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Language Education

Oral Communication Skills B (OCSb)

Module Handbook

2024/2025



Contents

Welcome to OCSb	2
Values and principles.....	4
Course materials	6
Module intended learning outcomes.....	7
Module overview	9
Regulations for AI use.....	12
Appendix 1: Research Poster information	14
Appendix 2: PowerPoint Slides information	18
Appendix 3: Final Presentation information	20
Appendix 4: Relevant CELE policies	23
Appendix 5: In-sessional support	24
Appendix 6: Academic calendar.....	25
References.....	26

Welcome to OCSb



Dear Preliminary Year Students,

Welcome to CELEN082: Oral Communication Skills B (OCSb)!

Well done! You made it through your first semester at UNNC! I hope you gained a lot during that time and come into the second semester fresh and ready for the new challenges that lie ahead.

OCSb is a presentations course, and so in many ways it is quite different to OCSa. Nevertheless, the skills you developed during the OCSa course will be extremely valuable to you. Classes still follow a communicative language teaching methodology, and so you will be engaging in active listening and participating in building new knowledge through discussions with your peers. As OCSb is a project-based course, you will be employing learner autonomy and critical thinking skills developed in the first semester on an independent piece of work, where you make the decisions.

Your project is to develop a presentation that you deliver at the end of the semester. You will select your own title, which is a great opportunity to explore topics related to your major. You will do the research and make the key decisions about the direction your project takes. Of course, this process will be challenging, but through the taught content of the course and support from your OCSb tutor, you will have the guidance you need to be successful.

As well as the process being challenging, the idea of standing in front of an audience and giving a presentation in English might cause you to feel anxious. If so, then you are not alone – many of your peers will be feeling the same way. By engaging with the course, you will have many opportunities to develop your confidence and presentation skills so that you are ready to give a strong presentation. And once it is over, you will be able to reflect on how much you have achieved!

John Burrows
OCSb Module Convenor



This module handbook contains important information about OCSb. Please read it in full at the beginning of the semester to ensure you have a clear understanding of the course and expectations. You should then refer to it whenever you need information about course organisation and assessment requirements.

For further help you should contact the following:

- General enquiries related to the course, lessons or assessments: Your class tutor
- Scheduling or absence issues: The CELE Professional Services Office (CPSO)
- More serious issues or concerns: The Module Convenor

Information	Details
Module Code & name	CELEN082 Oral Communication Skills B
Module Credits	10 Credits
Module Convenor	John Burrows john.burrows@nottingham.edu.cn
Module Co-Convenor	Michaela Seserman michaela.seserman@nottingham.edu.cn
CELE Professional Support Office (CPSO)	<ul style="list-style-type: none"> • Office Location: Trent Building 315 • Telephone: (0574) 8818 0000 ext.8664 • Email: cpsos@nottingham.edu.cn

Values and principles

1. UNNC vision and values

Our vision is to be a university without borders, where we embrace the opportunities presented by a changing world, and where ambitious people and a creative culture will enable us to change the world for the better.

In all we do, we value...

Inclusivity	We are a community where everyone can contribute and be appreciated for who they are.
Ambition	We set the highest standards for ourselves and our work and support each other to achieve them.
Openness	We adopt a straightforward and transparent way of communicating with each other and with the world, championing the free exchange of ideas.
Fairness	Our decisions and actions are consistent, impartial and ethical.
Respect	We have regard for each other's rights and feelings, and demonstrate this in our behaviour, treating each other with kindness.

[University strategy – University of Nottingham Ningbo China](#)

2. CELE EAP principles

CELE has English for Academic Purposes (EAP) principles to recognise the centre's distinct character. These are shaped by our unique context and the explicit educational values and beliefs that underpin our pedagogical practice.

1. Developing potential and raising the bar:

- Aim high, assess tolerantly
- Focus on process (not product)
- Differentiation
- Tolerance of ambiguity

2. Looking forward:

- Transferability and relevance
- Authenticity and meaningfulness: text-based, genre-based, task-based approaches.
- Criticality and creativity
- Digital literacy

3. Working together and independently:

- Social constructivist learning approach
- Learner autonomy and student agency (assessment for learning, peer review, self-assessment)
- Developing metacognition
- Dialogic feedback practices

4. Belonging to the Academy:

- Needs-based course design and pedagogy
- Collaboration between Content and EAP in Y1, and with the faculties beyond Y1 (embedded EAP provision)
- Transparency and constructive alignment
- Evidence-based practice (connecting theory and practice)
- Cultural sensitivity

Course materials

To support your academic studies in the OCSb Module, you will be provided with the following course materials and channels for communication:

- **Module Handbook**

The module handbook provides a general overview and essential information (including assessment).

- **Module Workbook**

The module workbook is the main booklet for teachers and students to use in classes. It is available in both e-version and in print.

- **Moodle**

Moodle is UNNC's Virtual Learning Environment (VLE). There is a specific page for each module, where you will find course materials (including lesson PPT slides), self-study materials and assignment submission boxes.

OCSb Moodle page: [*Oral Communication Skills B \(CELEN082 UNNC\) \(SPC1 24-25\)*](#)

Moodle support: [*learning-technologies@nottingham.edu.cn*](mailto:learning-technologies@nottingham.edu.cn)
[*Student Moodle Help - StudentMoodle - Workspace \(nottingham.ac.uk\)*](#)

- **UNNC Email**

Email is the official method of communication. All emails should be written in English and delivered via a UNNC account. Students should not expect any emails to be read, replied to, or acted upon outside working hours.

- **Microsoft Teams**

Each class group has its own dedicated MS Team which can be used for online communication and sharing of materials with your classmates.

Module intended learning outcomes

1. Academic study skills

- 1.1. Navigating an academic referencing guide.
- 1.2. Writing references for academic sources accurately and in an appropriate format.
- 1.3. Accurately citing sources.
- 1.4. Engaging in peer review.
- 1.5. Reading and understanding task requirements.
- 1.6. Learning autonomously.
- 1.7. Using Microsoft PowerPoint effectively.
- 1.8. Reading, understanding, reflecting on and responding to tutor feedback.
- 1.9. Understanding the value of working collaboratively.
- 1.10. Communicate effectively.

2. Research skills

- 2.1. Using research questions to find relevant information efficiently.
- 2.2. Selecting appropriate topics for academic assignments.
- 2.3. Identifying the factors that influence the appropriateness of sources in an academic context.
- 2.4. Evaluating the appropriateness of sources for use in an academic context.
- 2.5. Identifying areas of academic interest.
- 2.6. Reflecting on and managing the challenges of finding sources of information.
- 2.7. Using keywords to search academic databases.
- 2.8. Using search strategies to locate sources of information on academic databases effectively and efficiently.

3. Presentation skills

- 3.1. Developing an understanding of the presentation preparation process.
- 3.2. Developing posters to support an academic presentation.
- 3.3. Developing an understanding of the discourse structure of academic presentations.
- 3.4. Developing an understanding of the purpose, discourse structure and interaction patterns of poster presentations.
- 3.5. Developing an understanding of when and how to refer to sources in academic presentations.
- 3.6. Developing an understanding of ways to prepare for presentations.
- 3.7. Developing an understanding of the appropriate register to use in academic presentations.
- 3.8. Selecting a topic for, planning, developing and delivering a problem – solution presentation based on academic sources.
- 3.9. Presenting introductions to academic presentations using appropriate content and signposting language.
- 3.10. Using different strategies to ‘grab’ the attention of an audience in introductions.
- 3.11. Explaining a problem effectively using appropriate signposting language.
- 3.12. Explaining and evaluating solutions effectively using appropriate signposting language.
- 3.13. Presenting conclusions to academic presentations using appropriate content and signposting language.
- 3.14. Presenting visual data to support claims using appropriate signposting language.
- 3.15. Using techniques to build rapport with an audience.
- 3.16. Using sentence stress to express meaning clearly and effectively.
- 3.17. Using chunking and pausing to express meaning clearly and effectively.
- 3.18. Using strategies to handle audience questions effectively.
- 3.19. Creating PowerPoint slides appropriate for an academic context using: effective design features, text styles and animation.
- 3.20. Developing the confidence to speak to an ‘audience’.
- 3.21. Using non-verbal features of communication including eye-contact and body language to enhance the communication of meaning during a presentation.
- 3.22. Writing effective presentation notecards.
- 3.23. Presenting numerical facts in an effective and impactful way.

Module overview

	Lesson 1	Lesson 2
Week 1 <i>w/c 17th Feb</i>	Introduction to OCSb Introduction to course aims and assessment requirements. Developing an understanding of the presentation preparation process. Identifying areas of academic interest and selecting appropriate topics for the Final Presentation.	Choosing a presentation topic Selecting appropriate topics for academic assignments. Reading and understanding task requirements (Research Poster Task).
Week 2 <i>w/c 24th Feb</i>	The 'problem' section Developing an understanding of the discourse structure of academic presentations. Explaining a problem effectively using appropriate signposting language. Using techniques to build rapport with an audience. Using sentence stress to express meaning clearly and effectively.	Evaluating source appropriateness Identifying the factors that influence the appropriateness of sources in an academic context. Evaluating the appropriateness of sources for use in an academic context.
Week 3 <i>w/c 3rd Mar</i>	Presenting visual data Presenting visual data to support claims using appropriate signposting language. Using intonation to express meaning clearly and effectively.	Dealing with questions in the Research Poster event Developing an understanding of the purpose, discourse structure and interaction patterns of poster presentations. Using strategies to handle audience questions effectively.
Week 4 <i>w/c 10th Mar</i>	The 'solution' section Explaining and evaluating solutions effectively using appropriate signposting language. Using chunking and pausing to express meaning clearly and effectively.	Evaluation criteria Selecting relevant evaluation criteria. Developing balanced and well supported evaluations.
Week 5 <i>w/c 17th Mar</i>	Assessment: Research Poster Event Students present three academic sources related to their chosen Final Presentation topic on a poster.	Referring to sources Developing an understanding of when and how to refer to sources in academic presentations. Accurately citing sources in academic presentations.

	Lesson 1	Lesson 2
Week 6 <i>w/c 24th Mar</i>	The 'introduction' section Developing introductions to academic presentations using appropriate content and signposting language. Using different strategies to 'grab' the attention of an audience at the start of an academic presentation.	The 'conclusion' section Developing conclusions to academic presentations using appropriate content and signposting language.
Week 7 <i>w/c 31st Mar</i>	PowerPoint creation Creating PowerPoint slides appropriate for an academic context using effective design features, text styles and animation.	Friday off for Qing Ming Festival
Week 8 - Independent Learning Week <i>w/c 7th Apr</i>	Assessment due: PowerPoint Slides Submission via Moodle (by Monday 7th April, 3pm).	
Week 9 <i>w/c 14th Apr</i>	Delivery (1): Non-Verbal communication & notecards Using non-verbal features of communication including eye-contact and body language to enhance delivery during a presentation. Writing effective presentation notecards.	LIVE LECTURE (DH Lawrence Auditorium) Delivery (2): Audience and anxiety Raising awareness of the importance of focusing on the audience. Dealing with anxiety during an academic presentation.
Week 10 <i>w/c 21st Apr</i>	Review Reading, understanding, reflecting on and responding to tutor feedback. Writing accurate references for academic sources.	Pronunciation review Review of using sentence stress, chunking and pausing, and intonation.
Week 11 <i>w/c 28th Apr</i>	Practice Presentations Full rehearsal of Final Presentation ahead of assessment. Engaging in peer review.	
Week 12 <i>w/c 5th May</i>		
	Reflecting on and responding to tutor feedback.	

Assessment overview

Research Poster	20%	Component 1
PowerPoint Slides	20%	
Final Presentation	60%	Component 2

Note: students must pass **both** components of the course

Research Poster	
Weighting	20%
Testing period	CELE Week 5 (Lesson 5.1)
Length	3-4 minutes for each student for Q&A about their poster with the assessor
Method	Face-to-face during the Research Poster Event; also submitted to Moodle (for 2 nd marking)
Notes	Please see Appendix 1: Research Poster information for further details.

PowerPoint Slides	
Weighting	20%
Submission date	CELE Week 8
Method	Students submit via Moodle
Feedback	In-text comments
Notes	Please see Appendix 2: PowerPoint Slides information for further details

Final Presentation	
Weighting	60%
Testing period	CELE Exam Weeks
Method	Face-to-face: 1 assessor and 3-4 other students, video recorded for 2 nd marking
Notes	Please see Appendix 3: Final Presentation information for further details

Regulations for AI use

We encourage the use of AI tools as a tremendous resource to support learning. However, it is important to recognise that inappropriate use of AI tools can undermine your learning and limit the development of foundational cognitive, academic and language skills. There are therefore necessary limitations on AI-usage.

This module follows the [UNNC AI Student Use Policy](#). It is your responsibility to familiarise yourself with and abide by the policy. The policy applies to the assessments on the OCSb module as follows:

!!! Caution !!!

- **AI should assist your learning, not replace it.** The skills taught on the OCSb course are essential to success in future years at UNNC. You want to develop your subject knowledge through applying research skills, learning to select and organise information, and presenting it in an effective way. Therefore, you need to develop each skill through careful thinking and regular practice, without letting AI replace your effort.
- **When you use AI, you need to critically engage with it.** You should ensure you understand, evaluate and (where necessary) fact check any AI output. AI is not perfect; it may not meet the specific requirements of your assignments and often makes mistakes.
- Failure to comply with the course regulations on AI use are likely to result in **academic misconduct procedures** in line with the University of Nottingham Quality Manual.

You can use AI...

- to help **improve your presentation title** once you have developed it on your own.
- to help **organise your ideas** once you have completed a plan by yourself.
- To help **find sources** alongside the use of reliable search methods such as NUsearch. Only tools that provide links to original sources should be used (for example, Scopus).

***NOTE:** You can only use AI to find information in sources. You must read the original source and use this for citation and referencing.*

- to **translate individual words, phrases and sentences** when reading sources, once you have tried to understand them by other means (e.g. context).
- to **identify language errors** in your Research Poster, PowerPoint slides or Final Presentation script (if you use one), provided you are personally engaging in the editing process.

You cannot use AI...

- to create content for your Research Poster, PowerPoint slides or Final Presentation script.
- to translate entire sections of sources or text you have written that contribute to any of the course assessments.
- paraphrasing software (e.g., Grammarly, 有道) for the following purposes:
 - to contribute new material.
 - to alter argument or logic.
 - to conceal the original author or source material.
- as an academic source, for example, quoting a definition from ChatGPT or using 'factual information' provided by AI without verifying the accuracy of the information in a reputable academic source and citing that source.

Appendix 1:

Research Poster information

1. Overview

The Research Poster assessment aims to give students guidance in research for their end of semester Final Presentation. In Lesson 5.1, students take part in an assessed poster event, in which they present three academic sources related to their chosen Final Presentation topics. Students use a template to create a poster consisting of images of and information from one book, one journal article, and one newspaper article or webpage. The poster also includes research questions for each source and bullet-pointed information from the source that addresses each research question. As well as having a printed copy of the poster, a .pdf copy must also be submitted to Moodle.

Students are assessed on the content of the poster (not on their performance) by their OCSb tutor. The assessor may ask clarification questions to help determine the score if the information on the poster is not clear.

After the Research Poster event, the Final Presentation topic can only be changed with express permission from the OCSb tutor.

2. Aims

Development of students' ability to:

- find sources relevant to an assignment.
- distinguish between appropriate and inappropriate sources.
- develop and answer research questions to focus on relevant information from a source.
- use Microsoft Word to create an academic poster.
- speak in front of and deal with questions from an 'audience' with confidence.

Assessment of:

- adherence to task requirements.
- source appropriateness.
- source relevance.

3. Task requirements

Students use a template to create a poster containing images of and information from one book, one journal article, and one newspaper article or website relevant to their Final Presentation topic. The Final Presentation topic must be relevant to the students' major, and not the same as the ESAC IWA topic. The poster must be A3 printed for the poster event. A copy of the poster must also be submitted to Moodle (as a .pdf document) **before Lesson 5.1** (for 2nd marking purposes).

During the event the poster is displayed on the wall. The student stands next to it and answers questions from peers and the assessor.

The poster must include the following elements:

- The Final Presentation title
- Full name and student ID number
- An image of each source
- A reference for each source (this must clearly identify where the source comes from but does not need to be in an accurate Harvard format)
- At least **one** research question relevant to the Final Presentation topic for **each** source
- Information from the sources addressing each research question

4. Preparation

Students create and print their own A3 size posters. They are provided with a sample poster and template (on the OCSb Moodle page, in the Assessment section), and are prepared for the task in the following lessons:

- Lesson 1.2 (task introduction, poster development)
- Lesson 2.2 (evaluating source appropriateness)
- Lesson 3.2 (purpose, discourse structure and interaction patterns of poster presentations; handling audience questions effectively)

Students also submit a .pdf copy of the poster to Moodle **before Lesson 5.1**.

5. Procedure

- Students attend Lesson 5.1 in their normal classroom and the OCSb class tutor acts as the assessor.
- Students should arrive on time, but they can be admitted to the event (and allowed to display their poster) if they arrive no more than 10 minutes after the official class start time.
- Students bring a **printed** copy of their poster to the event.
- Students are divided into 3 groups.
- The members of the first group display their posters on the classroom walls while the other groups act as the audience, moving from poster to poster asking questions.
- The assessor moves from poster to poster, evaluating each poster and interacting with the student to determine the score. The assessor spends 3-4 minutes with each student.
- Suggested timings for the event:

10 mins	preparation
25 mins	Group 1
5 mins	change over
25 mins	Group 2
5 mins	change over
25 mins	Group 3

6. Marking

- The assessor uses the **OCSb Research Poster (MARKING FORM)** to give each student a score out of 7. This can be found on the [CELE Assessment Moodle page](#).
- If there is a doubt about a source, research question and/or information from a source, the assessor can ask the student questions (e.g. to determine the reliability of a website author).
- If a student is absent **without** officially approved Extenuating Circumstances (EC), they will receive a score of 0. If a student is absent with officially approved EC, they will be given a later opportunity to present their poster. This will be assessed by the OCSb management team. Students should contact the CELE Professional Services Office (CPSO) if they wish to apply for EC.
- Students who arrive **more than 10 minutes** after the class start time, will not be allowed to present and will receive a score of 0 for this assessment.
- If a student does not have a **printed** copy of their poster, they cannot proceed with the assessment and will be given a score of 0.
- If students do not submit a .pdf copy of their poster to Moodle before the Lesson 5.1 deadline, they will receive a 10% flat penalty (applied by the assessor).

Appendix 2:

PowerPoint Slides information

1. Overview

The PowerPoint Slides assessment aims to give students guidance for their end of semester Final Presentation. Students create a PPT for their Final Presentation and they submit it as a .pdf document to Moodle in Week 8. It is assessed for content and design, and students are given feedback by their OCSb tutor via in-text comments. Students have an opportunity to discuss the feedback and ask questions during Lesson 10.1.

Note: The Final Presentation topic must be relevant to the students' major, and not the same as the ESAC IWA topic.

2. Aims

Development and assessment of students' ability to:

- choose a topic relevant to their major.
- present an appropriate problem with logical progression and clear evidence of support in a PPT.
- present two relevant and logical solutions with clear evidence of support and effective evaluation in a PPT.
- find and use academic sources to achieve the above aims.
- create an effective PPT for an academic presentation in terms of design and use of text.

Development of:

- ability to use formative feedback to make improvements to an academic presentation.

3. Marking

- Students submit their PPTs to Moodle by **Monday 7th April, 3pm**.
- Late submissions must be accompanied by an email to the OCSb tutor and will receive a penalty of 5% per day (up to one week).
- Tutors provide feedback in the form of in-text comments.
- Comments on Moodle will be made available to students on Friday 18th April, 3pm.
- Scores will be released later after the 2nd marking is completed.
- The marking criteria can be found on the [CELE Assessment Moodle page](#).

Note: If the topic is clearly not relevant to the student's major, or if it is the same as the ESAC IWA topic, then the Module Convenor and the Assessment Development Team reserve the right to award an overall score of 0 for this assessment.

Appendix 3:

Final Presentation information

1. Overview

Students will deliver an individual presentation of 8-11 minutes during the CELE Exam Period.

The Final Presentation topic must be relevant to the students' major, and not the same as the ESAC IWA topic.

The type of presentation is problem/ solution/ evaluation. The presentation must:

- have a clear introduction (with an attention grabber and an overview).
- clearly explain what the problem is (including the causes and impact).
- identify two solutions which could solve or reduce the problem.
- evaluate the effectiveness of each solution.
- have a clear conclusion (with a summary and a clincher).

The problem and the two solutions must be based on information from sources.

Students will present to an audience which consists of an assessor and 3-4 other Preliminary Year students.

2. Presentation format

The presentation must be accompanied by PowerPoint slides. These must include:

- a title slide (with student name, student ID number and presentation title)
- an overview slide
- at least one slide for each body section (although more are likely to be necessary)
- a conclusion slide
- a reference list slide

Students should not integrate videos into their presentations.

Students can use notecards during the presentation, as long as the information is concise. Notecards containing blocks of texts will be confiscated.

The presentations will be video recorded for 2nd marking purposes.

3. Sources

The presentation must be supported by evidence from appropriate sources (e.g. academic textbooks, journal articles, reliable newspapers and websites). If students are unsure, they should check with the OCSb tutor.

Students must use at least 5 sources of information. The sources must be **in English**, except for the following:

- Students can cite government or company websites written in any language only for the purposes of providing factual information specific to that country or company (e.g. Taobao profits on 11/11 sales in China in 2024).
- Students are allowed to use data (tables/ graphs/ diagrams etc.) from non-English sources, but data labels (e.g. for title and axes) must be presented in English.
- Non-English sources DO NOT count as one of the 5 sources.

Students should refer to all their research on the slides in the form of citations.

- Citations should match the reference list.
- Citations for decorative pictures are not compulsory. However, if the student intends to refer to the picture as part of their presentation (e.g. as part of the attention grabber), then they must include a citation and a matching reference.
- All citations and references must follow the Harvard referencing style (see *CELE Citation and Referencing Guide* on the OCSb Moodle page in the Assessment section).

4. Assessment day requirements

On the day of the assessed presentation, students must bring their PPT slides on a USB stick/ flash drive, and also email it to themselves or save it on the cloud.

Students must also bring a **printed** copy of their presentation slides (printed 4 slides per page horizontal, double-sided) to give to the assessor.

Students must also submit a copy of their slides to Moodle on the day of their presentation (as .ppt). This is to check for academic misconduct.

5. Marking

The marking criteria and construct can be found on the [CELE Assessment Moodle page](#).

If the topic is clearly not relevant to the student's major, or if it is the same as the ESAC IWA topic, then the Module Convenor and the Assessment Development Team reserve the right to award an overall score of 0 for this assessment.

Students who do not bring a **printed** copy of their presentation slides on the day will not be allowed to present and receive an overall score of 0.

Students who do not bring a **digital** copy of their presentation slides (i.e. on USB, via email or cloud), will not be allowed to present and receive an overall score of 0.

Students who do not **submit** a .pdf copy of their presentation slides to Moodle will receive a 10% flat penalty (applied by OCSb Management Team).

Students who are not present at the '*Exam **Start Time***' will not be allowed to present and receive an overall score of 0.

Students who do not bring their **UNNC ID** to the presentation will not be allowed to present and receive an overall score of 0.

Appendix 4:

Relevant CELE policies

CELE Preliminary Year (UNNC) (24-25)

[Module: CELE Preliminary Year \(UNNC\) \(24-25\) | moodle.Nottingham](#)

CELE Student Handbook (24-25)

[CELE-CELECS-UNNC-2425: UG Preliminary Year Student Handbook 2024-25 | moodle.Nottingham](#)

Attendance & Extenuating Circumstances (EC) Policy

[Module: CELE Preliminary Year \(UNNC\) \(24-25\) | moodle.Nottingham](#)

CELE Email Policy

[CELE Email Policy](#)

Preliminary Year Academic Misconduct Policy

[Module: CELE Preliminary Year \(UNNC\) \(24-25\) | moodle.Nottingham](#)

Quality Manual

[Quality Manual - The University of Nottingham](#)

Appendix 5:

In-session support

The Writing Lab@UNNC provides English-language and academic study support and guidance for all students. Through 1-1 advising, workshops, lectures, discussion groups, and bespoke modules, experienced specialists help students improve as writers, speakers, listeners, readers and more.

Website: [The Writing Lab@UNNC - University of Nottingham Ningbo China](#)

The Writing Lab provides:

- one-to-one advising which is individual and personalized. Students can book this in advance and can have a maximum of five advising sections per semester. Students can ask for advice on any academic or university life-skill topic.
- academic workshops that are related to the learning objectives of the three major English for Academic Purposes courses that all students in the Preliminary Year take.
- self-study online support for students who wish to review or extend their knowledge and skills.

To contact the Writing Lab, students should email Writinglab@nottingham.edu.cn

Information about booking one-to-one advising, the topics of the weekly workshops, and online self-study materials is available on the Writing Lab Moodle page.

Moodle page: [Module: The Writing Lab@UNNC – Y1 \(UNNC\) | moodle.Nottingham](#)

Appendix 6:

Academic calendar

Academic Calendar 2024-2025					
Sem	Timetable Week	Semester Week	Week Beginning Date	Year 1 Students	2nd, 3rd, 4th Year & Masters
1	1	1	16/09/2024	Registration & Induction	Registration & Induction
	2	2	23/09/2024	Teaching	Teaching
	3	3	30/09/2024	National Holiday (No teaching)	National Holiday (No teaching)
	4	4	07/10/2024	Teaching	Teaching
	5	5	14/10/2024	Teaching	Teaching
	6	6	21/10/2024	Teaching	Teaching
	7	7	28/10/2024	Teaching	Teaching
	8	8	04/11/2024	Teaching	Teaching
	9	9	11/11/2024	Mid-sem Exams & Tutorials	Teaching
	10	10	18/11/2024	Teaching	Teaching
	11	11	25/11/2024	Teaching	Teaching
	12	12	02/12/2024	Teaching	Teaching
	13	13	09/12/2024	Teaching	Teaching
	14	14	16/12/2024	Teaching	Teaching/Revision
	15	-	23/12/2024	Self-Study Week	Self-Study Week
	16	Exams	30/12/2024	Exams*	Exams*
	17	Exams	06/01/2025	Exams	Exams
	18	Exams	13/01/2025	Exams	Exams
	19	-	20/01/2025	Student Vacation	Student Vacation
	20	-	27/01/2025	Student Vacation	Student Vacation
	21	-	03/02/2025	Spring Festival	Spring Festival
	22	-	10/02/2025	Spring Festival	Spring Festival
2	23	1	17/02/2025	Teaching	Teaching
	24	2	24/02/2025	Teaching	Teaching
	25	3	03/03/2025	Teaching	Teaching
	26	4	10/03/2025	Teaching	Teaching
	27	5	17/03/2025	Teaching	Teaching
	28	6	24/03/2025	Teaching	Teaching
	29	7	31/03/2025	Teaching	Teaching
	30	8	07/04/2025	Mid-sem Exams & Tutorials	Teaching
	31	9	14/04/2025	Teaching	Teaching
	32	10	21/04/2025	Teaching	Teaching
	33	11	28/04/2025	Teaching	Teaching
	34	12	05/05/2025	Teaching	Teaching/Revision
	35	Exams	12/05/2025	Exams	Exams
	36	Exams	19/05/2025	Exams	Exams
	37	Exams	26/05/2025	Exams	Exams
	38	-	02/06/2025		
Summer Period	39	-	09/06/2025	Start of Summer Period	Start of Summer Period
	40	-	16/06/2025	-	-
	41	-	23/06/2025	-	-
	42	-	30/06/2025	-	-
	43	-	07/07/2025	-	-
	44	-	14/07/2025	-	-
	45	-	21/07/2025	-	-
	46	-	28/07/2025	-	-
	47	-	04/08/2025	-	-
	48	-	11/08/2025	-	-
	49	-	18/08/2025	Resits	Resits
	50	-	25/08/2025	-	Resits
	51	-	01/09/2025	-	-
	52	-	08/09/2025		

*Autumn Semester Exams start from Monday 30 December 2024. Wednesday 1 January 2025 will remain as holiday with no exams.

University Regulations stipulate that "Students are expected to remain in residence throughout the full period of each semester, as published, including the first and last days which are full working days."

Key Colours: Teaching Weeks Exam Weeks Vacation Weeks Registration and Induction

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