**PROGRAMME APPROVAL FORM**

**SECTION 1 – THE PROGRAMME SPECIFICATION**

<table>
<thead>
<tr>
<th>1. Programme title and designation</th>
<th>International Pre-Master's Programme in Humanities and Social Sciences</th>
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<tr>
<td>Programme code: ODPO1LSIP</td>
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</tr>
<tr>
<td>For undergraduate programmes only</td>
<td></td>
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<tr>
<td>Single honours Joint Major/minor</td>
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<table>
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<tbody>
<tr>
<td><strong>Award</strong></td>
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<td>Diploma</td>
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<tr>
<td><strong>Award</strong></td>
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<th>4. Exit award</th>
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<th>5. Level in the qualifications framework</th>
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<tr>
<td><strong>Programme</strong></td>
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|
### 6. Attendance

<table>
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<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
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<tr>
<td>Maximum length of programme</td>
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### 7. Awarding institution/body
- King’s College London

### 8. Teaching institution
- King’s College London

### 9. Proposing department
- English Language Centre

### 10. Programme organiser and contact details
- Jonathan Stoddart (x 1522)
- jonathan.stoddart@kcl.ac.uk

### 11. UCAS code (if appropriate)
- N/A

### 12. Relevant QAA subject benchmark/professional and statutory body guidelines
- The ELC is accredited by the British Council and conforms to the benchmarks they set regarding the management of the Centre, minimum standards of teaching and welfare, resources and course design.

### 13. Date of production of specification
- April 2008

### 14. Date of programme review
- 2014-2015

### 16. Educational aims of the programme

The International Pre-Master’s Programme is designed to provide a structured pathway into graduate programmes related to the fields of Humanities, Social Sciences and Psychology for international students of high potential. All students follow modules in 1) Academic English for Pre-Masters Students, 2) Culture, Theory & Society & Integrated Study Skills, and 3) a chosen academic Module Option pathway. The programme is aimed at students whose first language is not English and introduces students to academic study and critical thinking in UK academia.

Specifically, the principal aims are to:

- **PA1**: Support students in gaining entry to some of the best postgraduate degree programmes in Arts, Humanities, Social Sciences, including Management related degrees and Law.
- **PA2**: Improve students’ understanding of and ability to use academic English appropriately and effectively at postgraduate level.
- **PA3**: Provide students with a range of study, English and communication skills to help students succeed in students’ postgraduate study in the UK.
PA4 introduce students to the British educational system and the traditional lecture/seminar/tutorial format

PA5 provide students with a specially designed course related to the academic field in which students intend to specialise.

17. Educational objectives of the programme/programme outcomes

Learning outcomes

By the end of the course students should have

| PILO1 | enhanced students’ English language skills to the point where students can read, write and speak English at a level to cope with a postgraduate course at a UK university |
| PILO2 | developed students’ listening and speaking skills to understand lectures and participate in tutorials and seminars |
| PILO3 | developed critical thinking skills |
| PILO4 | developed an ability to retrieve information from a variety of sources and carry out independent research |
| PILO5 | developed effective time management skills |
| PILO6 | gained an understanding of UK society and culture, and key issues facing the UK today |
| PILO7 | gained an understanding of students’ optional module subject area |
| PILO8 | developed skills which will allow students to study effectively both in class and independently. |

In more depth, the programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

Students successfully completing this programme will be able to demonstrate a good understanding of the key academic English and study skills required for graduate study and will be able to apply these skills successfully to their chosen academic field. They will also develop their knowledge of issues related to their chosen academic pathway. Specifically, they will focus on:

1. The academic English required for successful graduate study.
2. The study skills required for

These are achieved through the following **teaching/learning methods and strategies**:

- Lectures, seminars, classes and personal tutorials supplemented where relevant by a range of learning techniques, including group exercises, inter-active debates, workshops and problem solving activities.
- Integrated study skills and language support “wrapped round” input from the academic pathway and culture, theory & society lecturer. This provides a structured approach to learning and allows students to be
successful engagement with UK academic culture such as the ability to summarise, synthesise and critique at a level appropriate to masters study.

3. Strategies for becoming independent and effective students.

4. Knowledge of the British higher education system and the cultural and societal context that underpins and influences academic culture.

5. A broad understanding of issues related to their chosen academic area and the opportunity to work on subject skill development within their chosen field.

Students will also be able to demonstrate appropriate personal and professional conduct in the context of their academic studies.

Skills and other attributes

Intellectual skills:

- Development of analytical and critical thinking skills appropriate to graduate study.
- Development of problem-solving skills.
- Analysis: can analyse texts, evidence etc. without guidance, using a range of approaches and techniques appropriate to their discipline.
- Analysis: are aware of different methodological research approaches common to graduate level study.
- Synthesis: with minimum guidance can critically assess secondary literature and important ideas to develop an argument.
- Evaluation: can critically evaluate material to support conclusions, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions.
- Evaluation: can identify and critique the academic author’s analysis and line of argumentation.

These are achieved through the following teaching/learning methods and strategies:

Intellectual skills development is embedded through the interactive learning process associated with acquiring and analysing knowledge related to academic English and study skills, UK culture and the student’s chosen pathway. This is informed by regular constructive feedback on performance. This interactivity is achieved through:

- Lectures, seminars and tutorials.
- Integrated study skills support wrapped round input from pathways and Culture, Theory & Society lecturers.
- Directed reading and use of individual and collaborative learning tasks to support skills development.
- Use of group work to inform discussions and debates.
- Student led presentations.

Assessment:

- Written coursework assignments for the academic English, culture, theory & society and pathway modules: formative and summative.
- Student led presentations: formative and summative for academic English module.
- Unseen exams.
- Feedback in seminars, tutorials and written comments on formative and summative assessment.
Application: is confident and flexible in identifying and defining complex issues within their chosen discipline and can apply appropriate knowledge and skills in addressing them.

Application: can apply linguistic skills learnt to their chosen academic field.

Coursework assignments and use of formative assessment techniques.

**Assessment:**
Assessment of intellectual skills development is internalised through the formative and regular assessment process in terms of the grading and feedback on written work along with constructive criticism in seminars and tutorials. The development of independent academic skills is summatively assessed through coursework assessments. Assessment techniques include:
- Written coursework assignments
- Student led presentations
- Unseen exams.

**Practical skills:**
- Development of ability to work independently.
- Autonomy in skill use: able to act autonomously, with minimal supervision or direction, within agreed guidelines.
- Development of critical awareness and independence of thought.
- Ability to use English at a sufficiently high level to engage with graduate degree study.
- Ability to identify academic text types appropriate to graduate level study.
- Application of skills: can operate in different contexts, requiring selection and application from a range of methods and activities.

These are achieved through the following **teaching/learning methods and strategies:**
Practical skills development is embedded in the learning activities associated with acquiring, understanding and presenting knowledge/analysis of subject related issues. This is achieved through the following:
- Lectures, seminars and tutorials.
- Integrated study skills support wrapped round input from pathways and culture, theory & society lecturers.
- Directed reading and use of individual and collaborative learning tasks to support skills development.
- Use of group work to inform discussions and debates.
- Student led presentations.
- Coursework assignments and use of formative assessment techniques.

**Assessment:**
Assessment of skills is linked with the process of assessing student work along with their performance in seminars and tutorials. Assessment is by:
- Written coursework assignments
- Student led presentations
- Unseen exams.
Generic/transferable skills:

- Group working: can interact effectively within a team/learning group and meet the obligations of others.
- Learning resources: can access a range of learning strategies and resources and can manage own learning using a range of resources for the discipline(s).
- Self-evaluation: can evaluate own strengths and weaknesses and is confident in application of own criteria of judgement. Can seek and make use of feedback.
- Information management: can select and manage information and collect relevant information from a range of sources.
- Autonomy: can take responsibility for own learning and demonstrate a good awareness of appropriate study techniques.
- Communications: can communicate effectively and appropriately in their discipline and give detailed and coherent presentations supplemented by audio-visual and other aids.
- Problem solving: can apply appropriate methods to problems set and show an appreciation of the complexity of issues in their discipline.
- Use information and communication technologies for supporting ideas and the presentation of work.

These are achieved through the following teaching/learning methods and strategies:
Generic/transferable skills development is internalised in the learning processes associated with acquiring understanding and presenting knowledge/analysis of issues covered in this programme.

Assessment:
Assessment of skills is linked with the process of assessing student work along with their performance in seminars and tutorials. Assessment is by:

- Written coursework assignments
- Student led presentations
- Unseen exams.

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, regulatory and statutory body guidelines

The British Council inspected and accredited the English Language Centre, King’s College London, in November 2009. The Accreditation Scheme assesses 1) the standards of management, 2) resources and premises, and 3) teaching and welfare, and accredits organisations that meet the overall standard in each area inspected. Points of excellence were noted in 6 areas, including student administration, course design, and planning and teaching. The inspection report stated the organisation met the standards of the Scheme.

IELTS examination criteria and standards have been used to inform the initial development of the ELC marking criteria used to assess the students’ academic English level in speaking and writing.

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

See below, as the programme operates at the equivalent of level 3 of the credit framework.
(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values

September entry: 3 x level 3 modules = 1 x 60 credit core module, 1 x 30 credit compulsory module and 1 x 30 credit optional module.

January entry: 3 x level 3 modules = 1 x 60 credit core module, 1 x 15 credit compulsory module and 1 x 15 credit optional module.

(b) range of credit levels permitted within the programme

90-120 level 3 only

(c) maximum number of credits permitted at the lowest level

All modules operate at level 3

(d) minimum number of credits required at the highest level

All modules operate at level 3

(e) progression and award requirements (if different from the standard)

The Pre-Masters Programme applies a 1% preponderance rule. This rule allows for students’ overall programme grade to be elevated if they are within one per cent of the next grade boundary and have achieved 90 of their 120 credits taken in the higher boundary. This only applies to September starters (as January starters only complete 90 credits in total)

(f) maximum number of credits permitted with a condoned fail (core modules excluded)

- 30. This is only applicable for the September entry students who are permitted a 30-credit condoned fail in either the compulsory module of the optional module.

- Condoned fails are not permitted for January entry students.

(g) other relevant information to explain the programme structure

The programme is offered full-time and lasts either one academic year (September entry point) or six months (January entry point). Term 1 acts as an introductory foundation term.
that uses formative assessment techniques to guide students through the learning process and raise their awareness of key skill areas that are required for graduate level study. Therefore, students may only apply for January entry if they can demonstrate that they have achieved the minimum language level required (which September entry students will have achieved by that point) and can demonstrate prior knowledge of their target subject area. This would be demonstrated by achieving the required IELTS results as stated in section 15 and through reference to their undergraduate degree subject area/academic background and marks achieved. If students cannot demonstrate that they have achieved these levels then they will not be offered a January entry date.

All students follow a core module in 1. Academic English and a compulsory module in 2. Culture, Theory & Society & Integrated Study Skills. All students also choose an optional module subject pathway in i) Business Management & Integrated Study Skills; ii) Law & Integrated Study Skills or iii) Europe & the World & Integrated Study Skills.

Each student therefore follows 3 modules.

1. Academic English Skills for Pre-Masters Students
OLEC1002
60 level 3 credits = core

This module focuses on the development of academic English and academic style appropriate for graduate study. In the reading and writing elements, pre-masters students will be made aware of different text types, the author’s development of argumentation within these texts, and the academic language necessary to successfully manipulate and use this information. Students will be expected to utilise language that enables them to write tasks that are clearly analytical and critical in nature. This module will also introduce students to the style and structure of university writing beyond the conventional university essay, such as report writing, research proposals and language issues around dissertation writing.

In the speaking and listening classes, there will be an expectation that students can linguistically synthesise sources to create a comprehensible and convincing analysis. In addition, the seminar skills classes will raise the students’ awareness of how critiquing can be made in a way that demonstrates an engagement with the subject but which is pitched at a discourse level that involves other students without alienating them.

Concerning measurable language ability, the first term places an emphasis on building and raising levels to at least the equivalent of an IELTS 6.0. This will be done within the context of a formative approach to assessment. Terms 2 and 3 build on this foundation and expand the level and complexity of training provided in the four academic language skills. Finally, as befitting the nature of Masters level study in UK institutions, the course will aim to increase the students’ ability to be independent learners, so that they are ultimately prepared for the academic English challenges in the following year.

2. Culture, Theory & Society & Integrated Study Skills
OLEC1003 (Sept) / OLEC 1004 (Jan)
30 level 3 credits = compulsory OR 15 level 3 credits if January entry

This module has two key aims. Firstly, it intends to provide international students with an
overview of the cultural and societal context within which they are undertaking their academic studies. Secondly, it will introduce pre-masters students to the rigours of critical thinking and the evaluative expectations of a UK university environment. Furthermore, it will increase familiarity with the University lecture – seminar system, and enhance knowledge of the typical academic assessment frameworks. These aims will be combined with a development of study skills to complement the core academic programme; throughout the module, students will be expected to acquire competence in relevant research approaches and become aware of different methodological approaches that frequent Masters level study.

Term 1 will be used as a foundation term to introduce key concepts that are then expanded and developed in terms 2 and 3. In the latter terms, the students will be expected to differentiate between contrasting narratives and to explain (in written or spoken format) why one analysis is more persuasive than another.

The topics covered within this module will expose students, thematically, to competing perspectives on contemporary issues. Crucially, these perspectives are of the kind that British students would be expected to be familiar with, and are able to discuss at this stage in their education. International students often lack this particular knowledge, and their academic performance suffers as a result. The key to this module is to fill in the cultural and societal gaps that will permit greater participation and success within the student’s chosen academic area.

3. Option Module

OLEC1005 (Business Management – Sept) / OLEC 1006 (Business Management – Jan)
OLEC1007 (Europe and the World – Sept) / OLEC1008 (Europe and the World – Jan)
OLEC1011 (Law – Sept) / OLEC1012 (Law – Jan)
30 level 3 credits = optional OR 15 level 3 credits if January entry

This module follows a syllabus providing a first term introduction to key discipline areas that subsequently provides the platform for further development and expansion in terms 2 and 3. The subject lecturer delivers a weekly lecture, attended by the ELC tutor, and seminar. The ELC tutor wraps study skills and language input and training round this provision e.g. by doing pre-lecture preparation and post lecture follow up that support students in developing their subject-related knowledge. Students will be set tasks that mirror those they will be expected to undertake in their masters programmes.

Please now complete the programme structure table, available in Excel from the Policy Zone, “Forms” section

Attached below
Programme approval 2013/2014

All modules except the English for Academic Purposes module will be marked in accordance with the College’s generic assessment criteria.

The English for Academic Purposes module is marked according to established ELC marking criteria, which has been informed by published IELTS marking criteria (see attachments for this marking criteria and assessment patterns across the programme).

An example outline of how the formative/summative assessment maps out across this programme is also attached.

21. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Publicity
The publicity and programme handbook clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module’s status (core/compulsory/optional). The English Language Centre can make arrangements to accommodate students with a disability or another condition which might require special arrangements. Each case is considered individually and a medical certificate is required to put arrangements in place.

Teaching Methods
A wide range of teaching methods will be used in this programme and students will have regular scheduled tutorials with a nominated personal tutor from the ELC. This will ensure that any barriers to learning that students experience can be addressed quickly.

Feedback
Feedback on the programme is collected regularly from students using both formal and informal methods. This will include information from students with disabilities and all the information collected will inform the ongoing development and improvement of the programme.

Assessment
Advice has been taken from the Governance & Equality Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College’s Special Examinations Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Course outlines specify the assessment methods that will be used and explain that the SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.
Programme Assessment Patterns

The International Pre-Masters Programme is assessed through final examinations (50%) and assessed coursework (50%) as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Area assessed</th>
<th>Term</th>
<th>Assessment Procedure</th>
<th>Value</th>
<th>% of Module</th>
<th>Total</th>
<th>% of Programme</th>
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<td>4</td>
<td>Final Unseen Exam</td>
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Programme Assessment Schedule

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<th>Reading week</th>
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<td>Term 1 formative essay set</td>
<td>In-class plagiarism task</td>
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<td>Term 1 formative essay due Monday 9am</td>
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<td>Feedback on Term 1 formative essays In-class progress checks</td>
<td>Feedback on Term 1 formative presentation</td>
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<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>Reading week</td>
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<tr>
<td>Term 2 OM summative assignment set</td>
<td>EAP Critique (rationale) due</td>
<td>EAP Critique (summary) due</td>
<td>Term 2 OM summative assignment due Monday, 9am</td>
<td>EAP Critique (evaluation) due</td>
<td>Term 2 summative presentation</td>
<td>Feedback on Term 2 summative presentation</td>
<td>Mock exams EAP Critique due Friday 9am</td>
<td>Feedback on Term 2 OM summative assignment</td>
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<td>Term 3 OM summative assignment due Monday 9am</td>
<td>Term 3 summative presentation</td>
<td>Feedback on Term 3 OM summative assignment</td>
<td>Final OM exam</td>
<td>Final CTS exam</td>
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### Example Map of Programme Assessment Schedule

#### International Pre-masters Programme: Academic English for Pre-Masters Students Writing Marking Criteria

<table>
<thead>
<tr>
<th>Band</th>
<th>Task Fulfilment (20%)</th>
<th>Critical Analysis 15% (20% in exam writing)</th>
<th>Coherence and Cohesion (20%)</th>
<th>Style and Lexis (20%)</th>
<th>Grammatical Range and Accuracy (20%)</th>
<th>Academic Conventions 5% (n/a in exam writing)</th>
</tr>
</thead>
</table>
| **80% and above** | • fulfils task requirements in every respect  
   • presents a well-developed response to the question with relevant, extended and supported ideas  
   • where a first draft has been required, appropriate improvements to final submission have been made | • presents a thorough understanding of all key issues and wider implications  
   • gives an insightful and creative critical analysis  
   • *(where writing is NOT produced under timed exam conditions)* uses a comprehensive range of relevant evidence demonstrating extensive reading | • extremely well organised; very clear and logical progression  
   • manages all aspects of cohesion well  
   • excellent paragraph development | • uses a wide range of academically appropriate vocabulary with natural and sophisticated control of lexical features  
   • absence of errors | • highly competent use of grammatical features of academic texts (hedging, nominalisations, reporting verbs etc)  
   • uses a wide range of sentence structures with full flexibility and accuracy | • follows formatting requirements (layout, spacing, font, use of headings etc)  
   • follows in-text and end-text referencing conventions |
| **70 – 79%** | • fulfils task requirements but minor omissions, irrelevancies or misunderstandings possible  
   • presents, extends and supports main ideas | • presents a good understanding of key issues  
   • takes a critical approach that does not lapse into inappropriate description and | • logically organises information and ideas from introduction to conclusion. There is a clear progression throughout  
   • uses a good range of vocabulary appropriately to allow flexibility and precision  
   • uses vocabulary | • uses a good range of grammatical features of academic texts (hedging, nominalisations, reporting verbs etc)  
   • good range of | • follows formatting requirements (layout, spacing, font, use of headings etc)  
   • follows in-text and end-text referencing conventions |
<table>
<thead>
<tr>
<th>ideas with sufficient detail</th>
<th>which presents a clear position throughout</th>
<th>appropriate to academic context and audience</th>
<th>referencing conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• meets word count requirements *</td>
<td>• ideas are effectively linked together and ‘flow’ coherently and cohesively</td>
<td>• infrequent errors in spelling and/or word formation</td>
<td>• few errors, very rarely impeding communication</td>
</tr>
<tr>
<td>• where a first draft has been required, appropriate improvements to final submission have been made</td>
<td>• presents good evidence of extended reading with appropriate incorporation of sources</td>
<td>• good paragraph development with clear topic/main idea in each</td>
<td>• accurate use of punctuation</td>
</tr>
</tbody>
</table>

(where writing is NOT done under timed exam conditions)
<table>
<thead>
<tr>
<th>Band</th>
<th>Task Fulfilment (20%)</th>
<th>Critical Analysis 15% (20% in exam writing)</th>
<th>Coherence and Cohesion (20%)</th>
<th>Style and Lexis (20%)</th>
<th>Grammatical Range and Accuracy (20%)</th>
<th>Academic Conventions 5% (n/a in exam writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 – 69%</td>
<td>• generally fulfils task requirement but some parts may be more fully covered than others</td>
<td>• presents a sound understanding of main issues</td>
<td>• arranges information and ideas coherently and there is clear overall progression</td>
<td>• uses an adequate range of vocabulary although some inaccurate use may occur</td>
<td>• some competent use of grammatical features of academic texts (hedging, nominalisations, reporting verbs etc)</td>
<td>• generally follows formatting requirements (layout, spacing, font, use of headings etc)</td>
</tr>
<tr>
<td></td>
<td>• presents, extends and supports relevant main ideas but some may be inadequately developed/unclear</td>
<td>• presents a position with a generally analytical approach although there may be some inappropriate use of description</td>
<td>• ideas for the most part are effectively linked together although cohesion may be faulty or mechanical at times</td>
<td>• vocabulary generally appropriate to academic context and audience</td>
<td>• moderate range of sentence structures</td>
<td>• follows in-text and end-text referencing conventions for the most part</td>
</tr>
<tr>
<td></td>
<td>• (where writing is NOT done under timed exam conditions) presents evidence of sufficient reading with generally appropriate incorporation of sources.</td>
<td>• (where writing is NOT done under timed exam conditions) presents evidence of sufficient reading with generally appropriate incorporation of sources.</td>
<td>• most paragraphs generally well developed</td>
<td>• makes some errors in spelling and/or word formation but rarely impeding communication</td>
<td>• some errors but seldom impeding communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• where a first draft has been required, improvements to final submission have been appropriate for the most part</td>
<td>• where a first draft has been required, improvements to final submission have been appropriate for the most part</td>
<td>• generally accurate use of punctuation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>50 – 59%</td>
<td>• only partially addresses the task</td>
<td>• some understanding of main issues</td>
<td>• presents information with some organisation but there may be a lack of overall progression</td>
<td>• uses a limited range of vocabulary appropriate to academic writing</td>
<td>• limited use of grammatical features of academic lexis (hedging, nominalisations, reporting verbs etc)</td>
<td>• some lapses in following formatting requirements</td>
</tr>
<tr>
<td></td>
<td>• lack of elaboration of ideas and arguments: there may be insufficient support or</td>
<td>• expresses a position but the development is not always clear and there may be no conclusions drawn; much of the content</td>
<td>• some lack of</td>
<td>• may make noticeable errors in spelling and/or</td>
<td>• does not always follow in-text and end text referencing</td>
<td></td>
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</tbody>
</table>
| Programme approval 2013/2014 | minor/irrelevant detail may be included at the expense of more supporting detail | may be descriptive when a critical approach is required  
• (where writing is NOT done under timed exam conditions) evidence of some reading but there may be an over-reliance on sources or incorporation of sources may be inappropriate/insufficient | coherence; cohesive devices sometimes misused or overused  
• may not write in paragraphs, paragraphs sometimes not well developed | word formation that may impede communication | limited range of sentence structures  
• frequent errors, sometimes impeding communication  
• some inaccurate use of punctuation, possibly causing strain for the reader | conventions |

• where a first draft has been required, some improvements have been made to the final submission
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<th>Academic Conventions 5% (n/a in exam writing)</th>
</tr>
</thead>
</table>
| 40 – 49%            | • Task only addressed in a minimal way due to serious omissions, irrelevancies or misunderstandings or because the answer is tangential  
• presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported  
• limited understanding of main issues evident  
• position is difficult to identify; analysis is limited or non-existent  
• (where writing is NOT done under timed exam conditions) limited or no evidence of reading and/or over-reliance on sources or inappropriate or insufficient incorporation of sources  
• may not write in paragraphs or their use may be confusing; no clear paragraph development  
• limited attempt at organisation and no clear progression  
• very limited range of words and expressions with very limited control of word formation and/or spelling  
• very limited or non-existent use of grammatical features of academic texts  
• minimal control of sentence structure  
• very frequent errors often impeding communication  
• use of punctuation frequently inaccurate  
• often fails to follow formatting requirements  
• frequently fails to follow in-text and end-text referencing conventions  
|                     |                                                                                         |                                             |                            |                      |                                     |                                             |
| 39% and below       | • inadequate and barely addresses the task  
• few ideas presented with insufficient or no  
• lack of understanding and focus  
• no position established  
• lack of organisation or progression  
• lack of coherence  
• very limited range of words and expressions with very limited control of word formation and/or spelling  
• minimal control of sentence structure  
• errors severely impede communication  
• does not follow formatting requirements or in-text and end-text referencing conventions  
<p>| | | | | | | |
|                     |                                                                                         |                                             |                            |                      |                                     |                                             |</p>
<table>
<thead>
<tr>
<th>development</th>
<th><em>(where writing is NOT done under timed exam conditions)</em> no evidence of reading</th>
</tr>
</thead>
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