



UNIVERSITY OF  
**CHICHESTER**

International Academic and  
Language Support (IALS)



Teaching  
Excellence  
Framework

# International Academic & Language Support (IALS)

GUIDANCE NOTES 2025/2026



[www.chi.ac/international/IALS](http://www.chi.ac/international/IALS)

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## Abbreviations used in this guide

BOC	Bishop Otter Campus (Chichester)
BRC	Bognor Regis Campus
IALs	International English & Academic Support
IES	International English Studies
SIZ	Support and Information Zone

# Welcome to the University of Chichester

We hope that you will enjoy your stay and studies with us. This guide contains information about your academic studies and English language support at the University of Chichester.

This guide aims to answer the most commonly asked questions by international students at the beginning of their university experience.

You will receive much more detailed information about all the areas covered in these Guidance Notes. In particular, you should read your Programme handbook(s) available here <https://ipps.chi.ac.uk/services/handbooks/student/studenthandbook.cfm>

This guide is also available electronically on the International Academic & Language support (IALS) Moodle homepage. You will be able to access this version when you have completed your registration.



If you have questions or worries please ask. Our contact details can be found in this guide.

**Good luck with your studies!**

Pippa Quigley and the International Student Advice Team



# What is the International Orientation Programme?

This is a programme for international students who are new to the University.

It is for all international students, both undergraduate and postgraduate, including those for whom English may not be a first language.

During the programme you will have opportunities to:

- Meet other international students;
- Meet the International Academic & Language Support Co-ordinator and Administrators, the International Student Advisors and other key staff;

- Find out more about your daily life as a University of Chichester student;
- Sort out practical issues concerning your life in Britain such as health care, how to open a bank account, travel etc.;
- Find out more about the support offered by the International Academic & Language Support service, and other key University staff;
- Discuss any concerns you have and ask any questions you wish.

You will also attend Departmental Induction sessions in the subject(s) you are going to study.



# How is the University organised?

Chichester is a small close-knit community of about 6,000 students.

International students currently make up about 3% of the community, which means that you will feel welcomed and that you will get to know people. The Head of the University is the Vice-Chancellor, Professor Symeon Dagkas.

If you would like to contact any subject areas or departments, you can find contact details on our Moodle pages or via the Support and Information Zone (SIZ) **help@chi.ac.uk**.

# How is my Programme organised?

The following section gives a brief overview of the structure of our undergraduate Programmes.

## **What is the structure of the University's Undergraduate Degree?**

For full time students, degrees normally last 3 years. Each year of study is known as a Level. Year 1 = Level 4, Year 2 = Level 5, Year 3 = Level 6. Normally at each Level you will study 120 credits. In order to achieve a full degree you will need to take and pass 360 credits. Masters is Level 7.

## **Can I receive an award if I only study for one or two academic years?**

Yes. If you are successful after one year, (120 credit points), you can be awarded a Certificate of Higher Education. After two successful years, (240 credit points), you can be awarded a Diploma of Higher Education.

## **What are the different types of Degree?**

All our degree programmes lead to Honours degrees, either BA, (Bachelor of Arts), or BSc, (Bachelor of Science). If you take one subject this will appear on your degree certificate, e.g. BA (Hons) Music, if you take two subjects both subjects will appear on your degree certificate e.g BA (Hons) Music and International English Studies. The title of your final degree may be important to you.

Please note that you might be able to change from two subjects to one subject at the end of Year 1. Only the subject(s) you take in years 2 and 3 will appear on your degree certificate.

## **What are Level 6 top-up programmes?**

These are one year programmes only open to international students who have completed at least the first 2 years of a degree programme in their home country. There is no choice of modules and Certificates and Diplomas are not awarded.

## **What's the difference between Major/Minor and Joint degrees?**

There are 3 basic types of degree subject combination, (note that not all combinations are available in all subjects).

- Single: You study only one subject
- Joint: You study two subjects equally, i.e. 50%/50% (indicated by 'and' between the names of subjects)
- Major/Minor: You study one subject for 75% of the time and another subject for 25% of the time indicated by 'with' after the name of the major subject)



### **How do I choose which modules to take?**

You will be given information about the Modules in each subject area. In some subjects there are choices and you will need to complete your module selection via ChiView.

Note: each subject has 'Subject Rules' which determine which Modules you may choose in each Subject Area.

### **Can I change my mind about my modules and/or subjects?**

If you are unsure about which modules to choose you can attend the first session of the one you are interested in. You can change your mind up to the end of the first week of the semester. If you change your mind you should contact your programme. If agreed you will need to complete a Change in Registration form on ChiView.

# How do I get in touch with key people?

The easiest way to get in touch with all staff is via email.

The format is the same for everyone:  
Initial.family name@chi.ac.uk  
e.g. David Smith would be: d.smith@chi.ac.uk

Email is the University's preferred medium of communication.

Please note that it is normal for all staff and students to address each other by their first names. So you would begin an email to a tutor with 'Dear David' etc.

Please note that the University does not normally use text messaging to contact students.

If you have any visa related questions, please contact the International Student Advice Team at **International@chi.ac.uk**

If you need further information on how to contact people please look on the University's Moodle pages or contact **help@chi.ac.uk**.

## **Academic Adviser or Personal Tutor**

This is a Tutor who has special responsibility for your progress and welfare. You normally keep the same person throughout your studies at Chichester so that s/he can get to know you well.

Your tutor is responsible for:

- Overseeing your general progress;
- Supporting your personal development;
- Advising you on academic matters as necessary;
- Discussing any problems you encounter with assessment;
- Advising you on how to improve;
- Confirming changes of Module and Route if necessary;
- Writing references for you;
- Referring you to resources and people as necessary.

You should see your Adviser at least twice a Semester and when a need arises.

If you are studying more than one subject, you will have a main Adviser from one of your Departments, but there will also be a contact person to whom you can turn in the other. You will receive details of and be able to meet your Academic Adviser during your subject induction(s).



**Contacts for IALs Tutors**  
(see page 14)

**Marina Biancardi**

Lecturer + IALS tutor

- Email: [m.biancardi@chi.ac.uk](mailto:m.biancardi@chi.ac.uk)
- New Hall staff office, ground floor

**Eleanor Hayes**

Lecturer + IALS tutor

- Email: [e.hayes@chi.ac.uk](mailto:e.hayes@chi.ac.uk)
- New Hall staff office, ground floor

**Nick Harding**

Lecturer + IALS tutor

- Email: [n.harding@chi.ac.uk](mailto:n.harding@chi.ac.uk)
- New Hall staff office, ground floor

# What support and guidance is available during my studies?

The best place to look for advice and information is the Support and Information Zone (SIZ) located within the Learning Resource Centre (LRC).

## **EMERGENCY PHONE NUMBER:**

For First Aid, Fire, Lift Breakdown and Security Issues: Internal Dial: 6363 or External Dial: 01243 816363

If you need further information on how to contact people please look on Moodle. You can also always turn to your Programme Coordinator for support and advice.

This is your first point of contact for many University services, including:

1. Library services
2. Student support services
3. Reception services
4. Estate services
5. IT services
6. Academic registry and admissions services

The Student Support and Wellbeing team within the University aims to enhance your experience and sense of wellbeing at university by advising, counselling, guiding and offering professional support in key areas. The services are confidential and designed to meet the needs of all students across subject areas, modes of study, background, age and other differences. Student Support and Wellbeing Services promote equality of opportunity and provide the platform to enable you to reach your full potential as students and as graduates. The services cover a range of areas such as disability, counselling, health etc. If you are not sure which is the right one for you do not worry; start at any area and from there they can help you navigate the service or services that will be most helpful for you.

For more information see the Student Handbook available on Moodle and visit the University's Wellbeing Services website: [wellbeing.chi.ac.uk](http://wellbeing.chi.ac.uk)

# International Student Advice Service

## Moving to a new country can be exciting – but also challenging. We're here to help!

Our International Student Advice Service is for all international students who would like some extra support while living and studying in the UK. You can book an appointment or attend a drop-in session, and we can help you with:

- Understanding life in the UK;
- Applying for a National Insurance Number;
- Help with how to open a bank account;
- Referring you to Wellbeing Services and the University Nurse if you're feeling unwell or need support;
- Guidance on academic issues, such as where to get help;
- Support if you're having problems with your accommodation;
- We also run fun social and cultural events to get you to explore British culture; get to know the University and local area and meet new people and make friends!
- Appointments & Drop-ins
- Need help? Come and talk to us!

You can book a private appointment with a friendly adviser here:



If it's urgent, just come along to one of our drop-in sessions – no booking needed.

All the information about how to book or when to drop in is here:



## Events

We organise a range of social and cultural events for international students.

These are great ways to have fun, and make new friends!

See what's on and book your place here:



## Where to Find Us

- Bishop Otter Campus (BOC): Learning Resource Centre, Careers Centre
- Bognor Regis Campus (BRC): Learning Resource Centre, International Office

## Contact Us

Email: [international@chi.ac.uk](mailto:international@chi.ac.uk)  
Phone: +44 (0)1243 812146

# What is International Academic and Language Support, (IALs)?

The University recognises that as an international student you may face special challenges in UK Higher Education.

## **Specifically, the service offers you:**

- Tutorial support (up to 3 hours per semester) to help improve your academic English and academic skills and advice on planning and undertaking your coursework
- 25% extra time and the use of bilingual dictionaries in unseen formal written exams
- A point of reference if you need advice
- Social opportunities with other International students
- Opportunities to attend discussion groups

## **Additional notes on the IALS tutorial support**

- The overall aim of the tutorials is to support you in your work in your degree modules. The tutorials are not compulsory but they are very beneficial
- You will be allocated a tutor who has experience of living and working overseas
- Your tutor might ask to meet you individually or, sometimes, in a small group. Meetings can be in person or online
- At your first meeting, which should be after you have attended the first session of each of your modules, your tutor will suggest appropriate ways for you to use the tutorial sessions. Please bring copies of your module descriptors as well as any reading lists, details of assignments etc
- As you approach assignment writing time you can use the tutorials to discuss your ideas for the assignment, or for your tutor to check what you have written. Please note that your tutor is not able to advise you on the content of your assignment and that your tutorial assistance is limited to 30 minutes a week. Tutors can only check each piece of work once



- If you wish your tutor to check complete assignments or deal with large amounts of work please supply a copy of the work at least two days in advance of the tutorial. Time spent in preparation will count against your allocated time.
- Your tutorials may also be used to work on aspects of your academic English language competence. (IALS support tutorials cannot be used to check assessed work if you are on a Level 6 Top Up programme. This is because your own use of English is one of the criteria for assessment).
- Your tutor can also offer advice on how to manage with your overall workload, as well as on any difficulties you may encounter studying in a British academic culture.
- Each tutorial lasts a maximum of 30 minutes. Also, each tutorial meeting, (of whatever length), counts for 30 minutes of your total allocation for the semester. Tutors keep records.
- The best way to book an appointment is via email.
- If you cannot keep a tutorial appointment please let your tutor know immediately.
- Not all tutors are available at all times as some work part-time for the University.
- Please also note that tutors get very booked up near assignment times, and they operate a first-come-first-served basis!

### **How will I know who my IALs support Tutor is?**

You will receive an email to tell you who your IALs tutor is. It is then your responsibility to get in touch with your tutor to make a first appointment.

# How can I improve my English?

The following section gives a brief overview of the structure of our undergraduate Programmes.

## Printed resources

There are many resources for improving your English in the Learning Resource Centres. Many self-study language resource books are located in Sections CR 400-428. You can borrow these books in the normal way, and you can search for them and find out about them using the online library system.

## Electronic and on-line resources

There are also many excellent on-line materials, both language development materials and sources written in English, which you can use to develop your English skills, and they have the advantage of being regularly updated. They cover areas such as:

- Grammar reference
- Lexical reference
- Grammar practice
- Lexical development
- Pronunciation
- Reading
- Listening
- Examination practice

## On-line Language Development Sample Resources

### General

- [learnenglish.britishcouncil.org/en](http://learnenglish.britishcouncil.org/en)
- [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)
- [www.english4today.com](http://www.english4today.com)
- [www.eslcafe.com](http://www.eslcafe.com)
- [www.cambridge.org/gb/elt](http://www.cambridge.org/gb/elt)
- [www.nonstopenglish.com](http://www.nonstopenglish.com)
- [www.english-online.org.uk](http://www.english-online.org.uk)
- [www.learnenglish.de](http://www.learnenglish.de)
- [www.l-language.com](http://www.l-language.com)
- [www.englishpage.com](http://www.englishpage.com)

### Grammar

- [www.oup.com/elt/global/products/olg](http://www.oup.com/elt/global/products/olg)
- [www.edufind.com/english/grammar](http://www.edufind.com/english/grammar)
- [grammar.ccc.commnet.edu/grammar](http://grammar.ccc.commnet.edu/grammar)
- [owl.english.purdue.edu](http://owl.english.purdue.edu)
- [owl.english.purdue.edu/owl/resource/678/01](http://owl.english.purdue.edu/owl/resource/678/01)
- [www.dailygrammar.com](http://www.dailygrammar.com)
- [www.ego4u.com/en/cram-up/grammar](http://www.ego4u.com/en/cram-up/grammar)
- [www.world-english.org/grammar.htm](http://www.world-english.org/grammar.htm)

### Lexis (word building)

- [www.oup.com/elt/global/products/wordskills](http://www.oup.com/elt/global/products/wordskills)
- [www.vocabulary.com](http://www.vocabulary.com)
- [www.macmillandictionary.com](http://www.macmillandictionary.com)
- [www.ldoceonline.com](http://www.ldoceonline.com)
- [www.openenglishworld.com/the-weekly-idiom](http://www.openenglishworld.com/the-weekly-idiom)

### Pronunciation

- [www.howjsay.com/](http://www.howjsay.com/)

### Reading

- [www.penguinreaders.com](http://www.penguinreaders.com)

#### Test practice

- [www.ielts.org](http://www.ielts.org)
- [www.toefl.org](http://www.toefl.org)
- [www.dialang.org](http://www.dialang.org)

#### Study Skills

- [www.uefap.co.uk/materials/matcon.htm](http://www.uefap.co.uk/materials/matcon.htm)
- [www.palgrave.com/skills4study](http://www.palgrave.com/skills4study)

#### Songs

- [iteslj.org/links/TESL/Songs](http://iteslj.org/links/TESL/Songs)

### Media Internet Sources in English

We have included links to the electronic versions of major UK newspapers and directories of UK and overseas newspapers on the Web. You may be asked to register with some sites, but all are free. Online back files of the electronic edition are available on some sites.

The British Library's News and media ([www.bl.uk](http://www.bl.uk)) is an excellent starting point from which to research a topic in a number of different media.

### United Kingdom newspapers

#### National sites

- BBC: [news.bbc.co.uk](http://news.bbc.co.uk)
- Daily Express: [www.express.co.uk](http://www.express.co.uk)
- Daily Mail: [www.dailymail.co.uk](http://www.dailymail.co.uk)
- Daily Star: [www.dailystar.co.uk](http://www.dailystar.co.uk)
- The Daily Telegraph: [www.telegraph.co.uk](http://www.telegraph.co.uk)
- Financial Times: [news.ft.com/home/uk](http://news.ft.com/home/uk)
- The Guardian: [www.guardianunlimited.co.uk](http://www.guardianunlimited.co.uk)
- The Independent: [www.independent.co.uk](http://www.independent.co.uk)
- The Mirror: [www.mirror.co.uk](http://www.mirror.co.uk)
- The Sun: [www.thesun.co.uk](http://www.thesun.co.uk)
- The Times: [www.thetimes.co.uk](http://www.thetimes.co.uk)

#### Some local sites

- Evening Standard (London): [www.standard.co.uk](http://www.standard.co.uk)
- Liverpool Echo: [www.liverpoolecho.co.uk](http://www.liverpoolecho.co.uk)
- Manchester Evening News: [www.manchestereveningnews.co.uk](http://www.manchestereveningnews.co.uk)
- Northern Echo (North East): [www.thenorthernecho.co.uk](http://www.thenorthernecho.co.uk)
- The Scotsman: [www.scotsman.com](http://www.scotsman.com)
- Yorkshire Post: [www.yorkshirepost.co.uk](http://www.yorkshirepost.co.uk)
- Chichester Observer: [www.chichester.co.uk](http://www.chichester.co.uk)

#### Some general UK sites

- British Media Online: [www.wrx.zen.co.uk/britnews.htm](http://www.wrx.zen.co.uk/britnews.htm)
- DailyNewspaper.co.uk - Newspaper portal: [dailynewspaper.co.uk](http://dailynewspaper.co.uk)
- Paperboy - gateway to over 300 online UK newspapers: [www.thepaperboy.co.uk](http://www.thepaperboy.co.uk)

#### Rest of the world

- Abyz News Links : [www.abyznewslinks.com](http://www.abyznewslinks.com)
- IPL Online Newspapers: [www.ipl.org/div/news](http://www.ipl.org/div/news)
- Maine Info: [www.maine.info/newspaper.php](http://www.maine.info/newspaper.php)
- Newseum – Interactive museum of news: [www.newseum.org](http://www.newseum.org)
- NewsLink: [newslink.org](http://newslink.org)
- NewsTrawler: [www.newstrawler.com/nt/nt\\_home.html](http://www.newstrawler.com/nt/nt_home.html)
- Newspaper Association of America: [www.naa.org](http://www.naa.org)
- OnlineNewspapers.com : [www.onlinenewspapers.com](http://www.onlinenewspapers.com)
- ThePaperboy: [www.thepaperboy.com](http://www.thepaperboy.com)
- Refdesk Newspapers : [www.refdesk.com/paper.html](http://www.refdesk.com/paper.html)
- 1st Headlines: [www.1stheadlines.com](http://www.1stheadlines.com)
- The Globe and Mail - Canada: [www.theglobeandmail.com](http://www.theglobeandmail.com)

- Japan Times: [www.japantimes.co.jp](http://www.japantimes.co.jp)
- Le Monde: [www.lemonde.fr](http://www.lemonde.fr)
- Moscow Times: [www.themoscowtimes.com](http://www.themoscowtimes.com)
- New York Times: [www.nytimes.com](http://www.nytimes.com)
- Sydney Morning Herald: [www.smh.com.au](http://www.smh.com.au)
- USA Today: [www.usatoday.com](http://www.usatoday.com)
- WashingtonPost: [www.washingtonpost.com](http://www.washingtonpost.com)

### Authentic materials and activities in the community around you

Developing your English in an English-speaking environment means you have a wealth of language sources on which to draw. The table below gives you examples of ways in which you can use your environment to work on your language skills.

The suggestions are based on the experiences of previous students and are organised into ways in which you can focus on the development of particular language areas such as improving your confidence in speaking or extending your lexis in a particular area. Many of the suggestions are for improving your language skills at the same time as getting to know people and enjoying yourself!

### How you can develop your English skills

#### Develop your listening skills

- Watch a video in English which you already know;
- Watch TV/video with first language users and discuss (try a regular soap opera!);
- Read the news then listen and watch a number of times during the day;
- Listen to songs – try to write the words down then sing along!
- Ask native speakers to talk to you about particular topics. (holidays, education etc.)
- Ask English-speaking friends (& children) to tell you jokes; (see if you can tell the same joke to someone else!)
- Keep a radio on in English; (try a local station!)

#### Develop your reading skills

- Borrow graded/simplified readers from International English;

- Newspaper website summaries;
- Magazines on topics which really interest you;
- Search for information on the Internet
- Look at adverts, signs and posters; (take photos of the ones you like!);
- Pick up free leaflets, (tourist brochures etc.);
- Read in English about the subject(s) you hope to study in the future;
- Children's comics;
- Books from children's section of BRC Library.

#### Develop your writing skills

- Join an online chat group;
- Exchange emails in English with friends;
- Keep a diary in English;
- Practise writing about topics;
- Look back regularly over your written work;
- Download a text which interests you. Delete every 10th word. Try to complete the text again;
- Exchange work you have produced with other students.

#### Develop your speaking skills

- Telephone for information (station etc.);
- Ask questions of people you meet;
- Set up a discussion group with friends;
- Prepare to ask people about a set topic;
- Talk to yourself in English!
- Keep an audio diary;
- Invite English speaking acquaintances for an evening at which you cook food from your country;
- Ask an English-speaking friend to go out with you, (shopping, sport, cinema);
- Join a sports group/team.
- Enrol at an evening class
- Play with children you know: try to teach games from your country
- Get a part-time job
- Do voluntary work

### Improve your grammar

- Borrow grammar reference books from the LRC;
- Try on-line exercises, tests, explanations
- Ask native speakers questions/give prompts to encourage the use of target forms;
- Look back through your written work to find your weaknesses;
- Ask native speakers to correct you;
- Note down structures which are new to you/which you don't use so you can check them later;
- Try translating simple texts from your language;
- Work with other students who speak the same first language on areas you find difficult.

### Improve your lexical range

- Have a sensible system for recording new items;
- Review your notes!
- Learn by heart 2-5 new items every day;
- Make sure you use new items;
- Read about topics which interest you and note the lexis;
- Look up items which block understanding and note them;
- Prepare and then discuss topics which are useful to you;
- Choose a topic and brainstorm: look up and note any gaps;
- Lexical practice exercises (internet);
- Record conversations etc. & then look up/ask about new phrases;
- Try translating simple texts from your language;
- Get into the habit of asking people for the names of objects etc. you don't know.
- Put new items on post-its around your room so you see them all the time.

### Improve your pronunciation

- Listen to native speakers & focus on particular elements e.g. intonation/schwa etc.;
- Ask native speakers to read aloud selected texts for you;
- Listen to music (especially with the words) – singing along if you can!

- Record competent speakers & then try to speak along with them;
- Note word stress when you note words;
- Try to imitate competent speakers;
- On-line pronunciation activities;
- Record a section from a soap opera: try to write down the dialogue & then to say it along with the characters.

### Some tips for getting the best from these resources

- Take time to explore and browse.
- Try to work on your language development regularly.
- Work well rather than just working lots of hours.
- Keep reviewing and trying to use what you learn.
- Ask other students for suggestions.
- Be organised: find what you need (dictionaries, tapes, answer keys, etc. work systematically, keep notes).
- Read task instructions carefully.
- Look through the contents page of a book you are thinking of using to find specific materials for your needs.
- Flick through material to see whether it fits your interest and level.
- Use a variety of activities/materials (on-line, print materials, exercises) to work on the same area.
- Try not to only work on areas you are weak at – vary what you do.
- Be aware that your needs and interests will change over time.
- If you think you have selected some inappropriate or uninteresting materials or activities, change and find something that is appropriate for you.
- You can use the Personal Language Development Plan overleaf to keep a record of what you have done.
- Always talk to your support Tutor if you are experiencing any difficulties.

Remember you are your own best teacher & learning monitor. You know what you really need and you feel. Take charge of your own learning!!

# Example of Personal Language Development plan

**Name:**

**Date:**

---

## **What I need to work on**

Improve my knowledge of lexis-especially technical words for Business

Seminar discussion skills. How to take my turn so I can say more/take part more actively.

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## **What I'm going to do**

Read 2 Business articles each week and note down words I want to know the meaning of

Practise phases for taking/initiating my turn in discussions like 'In my view ...', 'I'm not sure I agree'

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## **Resources/materials I can use**

Articles from the business Section in newspapers (Library)

1 unit from 'Vocabulary in Use' with the dictionary and the answer key (Library)

Unit 7 (Taking part in discussions) in Study Tasks in English – especially listening to the tape of discussions (Library)

Try to get a friend to note down how many times I take part in discussion this week and how others react to my contributions

---

## **How well have I done**

Articles were difficult at first.

It was useful to try to organise the words into groups. It was useful to check in next week's article whether the same words were used.

I forget some of the word unless I review them quite often.

I felt the listening materials were helpful and relevant but I need more practice.

I tried to participate more but still worry about making mistakes when I speak out.

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## **Date of completion**

# Sample of Personal Language Development plan

**Name:**

**Date:**

---

**What I need to work on**

---

**What I'm going to do**

---

**Resources/materials I can use**

---

**How well have I done**

---

**Date of completion**

# How can I get to know people?

Starting your university life is an opportunity to make new friends. There are Facebook groups and Instagram accounts associated with the University to help you get in touch with other students who share interests.

Chances are that there will be people who enjoy some of the things you like doing.

If you are interested in joining the Facebook group and Instagram and wish to be kept informed of groups, get-togethers and activities with like-minded people, then send an email to [international@chi.ac.uk](mailto:international@chi.ac.uk) and we will get in touch with you.

## Here are some further ideas to help you

- Join a club or society. Sport, drama and music are well represented at the University. You can find out about these at a special fair for new students held near the start of Semester one. You can also find out about them via the Student Union. You are also welcome to use the fitness facilities in the University sports centre.
- Become a volunteer. This way you get to know people, improve your language at the same time as helping and making a difference. Contact our Careers & Employability team to find out about volunteering in the local area.

Our students have recently taken part in projects which involved:

- Assisting in a primary school
- Working with homeless people,
- Working in a charity shop,
- Improving the local environment.
- Get a part-time job. This not only provides you with extra money, but also gives you a role in the local community. Many of our students enjoy working in bars, cafes, restaurants, shops and care homes. Contact Careers and Employability Service to find out more.
- Make arrangements to talk to other students studying the same subjects as you. Start a subject-based discussion group or internet chat group.
- Take part in excursions. Chichester International Advice organises some excursions to local places of interest. This gives you opportunities not only to visit Britain, but also to meet other students.
- Remember to check your emails and IALs homepage on Moodle. These are the ways we use of keep in touch with you, and we will let you know of events and activities as they arise.
- Be ready to accept opportunities for example to visit British homes, take part in a social event with 'home' students. Such opportunities are much more likely to come your way if you can avoid often spending your time with those from your own language background.

*"Students who had participated in any type of activity on campus, (e.g. joining clubs or societies, doing sport, drama, music or volunteering), were more likely to have UK friends than those who had not."*

From 'Broadening Our Horizons' UKCOSA 2004:67.

# How will I be assessed on my Programme?

You will be assessed in each of your modules. At the beginning of the module the Module Tutor will normally give you a written summary of the assessment and the criteria for assessment.

Assessment can take many forms

- Examinations (seen and unseen)
- Essays
- Reports
- Oral presentations
- Oral examinations
- Portfolios of coursework
- Poster presentations.

If English is not your first language you will automatically be entitled to the use of a paper bilingual dictionary and 25% extra time in unseen formal written exams.

As well as specific criteria, you will always be assessed on the University's Generic Marking Criteria. Please take a moment to read through the grading system below as the marks may differ greatly from systems you have been used to in your own country.

If you fail a Module you will normally have the chance to re-submit your work, but for a maximum 'capped' mark of 40%.

All work must be your own. This means that you cannot ask or pay anyone else to do your work for you. There are heavy penalties for copying from books, internet sources and other students. If you do copy small parts of your text you must always acknowledge this. If you do not you may receive 0% for your work. If you are unsure whether your work counts as your own or not please ask your tutor.

You can find a full Guide to Referencing on the [IALS Moodle homepage](#)

This system of grading is common to all UK Universities, but it may be different from that in use in your home environment. In general, a mark of 70% and over is considered a very good grade. A mark of 60% is average; and a mark below 40% indicates a failure.

The following may be useful to you in understanding your grades:

- |                 |                                       |
|-----------------|---------------------------------------|
| • 70% and above | First Class Honours                   |
| • 60 – 69%      | Second Class, Upper Division, Honours |
| • 50 – 59%      | Second Class, Lower Division, Honours |
| • 40 – 49%      | Third Class Honours                   |
| • Below 40%     | Fail                                  |

# Generic grading criteria

<b>Class/Marks Overall Quality</b>	<b>Relevance</b>	<b>Argument (Reasoning)</b>
<b>Fail 0%</b>	Non-Submission or work of no value	
<b>Fail 1-9% Minimal Quality</b>	Contains little of relevance to the objectives of the assessment task. Fails to answer and address the set topic	No practical, academic or intellectual application
<b>Fail 10-19% Very Poor Quality</b>	Contains limited relevance to the objectives of the assessment task. May address the topic but not the assignment brief. May be scanty and brief.	Work is descriptive and anecdotal. Minimal or no argument. May be entirely reliant on the work of others, with no practical and /or academic application to demonstrate understanding of the material.
<b>Fail 20-34% Poor Quality</b>	Inconsistency of relevance to the objectives of the assessment task. Addresses topic but not always the assignment brief. May be significantly short of required length/ time.	Descriptive or anecdotal work with scanty or no argument. Reliant on the work of others and does not use this to develop own arguments. No critical discussion or theoretical engagement. Little practical and intellectual application.

<b>Evidence</b>	<b>Structure and Presentation</b> (visual/written)	<b>Specific skills and practice if relevant<sup>1</sup></b>
Based on little or no evidence. Lacks academic and intellectual integrity and quality. Use of non-academic sources limits intellectual understanding.	Presentation is inappropriate, unclear and inaccessible. Work is not coherent or succinct. Serious errors of vocabulary, syntax, spelling and punctuation obscure the overall meaning. No logical development or organisation of the materials with few links between statements and sections. References are absent, incorrect or inaccurate.	
Irrelevant or minimal use of recommended sources, resulting in a lack of understanding and inadequate supporting evidence. Non-academic sources that lack intellectual integrity are relied upon.	Presentation is inappropriate, unclear and inaccessible. Points are not made coherently or succinctly. Compound errors of vocabulary, syntax, spelling and punctuation seriously detract from the overall meaning. Materials lack logical development. Relationship between statements and sections are hard to recognise. References may be absent, incorrect or inaccurate.	
Minimal and inadequate knowledge of relevant and recommended sources. Their use as supporting evidence may be inaccurate, inappropriate or negligible. Reliance on dated, unreliable or non-academic sources.	Poor visual and written presentation. The style may be inappropriate, unclear and inaccessible. Points may not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationship between statements and sections may be difficult to recognise. References may be absent, inaccurate or incorrect.	

<b>Class/Marks Overall Quality</b>	<b>Relevance</b>	<b>Argument (Reasoning)</b>
<b>Fail/PP 35-39% Weak Quality</b>	May be some deviation from objectives of the assessment task. May not consistently address set question or assignment brief. May be short of required length/time.	Descriptive or anecdotal with little or no critical discussion and theoretical engagement. Unconvincing or minimal line of argument. Mostly reliant on the work of others, displaying little understanding or ability to apply the material.
<b>3rd 40-49% Acceptable Quality</b>	Satisfactorily addresses most objectives of the assessment task Completed to acceptable tolerance, limits of time/length.	Work is descriptive with minimal critical discussion and limited theoretical engagement. Too much reliance on the work of others rather than developing own understanding and application of the material
<b>2 (ii) 50-59% Sound Quality, competent with some limitations</b>	Competently addresses objectives of the assessment task, but may contain minor errors or omissions at the lower end, where treatment of issues may be superficial. Completed to required time/length, etc.	Some limited critical discussion, but argument is unconvincing, particularly at the lower end where the work is more descriptive. More reliance on work of others rather than developing own arguments. Limited theoretical and conceptual analysis.
<b>2(i) 60-69% High Quality, skilled work</b>	Clearly addresses the objectives of the assessment task, especially those elements requiring critical analysis. At the higher end the work will not contain errors or omissions.	Generally clear line of critical and evaluative argument, with ability to develop own ideas from the work of others. Ability to engage in theoretical and conceptual analysis.

Evidence	Structure and Presentation (visual/written)	Specific skills and practice if relevant <sup>1</sup>
<p>Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated, unreliable or non-academic sources.</p>	<p>Weak presentation. Aspects of the style may be inappropriate, unclear and inaccessible. Some points will not be made coherently or succinctly. Errors of spelling, vocabulary, syntax and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationship between some statements and sections may be difficult to recognise. Limited use of references and some may be inaccurate.</p>	
<p>Limited range of relevant and recommended sources are used, but with some inadequacies in their use and employment as supporting evidence. There may be some reliance on dated or unreliable sources</p>	<p>Acceptable presentation. Some aspects of the style may be unclear. Points may not be made coherently or succinctly. Some errors of vocabulary, syntax, spelling and punctuation but these are not serious distractions from the overall meaning. Some lack of logical development and organisation of the materials. The relationship between some statements and sections may be hard to follow. Work is referenced accurately with some errors.</p>	
<p>Range of relevant and recommended sources are used, but this may be in an unimaginative or literal manner, particularly at the lower end of the range. Limited use of sources beyond the standard recommended materials.</p>	<p>Generally sound presentation. Style is largely clear and accessible. There may be minor errors of vocabulary, syntax, spelling and punctuation but these should not detract from the overall meaning. There may be inconsistencies in the organisation and development of materials. The relationship between some statements and sections may not be easy to follow. Some points may not be made coherently or succinctly. Work is referenced accurately with few errors</p>	
<p>Good range of relevant and recommended sources used in an imaginative and largely consistent way as supporting evidence. Use of some sources beyond recommended texts including more complex materials.</p>	<p>Good visual and written presentation. Clear and accessible style. Generally good standards of vocabulary, syntax, spelling and punctuation. Logical organisation and development of materials. Coherent. Relationship between statements and sections are easy to follow. Referencing is accurate and appropriate.</p>	

<sup>1</sup>This column may be completed if relevant to the subject. It must be approved by the Academic Standards Scrutiny Committee

<b>Class/Marks Overall Quality</b>	<b>Relevance</b>	<b>Argument (Reasoning)</b>
<b>1st 70-79% Excellent Quality</b>	Authoritatively addresses the objectives of the assessment task, especially those components requiring critical analysis, synthesis and evaluation.	A clear and consistent line of critical and evaluative argument, displaying the ability to develop one's own insightful ideas from the work of others. Excellent engagement in theoretical and conceptual analysis.
<b>1st 80-89% Outstanding Quality</b>	Innovatively addresses objectives of the assessment task, especially those components requiring sophistication of critical analysis, synthesis and evaluation.	A clear and consistent line of highly critical and evaluative argument, displaying the ability to develop one's innovative ideas from the work of others. Creative flair in theoretical and conceptual analysis.
<b>1st 90-100% Exceptional or distinguished Quality</b>	Professionally addresses the objectives of the assessment task, especially those components requiring originality of critical analysis, synthesis and evaluation.	Consistent line of profound critical and evaluative argument, displaying the ability to develop original ideas from an innovative synthesis of the work of others. Creative flair in advanced theoretical and conceptual analysis.

Evidence	Structure and Presentation (visual/written)	Specific skills and practice if relevant <sup>1</sup>
<p>Wide range of relevant and recommended sources used in an insightful and consistent way as supporting evidence. Some in depth use of sources beyond recommended texts, to demonstrate independent research.</p>	<p>Excellent visual and written presentation. Very clear and accessible style. Good standards of vocabulary, syntax, spelling and punctuation. Logical and fluent organisation and development of materials. Coherent and succinct. Relationship between statements and sections are very clear. Referencing is accurate, appropriate and extensive.</p>	
<p>Wide range of recommended and relevant sources used in an innovative and consistent way to support arguments. In depth use of sources beyond recommended texts, demonstrates creative flair in independent research.</p>	<p>Outstanding visual and written presentation. Sophisticated yet clear and accessible style. Very good standards of vocabulary, syntax, spelling and punctuation. Possibly innovative yet logical and fluent organisation and development of materials. Articulate, coherent and succinct. Relationships between statements and sections are clear and precise. Referencing is accurate, appropriate and extensive...</p>	
<p>Wide range of relevant and recommended sources used in a profound and consistent way as supporting evidence. Use of cutting-edge sources beyond the recommended texts, including in-depth use of complex material demonstrating advanced independent research.</p>	<p>Distinguished visual and written presentation. Highly sophisticated yet clear and accessible style. Extremely good standards of vocabulary, syntax, spelling and punctuation. Innovative yet logical and fluent organisation and development of materials. Highly articulate, coherent and succinct. Relationships between statement and sections are precisely made with great clarity. Referencing is accurate, appropriate and extensive.</p>	

<sup>1</sup>This column may be completed if relevant to the subject. It must be approved by the Academic Standards Scrutiny Committee

# What else do I need to know?

In this section you will find semester dates and other useful information.

## **When will I have classes?**

You may have classes at any time between 0900hrs and 1800hrs, Monday-Friday. The timetable for each week will normally be the same. You must attend all your classes!

You may also need to be available to work with other students outside timetabled sessions: this is particularly true if you are studying practical subjects.

## **How much do I need to work each week?**

You should plan to spend at least 36 hours on your studies each week. For each hour you spend in class you will be required to spend an additional 2 hours of your own time. You may need to spend more than this at assignment times.

## **Can I undertake a part-time job as well as study?**

Yes, doing a part-time job is a useful way to integrate into the local community, improve your language skills and earn some money. We do not, however, recommend that you work more than 15 hours a week. (If you have a visa this may also place limitations on the hours you work.) Night time work and/or irregular working hours may be very disruptive of your studies. Attendance at timetabled classes must always take priority over work commitments.

## **What do I need to buy for my studies?**

You need to provide your own stationery, (i.e. files, paper, pens, memory sticks). You should not buy books until you are advised to do so. It is useful, but not essential, to have your own laptop.

## **How can I use the University's computers?**

Once you have been registered as a student you will be able to use to log on to any machine on campus. The University uses a system called 'Moodle' for you to access University information and emails. You should check this system at least once a day. You will have a certain amount of space on which to save files and emails, but, for safety, you are advised to save important documents onto your own memory sticks etc. Wireless access is available on campus.

## **How can I use the libraries?**

There is a library on each campus and books can easily be ordered from one campus to another. You need a card to use the libraries. You will receive an introduction to the libraries in your Subject Induction(s). You will also meet your subject librarian at this point. Your Subject librarian can be a very valuable source of help in your use of the library.

If you wish to, you can register before then by taking your student number to one of the libraries. You can also make photocopies in the libraries. The libraries are open 24 hours a day during assessment periods.

### **How can I get from one campus to another?**

The University operates a transport service on weekdays. The timetable is on Moodle and on notice boards at the SIZ desk at both campuses. Details of where to buy tickets for other bus services and the routes are on Moodle and available at SIZ on both campuses.

### **Can I park my car on campus?**

If you are not resident in University Halls, and you live further than 1.5 miles from the university, but there is a daily charge per day. You will need to apply online in advance. Please see Moodle or visit SIZ for full information on how to do this.

### **Can I receive post at the University?**

Yes, you can use the campus postal addresses for your private mail. Please collect your mail from Accommodation reception during their opening hours.

### **What do I do if I have more questions?**

Come and ask, or send an email! You may also find it useful to share your questions with other students.

### **I feel I can't remember/understand everything – what should I do?**

Don't panic! Everything will seem strange at first and there is a lot to remember. This is particularly true if you have just arrived in the country.

*We hope that you will enjoy your studies and we look forward to working with you.*

Pippa Quigley (P.Quigley@chi.ac.uk) and the International Advice Team (International@chi.ac.uk)





