**International Foundation Programme (Intensive English)**

**Student Handbook**

**2019-2020**

**IFP (Intensive English) Handbook Contents**

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**CONTACTS**

If you have any questions, please see Guy Hicks in H027 at 1-2pm & 4-5pm Monday-Friday, or come to the Centre for International English in **H131.**

You can also e-mail [international.english@southwales.ac.uk](mailto:international.english@southwales.ac.uk)

USW’s main telephone number is 01443 480480. You can ask the operator to put you through to the member of staff you ask for.

**IFP Co-ordinator**

Rachel Stamp

e-mail: [rachel.stamp@southwales.ac.uk](mailto:rachel.stamp@southwales.ac.uk)

Office: H131

Office Hours: Mon – Wed, 10 – 5pm and Thursday mornings.

**IFP Teaching Staff** –

Emily Powell

Louise Karabulut

Rachel Stamp

Peter Squires

Joe Francis

**International Student Advisers** – James Morris and Tim Goss, Immigration and International Student Advice (IISA)– H027

**Student Finance Centre** – Library and Student Support Centre

**Accommodation Services**

Accommodation Lodge 01443 482044

[accomm@southwales.ac.uk](mailto:accomm@southwales.ac.uk)

Glamorgan Court (at top of campus).

**INFORMATION WE NEED FROM STUDENTS**

**Your home address:** This should be as complete as possible, as we will use it to send your results home if you are not able to collect them in person; if the address is incomplete or incorrect, you may not receive your results!

**Your *current*** This is where you stay every night after you leave the University;

**term-time address:** please remember to tell us if you move as we need to know where you are living while you are attending classes here.

There is a form available from the CIE office (H131) which you need to complete if you change:

* your home address
* your term time address
* your mobile phone number

We also need an up-to-date ***emergency contact*** for you (name and telephone number), which we will use if necessary (for example, if you become ill while in class). For this reason, it would be better if the contact was for someone in the UK (e.g. a friend or relative).

Half-way through your course, we will send you a copy of the information we currently hold about you (such as your address, phone number, emergency contact) and ask you to confirm it is correct, or you can let us know of any changes that need to be made.

**RESULTS**

Once the results are made available, you will be able to look at them online using your enrolment ID and password. You will be sent instructions on how to do this nearer the time. You will also be able to download and print a PDF copy of your results, which you can bring to the CIE office (H131) and we will stamp the results sheet to prove it is official. If you cannot come to (H131) your results will be sent to your ***HOME* *ADDRESS*** by post unless you tell us otherwise.

**BANK LETTERS**

When you arrive in the UK one of the first things you will need to do is open a bank account. As you cannot open a bank account until you have enrolled at the University, you should make sure that you bring enough British currency and travellers’ cheques to last for the first two to three weeks. It is also useful to bring credit and debit cards.   
***Do not carry large amounts of cash or keep large amounts of cash in your accommodation.***

In order to open a bank account you will need a 'Bank Letter’ from the CIE. If you need to open a UK bank account please request this letter at your enrolment session. Normally, the letter will be available for collection within 3 – 5 working days.

**Why do you need a bank letter?**

Bank letters are provided to confirm your student status, your home and term-time address and to ensure that the University is not aware of any fraud and/or money laundering activities. Please note that not all local banks will open accounts for non-UK students, but we will inform you of the banks that will accept you.

**Please note:** We can only provide you with ***one*** bank letter; if you wish to open another bank account, you must return the original letter you were given, or give us proof that you have closed the original bank account.

**Council Tax Letters**

If you are not living in university accommodation then you may have to pay council tax. If all of the people living in your house are students then you may be able to get a council tax exemption. See Guy Hicks for information about how to get a council tax letter from the university.

If the council sends you a letter asking you to pay council tax DO NOT IGNORE IT, even if you have sent them an exemption letter.

**Studying in the University of South Wales**

Where to find out what's going on......

**Centre for International English E-block (H131)**

If you are not sure where to go to solve any problems (academic, social, financial, or administrative), please go to the enquiries desk in H027 where staff will help you find a quick answer or direct you to someone appropriate. Remember that Guy Hicks is available in H027 from 1-2pm and 4-5pm Monday to Friday, so please drop in at those times only!

**The University of South Wales website**

This is a useful source of information. The list below points you in the direction of some helpful pages. You can access the website on campus and from home. You can find information about the departments, campus services, university regulations, access your email and find out about events in the University.

The address is:

<http://www.southwales.ac.uk>

**International students under 18**

Louise Karabulut is the U18’s Safeguarding Officer for CIE and will meet with all under 18 students at the beginning of their courses to explain how tutorials will be conducted and to explain what they are unable to do until they are 18 in the UK.

**Living in the UK**

There are certain things that all students need to be aware of while they are living in the UK. In particular, you need to be aware of a range of legal requirements relating to drinking, driving, smoking and even watching television! All of this information is in the International Information Booklet that you have been given, and the following link is also very useful.  
  
BBC (2012) *Advice. Helping you get through life*. Available at: http://www.bbc.co.uk/programmes/articles/mRNnm7sBVxQZb4WnCRHKM5

**Can’t find a classroom?**

Go to http://findaroom.southwales.ac.uk/ for help.

**Campus Services**

**Accommodation**

[http://www..co southwalesstudentpad.uk/Accommodation](http://www.southwalesstudentpad.co.uk/Accommodation)

<http://unilife.southwales.ac.uk/pages/2990-accommodation>

**Security (Q-Park)**

01443 482758 (9.00 – 5.00)

01443 482055 (emergency 24 hour number)

**Health Centre**

<http://health.southwales.ac.uk/>

**Learning Resources Centre**

<http://studentlibrary.southwales.ac.uk/>

**Sports Centre**

<http://unilife.southwales.ac.uk/pages/2998-sport>

**Advice Zone**

http://treforestcampus.southwales.ac.uk/treforest\_advice\_zone/

**University Policies**

**EQUAL Opportunities**

[**http://hr.southwales.ac.uk/hr/equalitydiversity/**](http://hr.southwales.ac.uk/hr/equalitydiversity/)

### MATERIALS FOR ENGLISH MODULES

### You will need to buy the following books for your English modules;

**EF0U06 Academic Writing**

Bailey, S. (2011) *Academic Writing: A handbook for International Students*, *4th Edition,* Abingdon: Routledge. ISBN: 978-0-415-59581-0

**EF0U09**

Kisslinger, E. & Baker, L. (2018) *Skillful 3 Listening & Speaking*, London: Macmillan.

ISBN: 978-1-380-01070-4

**EF0U11**

Rogers, L. & Zemach, D. (2018) *Skillful 3 Reading & Writing*, London: Macmillan.

ISBN: 978-1-380-01076-6

**We recommend that you buy the following books to help you with your studies.**

*The Oxford Advanced Learner’s Dictionary*, Oxford, OUP

**You must also buy:**

Suitable materials to record, store and organise your work. This includes an A4 ring binder file and A4 pad for each of your English modules. You must also have pens, pencils and erasers.

**Resources**

A wide range of resources are available at the Learning Resources Centre (LRC) and you will be shown how to find these in your LRC induction session. These include grammar manuals, course books for students, graded readers and interactive CDROM/DVD. Students wishing to work at the LRC are able to book study rooms (for individuals and groups) and there is a ‘quiet area’ on the first floor. Those without private laptops or other PCs are able to borrow them from the LRC for overnight use. It is also possible to book PCs for use in the LRC, and use PCs at various other locations throughout the University (e.g. J Block, G Block etc). A collection of study aids is also available at the Drop In Centre at the LRC.

Some useful online resources include:

<http://www.bbc.co.uk/learning/subjects/english.shtml> A good general site for grammar, practice exercises and multimedia.

Using English for Academic Purposes: A Guide for Students in Higher Education <http://www.uefap.com/>

English Club.com <http://www.englishclub.com/grammar/verbs-voice_passive.htm>

English Grammar in Use Online (trial version) <http://englishgrammarinuse.cambridge.org/product_groups/landing>

UsingEnglish.com <http://www.usingenglish.com/> Useful for grammar questions

Teaching Methodology

Now we’d like to explain our teaching methodology to you. First of all, perhaps you’d like to know what we mean by ‘teaching methodology’. Simply, it means method or style of teaching.

Did you know there are a number of different ways of teaching and learning a language? A widely used and well-respected method called *Communicative Language Teaching* is the one we use in our English classes at the University of South Wales.

What is the *Communicative Language Teaching (CLT)* method of teaching English*?* It is NOT the traditional way of teaching English. The traditional way, which you may be most familiar with, is teacher-centred. In other words, the teacher is in charge and is the one who controls the learning.

In CLT, we like to think of the teacher as someone who helps, guides and encourages the students to learn. We do this by providing as many opportunities, as possible, for students to practice the language through communication. If you think of the teacher’s job similar to that of an orchestra conductor. The students’ job is similar to the orchestra. The orchestra produces the music by carefully following the guidance of the conductor.

In a CLT English language classroom, the teacher gives the responsibility of learning to the students. Students learn by participating in communication activities either individually, in pairs, or groups which the teacher guides. This helps to build the students’ confidence to use the language.

IFP modules for pathways

|  |  |
| --- | --- |
| Pathway | Module set |
| Law | Law HU0S020  Social Policy HU0S014  Sociology HU0S013 |
| Accounting & Finance | Business HU0S017  Advanced IT HU0S011  Statistics HU0S010 |
| Business | Business HU0S017  Advanced IT HU0S011  Statistics HU0S010 |
| Humanities & Social Sciences | History HU0S004  Understanding Modern Society: The Past in the Present HU0S019  Media and Cultural Studies HU0S005 |
| Psychology | Psychology HU0S012  Childhood Studies HU0S016  Statistics HU0S010 |
| Science | Foundation Biology BI0S06  Physical Science PH0S44  Scientific Data Literacy PH0S48 |
| Computing | CS0S360 Software Development Fundamentals  IS0S364 Information Systems  CS0S362 Integrated Computing Devices |
| Health & Social Care Management | Sociology HU0S013  Business Administration HU0S017  Social Policy HU0S014 |
| Hotel & Hospitality Management | Business HU0S017  Advanced IT HU0S011  Statistics HU0S010 |
| BEng Engineering | Foundations of Engineering Mathematics AM0S01  Further Foundation Mathematics for Engineers AM0S04  Fundamentals of Mechanical Engineering NG0S207 |
| BSc Engineering | Foundations of Engineering Mathematics AM0S01  Application of Mathematical Skills AM0S05  Fundamentals of Mechanical Engineering NG0S207 |

In addition, **all** IFP students will study the following;

EF0U06 – Academic Writing Skills

EF0U08 – Academic Study in the UK Context

EF0U09 – Academic Listening

EF0U11 – Academic Reading

**STUDENT RESPONSIBILITIES**

You will be expected to:

1. Attend all classes unless you are ill.
2. Arrive at all classes and tutorials on time
3. Bring all the necessary texts and materials to every class
4. Do all the homework, assignments and preparation required of you by your tutor and give essays and assignments in at the correct time on the correct day to the correct person. If you are ill and can’t complete an essay or assignment on time or you miss a test or an exam you **must apply through mitigating circumstances for an extension to your hand-in date.**
5. Take responsibility for your own learning. Your teacher can’t teach you if you don’t contribute the time and effort necessary for you to learn.
6. Treat your tutors and fellow students with respect and good manners at all times.
7. **Do your own work, don’t copy, cheat or plagiarise.** You will be taught how to reference properly and plagiarism will be discussed in class.

**TUTOR RESPONSIBILITIES**

You can expect your tutor to:

1) Attend all classes and tutorials unless he/she is ill

2) Arrive at all classes and tutorials on time

3) Bring all the necessary texts and materials to every class

4) Set and mark homework within a reasonable time period

5) Give regular feedback on essays, assignments, tests etc.

6) Listen to and deal appropriately with any concerns you have

7) Treat you with respect and good manners at all times

## Process and Product

We believe that the process (the classes, homework, interaction with other students, research etc.) is just as important as the product (your IFP certificate and progression to a degree). This means, for example, that being in the class and actively participating is extremely important. If you miss a class and copy the notes from a friend in the evening you have the product but not the process. To get the most out of your IFP year and to be able to cope better with your degree course you need the process as well as the product. **Please remember this.** Of course if you are ill, it is your responsibility to catch up with the classes, notes and materials you have missed.

**ATTENDANCE**

Regularly attending classes is EXTREMELY IMPORTANT!

If you check your offer letter you will see there is a condition. The condition is this:

**“You will be required to successfully complete the programme…”**

In order to ‘*successfully*’ complete the International Foundation Programme, you need to do two things. You need to

* attend the classes **and tutorials**
* pass your assessments

Of course, passing your assessments will be difficult if you don’t attend classes and tutorials!

**The other important reason for good attendance is for your VISA. The Home Office requires a high level of attendance when considering VISA renewals. The VISA renewal form requires the University (your sponsor) to *officially* report your attendance.** The university must report to the UKVI if a sponsored student misses 10 expected contacts, without the sponsor’s reasonably granted permission.

If a student misses 5 expected contacts they will be receive a warning from the Centre for International English. After missing 10 expected contacts, the UKVI will be contacted if there is no good reason for their absences, as the student will be in breach of their visa requirements. In addition, the student may be withdrawn from the course.

An expected contact could be a 2 hour classroom session, a tutorial, or a submission of coursework and the limit of 10 is termly/a 10 week block for pre-sessional students.

Remember that **ten unauthorised absences means the UKVI will be contacted**. In addition, regular and/or frequent lateness at the beginning of each lesson and after breaks will also be considered to assess whether or not you have engaged with the course and fulfilled the requirements of your visa.

If you are unable to attend classes or other activities due to illness, please bring a note from your doctor or the University Health Centre. If you are unable to attend for any other reason, please make sure you discuss it with your Personal Tutor. We will do our very best to help you but you must **communicate** with us.

If you need to make an appointment (eg with the bank/doctor/estate agent), please arrange it for a time when you do NOT have classes or tutorials! **Check your timetable before making a commitment elsewhere.**

If you miss a class because you have an appointment, you will be marked as absent. Remember that ten unauthorised absences means the UKVI will be contacted and you may be withdrawn from your course.

**ASSESSMENT**

* Assessment is the general word for exams, coursework, tests, essays, assignments, projects, oral presentations etc. (any piece of work you get a mark or grade for). Your assessment will be a mix of these things.
* You will be given written information about assessment for each module by your lecturers. If you are not in class when this information is given out **it is your responsibility to find out the content of each piece of assessment and when and where it will take place.**
* Academic decisions on grades made by tutors are not negotiable. This means that there is no point in trying to persuade a tutor to change your mark. However, teachers will be happy to discuss with you ways of improving your work.
* In-class tests will take place under exam conditions.
* Some written assessments need to be submitted electronically via Blackboard, in addition to hard copies. Your teacher will show you how to submit work on Blackboard. Hard copies can be handed in to your teachers or the CIE administrator Guy Hicks in room H27 (during drop-in hours 1 – 2pm and 4 – 5pm), and you will receive a receipt.
* **Work must be submitted on time**. If it is late it must be accompanied by approval from the extenuating circumstances committee.
* All work must be your own. You must not copy, cheat or plagiarise.

**Pass Marks**

In order to successfully pass the course, students must pass all of the modules on which they are enrolled. The pass mark for English modules is 50% (which equates to an IELTS 6.0). All other modules have a pass mark of 40% and are taught at level 3 of the Credit and Qualifications framework. The marks for these modules are based on the University marking scheme below.

|  |  |  |
| --- | --- | --- |
| 90% |  |  |
| 80% |  |  |
| 70% | Very good | First class degree |
| 60% | Good | 2:1 |
| 50% | Average | 2:2 \*in English modules, equivalent to an IELTS 6.0 |
| 40% | Satisfactory | Third-pass |
| 30% | Poor | Fail |
| 20% |  |  |

\*Students should particularly bear this in mind when receiving their results. Marks high above this IELTS band are rare for this course. Students need to become accustomed to this, as percentages may be much lower than the results they are used to receiving from previous education providers.

**Fit to Sit Policy**

In submitting each assessment and/or sitting an examination you are confirming that you are fit to sit and you will not subsequently be able to claim that your performance in that assessment was affected by extenuating circumstances. If you consider that you are not ‘fit to sit’, this must be for a substantial reason and you should inform the University in advance unless this is not possible (as set out in the regulations). You will therefore need to take responsibility for deciding in advance whether you are unwell or facing other significant extenuating circumstances. If so, you should contact the University to seek either an extension for submission or non submission/attendance. In making such a decision, you need to consider the consequences of delaying your studies and your tutors will be able to provide you with guidance about this should you require it.

**RESULTS AND RE-SIT INFORMATION**

You will be sent an email (to your ***university*** email address) in June informing you when your results are available. Once the results are made available, you will be able to look at them online ([https://onlineresults.southwales.ac.uk/students](https://onlineresults.glam.ac.uk/students)), using your enrolment ID and password. You will also be able to download and print a PDF copy of your results, which can be used when applying for a new visa.

If you have to re-sit a module, this will be shown on your results. **It is your responsibility to confirm this information with your module tutor for each module you have to re-sit.** Please note that if you fail more than 50% of your modules you can be discontinued from any further study and will not be allowed to do re-sits.The re-sit period is usually during August.

**GENERAL TIPS AND ADVICE**

* If you are asked to sign anything (for example an accommodation contract) read it carefully and make sure you understand it. If necessary, ask for help. Beware of verbal contracts.
* Try to make an effort to improve your English at all times. You can do this by:

1. Attending all your classes and doing all your work to the best of your ability
2. Talking to British students and other international students (especially the ones who don’t speak your language!) as much as possible
3. Joining some of the many clubs and societies that are based at the university
4. Taking every opportunity to meet local people
5. Reading in English every day (newspapers, magazines, books)
6. Listening to British radio and watching British television.

**Remember – you must make the effort.**

**Most important of all, if you have a problem of any kind (work, money, visa, homesickness, health etc.), please tell your personal tutor about it. If we can’t help we will find someone who can. But we can’t help if we don’t know there is a problem.**

**WHERE TO GET HELP AND SUPPORT**

**Immigration and International Student Advice (IISA)**

This service can offer you support and advice about issues related to being an international student, such as immigration or visa problems. It is located in H27 and is open from 10-4pm. Have a look at the following link which has a wide range of information about being an International student:

http://intsupport.southwales.ac.uk/

**The Study Skills Centre**

This is a centre where you can get help with English, Maths and IT. It is located in the library and there is more information about it on the next page. You can also find more help and advice from the Education Drop-in Centre on Blackboard under Study Skills Organisation.

**The Health Centre**

Every student must register with the health centre and a local doctor.

**The Students Union**

Trips and activities for international students are organised by the Students Union and these are a good opportunity to see the area and meet local people. These trips will be advertised in the international section of student services. The Students Union also has many societies which you can join, including an international students’ society. Joining a society can help you to make friends and improve your English.

**LRC (Learning Resources Centre)**

This is the library and you will be given a library card and shown how to use the different sections of the library.

**The Chaplaincy Meeting House**

This is a faith centre available to students of all faiths and those who have no faith.

You are welcome to call in and have a chat with the staff there or just have a cup of tea or coffee. It is a place to sit quietly and relax, read the papers, play board games and meet friends. There is also an Islamic prayer room situated behind Ty Crawshay.

**Student Services**

This provides services such as careers; counselling and mental wellbeing; disability and dyslexia; student money.

**Studying with Dignity**

**Do you feel respected?**

The University of South Wales wants all staff and students to feel respected and treated politely by others.

* You have the right to be treated with respect
* You have the right to be treated fairly and not be bullied
* You have the right to be treated as equal to other people
* You have the right to feel valued for your skills and abilities

If anyone treats you in a way that does not show respect and makes you feel uncomfortable, you can go to H030 and speak to Kathryn Williams (Dignity at Study Adviser). More detailed information is available on the link below.

<http://unilife.southwales.ac.uk/pages/3112-dignity-at-work-study-policy-on-harassment-bullying-unfair-treatment-and-victimisation>.

**The Tutorial System**

Tutorials are an opportunity for you to discuss any problems or concerns you have about your studies with one of your tutors, on a weekly basis. The times will be given to you at the start of the course. All students must attend their tutorials.

**Confidentiality**

All the personal tutors within the CIE follow a strict Confidentiality Code. What you say to your personal tutor stays confidential. This means that apart from the most extreme circumstances, outlined below, what you tell your personal tutor will not be told to anyone else without your permission.

Notes will be made during your tutorial. These notes are read by you at the end of the tutorial and you are asked to sign the tutorial record sheet.

The circumstances when your personal tutor will need to discuss your situation with another professional are:

* when you are at risk of serious harm
* when your behaviour is affecting adversely the legal rights of other people
* when your personal tutor is being placed in a position in which his/her professional integrity is compromised
* when disclosure is required by law.

Usually in such circumstances your personal tutor would discuss the situation with you before breaching confidence. If this is not possible, you would be told what information has been disclosed.

**Study Skills Centre**

GUIDANCE AND RESOURCES TO

Our resources include:

HELP YOU WITH YOUR STUDY

The Study Skills Centre offers optional, extra study support to all University of South Wales students. We provide guidance, resources, workshops and tutorials to familiarise you with

academic styles and presentation, and to improve your academic performance.

Our services include:

**• General guidance on study issues**

**• Specialist maths and statistics support** on any of the following:

*Numeracy and algebra*

*Maths and statistics for foundation level*

*Maths and statistics for Science and*

*Engineering*

*Maths and statistics for Accounting, Business*

*Studies, Social Sciences and Applied Sciences*

**• Specialist English support** for anyone wishing to improve academic writing skills, such as:

*Assignment planning and reviewing*

*Critical thinking*

*Writing style*

*Grammar and punctuation*

*Referencing*

**• Study Skills Workshops** on a wide range of skills such as effective reading, giving presentations, understanding essay questions, and referencing

• A range of reference materials

• Free information sheets and booklets to help with writing assignments, maths, statistics, and general study strategies such as exam technique and presentation skills

• Online tutorials and information

At the **Treforest campus**, we are on the ground floor of the LRC. Come inside the main entrance and turn left and you will find us to the left of the main walkway. Our staff are available at the following times during term-time, although reference materials can be

accessed whenever the LRC is open:

***9.30am—5pm Monday, Tuesday,***

***Wednesday, Thursday***

***9.30am—4.30pm Friday***

Call in to meet us, and find out more about what we offer!

E-mail: **studyskills@southwales.ac.uk**

Website: studyskills.southwales.ac.uk

**Plagiarism**

Plagiarism is when you take the ideas, thoughts, words or inventions of someone else and present them as your own. It includes copying from fellow students, books, and the Internet and taking ideas and images from others as well as their actual words. It is a very serious academic offence. **Plagiarism is an infringement of University Regulations. If you are found guilty of plagiarism, you may be failed in the complete stage of the award, and in extreme cases may not be allowed to continue your studies.** You must ensure that all work submitted for assessment is your own, and has not been previously submitted for any other award or module. When you use source material, either quote it directly using quotation marks, or summarise or paraphrase it in your own words, and cite your source in the text or footnotes. If you take up an idea from someone else, or wish to discuss someone’s critique of a particular theory, you must give your source. Only your own original thoughts and evaluations should remain unreferenced. If you are suspected of plagiarism, you will be invited to attend a meeting within the Faculty. If the matter cannot be resolved at this level, it will be looked at at university level.

**How do I avoid plagiarism?**

Each subject discipline tends to have its preferred method of referencing other sources. You should consult your Award or module tutor for advice. **Examples of where material must be referenced include**:

\*Direct quotation of words, images, diagrams or figures.

\*Summaries or paraphrases of others' material in your own words.

\*Descriptions of ideas, theories, critiques or arguments belonging to someone else. \*Use of a method or process previously used by others.

\*Work forming part of a joint project or jointly created by a group or partner.

**Accommodation Services**

Accommodation Services is here to help you find somewhere to live and to help you with any accommodation-related problems during your time here.

If you have any queries about accommodation, please contact Accommodation Services. They are situated on campus in Glamorgan Court Lodge and are normally open from 8.30am to 5.00pm Monday to Thursday, and 8.30am to 4.30pm on Friday. For a few weeks prior to the start of the academic year the office is open on weekends, and until 6.00pm during the week.

Accommodation Issues - [www.southwales.ac.uk/](http://www.southwales.ac.uk/) studentlife accomodation.php

**Additional Support and Services**

If you are unsure whether you have specific needs, then the following are some examples that may help to guide you, but is not an exhaustive list;

Visual impairment, hearing impairment, dyslexia, mobility difficulties, mental health difficulties (e.g. depression), unseen disabilities (such as epilepsy) and other medical conditions.

If you think you require specific support, contact the Advice Zone, which is located on the first floor of the LRC, call 01443 482540 or email: [treforestadvice@southwales.ac.uk](mailto:treforestadvice@southwales.ac.uk)

Examples of the sort of resources and facilities available include; specialist equipment, disabled parking permits, dyslexia testing, extra time to undertake examinations or support workers. It is the individual student’s responsibility to keep the university updated with their requirements, and the university will make every effort to assess and meet their specific needs.

**Regulations & Quality**

We want you to succeed and to enjoy your studies. Here are some very important things you need to know in order to pass your course.

**Submission of work**

A deadline is given for handing in each piece of work that you have been set. If you meet the deadline, you will be awarded the full mark that your work is worth. If for some reason you fail to meet the deadline, then you have 5 working days in which to submit your work but the maximum mark you can be awarded for this piece of work is 50% for International English modules and 40% for subject specific modules. If you hand in your work later than 5 working days past the deadline or if you do not hand in the work at all, you will receive a mark of 0.

**Circumstances beyond your control**

If something unexpected happens and you are unable to meet a deadline, you should consider submitting a claim for ‘[mitigating circumstances’](http://glamlife.glam.ac.uk/pages/3018-mitigating-circumstances). Your faculty will be able to advise you on whether your circumstances fall under this procedure. Your claim will then be judged and, if it is deemed valid, you are usually allowed to submit your work at a later date and still receive the mark that the work is worth, i.e. the mark will not be capped. Similarly, if you miss an exam through circumstances beyond your control, you will usually be allowed to resit it at the next available opportunity without your mark being capped.

[**Plagiarism**](http://glamlife.glam.ac.uk/pages/3107-plagiarism) **(submitting work that is not your own or failing to reference properly)**

The University regards plagiarism as a very serious offence. In order that you do not accidentally commit plagiarism, you should ensure that you make use of the information that the University issues and check with your lecturers if you are at all unsure. Proven cases of plagiarism can result in varying degrees of penalties depending on the level you are studying, whether it is a first offence and the volume of work plagiarised. In serious cases, proven plagiarism can result in expulsion.

**Quality Assurances**

Every effort will be made to maintain high standards and equitable assessment processes. The following points are deemed to be essential to that end:

* Students’ work will be internally moderated and marks/student profiles will continue to be scrutinised at subject boards. Members of the board will include the core academic staff members of the Centre for International English, an external examiner and other appropriate staff members.
* Upon completion of each module, module reviews will take place. Significant information will be taken from this process and used, together with feedback from the students (module evaluation forms and feedback arising from the Student Voice meetings), to perform an annual review of the I/E. suite of modules and courses.
* Module descriptors will be stored centrally and any changes made to the learner outcomes or assessments of these modules will be considered in the annual monitoring meeting each July.

**Failing a module**

If you fail a module but have handed in work and gained some marks, you may be able to resit it. This will depend on your overall performance. However, if you don’t hand in any of the work for a module and therefore have a mark of 0 recorded, you will not be offered a resit in it (but see Circumstances beyond your control above) and this may mean that you are discontinued from your course as **repeat years are** **not offered on the IFP**. It is therefore vitally important that you submit all your work by the published deadlines.

Students who fail any module overall or an element of a module assessment which has been identified as a passing requirement may retrieve the failure through reassessment, according to the following regulations.

Students may have the right to one referral opportunity up to and including 50% of the credits taken in any academic year although above 30% is at the discretion of the exam board. This right is for one referral for the assessments of each failed module only.

Where students have failed more than 50% of the credits taken in any one academic year they lose the right to referral; in such cases, the number of referrals permitted (if any) is at the discretion of the award board.

Where students have failed to undertake any assessments for a module, they lose the automatic right to referral. Faculties may apply discretion where modules have only one element of assessment, for example, dissertations.

Exceptionally, where there are approved mitigating circumstances, students have the right to be assessed in each case as if for the first time, even if they have achieved a pass grade. However, where a student elects to take this opportunity, the previous attempt is forfeited, and the new ‘first attempt’ grade must stand, even if a previously passed assessment is now failed. The award board should ensure the students are appropriately counselled of this right and its implications.

Students failing a module are referred in the failed element of assessment only and carry forward any other grade(s) achieved in any element of assessment of the same module already completed successfully.

Resit assessment marks will not be capped, but the overall mark for the module will be capped at the pass mark for the module.

If a student is referred in an element(s) of a module, then the final module grade awarded will be that obtained at the second attempt, regardless of whether this is higher or lower than the grade of the first attempt. This is subject to the ceiling on grades described above.

Award boards may at their discretion allow a student’s overall performance to compensate for partial failure. In exercising their discretion, boards must be mindful of the grounds for allowing it, the rest of the student's profile, and the compensation regulations set out below.

Compensation is normally limited as follows:

* One undergraduate module where the student has achieved an F1 (narrow fail). Core Modules cannot be pass compensated. A list of core and required modules is in each course handbook.

Where a student's failure in a module(s) is compensated by an award board, the module grade will be recorded as PC (Pass by Compensation).

**Assessment and Re-assessment**

The examination boards will determine whether you have passed your modules and then whether you can progress to the next level of your course or receive your award.

If you fail some of your modules, the board may decide to offer you resits and these usually take place in August. Please make sure that you don’t arrange holidays during a resit period – these dates are available at the start of each year. Your results letter will indicate which parts of the module you have to resubmit (coursework) or resit (exam). You should assume that in order to pass the module at resit, you will need to get the minimum pass mark in every part you resubmit or resit.

**Successful completion of your course**

If you don’t successfully complete part of your course, you may experience complications and delays in progressing with your studies. You might have to pay additional fees and make another visa application – these will be your own financial responsibility. You should make every effort to pass your course on time. To pass your course you must achieve the pass mark in **every** module.

**Attendance**

A high level of attendance is expected. The university must report a student to the UKVI if a sponsored student misses 10 expected contacts without the sponsor’s reasonably granted permission. (An expected contact could be a lesson, tutorial, trip, or submission of coursework and the limit of 10 applies each term).

If a student misses 5 expected contacts they will be receive a warning from the Centre for International English. After missing 10 expected contacts, the UKVI will be contacted as the student will be in breach of their visa requirements.

**Student Conduct**

**University of South Wales– Regulations Governing Student Conduct**

Students at the University are expected to observe University rules and regulations, to respect persons and property and to show courtesy and consideration at all times. Failure to do this is called ‘student misconduct’. The University rules and regulations can be seen by following the links below.

Here are some examples of things that students *must not* do:

1. Commit physical assault, serious threatening behaviour or verbal or written abuse to other students, staff or visitors to the University, including via internet websites such as social networking ones (see also the University’s Social Media Policy: <http://its.southwales.ac.uk/documents/download/6/>).
2. Make malicious or vexatious allegations against other members of the University.
3. Falsify information provided to the University nor fail to disclose relevant information (e.g., criminal convictions, non-medical disclosure or falsify evidence for extenuating circumstances).
4. Behave in the community in such a way as may be reasonably deemed to potentially harm the reputation of the University or its relationship with the local community.
5. Maliciously or wilfully damage University property or property of other students, staff or visitors.
6. Misappropriate any University property, funds or assets or property of other students.
7. Act in any way which is likely to cause injury to any other person within the University community, including impairing the safety of premises or equipment and interfering with anything provided in the interests of Health and Safety at Work as detailed in the [Health and Safety Policy document](https://thehub.southwales.ac.uk/Interact/Pages/Section/SubFullOne.aspx?subsection=2435).
8. Commit any criminal act.
9. Engage in any activity or behaviour which contravenes the University's Equal Opportunities or Harassment policies, including acts of racial hatred, non-violent extremism, violent extremism and/or terrorism.
10. Behave in any way which unreasonably interferes with the legitimate freedoms of any other student, member of staff, or visitor, or which disrupts or interferes with activities properly carried out by the University.
11. Misuse University IT systems or equipment or fail to comply with IT regulations.
12. Fail to give their name and address to an officer or employee of the University when reasonably requested to do so by such officer or employee in the course of their duties.
13. Purchase or order goods on behalf of the University without due authorisation.
14. Use University facilities without prior authorisation.
15. Make excessive noise in or around University halls of residence or other University property.
16. Fail to leave any of the University premises when reasonably required to do so by an authorised individual.
17. Bribe or attempt to bribe a member of university staff.

The University may give you

* a formal warning
* ask you to pay a fine
* ask you to pay compensation
* suspend you from your studies
* ask you to leave the University

**Student Charter**

<http://uso.southwales.ac.uk/StudentCasework/StudentCharter/>

**Regulations relating to student misconduct**

<http://uso.southwales.ac.uk/StudentCasework/RGSC/>

**STUDENT VOICE REPRESENTATIVE**

Each class nominates two students to represent them at regular meetings with staff from CIE. This enables students to voice their views and concerns about such issues as: their course; assessments; workload etc and discuss these with the staff. The representatives can then feed back to their classmates the responses from the staff and any other matters of interest. These meetings also help the department to make improvements to their courses based on issues which arise.

These meetings usually take place within the first few weeks of a new course and then once a term.

**Tell us what you think!**

We welcome any feedback from students about the Centre for International English and the courses that we teach so please feel free to tell us about a particular positive or negative aspect of your experience, either at room H131 or tell your Student Voice Representative. However, if you have a more serious complaint, you should take the following steps:

1. Make an appointment with your personal tutor
2. Discuss your complaint with the personal tutor, who will make a note of the details and try to solve the problem. This may mean that the tutor has to discuss the issue with other members of staff.
3. If you are still not satisfied and would like to take your complaint further, you should follow the University of South Wales Complaints procedure which can be found at **http://unilife.southwales.ac.uk/pages/3273-complaints**

### Descriptor for Module EF0U06

### Module Title: Academic Writing

**Module Leader:** Rachel Stamp

**Pre-requisite(s):** IELTS 5.0

**Co-requisite(s):** None specified

**Awards:** International Foundation Programme (Intensive English)

**Aims of Module:**

To prepare students for the writing tasks they can expect to meet during undergraduate study and in their specific degree programmes.

To develop students’ existing writing skills to a level appropriate for undergraduate study.

To improve students’ ability to approach writing tasks independently and effectively in the planning and research stage.

**Synopsis of Module Content:**

Examining academic texts to identify and become familiar with a variety of structures and genres

Sentence and paragraph structure

Advanced grammatical structures and lexis appropriate to academic discourse.

Use of cohesive devices and discourse markers

Approaching essay questions

Preparation and research for the purpose of writing

Incorporating sources into written work

**Teaching Methods:**

Students will learn by examining academic texts, reviewing and practising grammar, sentence and paragraph structures, producing a variety of written texts, working independently and collaboratively, and evaluating their performance and that of their peers.

**Learning Outcomes:**

By the end of this module students will be able to:

1. Demonstrate the ability to write with a level of grammatical and lexical accuracy, cohesion, and coherence appropriate to undergraduate study.
2. Produce academic writing that attends to appropriate style, format and organisation.
3. Identify, select, and effectively incorporate materials from a range of sources.

**Assessment requirements:**

**55% coursework. 45% exam**

Assessment 1 = Research Report, 500 words, 15% (LO1,2,3)

Assessment 2 = Exam – Argument/Discussion Essay, 500 words, 15% (LO1, 2,3)

Assessment 3 = Comparison/Contrast Essay, 750 words, 20% (LO1,2,3)

Assessment 4 = Problem/Solution Essay, 750 words, 20% (LO1,2,3)

Assessment 5 = Exam - Extended Essay, 750-1000 words, 30% (LO1,2,3)

**Concise Reading List:**

Bailey, S. 2011, *Academic Writing: A Handbook for International Students*, Abingdon, Routledge.

Supplementary Materials:

Oshima, A. & Hogue, A. 2006 Writing Academic English (4th Ed), New York, Pearson Longman

### Descriptor for Module EF0U08

**Module Title: Academic Study in the UK Context**

**Module Leader:** Rachel Stamp

**Pre-requisite(s):** IELTS 5.0

**Co-requisite(s):** None specified

**Awards:** International Foundation Programme (Intensive English)

**Aims of Module:**

To introduce and develop essential skills required for academic study.

To aid the transition of students onto their chosen degree by increasing their awareness of what is expected of them on their chosen degree programmes and .

To introduce students to the wider context in which they are studying and use this context to develop their essential study skills.

**Synopsis of Module Content:**

Students will be taught;

Evaluating the credibility of sources

Time management skills.

Information retention

Critical thinking

Note-taking, summarising & paraphrasing

Harvard Referencing

Subject specific academic culture

Exam techniques

Oral presentation skills

**Teaching Methods:**

Lectures, seminars, workshops, Computer lab sessions, independent research, shadowing, library based tasks.

**Learning Outcomes:**

By the end of this module should be able to;

1 Demonstrate the ability to engage with their studies and manage time effectively.

2 Effectively research, select, incorporate, reference and critically evaluate sources.

3 Present information through discussion, presentation and written work to an appropriate

standard for undergraduate study.

4 Demonstrate knowledge and understanding of the wider UK context in which they are studying

and the requirements of the subject and level that they are progressing to.

**Assessment requirements:**

**100% coursework. Students must achieve at least 30% in each individual assessment. The overall pass mark for the module is 50%.**

1 Blog contributions (600 words per term- 15% term 1 and 15% term 2) 30% **LO 2,3,4**

2 Attendance (as percentage) & completed homework (as percentage) 10% **LO1**

3 In-class test –note-taking, summarising, quotations and referencing. 30% **LO2, LO3**

4 Presentation(10-15 minutesin pairs or small groups)30% **LO3, 4**

**Concise Reading List:**

All study materials will be provided.

### Descriptor for Module EF0U09

**Module Title: Academic Listening**

**Module Leader:** Rachel Stamp

**Pre-requisite(s):** IELTS 5.0

**Co-requisite(s):** None specified

**Awards:** None Specified.

**Aims of Module:**

To prepare students for academic listening tasks they can expect to meet during their undergraduate study as well as in general situations. To develop the ability to listen to and understand both social and academic conversations by identifying key information or by giving a response. To follow academic lectures and take notes.

**Synopsis of Module Content:**

To listen and follow general competence graded texts requiring students to identify key information, facts or to give a response.

To listen to taped academic lectures and to write notes identifying key points.

**Teaching Methods:**

The delivery of the course will be divided into a series of workshops and seminars. Equal focus will be given to improving subject and situation specific vocabulary, developing the ability to identify key information and taking notes through listening to academic lectures.

**Learning Outcomes:**

1 - By the end of this module students will be able to listen and understand both general and academic conversations by identifying key information or by giving a response.

2 – Follow academic lectures and take notes.

**Assessment requirements:**

**100% coursework**

1- Coursework listening test 1, 40% - Note-taking from an academic lecture. (LO1+2)

2 -Coursework listening test 2, 60% - Note-taking from an academic lecture. (LO1+2)

**Concise Reading List:**

Kisslinger, E. & Baker, L. (2018) *Skillful 3 Listening & Speaking*, London: Macmillan.

ISBN: 978-1-380-01070-4

**Key Skills delivered by this module:**

Expansion of subject and situation vocabulary.

Listening and communicating effectively to both academic and social situations.

Developing the skills of identifying key information from listening to lectures and taking notes.

### Descriptor for Module EF0U11

**Module Title: Academic Reading**

**Module Leader:** Rachel Stamp

**Pre-requisite(s):** IELTS 5.0

**Co-requisite(s):** None specified

**Awards:** None Specified.

**Aims of Module:**

To develop students' ability to read academic material effectively.  
To improve students' confidence in researching and evaluating academic texts.  
To equip them with useful strategies for developing their own academic reading skills.

**Synopsis of Module Content:**

Exploration of a range of academic texts across subject areas relevant to IFP students   
Activities designed to improve the micro-skills required for effective reading - predicting, skimming, scanning etc.  
Tasks designed to aid vocabulary building - academic lexis and subject-specific vocabulary Focus on evaluating and reading appropriate academic material online  
 Subject-specific reading skills for research

**Teaching Methods:**

Students will learn by:

Participating in seminars  
Undertaking interactive reading based tasks at an appropriate academic level  
Liaising with specialist library staff in their subject area   
Engaging in online academic reading activities

**Learning Outcomes:**

On completion of this module the student will be able to:  
  
1. Demonstrate their ability to engage effectively with a range of academic texts.  
2. Summarise and critique appropriate academic texts.  
3. Demonstrate effective strategies for reading academic material.  
4. Select and read appropriate academic material online.

**Assessment requirements:**

1. In-class test – 25% (LO 1,2,3)
2. Online coursework task - 25% (LO 1, 2, 3, 4)
3. In-class test – 50% (LO 1,2,3)

**Concise Reading List:**

|  |
| --- |
| Rogers, L. & Zemach, D. (2018) *Skillful 3 Reading & Writing*, London: Macmillan.  ISBN: 978-1-380-01076-6 |

**Academic Writing EF0U06**

**Assessments and Course Dates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week beginning** | **Week of the course** | **Uni Week** | **Lesson 1** | **Lesson 2** |
| 16.09.19 | 0 | 11 | Induction Week | |
| 23.09.19 | 1 | 12 |  |  |
| 30.09.19 | 2 | 13 |  |  |
| 07.10.19 | 3 | 14 |  |  |
| 14.10.19 | 4 | 15 |  |  |
| 21.10.19 | 5 | 16 | Mock assessment: descriptive essay |  |
| 28.10.19 | 6 | 17 |  |  |
| 04.11.19 | 7 | 18 |  |  |
| 11.11.19 | 8 | 19 |  |  |
| 18.11.19 | 9 | 20 | Hand in research report (15%)  Hard copy in class, soft copy on Turnitin by 23:59 on Mon 18th Nov |  |
| 25.11.19 | 10 | 21 |  |  |
| 02.12.19 | 11 | 22 |  | In-class assessment: argument/discussion essay (15%) |
| 09.12.19 | 12 | 23 |  |  |
| **16.12.19**  **23.12.19 24 – 26 Christmas vacation**  **30.12.19** | | | | |
| 06.01.20 | 13 | 27 |  |  |
| 13.01.20 | 14 | 28 |  |  |
| 20.01.20 | 15 | 29 |  | Hand in comp/contrast essay (20%) Hard copy in class, soft copy on Turnitin by 23:59 on Wed 22nd Jan |
| 27.01.20 | 16 | 30 |  |  |
| 03.02.20 | 17 | 31 |  |  |
| 10.02.20 | 18 | 32 |  | Draft problem solution essay to be handed in. |
| 17.02.20 | 19 | 33 |  |  |
| 24.02.20 | 20 | 34 | Hand in prob/sol essay (20%)  Hard copy in class, soft copy on Turnitin by 23:59 on Mon 24th Feb |  |
| 02.03.20 | 21 | 35 |  |  |
| 09.03.20 | 22 | 36 |  |  |
| 16.03.20 | 23 | 37 |  |  |
| 23.03.20 | 24 | 38 |  | Final Exam (30%) |
| 30.03.20 |  | 39 | Classes to continue in non-English modules |  |
| 06.04.20  13.04.20 **Easter Vacation (weeks 40 – 42)**  20.04.20 | | | | |
| 27.04.20  04.05.20 **Main examination period weeks 43-45**  11.05.20 | | | | |

**Academic Study in the UK Context EF0U08**

**Assessments and Course Dates**

|  |  |  |  |
| --- | --- | --- | --- |
| Week beginning | Week of the course | Uni Week |  |
| 16.09.19 | 0 | 11 | Induction week |
| 23.09.19 | 1 | 12 |  |
| 30.09.19 | 2 | 13 |  |
| 07.10.19 | 3 | 14 |  |
| 14.10.19 | 4 | 15 |  |
| 21.10.19 | 5 | 16 |  |
| 28.10.19 | 6 | 17 | Mock Test |
| 04.11.19 | 7 | 18 |  |
| 11.11.19 | 8 | 19 |  |
| 18.11.19 | 9 | 20 |  |
| 25.11.19 | 10 | 21 |  |
| 02.12.19 | 11 | 22 |  |
| 09.12.19 | 12 | 23 | Test (30%). All blogs to be completed by 23:59 on Friday 13th Dec (15% ) |
| **16.12.19**  **23.12.19 24 – 26 Christmas vacation**  **30.12.19** | | | |
| 06.01.20 | 13 | 27 |  |
| 13.01.20 | 14 | 28 |  |
| 20.01.20 | 15 | 29 |  |
| 27.01.20 | 16 | 30 |  |
| 03.02.20 | 17 | 31 |  |
| 10.02.20 | 18 | 32 |  |
| 17.02.20 | 19 | 33 |  |
| 24.02.20 | 20 | 34 |  |
| 02.03.20 | 21 | 35 |  |
| 09.03.20 | 22 | 36 | Presentation practice.  All blogs to be completed by 23:59 on Friday 13th March (15%) |
| 16.03.20 | 23 | 37 | Mock Presentations |
| 23.03.20 | 24 | 38 | Presentation assessments |
| 30.03.20 |  | 39 | Classes to continue in non-English modules |
| 06.04.20  13.04.20 **Easter Vacation (weeks 40 – 42)**  20.04.20 | | | |
| 27.04.20  04.05.20 **Main examination period weeks 43-45**  11.05.20 | | | |

**Academic Listening EF0U09**

**Assessments and Course Dates**

|  |  |  |  |
| --- | --- | --- | --- |
| Week beginning | Week of the course | Uni Week |  |
| 16.09.19 | 0 | 11 | Induction Week |
| 23.09.19 | 1 | 12 |  |
| 30.09.19 | 2 | 13 |  |
| 07.10.19 | 3 | 14 |  |
| 14.10.19 | 4 | 15 |  |
| 21.10.19 | 5 | 16 | Practice Test 1 |
| 28.10.19 | 6 | 17 |  |
| 04.11.19 | 7 | 18 |  |
| 11.11.19 | 8 | 19 |  |
| 18.11.19 | 9 | 20 |  |
| 25.11.19 | 10 | 21 | Practice Test 2 |
| 02.12.19 | 11 | 22 |  |
| 09.12.19 | 12 | 23 | Listening Test 1 (50%) |
| **16.12.19**  **23.12.19 24 – 26 Christmas vacation**  **30.12.19** | | | |
| 06.01.20 | 13 | 27 |  |
| 13.01.20 | 14 | 28 |  |
| 20.01.20 | 15 | 29 |  |
| 27.01.20 | 16 | 30 |  |
| 03.02.20 | 17 | 31 | Practice Test 3 |
| 10.02.20 | 18 | 32 |  |
| 17.02.20 | 19 | 33 |  |
| 24.02.20 | 20 | 34 |  |
| 02.03.20 | 21 | 35 |  |
| 09.03.20 | 22 | 36 | Practice Test 4 |
| 16.03.20 | 23 | 37 |  |
| 23.03.20 | 24 | 38 | Listening Test 2 (50%) |
| 30.03.20 |  | 39 | Classes to continue in non-English modules |
| 06.04.20  13.04.20 **Easter Vacation (weeks 40 – 42)**  20.04.20 | | | |
| 27.04.20  04.05.20 **Main examination period weeks 43-45**  11.05.20 | | | |

**Academic Reading EF0U11**

**Assessments and Course Dates**

|  |  |  |  |
| --- | --- | --- | --- |
| Week beginning | Week of the course | Uni Week |  |
| 16.09.19 | 0 | 11 | Induction Week |
| 23.09.19 | 1 | 12 |  |
| 30.09.19 | 2 | 13 |  |
| 07.10.19 | 3 | 14 |  |
| 14.10.19 | 4 | 15 |  |
| 21.10.19 | 5 | 16 |  |
| 28.10.19 | 6 | 17 | Practice Test 1 |
| 04.11.19 | 7 | 18 |  |
| 11.11.19 | 8 | 19 |  |
| 18.11.19 | 9 | 20 |  |
| 25.11.19 | 10 | 21 | Practice Test 2 |
| 02.12.19 | 11 | 22 |  |
| 09.12.19 | 12 | 23 | **Reading Test 1 (25%)** |
| **16.12.19**  **23.12.19 24 – 26 Christmas vacation**  **30.12.19** | | | |
| 06.01.20 | 13 | 27 |  |
| 13.01.20 | 14 | 28 | Online Practice |
| 20.01.20 | 15 | 29 | Mock Online Test |
| 27.01.20 | 16 | 30 | Feedback + Online Test (25%) |
| 03.02.20 | 17 | 31 |  |
| 10.02.20 | 18 | 32 |  |
| 17.02.20 | 19 | 33 |  |
| 24.02.20 | 20 | 34 |  |
| 02.03.20 | 21 | 35 |  |
| 09.03.20 | 22 | 36 | Practice Test 3 |
| 16.03.20 | 23 | 37 |  |
| 23.03.20 | 24 | 38 | Reading Test 2 (50%) |
| 30.03.20 |  | 39 | Classes to continue in non-English modules |
| 06.04.20  13.04.20 **Easter Vacation (weeks 40 – 42)**  20.04.20 | | | |
| 27.04.20  04.05.20 **Main examination period weeks 43-45**  11.05.20 | | | |

**Subject-specific Assessments**

Please note the exam period for most subject-specific modules is May 2020, but you will also have coursework throughout the year. You should contact your module leader for each subject-specific module if you are unsure about when your assessment dates are.

**MODULE MARKING SCHEMES**

Please find information on how we mark your English assessments overleaf. It is a good study skill to refer to them regularly, so that the work you produce matches the requirements.

**EF0U06– Academic Writing Skills**

**Assessment 1 – Research Report - 500 words**

**(assessed out of class total = 20%)**

|  |  |
| --- | --- |
| Criteria | Mark |
| Task response (incl contents page, abstract, method, reference list) | /10 |
| Introduction (background, aims) | /10 |
| Findings (main trends identified and interpreted) | /10 |
| Conclusion (summary, recommendations) | /10 |
| Appendices (questionnaire, collated results) | /10 |
| Coherence and cohesion | /10 |
| Lexical resource | /10 |
| Grammatical range & accuracy | /10 |
| Total | /80 |

**Assessment 2 – Exam - Argument/Discussion essay - 500 words**

**(assessed in class total = 15%)**

|  |  |
| --- | --- |
| Criteria | Mark |
| Introduction (general statement, thesis statement, scope/preview) | /10 |
| Main body paragraphs (topic sentences and supporting detail/examples) | /10 |
| Conclusion (summary, concluding statement, recommendations) | /10 |
| Task response | /10 |
| Coherence and cohesion | /10 |
| Lexical resource | /10 |
| Grammatical range and accuracy | /10 |
|  | /70 |

**Assessment 3 – Comparison/contrast essay - 750 words**

**(assessed out of class total = 20%)**

|  |  |
| --- | --- |
| Criteria | Mark |
| Introduction (general statement, thesis statement, scope/preview) | /10 |
| Main body paragraphs (topic sentences and supporting detail/examples) | /10 |
| Conclusion (summary, concluding statement, recommendations) | /10 |
| Task response | /10 |
| Coherence and cohesion | /10 |
| Lexical resource | /10 |
| Grammatical range and accuracy | /10 |
| Referencing (in-text and list) | /10 |
|  | /80 |

**Assessment 4 – Problem/solution essay - 750 words**

**(assessed out of class total = 20%)**

|  |  |
| --- | --- |
| Criteria | Mark |
| Introduction (general statement, thesis statement, scope/preview) | /10 |
| Main body paragraphs (topic sentences and supporting detail/examples) | /10 |
| Conclusion (summary, concluding statement, recommendations) | /10 |
| Task response | /10 |
| Coherence and cohesion | /10 |
| Lexical resource | /10 |
| Grammatical range and accuracy | /10 |
| Referencing (in-text and list) | /10 |
|  | /80 |

**Assessment 5 – Exam - Extended Essay – 750 words**

**(assessed in class = 30%)**

|  |  |
| --- | --- |
| Criteria | Mark |
| Introduction (general statement, thesis statement, scope/preview) | /10 |
| Main body paragraphs (topic sentences and supporting detail/examples) | /10 |
| Conclusion (summary, concluding statement, recommendations) | /10 |
| Task response | /10 |
| Coherence and cohesion | /10 |
| Lexical resource | /10 |
| Grammatical range and accuracy | /10 |
| Referencing (in-text and list) | /10 |
|  | /80 |

**EF0U06 Essay Marking Criteria**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mark** | **Introduction** | **Topic Sentences/ Use of Supporting Detail** | **Task Response** | **Conclusion** | **Cohesion and coherence** | **Lexical resource** | **Grammatical range and accuracy** | **Referencing and Bibliography** |
| 8 | Skilfully introduces topic and structure. | Skilfully and flexibly makes focus of paragraph clear and supports using completely relevant and concise arguments and examples. | Skilfully addresses all parts of the task appropriately and relevantly, with no ambiguity. | Concludes skilfully, with clear link to original question, concise summary and innovative suggestions. | Skilful use of a wide range of cohesive devices. Text flows naturally, causing no strain to the reader. | A wide range of vocabulary used accurately and confidently and with appropriate register in mind. No strain to the reader. Writing is free of spelling errors. | Consistently maintains a high degree of grammatical accuracy and control of complex language. | Skilfully synthesises information and arguments from a variety of sources. Shows awareness of status of sources used and responds to them critically.  In-text references and list correct. In-text references cohesively and supportively incorporated. |
| 7 | Competently introduces topic and structure. | Competently presents and develops main idea for each topic very well. Topic sentences well supported using completely relevant argument and examples. | Fully addresses the task appropriately and relevantly. | Concludes competently, with clear link to original question, summarising effectively and making relevant recommendations. | Cohesive devices skilfully used. Text flows well causing little strain to the reader. Uses referral competently. Logical progression throughout. | A wide range of vocabulary used accurately and confidently and with appropriate register in mind.  Very occasional awkwardness caused by word, idiom or register choice. Spelling is accurate, apart from very occasional slips. | Uses a wide range of structures to achieve precision. The majority of sentences are error free. | Synthesises information and arguments from a variety of sources. Shows awareness of status of sources used and responds to them critically.  In-text references and list correct. In-text references cohesively and supportively incorporated. |
| 6 | Fully introduces topic and structure. | Main idea for each paragraph clearly presented and fully supported by body of paragraph. | Addresses the task appropriately with only minor divergences from the topic or minor inaccuracy of content. | Concludes well, linking to original question and summarising all main points and making appropriate recommendations. | Paragraphs well organised and progress logically.  Well controlled use of cohesive devices. Uses referral and substitution/ transition sentences effectively. | Vocabulary choice generally high. Most of the time, appropriate choice of words gives a feeling of fluency.  Occasional errors in spelling and word formation. | Shows a relatively high degree of grammatical control. Uses a variety of structures. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may occur, but these are not frequent. | Uses information and arguments from a variety of sources. Shows awareness of status of sources used.  In-text references and list mostly correct. In-text references mostly incorporated cohesively and supportively. |
| 5 | Mostly clear introduction to topic, and prepares reader for the structure of the essay. | Each paragraph has one main point.  Topic sentence presents main idea and this is supported by body of paragraph. | Content is sufficient to the task and all parts are addressed, but could be expanded more and may contain minor irrelevancies  Some parts more fully covered than others. | Mostly adequate conclusion, summarising most points and making some recommendations. May be a little unclear or repetitive in places. | Uses a variety of cohesive devices efficiently to mark clearly the relationship between ideas, though not always accurately.  Overall organisation aids understanding. | Lexical accuracy is generally good, though some confusion and incorrect word choice does occur without hindering communication. Can use reformulation to avoid repetition. Makes some errors in spelling and word formation, but these do not impede communication. | Generally good grammatical control. Does not usually make mistakes that lead to misunderstanding. Uses some complex sentence forms. | Uses information and arguments from a number of sources.  Few errors in in-text referencing and list.  In-text references incorporated and mostly appropriately used. |
| 4 | Attempt to present main ideas. | Topic sentence not effective, or presents main idea but supporting sentences may lack focus/depth and move away from main point of paragraph. | Some content missing/irrelevant or unsupported.  Addresses the task only partially. | Minimal attempt to draw conclusions, with possible gaps in summary and inappropriate/missing recommendations.  May confuse/weaken coherence of report. | Repetitive use of cohesive devices.  May not write in paragraphs or their use may be confusing. | Shows good control of elementary vocabulary, and a wider range is attempted, but major errors still occur when expressing more complex thoughts or handling unfamiliar topics.  Spelling is accurate enough to be followed most of the time, but errors can cause some difficulty for the reader. | Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement. May cause some strain for the reader. | Limited use of sources or sources not used effectively or appropriately. Mechanical errors in in-text references and list. |
| 3 | Minimally attempted. May be confusing | Difficult to discern main ideas. Little control of organisational features. | Wrong format, key content missing, content largely irrelevant to the task, incorrect or unsupported.  Significant content is copied. | Final paragraph fails to conclude adequately. | Little/no use of paragraphs. Can use the most frequently occurring connectors, but use may be confusing. | Can only control a narrow repertoire dealing with concrete every day needs. Text is stilted.  Spelling impedes communication. | Grammatical errors predominate and punctuation is often faulty. | In-text references and/or list missing or incomplete, or containing frequent mistakes. Large amounts of material used and not acknowledged. Mistakes in in-text references result in copying (e.g punctuation/incorporation of direct quotations). |
| 2 | Introduction not fit for purpose/missing. | No control of organisational features | Does not adequately attempt any part of the task.  Content is copied. | Final paragraph does not conclude/conclusion missing. | No control of paragraphs or other cohesive devices. | Errors distort message.  Very limited range.  Spelling impedes communication. | Attempts sentence forms but major errors in grammar, punctuation and spelling distort meaning.  Only correct when relying on memorised phrases. | No sources used. References and bibliography may both be missing.  Large sections unacknowledged. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mark** | **Introduction** | **Task response** | **Report**  **Findings** | **Marking**  **Conclusion** | **Criteria**  **Cohesion and coherence** | **Appendix** | **Lexical resource** | **Grammatical range and accuracy** |
| 8 | Skilfully introduces background and aims. | Skilfully addresses **all** parts of the task appropriately and relevantly, with no ambiguity.  Skilful selection and incorporation of secondary research. | Skilfully and flexibly interprets trends in the data using relevant and concise examples to elucidate them. | Concludes skilfully, summarising concisely and making innovative recommendations. | Skilful use of a wide range of cohesive devices. Text flows naturally, causing no strain to the reader. | A sample of completed high-quality questionnaires and a blank questionnaire have been included. | A wide range of vocabulary used accurately and confidently and with appropriate register in mind. Writing is free of spelling errors. | Consistently maintains a high degree of grammatical accuracy and control of complex language. |
| 7 | Competently introduces background and aims. | Competently addresses **all** parts of the task appropriately and relevantly.  Competent selection and incorporation of secondary research. | Effectively interprets trends in the data using relevant and concise examples to elucidate them. | Concludes competently, summarising effectively and making relevant recommendations. | Cohesive devices skilfully used. Text flows well causing little strain to the reader. Uses referral competently. Logical progression throughout. | A sample of completed good-quality questionnaires and a blank questionnaire have been included. | A wide range of vocabulary used accurately, with appropriate register in mind.  Very occasional awkwardness caused by word, idiom or register choice. Spelling is accurate, apart from very occasional slips. | Uses a wide range of structures to achieve precision. The majority of sentences are error free. |
| 6 | Fully introduces background and aims. | Addresses **all** parts of the task appropriately with only minor divergences or inaccuracy of content. All content is in the appropriate sections.  Appropriate selection and incorporation of secondary research. | Main trends are presented clearly, with effective support from the data. | Concludes well, summarising all main points and making appropriate recommendations. | Sections well organised and progress logically.  Well controlled use of a range of cohesive devices appropriate to reports. | A sample of completed, appropriate questionnaires and a blank questionnaire have been included. | Vocabulary choice generally high. Most of the time, appropriate choice of words gives a feeling of fluency.  There may be some reliance on memorised report phrases. Occasional errors in spelling and word formation. | Shows a relatively high degree of grammatical control. Uses a variety of structures. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may occur, but these are not frequent. |
| 5 | Background and aims are mostly clear. | Content is sufficient to the task. **All** parts are addressed, but could be expanded. May contain minor irrelevancies. All content is in the appropriate section. Each section mostly fulfils its role. A report format has been used, but there may not be an abstract. Some incorporation of secondary research. | Most key trends in the data are highlighted and usually supported well.  . | Mostly adequate conclusion, summarising most points and making some recommendations. May be a little unclear or repetitive in places. | Uses a variety of cohesive devices efficiently to mark clearly the relationship between ideas, though not always accurately.  Overall organisation aids understanding | A sample of completed questionnaires and a blank questionnaire have been included. | Lexical accuracy is generally good, though some confusion and incorrect word choice does occur without hindering communication. Can use reformulation to avoid repetition. There may be some reliance on memorised report phrases. Makes some errors in spelling and word formation, but these do not impede communication. | Good grammatical control. Does not make mistakes that lead to misunderstanding. Uses some complex sentence forms. |
| 4 | Attempt to introduce background and aims. | Some content missing, irrelevant, unsupported or in the wrong section. A report structure has been used but there may not be evidence of any secondary research. | May attempt to highlight some key trends, or points may present data question by question rather than selecting key trends. May lack supporting detail. | Minimal attempt to draw conclusions, with possible gaps in summary and inappropriate/missing recommendations.  May confuse/weaken coherence of report. | Attempts to use cohesive devices appropriate to reports, but not always successfully. | Sample of completed questionnaires OR blank questionnaire  missing. | Shows good control of elementary vocabulary, and a wider range is attempted, but major errors still occur when expressing more complex thoughts or handling unfamiliar topics.  Relies on memorised phrases from example reports. Spelling is accurate enough to be followed most of the time, but errors can cause some difficulty for the reader. | Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement. May cause some strain for the reader. |
| 3 | Minimal attempt to introduce background and aims.  May be confusing. | Wrong format, key content missing, content largely irrelevant to task, incorrect or unsupported. | Difficult to discern findings. Little or no supporting detail. | Conclusion section does not conclude adequately. | Little/no use of cohesive devices appropriate to reports. | Sample of completed questionnaires OR blank questionnaire missing AND of low quality. | Can only control a narrow repertoire dealing with concrete every day needs. Text is stilted. Spelling impedes communication. | Grammatical errors predominate and punctuation is often faulty. |
| 2 | Introduction not fit for purpose/missing. | Does not adequately attempt any part of the task. Content may be copied. | Findings barely attempted/missing. | Conclusion section does not conclude/conclusion missing. | No control of cohesive devices appropriate to reports. | Both sample of completed questionnaires and blank questionnaire  missing. | Errors distort message.  Very limited range. Spelling impedes communication. | Attempts sentence forms but major errors in grammar and punctuation distort meaning.  Only correct when relying on memorised phrases. |

**EF0U08 – Academic Study Skills**

**In-class test:** All attainable marks will be clearly indicated on the papers.

**Presentation**

Your presentations will be graded according to the following criteria:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria**  1 – 5 marked individually.  6 – 10 marked as a team. | **5.5+ /10**  High quality | **5 /10**  Adequate quality (pass) | **Up to 4.5 /10**  Poor quality (below pass mark) |
| **1. Depth of covering the topic.**  Presentation should contain an appropriate level of analysis/critical thinking, and not just rely on the content of lessons. |  |  |  |
| **2. Originality - evidence of understanding the topic by presenting ideas in your own words.**  Students should not copy and repeat sources word for word, or reproduce a memorised script. |  |  |  |
| **3. Language**  **Spoken** - Has a sufficient range of language to give clear descriptions, and express viewpoints, using some complex sentence forms.  Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  Does not make mistakes that lead to misunderstanding.  **Written** - Few mistakes on slides and grammatical accuracy allows presentation to be easily followed. |  |  |  |
| **4. Voice**  Enunciation, stress & intonation allow listener to understand without strain. Appropriate level of pace and projection. Key words pronounced correctly. |  |  |  |
| **5. Body language and interaction with the audience**  Minimal slide/note reading, open body language, good eye contact, effective use of gestures. No reading of scripts. |  |  |  |
| **6. Structure**  A clear, logically developed presentation, with highlighting of significant points, and supporting detail. |  |  |  |
| **7. Cohesion**  The different parts of the presentation work well together, with appropriate signposting language and smooth connection, rather than being in separate parts. |  |  |  |
| **8. Sources - evidence of careful selection and evaluation of sources.** Reliable and appropriate sources used. Reference list included. |  |  |  |
| **9. PPT slides**  Should be academic in style, and have an appropriate amount of text in clear points. Any graphics must complement topic. |  |  |  |
| **10. Question handling**  Understands questions or uses appropriate responses to clarify meaning. Answers well and if does not know answer, offers an appropriate response. |  |  |  |

**Blog Contributions : Term 1 (15%) and term 2 (15%)**

During the course of this term you will have the opportunity to discover and learn about different aspects of British culture and society. Through our class blogs you will begin to find out about these topics in more detail by completing a variety of tasks. Your completion of these tasks will count towards your assessment for this module.

Each term’s blogs contribute 15% (30% in total) towards your final assessment, and you will be required to write a total of at least 600 words (or at least 150 words per blog) over each term.

Your blogs will be graded according to the following criteria:

|  |  |
| --- | --- |
| Content + task response | /10 |
| Originality (presenting ideas in your own words rather than copying and repeating sources word for word) | /10 |
| Evidence of research and careful evaluation of sources | /10 |
| Presentation (incl. photos, graphics etc.) | /10 |

You should be careful not to copy and paste anything from the Internet when you are completing your blog. The comments should be all your own work (see originality above) and should show that you have thought carefully about the topic and have researched it carefully.

**EF0U08 – Academic Study Skills exam**

All attainable marks will be clearly indicated on the papers.

**EF0U09 – Academic Listening exam**

All attainable marks will be clearly indicated on the papers.

**EF0U11 - Academic Reading exam**

All attainable marks will be clearly indicated on the papers

Use this title page template for all submitted assessments (hard & soft copies) in Academic Writing and Academic Study Skills. **Please ensure all required information is correct.**

|  |
| --- |
| Module code  Assignment type & title  Student number |

**IFP – International Foundation Programme**

**Frequently asked questions**

**GENERAL ENQUIRIES**

Q. **I need a letter for council tax.**

A. Go to the Centre for International English and complete a letter request form.

Q. **I need a letter to open a bank account.**

Go to the Centre for International English and complete a letter request form.

A. Q. **I need to renew my visa.**

A. Go to Immigration and International Student Advice Room H027.

They deal with all visa requests.

Q. **I need my attendance total for my visa application.**

A. Go to H131. Attendance is worked out by IFP Teachers in week 12 and week 24 of the year. If you need an attendance total before these times a special request must be made.

Q. **I need advice on getting a job.**

A. Go to Student Services.

Q. **I have moved house and need to change my address.**

A. Go to H131 and change your address.

Q. **I want to have additional holidays during term time.**

A. Nobody will give permission for this to happen. If lessons are missed it is your responsibility to catch up on all missed work.

**TEACHER CONTACTS**

Q.**I need to speak to a member of staff**

A. Telephone – 01443 480480 and ask to speak to that staff member.

Q. **I need information about my subject specific modules.**

A. Please make sure you see the teachers during lesson time.

**COURSEWORK QUESTIONS**

Q. **I want to change my degree choice.**

A. You only have 2 weeks to be able to do this. After the first 2 weeks no changes to your course choice can be made. If you need to discuss changing your degree choice, make an appointment with the IFP Award Tutor during the first 2 weeks of term.

Q. **I have a problem with my Blackboard account.**

A. Go to the computer helpdesk on the first floor of the LRC.

**Q. Where do I hand in my coursework?**

A. English modules – H131 (more information will be given in lessons).

Subject specific modules – Ask subject teachers.

Q. **What happens if coursework is late or if I miss a test?**

A. It is unacceptable to hand coursework in late - you will receive 0%.

It is unacceptable to miss a test – you will receive 0%

If you have a genuine reason (e.g. sickness) for not handing in coursework or

missing a test you can apply for mitigating circumstances.

Q. **How do I apply for mitigating circumstances?**

A. Go to H131 and explain your situation. They will ask you to fill out a form and provide evidence of your problem – for example a doctor’s certificate. If you are too ill to come into University you can e-mail [international.english@southwales.ac.uk](mailto:international.english@southwales.ac.uk) and explain your situation.

Q. **When and how do I get my final results?**

A. Your final course and official results will be with you towards the end of July. You will receive an e-mail and also a letter to the address that was put on your enrolment sheet.

Q. **How do I get my new offer letter after I have received my results?**

This can be obtained from Enquiries and Admissions in D1.

Q. **Can I get my final results before this date?**

A. No.

Q. **I want to change the address to where my results are being sent.**

A. Go to H131 and change your address.

Q. **If there is a problem with my results who can I contact?**

A. A list of contacts will be given with your results e-mail.

Please do not contact any of the IFP teaching staff or Award Tutor as we are not in a position to help.

Q. **What do I need to pass the year?**

A. You need to pass all of your modules.

Q. **What happens if I fail a module?**

A. You can re-sit tests but you need to make sure you are available to take the re-sit. Most re-sits will take place in the last two weeks of August, others during the academic year.

Q. **If I fail a large part of my course will I get a repeat year?**

A. No.

**Calendar 2019-2020**

|  |  |  |  |
| --- | --- | --- | --- |
| Week beginning | Week of the course | Uni Week |  |
| 16.09.19 | 0 | 11 | Induction Week |
| 23.09.19 | 1 | 12 |  |
| 30.09.19 | 2 | 13 |  |
| 07.10.19 | 3 | 14 |  |
| 14.10.19 | 4 | 15 |  |
| 21.10.19 | 5 | 16 |  |
| 28.10.19 | 6 | 17 |  |
| 04.11.19 | 7 | 18 |  |
| 11.11.19 | 8 | 19 |  |
| 18.11.19 | 9 | 20 |  |
| 25.11.19 | 10 | 21 |  |
| 02.12.19 | 11 | 22 |  |
| 09.12.19 | 12 | 23 |  |
| 16.12.19  23.12.19 **24 – 26 Christmas vacation**  30.12.19 | | | |
| 06.01.20 | 13 | 27 |  |
| 13.01.20 | 14 | 28 |  |
| 20.01.20 | 15 | 29 |  |
| 27.01.20 | 16 | 30 |  |
| 03.02.20 | 17 | 31 |  |
| 10.02.20 | 18 | 32 |  |
| 17.02.20 | 19 | 33 |  |
| 24.02.20 | 20 | 34 |  |
| 02.03.20 | 21 | 35 |  |
| 09.03.20 | 22 | 36 |  |
| 16.03.20 | 23 | 37 |  |
| 23.03.20 | 24 | 38 | In-class tests in English modules |
| 30.03.20 |  | 39 | Classes to continue in non-English modules |
| 06.04.20 **40 - 42 Easter Vacation**  13.04.20  20.04.20 | | | |
| 27.04.20  **43-45 Main examination period**  04.05.20  11.05.20 | | | |