



**INTERNATIONAL FOUNDATION PROGRAMME  
IN HUMANITIES AND SOCIAL SCIENCES**

**STUDENT HANDBOOK**

**2014 – 2015**

The Language Centre  
School of Languages, Linguistics and Film  
Arts One Room 1.08  
Queen Mary University of London  
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Campus Emergency number: 3333 (Fire, first aid, security)

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## **Welcome**

Welcome to the International Foundation Programme in Humanities and Social Sciences (IFP) at Queen Mary University of London. We hope that this handbook will be useful in providing some basic information about your programme and about Queen Mary.

This handbook should be used together with the *Academic Regulations* and the *Student Guide*. It provides information specific to the International Foundation Programme, while the *Student Guide* gives information common to all students at Queen Mary. The *Academic Regulations* provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the *Academic Regulations*, which always take precedence.

The *Student Guide* and the *Academic Regulations* are available online at:  
<http://www.arcs.qmul.ac.uk>

If you do not understand the information in the guide, please ask your personal tutor, or contact:

Philippa Kennedy  
Foundation Programmes Convenor  
Telephone: 0207 882 2836

Email: [p.m.kennedy@qmul.ac.uk](mailto:p.m.kennedy@qmul.ac.uk)

If you would prefer to read this document or any other materials using larger text, please contact the Programme Convenor.

## **Programme Aims**

The programme aims to offer a route to British HE for EU and international students who do not/may not meet the general minimum entrance requirements for undergraduate degree programmes in Humanities, Arts, Social Sciences and Laws.

It also aims to enhance EU and international students' potential for success at undergraduate level by increasing their subject knowledge of specific academic disciplines, by improving their overall ability in English and by developing their study skills and to assist them in adjusting to the expectations of a UK HE institution.

## **Learning Outcomes**

On completion of the programme students should be able to demonstrate the subject knowledge, English language ability and study skills required for entry to, and potential success in, Year 1 of a degree programme in one of the following participating schools:

Business and Management, Languages, Linguistics and Film, Geography, History, Economics and Finance, Politics and International Relations, or Law.

## Important Dates

### September Start

Welcome Week:	Monday 15 – Friday 19 September 2014
Semester 1:	Monday 22 September – Friday 12 December 2014
Semester 2:	Monday 12 January –Thursday 2 April 2015
Revision & Exam Period:	Monday 20 April – Friday 5 June 2015
Subject Exam Board:	Thursday 18 June 2015 (to be confirmed)
Resits:	10 – 14 August 2015

### January Start

Welcome:	Monday 12 January 2015
Semester 1:	Tuesday 13 January –Thursday 2 April 2015
Semester 2:	Monday 20 April – Friday 3 July 2015
Revision & Exam Period:	Monday 6 July – Friday 17 July 2015
Subject Exam Board:	July 2015 (exact date to be confirmed)
Resits:	10 – 14 August 2015

**Results:** Official results will be issued by Registry in July (for September start) and August (for January start) – dates to be confirmed. Official Transcripts are sent to students' results addresses by Royal Mail.

**There is a reading week (Week 7) in Semester 1 and 2 of the September programme and in semester 1 of the January programme. There is no reading week in semester 2 of the January programme.**

**Teaching will take place on the first and last days of each semester. Please do not expect to leave early or return late. You should book flights for the holidays early so as to avoid missing classes.**

## The Staff

Position	Name and contact details	
International Foundation Programme Convenor	Philippa Kennedy	FB 1.32 Ext: 2836 <a href="mailto:p.m.kennedy@qmul.ac.uk">p.m.kennedy@qmul.ac.uk</a>
IFP ELSS Module Convenor	Peter Latham	FB 1.32 Ext: 2039 <a href="mailto:p.latham@qmul.ac.uk">p.latham@qmul.ac.uk</a>
IFP Personal Development & UCAS	Will Hutton	FB 1.30 Ext: 2840 <a href="mailto:w.e.hutton@qmul.ac.uk">w.e.hutton@qmul.ac.uk</a>
Administrators	Sarah Abbott	Arts One 1.08 Ext: 8918 <a href="mailto:sarah.abbott@qmul.ac.uk">sarah.abbott@qmul.ac.uk</a>
	Edward Donovan	Arts One 1.08 Ext: 2826 <a href="mailto:e.donovan@qmul.ac.uk">e.donovan@qmul.ac.uk</a>
IFP ELSS Tutors	Mark Bell	<a href="mailto:mark.bell@qmul.ac.uk">mark.bell@qmul.ac.uk</a>
	Will Hutton	<a href="mailto:w.e.hutton@qmul.ac.uk">w.e.hutton@qmul.ac.uk</a>
	Tom Kessel	<a href="mailto:t.kessel@qmul.ac.uk">t.kessel@qmul.ac.uk</a>
	Mark Holloway	<a href="mailto:m.holloway@qmul.ac.uk">m.holloway@qmul.ac.uk</a>
	Melissa Harvison	<a href="mailto:m.harvison@qmul.ac.uk">m.harvison@qmul.ac.uk</a>
	Sherin White	<a href="mailto:s.j.white@qmul.ac.uk">s.j.white@qmul.ac.uk</a>
	Andrew Wright	<a href="mailto:a.wright@qmul.ac.uk">a.wright@qmul.ac.uk</a>

## Academic Options

Option	Name, role and contact details	
Business Studies	Deborah Hamer-Acquaah	<a href="mailto:deborah.hamer@yahoo.co.uk">deborah.hamer@yahoo.co.uk</a>
Economics	George Makedonis	<a href="mailto:y.makedonis@qmul.ac.uk">y.makedonis@qmul.ac.uk</a>
	Pedro Tirvin Garcia	<a href="mailto:r.t.garcia@qmul.ac.uk">r.t.garcia@qmul.ac.uk</a>
Film Studies	Philippa Kennedy	<a href="mailto:p.m.kennedy@qmul.ac.uk">p.m.kennedy@qmul.ac.uk</a>
French Language and Culture	Philip France	<a href="mailto:p.france@qmul.ac.uk">p.france@qmul.ac.uk</a>
Geography	Jill Fenton	<a href="mailto:jill.fenton@uconn.edu">jill.fenton@uconn.edu</a>
International Relations & Politics	Nick Hostettler	<a href="mailto:n.d.hostettler@qmul.ac.uk">n.d.hostettler@qmul.ac.uk</a>

Introduction to English and American Literature	Peter Latham	<a href="mailto:p.latham@qmul.ac.uk">p.latham@qmul.ac.uk</a>
Japanese Language and Culture	Hiroko Mori	<a href="mailto:h.mori@qmul.ac.uk">h.mori@qmul.ac.uk</a>
Mathematics for Economics	Elmina Homapour	<a href="mailto:e.homapour@gre.ac.uk">e.homapour@gre.ac.uk</a>
Spanish Language and Culture	Martyn Ellis	<a href="mailto:martyn.ellis@qmul.ac.uk">martyn.ellis@qmul.ac.uk</a>
Twentieth Century History: the Making of the International World	Jack McGowan	<a href="mailto:c.j.mcgowan@qmul.ac.uk">c.j.mcgowan@qmul.ac.uk</a>

## Other Services

Department	Location	Telephone number	What they deal with	Open for business (Monday – Friday)
<b>Advice &amp; Counselling</b> <a href="http://www.welfare.qmul.ac.uk">www.welfare.qmul.ac.uk</a> Email: welfare@qmul.ac.uk	Geography Building Ground Floor	020 7882 8717	Practical problems eg Visas, money, housing	09:30 – 16:00
<b>Careers</b> <a href="http://www.careers.qmul.ac.uk">www.careers.qmul.ac.uk</a> Email: careers@qmul.ac.uk	WG03 Queens' Building	020 7882 8533	Careers information, advice & guidance; finding work	10:00 – 12:30; 14:00 – 16:30 (closed Friday)
<b>IT Services</b> <a href="http://www.its.qmul.ac.uk/">http://www.its.qmul.ac.uk/</a>	W209 Queens' Building	020 7882 5295: Reception 020 7882 5297: Help Desk	Computing services & software problems	09:00 – 17:00
<b>Disability &amp; Dyslexia Service</b> <a href="http://www.dds.qmul.ac.uk">www.dds.qmul.ac.uk</a> Email: dds@qmul.ac.uk	2.06 Bancroft Building	020 7882 2756	Support for all students with disabilities, specific learning difficulties and mental health issues	09:30 – 12:00; 14:00 – 16:00
<b>Fees Office</b> <a href="http://www.qmul.ac.uk/tuitionfees">www.qmul.ac.uk/tuitionfees</a> Email: fees@qmul.ac.uk	1 <sup>st</sup> Floor Queens' Building	020 7882 3087	Questions or problems about paying your tuition fees	09:00 – 16:00
<b>Health Service</b> <a href="https://www.studenthealth.qmul.ac.uk">https://www.studenthealth.qmul.ac.uk</a>	Geography Building Ground Floor	020 7882 8701	Minor health problems (nurse); appointments to see the GP	09:00 – 16:30 (closed Thursday)
<b>Legal Advice Centre</b> <a href="http://www.advicecentre.law.qmul.ac.uk">www.advicecentre.law.qmul.ac.uk</a> Email: legal-advicecentre@qmul.ac.uk	Department of Law Mile End campus	020 7882 3668	Free and confidential legal advice	Appointment only service during term time
<b>Student Enquiry Centre</b> <a href="http://www.arcs.qmul.ac.uk/students/index.html">http://www.arcs.qmul.ac.uk/students/index.html</a> Email: studentenquiry@qmul.ac.uk	CB05 Queens' Building	020 7882 5005	Student enrolment, official letters	09:00 – 16:00
<b>Residential Services and Support</b> <a href="http://www.residences.qmul.ac.uk">www.residences.qmul.ac.uk</a> Email: residences@qmul.ac.uk	EO1 Queens' Building	020 7882 5522	QM student accommodation & private accommodation	09:00 – 13:30; 14:30 – 17:30
<b>Students' Union</b> <a href="http://www.qmsu.org">www.qmsu.org</a>	The Blomeley Centre, Feilden House (next to the Curve cafeteria)	020 7882 8030	Student welfare; sports, activities and societies	10:00 – 14:00

## Communication

### MySIS

MySIS is the College's online student information system portal. You can access it at <https://mysis.qmul.ac.uk>. You need your College username and password to enter your own personal area of MySIS. You must use MySIS to register for your modules, change your address, and (at the end of the academic year) see your final marks.

**It is very important that you keep your personal details on MySIS up to date throughout your time at Queen Mary. In particular, an up-to-date results address will help prevent delays in the receipt of your official transcript.**

### QMplus

You will have access to QMplus, Queen Mary's Virtual Learning Environment (VLE), where staff will upload information and materials about the programme and the modules you are studying. You will also need to submit assessed work to your lecturers using QMplus. It is important to check QMplus every day.

### How Staff Contact Students

Staff usually contact students by email, or by posting messages on QMplus or on the notice board. Make sure you check the IFP notice board every day, especially at the start of each semester when there may be timetable changes.

Please collect any personal mail from the office (Arts One, Room 108).

All students have a Queen Mary email account. **You must use this email address (rather than your private email address) in all IFP/Queen Mary correspondence.**

It is possible to have your Queen Mary email forwarded to another email address following the instructions available here: <http://www.stu.qmul.ac.uk/mail/forward.htm>

### Email Etiquette

Note the following guidelines for email use:

- All email communications must take place using the QMUL email system (**you must use your QMUL email address**).
- You must be sure to include your full name and student id number in every message.
- You should check your QMUL email every working day (please note Saturday, Sunday and bank holidays are not working days) during the teaching and examination terms.
- Emails should be written in a suitable and polite register and should not use slang or informal abbreviations.
- The subject line should be completed.
- Staff and students will reply to emails within three working days of receipt during the teaching and examination terms.

**Emailing at university is an extremely important skill which you should try to develop while on the IFP. Poor emails are a frequent source of complaint among staff members.**



## Code of Behaviour

In The School of Languages, Linguistics and Film we regard students as responsible adults. This means that we expect students to behave appropriately and show a high level of responsibility. In particular, we expect all students to respect and adhere to the following points:

### 1. Punctuality

You are expected to arrive punctually (by no later than 5 minutes past the hour) for all lectures, tutorials and other classes. It is very disruptive for other students and the lecturer if you arrive after the lecture or class has begun. You may not be permitted to enter the lecture if you arrive late and even if you are permitted to attend then you may still be recorded as being "absent" from the lecture.

### 2. Silence in Lectures

Some lectures will be given to quite large numbers of students and it can quite difficult for students to hear the lecturer clearly if they are not sitting at the front of the lecture theatre. If just a few students are talking while the lecturer is speaking, this can make the lecture inaudible to the rest of the class; it is also very disrespectful to the lecturer. You will be asked to leave if you persist in talking during a lecture.

### 3. Mobile Phones

The same consideration for others applies in the use of mobile phones. Mobile phones and other electronic devices must be switched off before you enter a lecture theatre or classroom unless they are being used for note-taking, in which case they must be switched to 'silent' mode.

**(If you are disruptive in a class, you will be reported to the Head of School and may be subject to disciplinary action)**

### 4. Respect for all members of the University

The College Charter states that our work shall be carried out in a spirit of tolerance, freedom of opinion, mutual concern and community service, and undertakes to avoid discrimination against any person on the grounds of religion, race, sex, disability or politics.

The College's equal opportunities policy further guarantees the rights of all students and staff to attend the university free from harassment, discrimination or other form of abuse. Any person behaving in breach of this policy will be subject to the College's disciplinary procedures.

**IMPORTANT: any student that is in serious breach of, or repeatedly disregards, any aspect of this code of behaviour will be reported to the Academic Secretary and may be suspended from the university.**

A copy of Queen Mary's Code of Student Discipline is available from:  
[www.arcs.qmul.ac.uk/student\\_complaints/](http://www.arcs.qmul.ac.uk/student_complaints/)

## How Students Contact Staff

If you have a question or complaint about a particular module or piece of work, you should first contact the lecturer or tutor for that module. Use the information in this handbook or any other contact details the lecturer gives you. If you have difficulty in contacting a member of staff or if you have a general academic, practical or personal problem, then contact the Programme Convenor or your personal tutor.

**You should inform your personal tutor of any problems or issues straight away. Do not wait for a problem to become acute before seeking guidance.**

You can also raise issues of a non-personal nature at the Staff/Student Liaison Committee, which meets each semester (the full complaints procedure is explained in the *Queen Mary University of London Academic Regulations 2013-14*). IFP student representatives are elected through Queen Mary Students' Union.

## Complaints

If you feel that you have a complaint about an academic or non-academic issue, there are a number of sources of help and advice available to you:

- your department – your adviser/tutor; the Programme Convenor; the Head of the Language Centre
- the Students' Union, particularly the Vice-President (Education, Welfare & Representation)
- the Advice & Counselling Service
- your Student/Staff Liaison Committee, particularly if the problem affects a number of students.

You should first of all raise the matter with the member of staff concerned: it may be possible to settle it there and then. If you do not feel able to approach the person concerned, or if you do not know who is responsible, talk to your adviser/tutor, who will guide you on how to proceed. If the problem affects several of you, you may find it helpful to raise it at the Student/Staff Liaison Committee.

If you are not satisfied with the outcome of your complaint, the Student Complaint Policy has information about further action you can take. You can see the complete Policy at [http://www.arcs.qmul.ac.uk/student\\_complaints/index.html](http://www.arcs.qmul.ac.uk/student_complaints/index.html)

## Feedback

Your feedback on the programme is very important to us. You will have several opportunities to give formal feedback:

### *Staff Student Liaison Committee*

You will be asked to elect representatives to the Committee, which generally meets in Week 7 of each semester. They can express your views about the programme, facilities or any other issue.

### *Student Union Representatives*

A number of IFP students will have the opportunity to be a Course Representative for the IFP. To become a Course Rep, you need to be elected in elections which are organised by Queen Mary Students' Union in October. Every registered student is entitled to nominate themselves for election to become the representative of their course.

If you are interested in being a Course Rep, visit the following website for more information:

<http://www.qmsu.org/course reps/>

### *Feedback questionnaires*

At the end of each semester you will be asked to complete questionnaires on each module you have taken. Please complete them in detail. They help the staff to plan and improve the programme.

At other times, please feel free to talk to your tutors during your regular tutorials, or to the Programme Convenor (please email to book an appointment).

### *International Student Barometer™*

The International Student Barometer gives international students the opportunity to provide confidential feedback on their study experiences in the UK. Queen Mary is actively involved in this process and emails are sent out four times a year requesting feedback.

## **Health and Safety**

### **Safety**

Keep your personal possessions with you at all times. This includes when you are in the library or in classrooms. Make sure you lock your room in the residence and always close the windows when you go out. Even when you go to the kitchen or to a friend's room, you should always lock your door.

Do not allow people to enter your hall of residence when you are not sure if they should be there. If you are at all suspicious, dial the Queen Mary Campus Security number **0207 882 3333** (or 3333 from any internal phone on campus) and clearly state where you are, what has happened and your name and phone number (or the extension number of the internal phone you are using). **If the situation is very serious, you should dial 999.** This is the national emergency number for police, fire and ambulance.

### **Fire**

Make sure that you are familiar with the location of the fire exits for the buildings in which you are working and the location of the assembly points. Leave the building immediately you hear the fire alarm bell. Do not stop to collect your belongings and do not use lifts. Do not leave the assembly point until you have reported to a Fire Marshall and do not re-enter the building without permission.

### **No Smoking Policy**

There is a no smoking policy across the entire College campus and smoking is not permitted

anywhere within the Bancroft Building or any other building on campus. You must leave the campus area completely if you want to smoke.

### **Group Visits**

You will be given detailed instructions before any group visit. During visits, you should remember that safety is everyone's responsibility, and you should always make sure that you do not put yourself or another student or teacher in a dangerous situation.

### **Doctors / Medical Certificates**

As a student staying in the UK for more than six months, you are entitled to use the (free) National Health Service (NHS). It is essential that you register with a General Practitioner (GP) as soon as possible after you enrol. This is important for two reasons:

1. To ensure you have proper medical care if you get sick
2. You will need a medical certificate if you miss a test, exam or coursework deadline (otherwise you will receive 0% for that piece of work)

The Health Centre on the ground floor of the Geography building will give you more information about registering with a doctor.

### **Health Problems**

Please tell the Programme Convenor or your tutor if you have any health problems which might affect you (on a trip, or during an exam etc.), such as allergies to certain foods or drugs, diabetes or epilepsy.

### **Paying Fees**

You can pay the tuition fees for the programme by cash, cheque or credit card at the Cashier's Counter (Finance Section, West Wing, First Floor, Queens' Building). Take your offer letter with you.

The Cashier's Counter is open Monday to Friday 9.30 – 16.00.

Note that there is a 2% charge for payments made by credit card.

### **Debts**

If you owe any money for tuition fees, you will not be able to receive your results until these debts have been paid.

### **Identity Cards**

When you have registered you will receive your Student ID card. Keep the card with you at all times. The security staff can ask to check your card at any time. It is needed for borrowing books from the library, for taking examinations and it is also your Student Union membership card.

**You need to carry your Student ID card whenever you are on campus and be prepared to show it to staff members if asked for it. If you lose or damage it, you will need to obtain a replacement from CB02 (Queens' building). The current cost is £15.**

If your card is stolen and you can provide a police report, your card will be replaced free of charge.

### **Change of Name or Address**

It is very important that you update MySIS if you change any of your personal details. Your name on MySIS should match that on your passport. If you change your name, you must notify the Student Enquiry Centre in person and present relevant documentation. You should also inform the Programme Convenor.

**The Student Enquiry Centre is in Room CB05 in the Queens' Building.**

### **Police Registration**

This only applies to some students. If you are not sure whether you need to register, ask the Advice Office (in the Advice & Counselling office on the ground floor of the Geography Building). If you need to register, you will have to do so within seven days of entering the UK. The Advice Office will give you details of where to go.

## Programme Structure

All IFP students take English Language and Study Skills (IFP3801/3901), which is a core module, plus three academic option modules.

### English Language and Study Skills (IFP3801/3901)

- Academic Reading and Writing
- Lecture Comprehension and Seminar Skills
- Vocabulary & Grammar (not assessed)
- Personal Development (not assessed)

### Academic Option Modules

You should choose THREE (depending on your future degree) from:

- Business Studies (IFP3808/3908)
- Economics (IFP3805/3905)
- Mathematics for Economics (IFP3804/3904)
- International Relations and Politics (IFP3807/3907) (requires a level of at least IELTS 6.0)
- Twentieth Century History: the Making of the International World (IFP3802/3902)
- Geography (IFP3806/3906)
- Introduction to English and American Literature (IFP3813/3913) (requires a level of at least IELTS 6.5)
- Film Studies (IFP3809/3909)
- Spanish Language and Culture 1 (LAN4020)
- Japanese Language and Culture 1 (LAN4040)
- French Language and Culture 1 (LAN4010)

**If you choose Economics, you also need to choose Mathematics (and vice versa).** You will need to pass a Maths test (taken during Induction Week) in order to take these two modules.

**You cannot choose to take more than one language.**

**You cannot choose a language for your third option if you have chosen Economics and Mathematics for Economics.**

## Modules

### English Language and Study Skills (IFP3801/3901)

#### *Aims*

The module aims to introduce students to the English language requirements of undergraduate level study in Humanities and Social Sciences, and to provide practice in academic written and spoken discourse, in order for them to acquire the linguistic and analytical skills necessary to succeed on an undergraduate programme.

#### *Outline*

This module will provide students with an understanding of UK academic culture, and help them develop the linguistic, analytical and argumentative skills, in both written and spoken work, necessary to succeed on an undergraduate degree programme. It will help them produce linguistically sophisticated work, including under exam conditions, which demonstrates a clear line of argumentation. The students will be exposed to different styles of planning, organising and writing essays (both shorter timed exam essays of 500-600 words and more extended essays, one of 1500 words and one of 3000 words ) within a standard Humanities and Social Sciences framework. The students will be encouraged to employ strategies to reflect on their writing styles. **Regular formative feedback on writing produced on the module will be imperative in ensuring learning outcomes.**

#### *Learning Outcomes*

On completion of the module, students should be able to:

- demonstrate the English language ability and study skills required for entry to, and potential success in, Year 1 of a degree programme in one of the following participating schools or departments: Business and Management, Economics, Geography, History, Law, Politics, Languages, Linguistics and Film, Mathematical Sciences;
- work within the British academic culture and have an understanding of its conventions and mores;
- write coherently in a variety of academic styles (e.g. argumentative, discursive, critical, persuasive) to the standards of undergraduate level writing;
- evaluate their own writing according to assessment criteria provided;
- read critically and show some ability to evaluate sources, using what they have read to formulate ideas and theories, and include these in their writing;
- lead and participate in academic discussions, based on what they have read, adapting to the requirements of group work;
- give formal presentations, communicating ideas and information effectively in an appropriate academic format; undertake guided desk research, using the facilities of the College and the wider academic community.

#### *Structure*

English Language and Study Skills consists of lessons in the following areas:

Academic Reading & Writing	6 hours per week	Semester 1
	4 hours per week	Semester 2
Presentations & Seminar Skills	2 hours per week	Semesters 1 and 2
Vocabulary & Grammar*	2 hours per week	Semester 1
Personal Development*	2 hours per week	Semesters 1 and 2

\* Non-assessed

## **Business Studies (IFP3808/3908)**

### *Module aims*

The module aims to introduce students to the main theories of business and organizational behaviour, and will develop their skills of analysis, problem solving and decision making.

### *Module outline*

The module examines the political, economic and legal context in which business operates, people and resources, the structure of firms and organizations, management and leadership, marketing, strategic management and development, organisation management and control, organisational communication, Human Resource Management, motivation, business ethics, and globalization. Students will analyse topics in both written work and seminar discussions to a level that will lead to potential success on Year 1 of a BA Business Management, or similar programme.

### *Learning outcomes*

At the end of the course, students should be able to:

- Demonstrate knowledge of the political, economic and legal context in which business operates, people and resources, the structure of firms and organizations, management and leadership, marketing, strategic management and development, organisation management and control, organisational communication, Human Resource Management, motivation, business ethics, globalization; and
- Show the ability to analyse in an informed and coherent manner in both written work and seminar discussions to the level that will lead to potential success on Year 1 of a BA Business Management, or similar programme.

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## **Economics (IFP3805/3905)**

### *Module aims*

The aim of the course is to provide an introduction to Economics. The course is particularly useful for students likely to be going onto an Economics or related subjects' degree course.

### *Module outline*

The module will explore the question of how economics affects our everyday lives, from the individual to inter-governmental. It introduces students to basic economic concepts and models, and provides them with the skills needed to apply this knowledge in analytical studies of real-life economic situations. The module will explore both micro- and microeconomic issues, discuss the roles of fiscal and monetary policies in achieving governmental goals, and examine the importance of money and the banking system and international trade.



### *Learning outcomes*

By the end of the module, students should be able to:

- use basic economic models and skills to analyse real life economics problems
- use supply and demand analysis in a variety of situations
- develop an understanding of the main types of market structures
- comprehend the major issues – growth, unemployment, inflation, balance of payments / exchange rates
- understand the key relationships between these four economic variables and the roles of fiscal and monetary policies in achieving the intended growth, inflation, etc
- have an understanding of the importance of money and the banking system and international trade.

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## **Mathematics for Economics (IFP3804/3904)**

### *Module aims*

This module aims to provide an introduction to mathematics used particularly in economics and statistics, in order for students to have the potential for success in Year 1 of an undergraduate degree in Economics or related subject.

### *Module outline*

The module helps prepare students for Economics or related degrees by introducing them to mathematical models in economics. Students will learn to read and analyse statistical data, understand probability distributions, and use diagrams. The module also explores areas of pure mathematics, and students will learn to differentiate, carry out optimisation, understand the concept of elasticity and be familiar with exponents, log functions and integration.

### *Learning outcomes*

By the end of the module, students should be able to:

- read and analyse data and simple mathematical models in economics;
- differentiate, carry out optimisation, understand the concept of elasticity and be familiar with exponents, log functions and integration; and
- use diagrams and simple measures to analyse data and have an understanding of the ideas of probability and probability distributions

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## **International Relations and Politics (IFP3807/3907)** **(Students must have at least IELTS 6.0 to take this module)**

### *Module aims*

The aim of this module is to provide an introduction to political concepts, ideology and British institutions, as a foundation for a more advanced study of International Relations or Politics.

### *Module outline*

The aim of this module is to introduce students who do not have English as their first language, and to whom British political ideas and institutions are unfamiliar, to these ideas and institutions. We will begin by examining some very general issues: what is politics about and why study it? What kinds of ideas and institutions is politics concerned with? We will go on to examine some key concepts which underpin political debate, including the state, power, liberty and equality. Toward the end of the first semester we will begin to examine some key political ideologies including liberalism, conservatism and socialism. In the final part of the module (Semester 2) we will look more specifically at International Relations. This part of the module begins by looking at some of the major theoretical approaches to International Relations. It will then look at issues such as the nature of war, the US as a great power, international organisations and globalisation.

### *Learning outcomes*

By the end of the course students should:

- be familiar with conceptions of politics and the political;
- be able to show knowledge and understanding of a range of political concepts and the way these are used in political debate;
- be able to show knowledge and understanding of some major ideological perspectives;
- be familiar with major International Relations theory and issues;
- be familiar with a range of sources in politics and international relations; and
- show the ability to evaluate, summarise and comment on political arguments and debates in an informed and coherent manner in both written work and seminar discussions to the level that will lead to potential success in Year 1 of a BA International Relations, Politics, or similar programme.

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## Twentieth Century History: the Making of the International World (IFP3802/3902)

### *Module aims*

This course is a broad survey of global history during the last century, with the main focus on Europe, although including the Vietnam War, anti-colonial struggles, the Arab-Israeli conflict, and the significance of technological advancements for the modern world. The aim is to teach students to interpret information and assess evidence, as well as develop essay and presentations skills.

### *Module outline*

This module is a broad survey of European and global history during the last one hundred years. Europe will be the focus, to provide students intending to study and live in Europe with a basic understanding of European history. The module will examine the main political and economic events and processes that have shaped our world today. It will also cover some of the cultural changes, and technological and scientific advancements, of the past one hundred years and discuss their impact on our everyday lives.

As well as examining recent history, the module will develop skills that will help students to interpret information and assess evidence, and train their writing and oral presentation skills. Each week, there will be a lecture together with a seminar. Students will be encouraged to contribute through activities, such as discussing an excerpt of a film/documentary that is watched in class, or examining a text or historical source. Before each session, students will be asked to read a handout to prepare for the lecture and the seminar. Students' preparations for and contributions to the seminar discussions count towards their Seminar Skills grade.

### *Learning outcomes*

By the end of the module, students should be able to:

- demonstrate a basic knowledge of the main events and most important changes in Europe and the world during the past one hundred years;
- analyse and interpret historical sources of various kinds, including film, newspaper articles, documents, printed images, music, and place them in historical context; and
- show the ability to analyse, summarise and comment on historical arguments and debates in an informed and coherent manner in both written work and seminar discussions to the level that will lead to potential success in Year 1 of a BA History, or similar programme.

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## **Geography (IFP3806/3906)**

### *Module aims*

This module aims to introduce to students some of the topical themes in Human Geography, as a foundation for a more advanced study of the subject at undergraduate level.

### *Module outline*

We begin by exploring the meaning of Human Geography and how this differs from the geography that we may have learned at school. We consider why a study of Human Geography is relevant to life in the twenty-first century. We examine key concepts that inform Human Geography relating to society and space, local and global, material culture and consumption, globalisation, development, sustainability, migration and identity, citizenship and governance, exclusion. Human Geography is about these (and many more) essentials of worldly existence.

In the second semester we situate some of these geographies in relation to London as a city. Field studies to the London Olympic Park, 19 Princes Street, East London, and the British Museum are included through which students learn about the London that is more often invisible to the tourist eye.

### *Learning outcomes*

By the end of this course students should:

- be able to show knowledge and understanding of a range of significant concepts in Human Geography
- be able to show knowledge and understanding of some of Human Geography's major perspectives
- be able to apply these concepts and perspectives to the context of London as a global city
- be familiar with some of the important theories in Human Geography
- be familiar with a range of sources in Human Geography
- be able to identify, summarise and evaluate key debates in Human Geography
- be prepared confidently to undertake a Bachelors degree in Human Geography

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

**Introduction to English and American Literature (IFP3813/3913)**  
**(students must have at least IELTS 6.5 to take this module)**

*Module aims*

The module focuses on English literature from the 1850s to the late twentieth century, and on some of the key themes over this period, as well as twentieth century American literature and its thematic development. Students will develop their ability to critically analyse and comment on the novels, short stories and poems discussed in class, as well academic critiques of these texts.

*Module outline*

The module introduces students to some of the seminal works of English literature in the 19th and 20th centuries. It focuses on the development of Victorian fiction, from the realist novel to the gothic novel, the emergence of modernism in the early twentieth century, and the changing forms of dystopian satire. It also provides an introduction to twentieth century American literature, tracing the development of the short story and the thematic concerns of novels from the 1920 onwards, including the rise of suburbia, post-war themes of adolescent alienation and consumerism, 'Generation X' writing, and the shifting patterns in relations between the family, self and society.

Students are taught through a combination of lectures and seminars, and there is a strong emphasis on the development of academic communication skills and analytical thinking applied to the texts.

*Learning outcomes*

At the end of the course, students should be able to:

- demonstrate a knowledge of English literature from the 1850s to the late twentieth century, and some of the key themes over this period
- demonstrate a knowledge of twentieth century American literature and its thematic development
- evaluate academic critiques of the texts studied
- demonstrate the ability to critically analyse and comment on literature in an informed and coherent manner in both written work and seminar discussions at a level that will lead to potential success in Year 1 of an undergraduate arts related degree

*Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## **Film Studies (IFP3809/3909)**

### *Module aims*

This module aims to introduce students to some of the key movements and styles in Hollywood and European cinema history, and to a range of concepts used in film studies. Students will develop the skills required to critically analyse and comment on cinema in written work and seminar discussions.

### *Module outline*

The module provides an introduction to Hollywood cinema, focusing on areas such as classical Hollywood narrative, New Hollywood Cinema and stars, and also examines a number of Hollywood genres, including Westerns, road movies, horror films and teenpics. It also introduces European Art cinema and examines how it relates to, and differs from, Hollywood cinema. A number of European styles and movements are studied, including Italian Neorealism and French New Wave. The module also provides students with a range of concepts and language used in analysing film, including mise-en-scène (e.g. camerawork, lighting, performance, costume and sound) and editing. Students are expected to apply close textual 'reading' skills to films as well as to critical literature.

Students are taught through a combination of lectures and seminars. They are expected to contribute to seminars, and to read a handout and watch a film in preparation for each week's session.

### *Learning outcomes*

At the end of the course, students should be able to:

- show an understanding of some of the movements of European and American cinema, together with some of the major concepts and issues in film studies; and
- demonstrate the ability to critically analyse and comment on film in an informed and coherent manner in both written work and seminar discussions at a level that will lead to potential success in Year 1 of an undergraduate arts related degree.

### *Structure*

Lecture / Seminar	2 hours per week	Semester 1
Lecture / Seminar	3 hours per week	Semester 2
Revision	2 hours	Revision Period

## Languages (French, Spanish and Japanese)

*French Language & Culture I - LAN4010*

*Spanish Language & Culture I – LAN4020*

*Japanese Language & Culture I - LAN4040*

The overall aims for these modules are to help students to develop a sound foundation of knowledge of the language level alongside an ability to approach communication in the language in a confident and competent manner. The module lays a solid foundation to progress to higher levels and provides the tools to be able to communicate in everyday situations relating to practical matters as well as in professional situations.

Note: students who have previously studied a language, or who have pre-existing knowledge of that language, are not eligible to study it as one their IFP modules.

### *Structure*

Lessons	4 hours per week	Semesters 1 and 2
Revision	2 hours	Revision Period

## Pathways\*

Students need to study specific modules in order to study certain subjects at undergraduate level as follows:

Pathway	Modules
Business Management	English Language & Study Skills Business Studies Two from: International Relations and Politics; Twentieth Century History: The Making of the International World; Geography; An Introduction to English and American Literature; Film Studies; Economics†; Mathematics for Economics†; French‡; Spanish‡; Japanese‡
Economics Economics and Finance Economics, Finance and Management	English Language & Study Skills Economics Mathematics for Economics One from: Business Studies; International Relations and Politics; Twentieth Century History: The Making of the International World; Geography; An Introduction to English and American Literature; Film Studies
Politics International Relations	English Language & Study Skills International Relations and Politics Two from: Business Studies; Twentieth Century History: The Making of the International World; Geography; An Introduction to English and American Literature; Film Studies; Economics†; Mathematics for Economics†; French‡; Spanish‡; Japanese‡
Geography	English Language & Study Skills Geography Two from: Business Studies; International Relations and Politics; Twentieth Century History: The Making of the International World; An Introduction to English and American Literature; Film Studies; Economics†; Mathematics for Economics†; French‡; Spanish‡; Japanese‡
History	English Language & Study Skills History: Twentieth Century History: The Making of the International World Two from: Business Studies; International Relations and Politics; Geography; An Introduction to English and American Literature; Film Studies; Economics†; Mathematics for Economics†; French‡; Spanish‡; Japanese‡ (NB at least one of these modules must be essay based).
Law	English Language & Study Skills International Relations and Politics and/or Twentieth Century History: The Making of the International World One/Two from: Business Studies; Geography; An Introduction to English and American Literature; Film Studies; Economics†; Mathematics for Economics†; French‡; Spanish‡; Japanese‡ (NB at least two modules must be essay based).
Languages / Linguistics / Film Studies	English Language & Study Skills Specific modules for certain degrees (e.g. Film Studies)

\* Information on specific degree programmes can be found at:

<http://language-centre.sllf.qmul.ac.uk/node/542>

† These subjects must be taken together

‡ Only one of these languages can be studied



**N.B. There are also a number of combined degree programmes that IFP students may be eligible to progress to after successful completion of the IFP.**

## **Examinations and Assessment**

Each semester you will be asked to complete a number of assignments, practical exercises and tests. There will also be a final examination in May for each of your academic option modules.

There are 120 credits in total. The items for assessment are spread over the academic year.

The assessment scheme is as follows:

### **English Language and Study Skills (ELSS) (30 credits)**

#### Semester 1

Writing Test 1	10%	
Seminar Skills	5%	
Portfolio (including Summarizing Task + redraft)	10%	
Extended Essay	20%	To be completed during break between Semesters 1 and 2

#### Semester 2

Writing Test 2	20%
Independent Study Project	30%
Independent Study Project Presentation	5%

There is no final examination for ELSS

***To pass this module you will need an overall mark of at least 40%, plus at least 40% in the Independent Study Project.***

**Academic Options (30 credits each):**

**Business Studies; International Relations and Politics; Twentieth Century History: the Making of the International World; Geography; Economics; Introduction to English and American Literature, Film Studies**

Semester 1

Test 1	10%
Coursework 1	10%

Semester 2

Test 2	20%
Coursework 2	20%
Presentation/Seminar (Semesters One and Two)	10%
Final Exam	30%

***To pass these modules you will need an overall mark of at least 40%, plus at least 40% in the final exam.***

**Mathematics for Economics**

Semester 1

Test 1	10%
Coursework 1	10%

Semester 2

Test 2	10%
Coursework 2	10%
Seminar Skills (Semesters One and Two)	10%
Final Exam	50%

***To pass this module you will need an overall mark of at least 40%, plus at least 40% in the final exam.***

**Spanish Language and Culture; French Language and Culture; Japanese Language and Culture**

Project: Essay	9%
Reading comprehension and writing	8%
Listening comprehension	8%
Oral examination	25%
Written examination	50%

In addition to these assessed pieces of work, your lecturers and tutors will also require you to do substantial background reading, as well as extra writing tasks to help you with the assessed assignments.

## Marking System

The marks you get will be on a scale of 0 – 100. At the end of the course the marks for all the assessed coursework will be calculated based on the weighting each assessment carries.

Marking criteria descriptions can be found at the end of this handbook. You will also receive feedback on your work. You can see an example feedback sheet at the end of this booklet. If you are not sure why a particular mark was given, you can ask for more explanation from your option lecturer. However, please note that lecturers will not change individual marks once they have been given.

Please note that the marks you receive for your work are provisional and may be changed. Marks are approved by the Subject Examination Board and then confirmed by the Degree Examination Board, which both meet after the final exams. **Once marks have been approved and confirmed, they cannot be changed.**

## Transcripts and Final Award

At the end of the programme the average mark for each of your four modules is calculated based on the weighting of all the assessed coursework and exams. An overall average mark for the programme is calculated across the four modules (each module has equal weighting i.e. 25%).

The final results are agreed by the Subject Examination Board (SEB), comprising the Programme Convenor, academic option lecturers and external examiners. These results are then formally approved by the College's Degree Examination Board (DEB) which meets several weeks later. Once the DEB has formally confirmed the results, they will be posted on MySIS. Your official transcript will then be sent to your Results Address (as listed on MySIS) by standard post.

Students who pass the programme are awarded the **Foundation Certificate in Humanities and Social Sciences** from Queen Mary University of London.

The **Pass** mark is 40%, calculated as an average across the four modules.

**Students must achieve an average of 40%, and pass English Language and Study Skills and at least two of the academic modules (at 40%) to be awarded the Certificate.**

The classification of the Foundation Certificate is made according to the following scale:

College Mark of 40% to 59.9% - **Pass**

College Mark of 60% to 69.9% - **Merit**

College Mark of 70% to 100% - **Distinction**

**Fail** indicates non-completion of the International Foundation Programme or inadequate academic performance.

Once your final results have been confirmed, your **official transcript** will be sent to your **Results Address** (as listed on MySIS) by standard post.

## Certificates

Certificates for the IFP are issued by Queen Mary University of London in October and are sent by standard post to the results address indicated on MySIS.

**It is important to make sure that your results address on MySIS is always up-to-date**

## Progression to Queen Mary

The IFP has agreements for its students to progress to a number of undergraduate programmes at QMUL, on condition that they obtain certain grades. Please check our website for progression details (see 'What IFP students need to achieve in order to progress to Queen Mary '):

<http://language-centre.sllf.qmul.ac.uk/ifp>

Please note that these agreements may be subject to revision.

Students may be considered for other degree programmes at Queen Mary University of London on a case-by-case basis.

## Attendance and Punctuality

Attendance is compulsory for all classes relevant to your course of study (registers are kept for all classes). This means:

All English Language and Study Skills classes  
All Personal Development classes

All tutorials

All lectures and seminars for your chosen options

We take attendance very seriously on the programme and discuss students with poor attendance every week at the staff meeting. Poor attendance can lead to de-registration. Please note that Queen Mary is obliged to report students who consistently do not attend to the UK Border Agency.

Please be on time for classes. Arriving late disrupts teaching and is disrespectful to teachers and other students. **If you are more than 15 minutes late for a class, you will be marked absent for the whole session, and you may not be allowed into the lecture room.**

You will receive a timetable of classes for each semester and for the examination period. This will also be available on QMplus. Tutors may also announce details of changes in classes, days, times and locations.

**You should check QMplus, as well as the notice board, on a regular basis** for changes in the timetable, and for details about tests and final examinations.

## Absence

You cannot be absent from the College during term time without the advance agreement of the IFP Programme Convenor. If you are ill or cannot attend classes for any reason, you should email the Programme Administrators (Edward Donovan or Sarah Abbott) at [foundationprogrammes@qmul.ac.uk](mailto:foundationprogrammes@qmul.ac.uk). If you have a longer term illness, or an emergency, then you should contact the Programme Convenor by email or by telephone (0207 882 2836).

If you are away for more than seven days or for a series of repeated absences you will need to provide a medical certificate or other formal document.

**Failure to attend classes may result in de-registration. Failure to complete assignments or to submit coursework by deadlines may also result in de-registration.**

## Submission of Coursework

The lecturer/tutor will inform you of the exact requirements for his/her piece of work. You will also receive a list of deadlines at the beginning of each semester.

When you submit assessed work you will need to do the following:

- Submit an electronic copy of each assessed piece of work on QMplus
- Submit work **before midnight on Sunday** (unless otherwise advised)

## Late Submissions

You must give work in on (or before) the deadline. If you do not meet the deadline, you will receive a reduced mark for that piece of coursework (unless you have been granted an extension, or unless you are covered by a medical certificate – see below) as follows:

- Coursework submitted late will be penalised at the rate of 5 marks deduction for each 24 hour period after the set submission time, down to the passmark (40%).
- You will receive 0% if the work is submitted after 14 calendar days

## Missing an assessment or final exam

### Missing an assessment

If you miss an assessment (either an in-class test or a piece of coursework) because of illness or any other reason, you can apply for an extension by submitting an **Extenuating Circumstances** form together with documentary evidence (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority—for full details see the [Extenuating Circumstances](#) guide) to support your claim. **The claim must be made as soon as possible – normally within three working days of the date of the assessment.**

You should note that the Academic Regulations state that if you submit a piece of coursework or attend an in-class test then you will be deemed to have declared yourself well enough to

complete the assessment (this is the College's 'Fit to Sit' policy) and as a result any extenuating circumstances claim will not be considered.

If you think you will have a problem completing a piece of work in time, you need to ask the Programme Convenor for an extension **at least one week before the deadline** and submit an Extenuating Circumstances form as above. However, please note that extensions are only given in exceptional circumstances.

The claim will be considered by the Programme Convenor who will contact you with a decision. If the claim is successful, you will also be given details of when you can take the missed assessment (either in the next Reading Week or during Revision Week).

If you do not make a claim or if your claim is unsuccessful and you have not submitted an assessment you will be given a mark of 0 (zero) for the assessment.

*NB: Claims due to illness, death of a close relative or circumstances beyond your control are likely to be upheld. Claims will be unsuccessful if you miss the assessment because of poor time management, computer problems, misreading your exam timetable, planning holidays in term time, or local transport delays.*

### **Missing a final exam**

If you do not feel you are well enough to attend any invigilated examinations then you should not attend and should submit a claim for extenuating circumstances instead. Please note that the College's 'Fit to Sit' policy outlined above also applies to final exams.

In accordance with the Academic Regulations all claims for extenuating circumstances regarding final examinations must be received no later than three working days before the Extenuating Circumstances Board meeting. Please note that although accompanying documentation can be submitted late, claims without any evidence cannot be considered. It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible.

If you miss a final exam and your extenuating circumstances are accepted, you will be allowed to take another exam later in the summer. This is called a **first sit**.

A final deadline for the submission of all extenuating circumstances forms and documentation will be announced before the end of Semester 2.

**Extenuating circumstance claim forms are available from QMplus.**

Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at <http://www.welfare.qmul.ac.uk/>

## Resits

If you fail any of your modules and fail the programme, you will be given the opportunity to resit the modules you have failed. For academic modules you will take another exam in August; for English Language and Study Skills you will resubmit the ISP. Resit marks are capped at 40%.

You should note that you would not be eligible for resits if you pass the programme, unless you have claims for Extenuating Circumstances upheld for any failed modules.

Also please note that there are NO resit exams for Languages.

## Academic Offences

All work you produce for assessment, whether as coursework or in an examination **must be your own unaided work**. You must never get help (either language or content) from friends, relatives, classmates, former IFP students or advisors with writing your work.

You **can**, however, talk to your personal tutor or academic lecturer about your work, or use the college facilities, e.g. the one-to-one academic study skills tutorials offered in the Library.

The following is an extract from the Queen Mary Student Guide:

*'... All material submitted for assessment, [...] shall be the candidate's own work (except where group work specifically forms part of the assessment). Brief quotations from the published or unpublished work of other persons may be used, but must always be attributed, both at the appropriate point in the text, and in the bibliography at the end of the piece of work. Extensive quotations; close paraphrasing; copying from the works of another person (including another student) without proper acknowledgement constitutes plagiarism, which is an examination offence...'*

### **Student Guide**

#### **What is plagiarism?**

Plagiarism is presenting the work of other people as your own. This includes:

- quoting or paraphrasing without proper referencing
- copying from sources directly without both quotation marks and referencing

Please note that Queen Mary has software that can automatically detect plagiarism, and this is used on the IFP.

Another form of plagiarism is **collusion**, which includes:

- buying an essay e.g. from an Internet site
- getting someone to write all or part of your work for you (whether for payment or free of charge)
- allowing your own work to be copied by another student
- doing another student's work for him/her

## **Cheating**

Cheating is also treated extremely seriously. If you are caught cheating in an exam or test you will receive 0%. You may also fail the entire programme.

Whether you do any of the above by mistake or intentionally, you may face penalties. Plagiarism is a serious offence, and carries severe consequences under the Examination Offences Regulations. You could fail a module or even be deregistered from the College.

### ***What are the penalties for plagiarism in assessed coursework?***

Where allegations of plagiarism arise for items of coursework, the Head of School or their nominee will investigate. If the investigation reveals an offence, you may face a penalty.

Penalties range from a formal warning to a mark of 0% for the assignment.

If you are suspected of an assessment offence you may be interviewed by the Head of School and will be asked to explain the circumstances of the alleged plagiarism. You may bring someone e.g. a friend to support or represent you during the meeting, and you will be able to appeal against any penalty imposed.

All work must be submitted electronically. By submitting your coursework, you are confirming that it is all your own work.

If you have any doubts or queries about what constitutes plagiarism or about how to reference your work please ask your personal tutor or supervisor.

For further information, please refer to the College's Academic Regulations (website address: [http://www.arcs.qmul.ac.uk/policy\\_zone/index.html#academic\\_policies](http://www.arcs.qmul.ac.uk/policy_zone/index.html#academic_policies)) for full details of procedures and penalties for misconduct in assessments.



## Marking Criteria: Written Work

Award	Criteria
0% - 29%	<p><b>Task Fulfilment</b> Does not fulfil the task set; little or no attempt to address the question; many irrelevancies.</p> <p><b>Argument</b> Fails to show awareness/understanding of the basic issues and arguments; demonstrates an extremely poor active reading vocabulary; many serious errors of fact / interpretation with extensive over-generalisation.</p> <p><b>Supporting an Argument</b> Demonstrates little if any evidence of reading or use of relevant examples, reasons/points, data, to support assertions, demonstrating entirely inadequate reading skills with little or no evidence of understanding of the texts.</p> <p><b>Organisation and Coherence</b> No or little attempt to organise points or ideas in a way appropriate to the subject / task set ; extremely repetitive; reader has to strain excessively to follow the argument or reasoning; no or little use of linking language/cohesive devices.</p> <p><b>Paraphrasing, citation and referencing</b> Extensive direct copying from source texts with no attempt to acknowledge the sources or paraphrase; no use of in-text citation or references.</p> <p><b>Grammar, syntax and vocabulary</b> Significant range and quantity of major errors in grammar/syntax and vocabulary which make the writing extremely difficult to understand, and which frequently impede the reader's comprehension; uses a very limited range of sentence structures and vocabulary.</p>
30% - 39%	<p><b>Task Fulfilment</b> Does not fulfil the task set; little or no attempt to address the question; considerable irrelevancies.</p> <p><b>Argument</b> Little or no awareness/understanding of the basic issues and arguments; demonstrates a very poor active reading vocabulary; may be serious errors of fact / interpretation; considerable over-generalisation.</p> <p><b>Supporting an Argument</b> Demonstrates little evidence of reading or use of relevant examples, reasons/points, data, to support assertions, demonstrating very basic reading skills with little evidence of understanding of the texts.</p> <p><b>Organisation and Coherence</b> No or little attempt to organise points or ideas in a way appropriate to the subject / task set ; very repetitive; reader has to strain to follow the argument or reasoning; no or little use of linking language/cohesive devices.</p> <p><b>Paraphrasing, citation and referencing</b> Direct copying from source texts with no attempt to acknowledge the sources or paraphrase; no use of in-text citation or references.</p> <p><b>Grammar, syntax and vocabulary</b> Significant range and quantity of errors in grammar/syntax and vocabulary which can make the writing difficult to understand, and which impede the reader's comprehension; uses a limited range of sentence structures, with some attempt to use complex sentences, though inaccurately; a limited range of vocabulary.</p>

<p><b>40% - 49%</b></p>	<p><b>Task Fulfilment</b> Fulfils aspects of the task and attempt to address the question but may have a number of irrelevancies.</p> <p><b>Argument</b> Reading vocabulary is limited, but sufficient to enable understanding of the basic issues and arguments; more descriptive than analytical; some errors of fact/interpretation; may tend towards over-generalisation.</p> <p><b>Supporting an Argument</b> Dependent on a few sources/materials, with limited number/amount of examples, reasons/points, data and evidence to support assertions.; basic competence in reading skills and understanding of the texts; ability to synthesize some ideas and information from sources.</p> <p><b>Organisation and Coherence</b> Some evidence of an appropriate structure; some points may be repeated; connection between points/relevance of points may not always be clear; attempt at logical organisation and progression of information and ideas; some evidence of planning; some use of linking language/cohesive devices.</p> <p><b>Paraphrasing, citation and referencing</b> Some attempt to acknowledge source texts, though evidence of close paraphrasing of texts; various errors in use of in-text citation and referencing conventions.</p> <p><b>Grammar, syntax and vocabulary</b> Generally comprehensible though various errors in grammar/syntax and vocabulary may occasionally cause difficulty in understanding points made; uses a mix of simple and complex sentence structures (with errors); adequate range of vocabulary to complete the task.</p>
<p><b>50% - 59%</b></p>	<p><b>Task Fulfilment</b> Fulfils many aspects of the task and attempt to address the question but may some irrelevancies.</p> <p><b>Argument</b> An adequate reading vocabulary enables understanding of most of the issues and arguments; evidence of analytical thinking; a few errors of fact/interpretation; may tend towards over-generalisation.</p> <p><b>Supporting an Argument</b> Reference to relevant sources/ material with use of examples, reasons/points, data, evidence to support assertions, though not always appropriately.; evidence of effective reading skills enabling synthesis of ideas and information from different sources (though not always successfully) with an understanding of the texts.</p> <p><b>Organisation and Coherence</b> Uses an appropriate structure; but repeats some examples or points; connection between points/relevance of points is evident, as is logical organisation and progression of information and ideas; evidence of planning; good use of linking language/a range of cohesive devices mostly used appropriately.</p> <p><b>Paraphrasing, citation and referencing</b> Use of source texts is acknowledged in most places; clear attempts to paraphrase texts, though with some errors in use of in-text citation and referencing conventions.</p> <p><b>Grammar, syntax and vocabulary:</b> Mostly comprehensible though some errors in grammar/syntax and vocabulary may very occasionally cause difficulty in understanding points made; uses a mix of complex and simple sentence structures, (with some errors); satisfactory range of vocabulary to complete the task.</p>
<p><b>60%- 69%</b></p>	<p><b>Task Fulfilment</b> Fulfils the task and addresses the question clearly, but may have a few irrelevancies.</p> <p><b>Argument</b> A broad reading vocabulary enables an understanding of the issues and arguments; has a reasoned view demonstrating analytical thinking, but is descriptive in places; tends to over-generalise in places, with a few errors of fact and interpretation; evidence of well-moderated language.</p> <p><b>Supporting an Argument</b> Argument is well-supported with evidence and examples from a range of material/sources; evidence of effective reading skills enabling synthesis of ideas and information from different sources, with an understanding of the texts.</p> <p><b>Organisation and Coherence</b> Structured in a way appropriate to the subject / task set; evidence of planning; significance of points mostly clear; evidence of logical organisation and progression of information and ideas; arguments are coherent; uses linking language/ a range of cohesive devices appropriately.</p> <p><b>Paraphrasing, citation and referencing</b> Source texts are acknowledged through in-text citation and referencing, though with a few errors; effective paraphrasing of texts.</p>

	<p><b>Grammar, syntax and vocabulary</b> Comprehensible though with minor errors in grammar/syntax and vocabulary which rarely interfere with communication; uses a range of complex sentence structures (with generally error-free sentences); good range of vocabulary, with flexibility and precision in expression of points and ideas.</p>
<p><b>70% - 79%</b></p>	<p><b>Task Fulfilment:</b> Fulfils the task and addresses the question clearly; very few irrelevancies</p> <p><b>Argument:</b> A broad active reading vocabulary enables a confident understanding of the issues and arguments; has a reasoned point of view demonstrating analytical thinking; avoids over-generalisation; well-moderated language.</p> <p><b>Supporting an Argument</b> Argument is very well supported with critically evaluated evidence from a wide range of material/sources; evidence of effective reading skills enabling successful synthesis of ideas and information from different sources with full understanding of texts.</p> <p><b>Organisation and Coherence</b> Well structured in a way entirely appropriate to the subject / task set; very clear evidence of planning; significance of each point clearly follows from previous argument to form a coherent whole in a logical organisation and progression of information and ideas; excellent use of linking language and a wide range of cohesive devices.</p> <p><b>Paraphrasing, citation and referencing</b> Source texts are clearly acknowledged through accurate in-text citation and referencing (including use of reporting language), with very few errors; highly effective paraphrasing skills.</p> <p><b>Grammar, syntax and vocabulary</b> Fully comprehensible, with a few minor errors in grammar/syntax and vocabulary, though these do not affect communication; uses a wide range of complex sentence structures (with mostly error-free sentences); very good range of vocabulary appropriate to the task, with flexibility and precision in expressing points and ideas.</p>
<p><b>80% +</b></p>	<p><b>Task Fulfilment:</b> Fulfils the task and addresses the question fully; no irrelevancies.</p> <p><b>Argument:</b> An excellent active reading vocabulary enables a confident understanding of the issues and arguments at a sophisticated level; has a very well reasoned point of view demonstrating excellent analytical skills; avoids over-generalisation with well-moderated language.</p> <p><b>Supporting an Argument</b> Argument is very well supported with critically evaluated evidence from a wide range of clearly integrated material/sources; evidence of highly effective reading skills enabling successful synthesis of ideas and information from different sources; sophisticated understanding of the texts and task.</p> <p><b>Organisation and Coherence</b> Well structured in a way entirely appropriate to the subject / task set; very clear evidence of planning; significance of each point clearly follows from previous argument to form an integrated and highly coherent whole; excellent use of linking language; a wide range of cohesive devices used very effectively.</p> <p><b>Paraphrasing, citation and referencing</b> Source texts are clearly acknowledged through consistently accurate and varied in-text citation and referencing (including use of reporting language); highly effective paraphrasing skills.</p> <p><b>Grammar, syntax and vocabulary</b> Fully comprehensible, with occasional very minor errors in grammar/syntax and vocabulary, though these do not affect communication; uses a wide range of complex sentence structures accurately; an excellent range of vocabulary, with a high degree of flexibility and precision in expressing points and ideas.</p>

## Marking Criteria: seminar and presentation skills

Award	Criteria
0% - 29%	<p><b>Attendance, preparation and overall participation</b> Less than 75% attendance; persistent unexplained lateness; little or no evidence of preparation e.g. by reading, research; doing set homework; little or no attempt to participate in the class.</p> <p><b>Interaction</b> Little or no attempt to interact with fellow students in pairs, groups, whole class.</p> <p><b>Leading a seminar</b> Little or no attempt to address the task set; very poor time management; script dependent; content insufficient and irrelevant; no analysis or evaluation; poorly structured; little or no awareness of audience; no control of direction/development of discussion; no summary of views at end of discussion.</p> <p><b>Presentation</b> Very poor organisation; no use of linking/signposting language; very poor time management; script dependent; insufficient and irrelevant content; lack of explanation and analysis/evaluation; no awareness of audience; inappropriate/ineffective body language; very poor pacing; very limited and ineffective visual support ;sources not cited; no strategies for dealing with difficult questions; inadequate response to questions.</p> <p><b>Language skills :</b> Long pauses, with frequent repetition and self-correction; uses basic sentence forms with simple and repetitious linking language/discourse markers; uses simple vocabulary with frequent errors in word choice; uses a limited range of pronunciation features; mispronunciations are frequent and cause comprehension difficulty.</p>
30% - 39%	<p><b>Attendance, preparation and overall participation</b> Less than 75% attendance; unexplained lateness; little evidence of preparation e.g. by reading, research; doing set homework; little attempt to participate in the class.</p> <p><b>Interaction</b> Little attempt to interact with fellow students in pairs, groups, whole class.</p> <p><b>Leading a seminar</b> Little attempt to address the task set; poor time management; script dependent; content insufficient and irrelevant; little or no analysis or evaluation; poorly structured; little awareness of audience; little or no control of direction/development of discussion; inadequate summary of views at end of discussion.</p> <p><b>Presentation</b> Poor organisation; little or no use of linking/signposting language; poor time management; script dependent; insufficient and irrelevant content; lack of explanation and analysis/evaluation; little or no awareness of audience; inappropriate/ineffective body language; poor pacing; limited and ineffective visual support; sources not cited; few or no strategies for dealing with difficult questions; inadequate response to questions.</p> <p><b>Language skills :</b> Generally maintains flow of speech, but with repetition and self-correction; uses basic sentence forms, with overuse of a limited range of linking language/discourse markers; uses simple vocabulary with considerable errors in word choice; uses a fairly limited range of pronunciation features; mispronunciations may cause comprehension difficulty.</p>
40% - 49%	<p><b>Attendance, preparation and overall participation</b> Attendance / punctuality satisfactory; completes tasks set; answers questions (when pressed); may (occasionally) contribute / ask questions in open discussion.</p> <p><b>Interaction</b> Makes some attempt to engage with fellow students but tends to make a 'one-off' statement rather than actively engage with other students.</p> <p><b>Leading a seminar</b> Attempts to address the task set; content generally sufficient though not always relevant; some attempt at analysis and evaluation; evidence of structure; some awareness of audience; attempt to control direction/development of discussion; adequate summary of views at end of discussion.</p> <p><b>Presentation</b> Adequate organisation, with some use of linking/signposting language; satisfactory time management; sufficient/satisfactory content, though not always relevant; some explanation and</p>

	<p>analysis/evaluation; some awareness of audience; use of effective body language at times; audience generally engaged; partly script independent; attempt at varied pacing; visual support incorporated; sources cited; basic strategies for dealing with difficult questions; adequate response to questions.</p> <p><b>Language skills:</b> Able to speak at length, though with some repetition and loss of coherence; wide enough vocabulary to discuss topics in some depth; a range of linking language/discourse markers though some are overused; uses a mix of simple and complex sentence forms; may make frequent mistakes with complex structures, though these rarely cause comprehension problems; mispronunciation of individual words or sounds reduces clarity at times, though pronunciation can generally be understood.</p>
50% - 59%	<p><b>Attendance, preparation and overall participation</b> Attendance / punctuality good; completes tasks set; answers questions; contributes / ask questions in open discussion.</p> <p><b>Interaction</b> Makes a good attempt to engage with fellow students; may occasionally make statements of opinion rather than actively discussing opinions with other students.</p> <p><b>Leading a seminar</b> Addresses the task set; content sufficient and generally relevant; clear attempt at analysis and evaluation; clear structure; awareness of audience; good control of direction/development of discussion; good summary of views at end of discussion.</p> <p><b>Presentation</b> Good organisation, with some effective use of linking/signposting language; good time management; sufficient and generally relevant content; clear attempt at explanation and analysis/evaluation; clear awareness of audience; some use of effective body language; audience generally engaged; often script independent, good pacing; visual support incorporated well; sources cited; some effective strategies for dealing with difficult questions; good response to questions.</p> <p><b>Language skills:</b> Able to speak at length, though with occasional repetition and loss of coherence; wide enough vocabulary to discuss topics meaningfully in some depth, with flexibility; a range of linking language/discourse markers though some are overused; uses a mix of simple and complex sentence forms; often produces error-free sentences, though various grammatical mistakes persist; mispronunciation of individual words or sounds reduces clarity at times, though pronunciation can be understood throughout.</p>
60% - 69%	<p><b>Attendance, preparation and overall participation</b> Attendance / punctuality very good; evidence of thorough reading and preparation; frequent and meaningful contributions in open discussion; asks questions.</p> <p><b>Interaction</b> Arguments are well supported and thoughtful and speaker also demonstrates an awareness and ability to engage with others' opinions.</p> <p><b>Leading a seminar</b> Addresses the task set; content sufficient and mostly relevant; good attempt at analysis and evaluation well-structured; clear support for and awareness of the audience; very good control of direction/development of discussion; full summary of views at end of discussion.</p> <p><b>Presentation</b> Good organisation, with effective use of linking/signposting language; good time management; sufficient and mostly relevant content; good attempt at explanation and analysis/evaluation; clear awareness of audience; use of effective body language; audience mostly engaged; generally script independent, good pacing; visual support incorporated well; sources cited; effective strategies for dealing with difficult questions; good response to questions.</p> <p><b>Language skills :</b> Able to speak at length without noticeable effort or loss of coherence; wide enough vocabulary to discuss topics meaningfully in depth and flexibly; uses a range of linking language/discourse flexibly; uses a mix of simple and complex sentence forms with some flexibility; frequently produces error-free sentences, though some grammatical mistakes persist; mispronunciation of individual words or sounds occasionally reduces clarity, though pronunciation can be fully understood throughout.</p>

<p><b>70% - 79%</b></p>	<p><b>Attendance, preparation and overall participation</b> Attendance / punctuality excellent; evidence of very thorough reading and preparation; frequent and meaningful contributions in open discussion; asks insightful questions.</p> <p><b>Interaction</b> Clear evidence of an ability to present an original view which is well supported; critical evaluation of evidence; able to fully engage with others' opinions.</p> <p><b>Leading a seminar</b> Addresses the task set; content sufficient, relevant and original; very good analysis and evaluation; very well-structured; full support for and awareness of the audience; full control of direction/development of discussion; comprehensive summary of views at end of discussion.</p> <p><b>Presentation</b> Very effective organisation and use of linking/signposting language; very good time management; sufficient, relevant and original content; clear explanation and complex analysis/evaluation; full awareness of audience; confident and effective use of body language; audience fully engaged; script independent; very good pacing; relevant visual support, smoothly incorporated; sources cited; very effective strategies for dealing with difficult questions; full response to questions.</p> <p><b>Language skills :</b> Able to speak fluently at length without loss of coherence and with minimal hesitation; uses an extensive range of vocabulary to discuss topics meaningfully and in depth; uses a range of linking language/discourse flexibly with a high degree of accuracy; uses a mix of simple and complex sentence forms flexibly; frequently produces error-free sentences, though a few grammatical mistakes persist; mispronunciation of individual words or sounds very occasionally reduces clarity, though pronunciation can be fully understood throughout.</p>
<p><b>80%+</b></p>	<p><b>Attendance, preparation and overall participation</b> Attendance / punctuality excellent; evidence of very thorough reading and preparation; frequent and meaningful contributions in open discussion; asks highly perceptive questions.</p> <p><b>Interaction</b> Clear evidence of an ability to present an original view which is very well supported; critical evaluation of evidence; able to fully engage with and react to others' opinions.</p> <p><b>Leading a seminar</b> Addresses the task set; content sufficient, fully relevant and highly original; highly complex/nuanced analysis and evaluation very well-structured; full support for and awareness of the audience; excellent control of direction/development of discussion; comprehensive summary of views at end of discussion.</p> <p><b>Presentation</b> Excellent organisation and use of linking/signposting language; excellent time management; sufficient, fully relevant and highly original content; full explanation and complex analysis/evaluation; full awareness of audience; confident and effective use of body language; audience fully engaged; script independent; excellent pacing; excellent visual support incorporated effortlessly; sources cited; highly effective strategies for dealing with difficult questions; full response to questions.</p> <p><b>Language skills: Able</b> to speak fluently at length with coherence and without hesitation; uses an extensive range of vocabulary to discuss topics meaningfully and in depth, and is able to convey precise meaning; uses a range of linking language/discourse flexibly and accurately; uses a mix of simple and complex sentence forms flexibly and accurately; produces mostly error-free sentences, with very occasional grammatical mistakes; occasional mispronunciation of individual words or sounds does not reduce clarity; pronunciation can be fully understood without effort throughout.</p>

**Example feedback sheet for written work**



***International Foundation Programme in Humanities & Social Sciences***

**FEEDBACK** (see also any comments on your script)

**XXX Module**

**Assessment (Essay / Test)**

**Student Number:**

**Tutor:**

**Successful aspects of your assignment:**

**Less successful aspects of your assignment:**

**Key points to focus on to help improve future written work:**

**Mark:**

**Marks are provisional until approved by the final Exam Board, and are subject to change**