. There is an increased emphasis placed on discovering more about the academic community at Royal Holloway and gaining a clearer understanding of what academic departments expect of their undergraduate or postgraduate students. For this reason, students in PELP 3 are streamed into separate undergraduate and postgraduate groups, with the latter group further sub-divided into postgraduate Management groups and postgraduate non-Management groups. At this stage, there is a need to make a clear differentiation between undergraduate and postgraduate study, to reflect the very different academic demands of undergraduate and postgraduate study. PELP 3 thus aims to target particular undergraduate and postgraduate competencies in its course provision.

The classes are detailed below:

<b>For students progressing to postgraduate Management programmes</b>		<b>For students progressing to other postgraduate programmes</b>		<b>For students progressing to undergraduate programmes</b>	
Reading and Writing Skills for PG Management	28 hours	Reading and Writing for PG General	28 hours	Reading and Writing Skills	28 hours

Listening to Lectures	6 hours	Listening to Lectures	6 hours	Listening to Lectures	6 hours
Academic Discussion Skills for PG Management	8 hours	Academic Discussion Skills	8 hours	Academic Discussion Skills	8 hours
Presentation Skills	13 hours	Presentation Skills	13 hours	Presentation Skills	13 hours

### **Reading and Writing Skills (postgraduate)**

The classes aim to develop the skills and strategies needed for, and proficiency in, academic reading and writing. The skills to be covered include:

- evaluating the writer's purpose and attitude;
- assessing certainty in argument;
- understanding text organisation and function.
- referencing sources and avoiding plagiarism;
- organising extended written texts;
- note-taking, summarising, paraphrasing and direct quotations;
- forming analytical responses to texts and arguments.

Learning outcomes:

- awareness of different text types;
- increased efficiency in reading in English.
- development of writing skills and critical analysis and their application to particular writing tasks;
- awareness of the concept of plagiarism and how to avoid it;
- understanding and application of the conventions of academic writing in a British context.

Materials used:

Authentic examples of student writing and key academic research in the field of higher education funding.

### **Reading and Writing for Postgraduate Management**

The classes aim to develop awareness of, and proficiency in, academic reading and writing in order to enable you to produce an analytical essay on a theme related to the study of International Management.

Learning outcomes:

By the end of this course you should be able to:

- read academic texts more effectively and efficiently
- use your reading more effectively to write academic texts
- acknowledge your reading appropriately in your academic writing
- write a coherent and well-structured academic essay that is relevant to the given question
- write in an appropriate academic style
- demonstrate critical and evaluative thinking in your academic writing

Materials draw on a variety of resources, including:

Matten, D., & Crane, A. (2007). *Business ethics: managing corporate citizenship and sustainability in the age of globalization*.

Allan, B. (2009). *Study skills for business and management students*. Maidenhead: Open University Press.

### ***Reading and Writing Skills (undergraduate)***

The aim to integrate the skills of reading and writing in order for you to be able to produce an analytical essay. The skills to be covered include:

- reading purposefully;
- reading actively;
- structuring writing.

Learning outcomes:

- development of reading and writing skills and application of them to particular writing tasks;
- awareness of the concept of plagiarism and how to avoid it;
- understanding and application of the conventions of academic writing in a British context.

Materials are based around analysis of sample student essays. A variety of other resources are also drawn on.

### ***Listening to Lectures***

The aim of these classes is to develop skills for listening in an academic context. As a part of the course, guest lecturers will deliver academic lectures and you will be expected to complete a series of listening tasks at home. You will be encouraged

to think about your note-taking and listening skills.

- listening for details;
- listening for gist;
- recognising changes of direction in lectures;
- note-taking.

Learning outcomes:

- development of listening in an academic context.

Materials draw on recordings of live lectures and broadcast television programmes and TED Talks.

### ***Academic Discussion Skills***

The classes aim to develop your ability to participate in both face to face and online academic discussion.

Skills to be covered include:

- responding appropriately to input;
- listening for gist;
- listening for details;
- maintaining a conversation.

Learning outcomes:

- be familiar with what is typically expected in F2F and online discussions within an academic setting
- have developed a repertoire of language and strategies that enable effective participation in these discussions
- have developed confidence and accuracy in speaking – generally, and in an academic register
- be more able to evaluate arguments based on the quality of evidence and logic
- have identified your own strengths and weaknesses, and have created a personal action plan for making improvements

The course draws on a variety of resources, including:

Cottrell, S. (2003). *The Study Skills Handbook*. Basingstoke: Palgrave Macmillan.

McMillan, K. and Weyers, J. (2006). *The Smarter Student – Study skills & strategies for success at university*. Harlow: Pearson Prentice Hall.

Reinders, H., Moore, N. and Lewis, M. (2008). *The International Student's Handbook*. Basingstoke: Palgrave Macmillan.

### ***Academic Discussion Skills for PG Management***

The classes aim to develop your ability to participate in both face to face and online academic discussion.

Skills to be covered include:

- responding appropriately to input;
- listening for gist;
- listening for details;
- maintaining a conversation.

Learning outcomes:

- be familiar with what is typically expected in F2F and online discussions within an academic setting
- have developed a repertoire of language and strategies that enable effective participation in these discussions
- have developed confidence and accuracy in speaking – generally, and in an academic register
- be more able to evaluate arguments based on the quality of evidence and logic
- have identified your own strengths and weaknesses, and have created a personal action plan for making improvements

The course draws principally on texts relating to Management topics. It also uses on a variety of EAP resources, including:

McCormack, J. and Watkins, S. (2007) *English for academic study: speaking*. Reading: Garnet Education.

### **Presentation Skills**

The aim to develop the skills you need to give an oral academic presentation via the preparation and delivery of a short presentation on a key aspect of College life. In doing so, you will be familiarised with the learning and social environment at Royal Holloway. As a part of this process, you will interview various members of Royal Holloway staff. Skills to be covered include:

- listening for gist and details;
- formulating appropriate questions;
- managing conversations with native speakers of English;
- planning and delivering a presentation;
- fluency in speaking.

Learning outcomes:

- ability to deliver a short oral presentation with appropriate visual aids;
- increased confidence in spoken English.



- familiarisation with the learning environment at Royal Holloway, and with facilities for international students in the area;
- development of team working skills.

Coursebook used:

Reinhart, S., 2002, *Giving Academic Presentations*, Michigan: University of Michigan Press

The classes above are all connected to the learning outcomes of the programme and the skills that are covered by all the classes are indicated in the matrix below:

<i>Class</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
<i>Reading and Writing Skills</i>	✓	✓		
<i>Academic Discussion Skills</i>			✓	✓
<i>Listening to Lectures</i>		✓ (note-taking)	✓	
<i>Presentation Skills</i>	✓	✓	✓	✓

## 4.5 Independent Learning

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

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

As part of independent learning on the Pre-sessional English Language Programme, you are expected to make use of the self-access facilities available at Royal Holloway. These are detailed in the next section.

## 4.6 Personal Tutors

It is important that you let your Personal Tutor know of any concerns you have

about the programme or, more broadly, life at Royal Holloway; these broader concerns could include welfare issues such as anti-social flatmates, financial difficulties, health problems etc. Your Personal Tutor can be contacted by e-mail or telephone and an appointment can always be made to see him or her if advice is needed on any of the above. If s/he is unable to deal with a problem, it may be referred to someone more qualified such as a Student Counsellor. The Programme Leader or Deputy Programme Leaders are also available to provide assistance if required.

## 4.7 Assessment

### Assessment structure

The 4 Week and 8 Week PELPs are designed to enable students to progress directly to their main chosen programme of study provided that they attend the programme and complete all requirements. As such, for PELP 2, all outcomes of assessments, including Pass or Fail statements, are intended as formative feedback for the target skills, i.e. oral and written. Formative feedback means spoken or written feedback that you are given on your work; any marks given on these assessments will not count towards your final PELP grades, but are intended to help you improve in those areas.

PELP 3 provides summative assessment at the end of the programme, which acts as the basis for recommending attendance on In-Sessional English Language courses as appropriate. Summative assessments are those whose grades form your final overall result for the programme, and which are recorded on your final transcript.

#### PELP 2

There are two elements of assessment:

Element of formative assessment	Further details
Writing	900 - 1100 words in length on a given title on an aspect of British life, or a management topic for those following the Postgraduate Management strand. A reading list will be provided.
Speaking	Oral presentation/group discussion, 3-5 minutes in length, on topic by agreement with your tutor.

Both elements of assessment are compulsory. You will be given feedback on your essay and presentation/group discussion and be awarded results as follows: Fail, Pass or Strong Pass (please see Appendices 3, 4 and 5 for details). This is to help you identify individual strengths and weaknesses which can be worked on during PELP 3. Your written work must be accompanied by an [Assessed Work Submission Form](#).

### PELP 3

There are three elements of assessment:

<b>Element of summative assessment</b>	<b>Further details</b>
Essay	Postgraduates: 1,800 – 2,200 words Undergraduates: 1,350 – 1,650 words A title of the essay will be given. A reading list will be provided.
Oral presentation	3-5 minute individual contribution to a group oral presentation based on group research done in <i>Presentation Skills</i> classes
Academic discussion skills	Assessment based on combination of participation in online discussion and group seminar discussion.

Your written work must be accompanied by an [Assessed Work Submission Form](#).

Summative assessments will be awarded results of Fail, Pass or Strong Pass (please see Appendices 3, 4 and 5 for details).

### **Outcome of results**

At the end of the PELP, RHI will give you a transcript informing you of your results in the summative part of the assessment, i.e. the presentation, the essay and academic discussion skills. The individual transcript will also include a recommendation, if necessary, for you to enrol on the In-sessional English Language Programme for further English language study (please see Appendix 6 for the way in which the recommendations are made). A copy of the transcript will also be sent to your academic department.

## 5 Facilities

### 5.1 Libraries

Once you have registered with the College you will have access to and be able to borrow from both libraries on campus. The Bedford Library holds History, Social Sciences and Science material; Founder's Library contains Languages, Literature, Music, and Film and Theatre. The libraries also house a growing collection of electronic resources. For further information access the [library website](#).

### 5.2 Photocopying, printing and computing

All photocopying is self-service, and black and white copier-printers are located in both Bedford and Founders Libraries. There are also two colour copier-printers located in the Bedford Library. All photocopying is charged through your [College Print Account](#).

The main facilities for computing are the computer laboratories run by the Computer Centre. There are two computer labs in the International Building, IN005 and IN006, available for students to use but please note that these are sometimes booked for teaching; please consult the timetable outside the door. There are also a number of computer labs in the Computer Centre which students may use. These are open 24 hours a day. Outside of normal working hours (approximately 8.00 am to 7.00 p.m.), you will need your College Card to enter and leave the building.

### 5.3 Computer-based language-learning resources

Royal Holloway students have access to a range of [language-learning resources](#), including the following:

- Writing Insight
- Road to IELTS
- Study Skills Success
- Tensebuster

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 RHI programmes have resources on Moodle, which you will be informed about in class.

You may like to access the “*Royal Holloway International*” area, which, along with other resources, features the EAP Toolkit suite, which includes:

- Academic Communication Skills
- Academic Listening and Note-taking
- Academic Reading and Critical Thinking
- Academic Writing
- Learning to Study
- Subject-specific Needs
- Grammar for Academic Purposes
- Vocabulary for Academic Purposes

#### 5.4 Language-learning facilities in the International Building

**Computer laboratories** are situated in IN005 and IN006. Computers are connected to the campus network and equipped with a soundcard. Students will need to supply their own headphones.

**Access** to the computer labs is subject to timetabling constraints and timetables will be posted outside the labs in question. Outside of normal working hours (approximately 8.00 am to 7.00 p.m.), students will need a swipe card to enter and leave the building. These are the same cards used to enter and exit the Computer Centre and can be obtained from the Computer Centre reception.

For any technical problems (e.g. the printer is out of paper), contact Computer Centre reception.

#### 5.5 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. 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.

## 6 General Assessment Information

### 6.1 Illness or other extenuating circumstances

If you are taken ill or there are other extenuating circumstances that you believe have adversely affected your performance in relation to any aspect of your course/programme (for example, your attendance, submission of work, or examination performance) at any point during the academic year, you must inform your department(s)/school(s) in writing, and provide the appropriate evidence. Please read the **“Instructions to Candidates” issued by the Examinations Office**. <http://www.rhul.ac.uk/registry/Examinations/Essential-info.html> for full details on how and when to inform your department about such circumstances as well as the **deadline for submission of such information**.

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

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

If you miss an examination or fail to submit a piece of assessed coursework through illness, or other acceptable cause for which adequate documentation is provided in accordance with the section **Illness or other extenuating circumstances** in the **Instructions to Candidates** 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.

### 6.2 Submission of written work

The Department requires all assessed coursework to be submitted to the Departmental Office in IN009 or to another stated location and to complete an [Assessed Work Submission Form](#) for each assessment done outside of class. It is the student's responsibility to supply this form with each submission.

### 6.3 Extensions to deadlines

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

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

#### **6.4 Penalties for late submission of work**

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

All coursework should be submitted by the specified deadline. Please ensure that you are aware of the deadlines set by your department(s). Work that is submitted after the deadline will be penalised as follows:

- For work submitted up to 24 hours late, the mark will be reduced by ten percentage marks\* subject to a minimum mark of a minimum pass;
- For work submitted more than 24 hours late, the maximum mark will be zero.

\*e.g. an awarded mark of 65% would be reduced to 55%

If you have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see section 6.3 on applying for an extension to the deadlines set, and section 6.1 for details on submitting requests for extenuating circumstances to be considered.

#### **6.5 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, preliminary pages, bibliography and appendices.

## 6.6 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.

RHI regards the regular completion and submission of coursework as an essential element of learning. We undertake to mark and return all course and assessed work within two weeks of receipt, if at all possible.

## 6.7 Plagiarism

Plagiarism, that is the presentation of another person's thoughts or words as though they were your own, must be avoided. In your English language classes you will be taught how to avoid plagiarism. You are expected to use the Harvard Method of referencing and will be taught how to use this method in class.

### **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 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.

Please note that RHI guidelines and College regulations will be applied when dealing with instances of plagiarism. Serious offences will be referred to the Head of Department. Students should refer to the [regulations on assessment offences](#) for information on plagiarism.



## 6.8 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 their department 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 their departments about the possibility of an extension or other support.

## 6.9 PELP resubmit/resit regulations

No resits will be offered to students on the 4-week and 8-week PELP.

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

## 6.10 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/supportthealthandwelfare/eso.aspx>

# 7 Student Support

## 7.1 Students in need of support (including disabled students)

Your first point of reference for advice within the Department is your personal

tutor. Inevitably, problems will sometimes arise that your personal tutor 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 Departmental Educational Support Office (ESO) representative is Vicky Collins. You must also contact the ESO (Founders East 151; tel: +44 (0)1784 443966; email: [educational-support@rhul.ac.uk](mailto: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 students from programmes taught in the department are represented. The Committee meets at least once per teaching block plays an important role in the Department as a forum for airing student views. Student representatives from programmes taught in the Department will attend these and provide feedback on all aspects of their respective programme. Elected student representatives are also asked to consult all students on the programme before this committee meets, and to represent the views of the group at the meeting. The reps will provide general feedback about the courses, the facilities, etc. but may also wish to raise problems or complaints, or ask about arrangements which they think should be made. Minutes of these meetings are available to everyone and will be displayed on noticeboards.

## 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](http://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 Department 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 Department. 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.

## Appendix 1: Sample timetables

\* = consultation

### Sample timetable for PELP 2 (undergraduates)

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	9	10	11	12	13	14	15	16
Mon	Lecture: Media in Britain			Reading Skills			*	
Tues		Writing Skills				Academic Language & Study Skills		
Wed	Reading Skills							
Thurs		Writing Skills			Listening & Speaking			
Fri		Academic Language & Study Skills			Listening & Speaking			

\* = consultation

### Sample timetable for PELP 3 (postgraduates)

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	9	10	11	12	13	14	15	16
Mon	Reading Skills		Writing Skills				*	
Tues		Listening to Lectures				Presentation Skills		
Wed					Reading Skills			
Thurs		Writing Skills			Presentation Skills			
Fri		Seminar Discussion Skills			Reading Skills			

\* = consultation

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## **Appendix 2: Consultations**

### **Consultations (Individual or Group)**

Individual or group consultations are a very important part of the programme. You will have a consultation with a Personal Tutor once a week. This may be a 30 minute group consultation; alternatively your tutor may choose to split the time between individual group members.

#### **What You Can Expect From A Consultation**

- independent learning support:
- help in identifying your strengths and weaknesses in English
- suggested strategies to address your weaknesses and develop your strengths
- support and feedback related to drafts of course work assignments
- support and advice on other skills needed during an academic course of study e.g. strategies for improving your comprehension of lectures, language that will help you to perform more effectively in seminars etc.

#### **What We Expect From You**

- regular attendance at arranged times. If you cannot attend a consultation, as a matter of courtesy, please let your tutor know.
- the development of an independent approach to study, i.e. do not expect the tutor to do your work for you.
- efficient use of consultation time. In other words, select the most important matters you want to talk about in a consultation and do not wait until the end of the session to raise these concerns

## Appendix 3: Assessment Criteria for the Essay

### Pre-sessional English Language Programme

### Feedback on Assessed Essay



<b>Essay Title</b>			
<b>Student's name</b> (Given name/FAMILY NAME)		<b>Marker's name</b>	

<b>Overall percentage</b>	%	<b>Grade awarded</b> (Strong Pass/Pass/Fail)	
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#### Profile of Performance

Strong Pass	85-100%				
	70-84%				
	60-69%				
Pass	50-59%				
	40-49%				
Fail	30-39%				
	0-29%				
		Task Fulfilment and Critical Approach	Use of Sources	Fluency, Cohesion and Organisation	Language Accuracy, Range and Appropriateness

#### Grade Profile

Overall percentage is calculated as an average of the percentage in each of the four criteria.

An overall grade of 39% or lower will receive a Fail.

An overall grade of between 40% and 59% will receive a Pass.

An overall grade of 60% or higher will receive a Strong Pass.

A student who does not submit assessed written work will receive a grade of Fail.

#### Comments on Overall Performance

#### Areas for Improvement

## PELP Marking Criteria for the Essay

		Task Fulfilment and Critical Approach	Use of Sources	Fluency, Cohesion, and Organisation	Language Accuracy, Range and Appropriateness
Strong Pass	85-100%	The purpose of the task has been fully understood. An impressive answer that is in all respects relevant, comprehensive and incisive. Argument is developed logically and skillfully, offering a response that is substantially critical, imaginative and insightful.	The work draws on an extensive range of appropriate sources and shows an exceptional ability to bring together evidence in support of argument. The writer demonstrates an impressive grasp of any prescribed source texts. Referencing is faultless, and quotation/summary is used effectively and skillfully.	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.
	70-84%	The purpose of the task has been fully understood. An excellent answer that is relevant, thorough and comprehensive. Argument is developed logically and shows excellent critical insight.	The work draws on a wide range of appropriate sources and shows an impressive ability to bring together evidence in support of argument. The writer demonstrates a strong grasp of any prescribed source texts. Referencing is nearly faultless, and quotation/summary is used effectively and skillfully.	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.
	60-69%	The purpose of the task has been fully understood. A very competent answer that is relevant, thorough and complete. Argument is developed logically and demonstrates a good level of critical thinking.	The work draws on a comprehensive range of appropriate sources and shows an ability to bring together evidence in support of argument. The writer demonstrates a sound grasp of any prescribed source texts. Referencing is largely correct, and quotation/summary is generally used appropriately and effectively.	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.
Pass	50-59%	The task has been understood, addressed competently and completed although the answer may lack thoroughness and detail and contain some irrelevancy. There is evidence of logical argument and critical thinking but this is not always wholly successful.	The work draws on an adequate range of appropriate sources and the writer makes a good attempt to bring this evidence together in support of argument. The writer demonstrates a reasonably sound grasp of any prescribed source texts. Referencing is generally correct, and quotation/summary is generally used appropriately and effectively.	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.
	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 limited evidence of logical argument or critical thinking.	Sources may be limited in range or not always appropriate. The writer is seldom able to bring together evidence in support of argument. The writer demonstrates a patchy grasp of any prescribed source texts. Referencing and use of quotation/summary may be incorrect or inappropriate in places.	The writing sometimes lacks fluency. 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.
Fail	30-39%	The answer given is poor and/or incomplete. The main purpose of the task may be misunderstood and so the answer will lack relevance to the question. Argument and critical thinking are very limited or absent.	Sources are extremely limited in range or absent. The writer is generally unable to bring together evidence in support of argument. The writer demonstrates a poor grasp of any prescribed source texts. There is significant error in referencing and inappropriate use of quotation/summary.	The work generally lacks fluency, organization and cohesion. 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.
	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 or critical thinking.	Sources are extremely limited in range or absent. The writer is unable to bring together evidence in support of argument. The writer demonstrates a very poor grasp of any prescribed source texts. Referencing, if applied, is incorrect, and quotation/summary is used inappropriately.	There is very little evidence of fluency, organization or coherence. 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.



## Recommendations for In-sessional study

In-sessional course name	The course will help you to improve...				Strongly recommended for you*
	Task Fulfilment and Critical Approach	Use of Sources	Fluency, Cohesion, and Organisation	Language Accuracy, Range and Appropriateness	
A-Z: Key Aspects of Academic Language	✓ Understanding essay questions	✓ Taking notes from sources Referencing	✓ Structuring and organising	✓ Correction of practice writing	
Essay Structure and Academic Language	✓ What the essay question requires		✓ Structuring and paragraphing	✓ Academic language	
Referencing Sources and Avoiding Plagiarism		✓ Avoiding plagiarism Combining sources and own ideas		✓ Paraphrasing and summarising	
Critical Thinking at University	✓ Critical analysis and thinking				
Advanced Academic Writing	✓ Developing writer 'voice'	✓ Primary and secondary source use	✓ Paragraph flow		
Grammar and Vocabulary in Context				✓ Grammatical accuracy Contextualised vocab.	
Grammar for Academic Writing				✓ Sentence structure	
Support for students going on to specific courses/departments					
1st year undergraduate courses in the School of Management		✓ Range of skills and language relevant to this course/department			
MSc International Management		✓ Range of skills and language relevant to this course/department			
1st year undergraduate Economics courses		✓ Range of skills and language relevant to this course/department			
Postgraduate Politics and International Relations courses		✓ Range of skills and language relevant to this course/department			
Other forms of support					
One-to-one writing consultations		✓ Personalised advice and support for your writing			
Independent study resources		✓ Wide range of study resources - <a href="http://www.tiny.cc/rhi-resources">www.tiny.cc/rhi-resources</a>			

\* **Strongly recommended courses** are courses we think **you should definitely take** during the academic year. However, it is a good idea to take **additional courses** in areas you would like to improve.

## Appendix 4: Assessment Criteria for the Oral Presentation

### Pre-sessional English Language Programme

### Feedback on Assessed Oral Presentation



<b>Presentation Topic</b>			
<b>Student's name</b> (Given name/FAMILY NAME)		<b>Marker's name</b>	

<b>Overall percentage</b>	%	<b>Grade awarded</b> (Strong Pass/Pass/Fail)	
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#### Profile of Performance

Strong Pass	85-100%				
	70-84%				
	60-69%				
Pass	50-59%				
	40-49%				
Fail	30-39%				
	0-29%				
		Content, Research and Critical Approach	Organisation	Language	Communication Skills

#### Grade Profile

Overall percentage is calculated as an average of the percentage in each of the four criteria.

An overall grade of 39% or lower will receive a Fail.

An overall grade of between 40% and 59% will receive a Pass.

An overall grade of 60% or higher will receive a Strong Pass.

A student who does not deliver a presentation will receive a grade of Fail.

#### Comments on Overall Performance

#### Areas for Improvement

## PELP Marking Criteria for Oral Presentations

		<b>Content, Research and Critical Approach</b>	<b>Organisation</b>	<b>Language</b>	<b>Communication Skills</b>
		<ul style="list-style-type: none"> <li>Critical grasp of the subject</li> <li>Relevance, range and depth of research</li> <li>Ability to summarise, integrate and acknowledge evidence</li> </ul>	<ul style="list-style-type: none"> <li>Structure and organization</li> <li>Linking and signaling</li> <li>Timing</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy of vocabulary and grammar</li> <li>Range of vocabulary and grammar</li> <li>Appropriacy and effectiveness of language</li> </ul>	<ul style="list-style-type: none"> <li>Delivery/engaging audience</li> <li>Extra-linguistic features (visual aids, body language)</li> <li>Pronunciation and fluency</li> </ul>
<b>Strong Pass</b>	<b>85-100%</b>	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 summarised 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 and prosodic features are used effectively. Extra-linguistic features (visual aids and body language) are varied and highly assured and assist communication greatly. Pausing and hesitation are 'native-like'.
	<b>70-84%</b>	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. Prosodic (intonation and stress) and extra-linguistic features (visual aids, and body language) assist communication greatly. Speech is fluent with only rare hesitations or pauses.
	<b>60-69%</b>	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. Prosodic (intonation and stress) and extra-linguistic features (visual aids, and body language) are generally effective. Speech is mostly fluent with occasional hesitations or pauses to search for language.
<b>Pass</b>	<b>50-59%</b>	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 prosodic (intonation and stress) and extra-linguistic features (visual aids, and body language), but it may be limited or not wholly successful. There are some noticeable hesitations, pauses or self-correction.
	<b>40-49%</b>	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 prosodic (intonation and stress) and extra-linguistic features (visual aids, and body language), it is seldom effective. Pauses, hesitation or self-correction may be frequent.
<b>Fail</b>	<b>30-39%</b>	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. Prosodic (intonation and stress) and extra-linguistic features (visual aids, and body language) are also generally poor. Speech often lacks fluency.
	<b>0-29%</b>	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. Prosodic (intonation and stress) and extra-linguistic features (visual aids, and body language), if attempted, are definitely inadequate. Speech lacks fluency.

## Recommendations for In-sessional study

In-sessional course name	The course will help you to improve...				Strongly recommended for you*
	Content, Research and Critical Approach	Organisation	Language	Communication Skills	
Presentation Skills	✓	✓	✓	✓	
Pronunciation 1: Building Pronunciation Skills				✓ Pronunciation of individual sounds	
Pronunciation 2: Pronunciation for Presentations				✓ Pronunciation: stress and intonation	
Other forms of support					
Independent study resources		✓ Wide range of study resources - <a href="http://www.tiny.cc/rhi-resources">www.tiny.cc/rhi-resources</a>			

\* **Strongly recommended courses** are courses we think **you should definitely take** during the academic year. However, it is a good idea to take **additional courses** in areas you would like to improve.

## Appendix 5: Assessment Criteria for the Academic Discussion

### Pre-sessional English Language Programme Feedback on Assessed Academic Discussion



<b>Discussion Topic(s)</b>			
<b>Student's name</b> (Given name/FAMILY NAME)		<b>Marker's name</b>	

<b>Overall percentage</b>	%	<b>Grade awarded</b> (Strong Pass/Pass/Fail)	
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#### Profile of Performance

Strong Pass	85-100%				
	70-84%				
	60-69%				
Pass	50-59%				
	40-49%				
Fail	30-39%				
	0-29%				
		Content	Interaction	Appropriacy and range of language	Accuracy of language and pronunciation

#### Grade Profile

Overall percentage is calculated as an average of the percentage in each of the four criteria.

An overall grade of 39% or lower will receive a Fail.

An overall grade of between 40% and 59% will receive a Pass.

An overall grade of 60% or higher will receive a Strong Pass.

A student who does not participate in an academic discussion will receive a grade of Fail.

#### Comments on Overall Performance

#### Areas for Improvement

## PELP Marking Criteria for Oral and Online Academic Discussion

		<b>Content</b>	<b>Interaction</b>	<b>Appropriacy and range of language</b>	<b>Accuracy of language and pronunciation</b>
		<ul style="list-style-type: none"> <li>Understanding of the topic</li> <li>Coherence of argument</li> <li>Effective summary of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Ability to initiate, maintain and develop conversation</li> <li>Response to the contribution of others</li> <li>Timely, fluent contributions</li> </ul>	<ul style="list-style-type: none"> <li>Effectiveness of language</li> <li>Range of vocabulary and grammar</li> <li>Register</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy of grammar and vocabulary</li> <li>Accuracy of pronunciation</li> <li>Intelligibility</li> </ul>
<b>Strong Pass</b>	<b>85-100%</b>	The student demonstrates an extremely impressive grasp of the subject. A highly coherent argument is developed. Key ideas and evidence are summarized with exceptional skill and integrated seamlessly into the discussion.	The student is able to initiate exchanges, maintain and develop the discussion with exceptional skill and confidence. The student responds impressively to the contributions of others. Contributions are impressively timely, fluent and expressive.	A highly effective, assured and sophisticated use of language. The student demonstrates an impressively wide range of vocabulary and complex structures. Register is entirely appropriate.	There is very little, if any, inaccuracy of grammar and vocabulary. In oral discussion, pronunciation is exceptionally clear and prosodic features are used effectively. Many features, including pausing and hesitation, are 'native-like'.
	<b>70-84%</b>	The student demonstrates an excellent grasp of the subject. A coherent argument is developed. Key ideas and evidence are summarized very effectively and integrated successfully into the discussion.	The student is able to initiate exchanges, maintain and develop the discussion with considerable skill and confidence. The student responds very effectively to the contributions of others. Contributions are very timely, fluent and expressive.	A very effective and assured use of language. The student demonstrates a very wide range of vocabulary and complex structures. Register is almost entirely appropriate.	There is very little inaccuracy of grammar and vocabulary. In oral discussion, pronunciation is very clear. L1 accent may be evident but does not affect the clarity of the message.
	<b>60-69%</b>	The student demonstrates a strong understanding of the topic. The argument is generally coherent. Key ideas and evidence from sources are summarized well and integrated successfully into the discussion.	The student is able to initiate exchanges, maintain and develop the discussion with some skill and confidence. The student responds effectively to the contributions of others. Contributions are mostly timely and fluent.	Generally effective and confident use of language. The student uses a broad range of vocabulary and structures. Register is mostly appropriate.	There are few noticeable errors of grammar and vocabulary, and these only occur when more complex language is attempted. In oral discussion, although L1 accent is evident, pronunciation difficulties seldom impede listener understanding.
<b>Pass</b>	<b>50-59%</b>	The student demonstrates a sound understanding of the topic. Although there is some attempt to make an argument, discussion is largely descriptive or the argument lacks coherence in some places. Some attempt is made to summarize key ideas and evidence.	Efforts are made to initiate exchanges and maintain discussion but may lack confidence or skill at times. The student offers some response to the contributions of others. Contributions are reasonably timely and fluent.	The language used is sufficient to communicate meaning clearly, but not always be the most effective choice of language.  The student uses a reasonable range of vocabulary and structures. Occasionally, register may be inappropriate.	There are some noticeable errors of grammar and vocabulary, but these are not frequent. In oral discussion, pronunciation is generally intelligible, but L1 features may put a strain on the listener.
	<b>40-49%</b>	The student demonstrates an understanding of some parts of the topic, though there may be some overgeneralisation or misunderstanding. The student's contributions are largely descriptive with little attempt to make an argument. Key ideas and evidence are often read out verbatim or poorly summarized.	Some effort is made to initiate exchanges or maintain discussion, but these are often unsuccessful. The student offers limited response to the contributions of others. Contributions lack fluency and may consist of short, detached phrases. Longer contributions are obviously memorized or copied.	The student uses a basic range of vocabulary and structures, which at times may be insufficient to communicate all ideas effectively. Register may often be inappropriate.	There are frequent errors of grammar and vocabulary that are noticeable and sometimes intrusive. In oral discussion, pronunciation difficulties are frequent and impede listener understanding.
<b>Fail</b>	<b>30-39%</b>	The student demonstrates a weak understanding of the topic, making significant oversimplifications or overgeneralisations. The student's contributions are unacceptably descriptive and any attempt at an argument is incoherent. Evidence is rarely provided or is frequently read out verbatim or copied.	Little effort is made to initiate exchanges or maintain discussion. Little or no response is offered to the contributions of others. Contributions are made at inappropriate times and lack fluency.	Vocabulary and structures are very limited in range and are frequently inappropriate. The limited range frequently limits effective communication. Register is usually inappropriate.	There are very frequent inaccuracies of grammar and vocabulary, and these often impede communication. In oral discussion, pronunciation difficulties seriously impede listener understanding.
	<b>0-29%</b>	The student refers to the topic in a minimal way, makes incomprehensible contributions or does not contribute at all. No argument is attempted. Sources are not referred to.	There is no effort to initiate exchanges or maintain discussion. The student is unable to participate in any meaningful way.	Vocabulary and structures are extremely limited in range and are inappropriate. The language used is extremely ineffective for communication. Register is inappropriate.	The use of language is very poor indeed and this seriously impedes communication. In oral discussion, pronunciation difficulties cause serious strain for the listener much of the time.

## Recommendations for In-sessional study

In-sessional course name	The course will help you to improve...				Strongly recommended for you*
	Content	Interaction	Appropriacy and range of language	Accuracy of language and pronunciation	
Seminar and Discussion Skills	✓	✓	✓	✓	
Pronunciation 1: Building Pronunciation Skills				✓ Pronunciation of individual sounds	
Pronunciation 2: Pronunciation for Presentations				✓ Pronunciation: stress and intonation	
English through the Media		✓ Listening and discussion skills	✓ Informal vocabulary and idioms		
Other forms of support					
Independent study resources		✓ Wide range of study resources - <a href="http://www.tiny.cc/rhi-resources">www.tiny.cc/rhi-resources</a>			

\* **Strongly recommended courses** are courses we think **you should definitely take** during the academic year. However, it is a good idea to take **additional courses** in areas you would like to improve.

## Appendix 6: Recommendations for further support in academic English

On completion of the Pre-sessional English Language Programme, you receive a transcript of your results and advice about whether you need to take courses on the **In-sessional English Language Programme** to develop your English language proficiency and improve your chances of studying successfully at RHUL this year. The In-sessional is offered by the department and the only cost to all students is for materials used in the courses. Make sure you know how and where to register. If in doubt, ask at the RHI Reception or call (01784) 276629.

**PLEASE NOTE** A profile of 3 Fails or 2 Fails and 1 Pass suggests that a student is not ready to meet the linguistic challenge of university study in English. Any student with this profile from the 12 Week PELP will be deemed to have failed the programme and will not be able to progress to undergraduate or postgraduate study at this stage.

### GENERAL RECOMMENDATIONS FOR UNDERGRADUATES AND POSTGRADUATES

1. If you have experienced difficulty making yourself understood by others, or lack confidence in your pronunciation of individual words, you should enrol for Pronunciation 1. This course is one hour per week for one term.
2. If you have a good level of pronunciation of individual sounds and words but want to develop your skills further especially in the area of using your spoken English in presentations, you should enrol for Pronunciation 2. This course is one hour per week for one term.
3. If you have IELTS 6.0 or below in writing or do not feel confident forming complex sentences, you should enrol for Grammar for Academic Writing. This course is two hours per week for one term.
4. There may be a specific In-sessional course aimed at supporting your degree studies, in which case your attendance is recommended. RHI currently runs support courses for the following departments:

Economics  
 Management  
 Politics and International Relations.

### SPECIFIC RECOMMENDATIONS FOR UNDERGRADUATES AND POSTGRADUATES

Assessment Grades	In-sessional Recommendations	
	<p>If you fail any of the pre-sessional assessments, we <b>strongly</b> recommend that you follow In-sessional support classes.</p> <p>If you have passed your pre-sessional assessments, but feel you would benefit from further study in particular areas, please consider the options below.</p>	
Assessed essay	Undergraduate recommendations	Postgraduate recommendations



<i>Strong Pass</i>	Critical Thinking for Academic Writing	PG Dissertation Writing
<i>Pass</i>	A-Z: Key Aspects of Academic Writing and/or Critical Thinking for Academic Writing	A-Z: Key Aspects of Academic Writing and/or Critical Thinking for Academic Writing
<i>Fail criterion 1</i>	Essay Structure and Academic Language	Essay Structure and Academic Language
<i>Fail criterion 2</i>	Essay Structure and Academic Language	Essay Structure and Academic Language
<i>Fail criterion 3</i>	Referencing Sources and Avoiding Plagiarism + Critical Thinking for Academic Writing	Referencing Sources and Avoiding Plagiarism + Critical Thinking for Academic Writing
<i>Fail criterion 4</i>	Grammar for Academic Writing	Grammar for Academic Writing

<b>Assessed presentation</b>	
<i>Strong Pass</i>	No further support recommended
<i>Pass</i>	Presentation Skills – optional Pronunciation 2 - optional
<i>Fail</i>	Presentation Skills – strongly recommended Pronunciation 2 - recommended
<i>Fail criterion 4</i>	Pronunciation 1 Pronunciation 2

<b>Assessed seminar</b>	
<i>Strong Pass</i>	No further support recommended
<i>Pass</i>	Seminar and Discussion Skills - optional
<i>Fail</i>	Seminar and Discussion Skills – strongly recommended Pronunciation 1 - optional
<i>Fail criterion 4</i>	Pronunciation 1

## Appendix 7: Student-Staff Committee – Guidelines for Elected Student Representatives

### Staff-Student Committee Guidelines for Elected Student Representatives

#### Guidelines for students on PELP

Your opinions PELP are important for its successful running and for Royal Holloway International in general. In order to provide an opportunity for you to give your opinions and to discuss relevant issues which affect students, elected student representatives from each group attend the Royal Holloway International Student-Staff Committee. The committee meets once per section and its aims are given below:

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

#### Notes for Elected Student Representatives

Thank you for agreeing to take on this very responsible role. We hope that the following guidance notes will be useful:

- a) consult as many of your fellow students as possible to establish whether there are any issues they would like you to raise. Some of the issues to consider are:
  - the course itself, e.g. whether it teaches the language skills it aims to teach;
  - the teaching and learning materials used on the course, including those available in RHI Student Resources and the Library
  - whether the course is well organised
  - whether the classes are interesting and well-focused
  - whether the teaching rooms are suitable for language learning
  - issues outside RHI which affect your learning
- b) remember issues of concern can be raised with your course tutor, or other relevant members of RHI staff, outside of the framework of the Staff/Student Committee. All RHI staff can be contacted via e-mail and this is an efficient way to arrange a meeting.
- c) items for the agenda of the Staff/Student Committee meeting should be sent to the RHI Administrator at least three working days in advance of the meeting;
- d) when speaking to these items at the meeting you need to make it clear whether a specific issue was raised by many students, or only by a few, or whether what you are saying is your personal opinion;
- e) all constructive suggestions, whether positive or negative, are welcome.

## Appendix 8: PELP Assessed Work Submission Form

### ROYAL HOLLOWAY INTERNATIONAL PRE-SESSIONAL ENGLISH LANGUAGE PROGRAMMES ASSESSED WORK SUBMISSION FORM

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Two copies of this form must be completed in full and attached to the front of your assignment.

**NAME:** .....

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

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

**TUNRITIN RECEIPT NUMBER:** .....

**TO NOTE:**

The deadline for all assessed work to be submitted is 2 p.m. on the specified date. Work handed in after 2 p.m. on the day of submission will be regarded as being late.

1. All assessed work must be submitted to the specified location in the International Building where it will be signed for.
2. **Two copies of this form**, downloadable from the RHI website and the PELP Moodle Page must be attached to all assessed work handed in: one copy will be retained by RHI as a record of submission.
3. You should submit 1 copy of all assessed work for **PELP 1** and **PELP 2**. For **PELP 3** submit 1 copy of the draft essay and 2 copies of your final essay.
4. **In submitting this form with your assignment you make the following declaration:** I declare that the coursework submitted is my own work and has not (either in whole or in part) been submitted towards the award of any other qualification either at Royal Holloway or elsewhere. I have attributed/referenced all sources of information used during the completion of my assignment, including all direct quotes with quotation marks. I am aware that failure to do so constitutes an assessment offence. I have not submitted this work as part of any other coursework.

If you are registered with the ESO and have a green sticker please make sure it is attached to this coversheet.

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

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Office use: Staff signature: ..... Date: ..... Time: .....

## Appendix 9: Assessed Work Extension Form

### ROYAL HOLLOWAY INTERNATIONAL ASSESSED WORK EXTENSION FORM

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

**CANDIDATE NUMBER:** .....

**NAME:** .....

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

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

.....

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

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

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

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

Signed: .....

Date: .....

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#### Office Use

Documentary evidence provided:  Yes  No

Extension agreed until: .....

Staff signature: .....