LANCASTER UNIVERSITY INTERNATIONAL STUDY CENTRE APPROVED VARIATIONS TO THE MANUAL OF ACADEMIC REGULATIONS AND PROCEDURES INCLUDING THE ASSESSMENT REGULATIONS AND PROCEDURES

(APPLICABLE FROM SEPTEMBER 2026)

Academic Quality, Standards and Conduct

Student & Education Services

2026-27

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MARP 2026-27
LANCASTER UNIVERSITY INTERNATIONAL STUDY CENTRE APPROVED VARIATIONS TO MARP INCLUDING THE ASSESSMENT REGULATIONS AND PROCEDURES
APPLICABLE FROM SEPTEMBER 2026

IN 1 OVERVIEW

IN 1.1 Lancaster University and Lancaster University International Study Centre are in a partnership to offer academic awards to students of Lancaster University International Study Centre studying for an International Foundation programme leading to the Lancaster University award of an International Foundation Certificate or an International Pre-Master's programme leading to the Lancaster University award of an International Graduate Diploma.

IN 1.2 The University's Manual of Academic Regulations and Procedures (MARP) will be followed for the Lancaster awards offered to students of Lancaster University International Study Centre, **except** in regard to variations and the assessment regulations and procedures which have been agreed as applying to these awards and approved through the appropriate Lancaster University academic governance processes. The approved variations are set out in this document ("Lancaster University International Study Centre Approved Variations to MARP including the Assessment Regulations and Procedures").

IN 1.3 For the purposes of the Lancaster awards offered to students of Lancaster University International Study Centre, any references to 'the Department' within MARP may refer to Lancaster University International Study Centre. Any references to 'academic staff' or 'our staff' include Lancaster University International Study Centre staff.

IN 2 MARP CHAPTER: ADMISSIONS

IN 2.1 The entire MARP Admissions chapter is set aside and covered by Lancaster University International Study Centre's admissions policies and procedures.

IN 3 MARP CHAPTER: GENERAL REGULATIONS FOR ASSESSMENT AND AWARD

IN 3.1 CLAUSES GR 2.4.11 AND 2.4.12

IN 3.1.1 These clauses are set aside for Lancaster University International Study Centre. All assessments are marked using the percentage marking scale from 1%-100% with the exception of INTO0000 Academic English which is a non credit bearing pass/fail module.

IN 3.2 MARP GR 5 ADMINISTRATION OF UNIVERSITY EXAMINATIONS (UNDERGRADUATE)

IN 3.2.1 All clauses within this section of MARP are set aside and replaced by the document 'Administration of Lancaster University International Study Centre Examinations'

IN 3.3 MARP GR 6 EXCEPTIONAL CIRCUMSTANCES COMMITTEE

IN 3.3.1 All clauses within this section of MARP are set aside and replaced by the Lancaster

University International Study Centre Exceptional Circumstances Policy.

IN 4 ISC LANCASTER UNIVERSITY ASSESSMENT REGULATIONS

IN 4.1 ISC LANCASTER AWARDS

IN 4.1.1 Lancaster University currently offers the following awards for delivery by Lancaster University International Study Centre:

Awards	Level of award	FTE period of study (normal)	Normal total credit value
International Foundation Certificate	3	9 or 12 months	120
International Graduate Diploma	6	6 or 9 months	90 or 120

IN 4.1.2 All programmes leading to awards of Lancaster University must comply with criteria agreed by the Lancaster University Senate in terms of level of study, duration of programmes, numbers of modules, student learning hours and credit frameworks.

IN 4.1.3 In addition to complying with the criteria agreed by Lancaster University Senate, all awards offered by Lancaster University and programmes delivered by Lancaster University International Study Centre are aligned with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the QAA as well as the National Credit Framework, which aligns UK qualifications with European qualifications.

IN 4.2 STRUCTURE OF PROGRAMMES

IN 4.2.1 **International Foundation Certificate.** Lancaster University International Study Centre students can register on an International Foundation Certificate as a 9 or 12 month target award. The International Foundation Certificate comprises learning at level 3 with 120 credits of assessment. Students cannot switch from one duration to another.

IN 4.2.2 **International Graduate Diploma.** Lancaster University International Study Centre students can register on an International Graduate Diploma as a 6 or 9-month target award. A 6-month target award comprises learning at level 6 with 90 credits of assessment; a 9-month target award comprises learning at level 6 with 120 credits of assessment. Students cannot switch from one target award and duration to another.

IN 4.3 CRITERIA FOR AWARD

IN 4.3.1 The pass mark for a module is 40.0% with the credit for a module being awarded when the overall mark for the module is 40.0% or greater.

IN 4.3.2 For both INTO0001 English for Academic Purposes (EAP) for Undergraduate Studies and INTO3003 EAP for Postgraduate Studies modules, all assessment elements within the module are compulsory and need to be passed at 40.0% or above in order to pass the module and be awarded the credit for it.

IN 4.3.3 In order to qualify for the overall award, students must have attained in full the credit

requirement for the programme and achieved an overall aggregation score of at least 40.0% in the modules that are counted towards the overall aggregation score. Additionally, students must have demonstrated that they have met all Programme Learning Outcomes as set out in the Programme Handbook and on the relevant Curriculum map.

IN 4.3.4 The overall aggregation score is the overall mean computed from the module aggregation scores of the modules that are counted towards the overall aggregation score in proportion with the approved credit weightings for each module. This overall mean score will be expressed to one decimal place.

International Foundation Certificate – 9 month, 120 credits programme

IN 4.3.5 For the award of International Foundation Certificate, students on the 9 month programme are required to have achieved 120 credits at level 3:

- the overall aggregation score is taken from the 90 credits of academic modules and the pass mark for the award from the 90 credits is 40.0%
- students also study one of either INTO0001 EAP for Undergraduate Studies or INTO0002 EAP with Research Project which will not count towards the overall aggregation score but which must be passed at 40.0% or above

International Foundation Certificate – 12 month, 120 credits programme

IN 4.3.6 For the award of International Foundation Certificate, students on the 9 or 12 month programme are required to have achieved 120 credits at level 3:

- the overall aggregation score is taken from the 90 credits of academic modules and the pass mark for the award from the 90 credits is 40.0%
- students also study INTO0000 Academic English which is a non credit bearing pass/fail module which must be passed and INTO0001 EAP for Undergraduate Studies which will not count towards the overall aggregation score but which must be passed at 40.0% or above and

International Graduate Diploma - 6 month, 90 credit programme with IELTS under 6.5 on entry

IN 4.3.7 For the award of International Graduate Diploma, students on the 6 month, 90 credit programme with IELTS under 6.5 on entry are required to have achieved 90 credits at level 6:

- the overall aggregation score is taken from the 70 credits of academic modules and the pass mark for the award from the 70 credits is 40.0%
- students also study INTO3003 EAP for Postgraduate Studies which will not count towards the overall aggregation score but which must be passed at 40.0% or above

International Graduate Diploma - 6 month, 90 credit programme with IELTS 7.0 or higher on entry

IN 4.3.8 For the award of International Graduate Diploma, students on the 6 month, 90 credit

programme with IELTS 7.0 or higher on entry are required to have achieved 90 credits at level 6:

- the overall aggregation score is taken from the 90 credits of academic modules and the pass mark for the award from the 90 credits is 40.0%

International Graduate Diploma - 9 month, 120 credit programme

IN 4.3.9 For the award of International Graduate Diploma, students on the 9-month, 120 credit programme are required to have achieved 120 credits at level 6:

- the overall aggregation score is taken from the 70 credits of academic modules and the pass mark for the award from the 70 credits is 40.0%
- students also study INTO3001 English and Study Skills, INTO3002 Engagement and Communication Skills and INTO3003 EAP for Postgraduate Studies which will not count towards the overall aggregation score but which must be passed at 40.0% or above

IN 4.4 CONFIRMATION OF AWARDS

IN 4.4.1 Each programme will have final award criteria detailed and approved through the programme approval process. Boards of Examiners will determine whether a student has successfully met the final award criteria giving full countenance to exceptional circumstances as reported from the Exceptional Circumstances Committee and reassessment opportunities as detailed below.

IN 4.4.4 Academic judgement does not constitute grounds for appeal; however, students who wish to challenge the process may do so under the procedures for Academic Appeals.

IN 4.5 REASSESSMENT

IN 4.5.1 A student who fails a module will be required to undertake a reassessment for that module in order to be considered for the award. If the module percentage score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original percentage score will stand. The reassessment score will not be subject to a cap. The resulting percentage score will count towards the consideration for award – see 4.3.

IN 4.5.2 In the case of the EAP modules INTO0001 and INTO3003, a student who fails an element or elements(s), even if their overall module percentage mark is 40.0% or above, must undertake a reassessment for the failed element(s) in order to be considered for the award. If the element and module percentage score after reassessment are an improvement on the original score, the reassessment score will count; otherwise the original percentage scores will stand. The reassessment scores will not be subject to a cap. The resulting percentage score will contribute towards the consideration for award – see 4.3.

IN 4.5.3 A student who has passed a module may undertake a reassessment to improve their mark for that module. If the module percentage score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original percentage score will stand. The reassessment score will not be subject to a cap.

IN 4.5.4 The precise form of reassessment is for Lancaster University International Study Centre to

decide, but the following principles should be borne in mind:

(a) the purpose of reassessment is to re-examine the learning objectives which have been failed at the first attempt;

(b) students who have failed all elements of assessment at the first attempt should not be advantaged over those who have failed only a part of the assessment.

IN 4.5.5 Students will normally be given the opportunity to undertake reassessment within the same academic year in which they made their first attempt.

IN 4.5.6 When all the results of reassessment are available the overall profile will then be considered following procedures detailed below in the section on the consideration and confirmation of results.

IN 4.6 INCOMPLETE ASSESSMENT AND EXCEPTIONAL CIRCUMSTANCES

IN 4.6.1 Incomplete assessment and exceptional circumstances are covered by the Lancaster University International Study Centre Exceptional Circumstances Policy. Circumstances which may have a minor impact on a student's ability to complete an assessment in the designated timeframe can be managed through the granting of short (typically up to 5 days) extensions without prejudice.

IN 4.7 CONSIDERATION AND CONFIRMATION OF RESULTS

IN 4.7.1 Senate has ultimate authority to determine all results of assessment leading to Lancaster University credit and awards. It exercises its authority to make final decisions as to granting of all credit-bearing University awards, primarily through the Committee of Senate with non-standard cases considered and recommended by the Classification and Assessment Review Board.

IN 4.7.2 The Committee of Senate provides:

(a) formal confirmation (or not) of recommendations from Boards of Examiners for the conferral to individual students of a named award (i.e. qualification and subject);

(b) formal approval of recommendations from Boards of Examiners that students be conferred no award with or without a further re-sit opportunity (i.e. Fails).

Further procedural details are set out in the General Regulations for Assessment and Award.

IN 4.7.3 For each programme delivered by Lancaster University International Study Centre there will be an Examination Board comprising external and internal examiners which will be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of students' work and indirectly in the design of specific forms of assessment. The constitution and terms of reference for examination bodies within the constituent elements of the University are set out in the section on examination boards in the General Regulations for Assessment & Award.

IN 4.7.4 The examination bodies will receive decisions from the Lancaster University International Study Centre Exceptional Circumstances Committee. Examination bodies cannot, of themselves, reconsider or change decisions of the Exceptional Circumstances Committee. Examination bodies may challenge decisions of Exceptional Circumstances Committees by

referring final decisions to the Committee of Senate via the Classification and Assessment Review Board, or equivalent body.

IN 4.7.5 Boards of Examiners for Lancaster University International Study Centre programmes will consider the results of examinations and final marks and make recommendations to the Committee of Senate with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board as to the conferral of awards within the approved programme documentation. Details of the role and operation of Boards of Examiners can be found in the section on examination boards in the General Regulations for Assessment & Award.

IN 4.7.6 The business of the examination boards will be minuted and the minutes will include a record of the External Examiner's adjudications, comments and recommendations, as well as particular decisions made by the Board. The minutes will also record the decisions of the Exceptional Circumstances Committee for each candidate considered by that committee (although detailed discussion of circumstances should not be undertaken at the Examination Board). The minutes must include a list of attendees (together with their status as external or internal examiners or assessor). This record of the proceedings of the board will be restricted and made available only to: the participating examiners and assessors; the Vice-Chancellor and other officers of the University as appropriate; the Committee of Senate and the Classification and Assessment Review Board; and appropriate Academic Appeal and Review Panels as defined in the chapter on Academic Appeals.

IN 4.8 PUBLISHED INFORMATION

IN 4.8.1 The determination of results of University awards are subject always to ratification by the Committee of Senate and will be regarded as provisional until ratified.

IN 4.8.2 Immediately after the meetings of the relevant examining bodies, Lancaster University International Study Centre may notify students of their provisional results.

IN 4.8.3 Within forty days of the ratification of awards, students will be sent a transcript of their results, which will conform in scope and layout to principles agreed by Senate.

IN 4.9 EXCLUSION

IN 4.9.1 Students who, after undertaking agreed reassessment opportunities, fail to meet the stipulated criteria for award will be excluded from the University. Students are entitled to appeal against exclusion under Lancaster University International Study Centre's Academic Appeals procedures.

IN 5 MARP CHAPTER: ACADEMIC INTEGRITY REGULATIONS AND PROCEDURES

IN 5.1 The entire MARP Academic Integrity Regulations and Procedures chapter is set aside and replaced by the Lancaster University International Study Centre Academic Integrity Regulations and Procedures.

IN 5.2 Where a student who has progressed onto a degree at Lancaster University has been found to have committed an academic offence following the retrospective detection of academic malpractice on a Lancaster University International Study Centre award, Lancaster University reserves the right to refer such cases to the Standing Academic Committee with a recommendation that they be excluded from the university.

IN 6 MARP CHAPTER: ACADEMIC APPEALS

IN 6.1 The entire MARP Academic Appeals chapter is set aside and replaced by the Lancaster University International Study Centre Academic Appeals Regulations and Procedures.

APPENDICES TO THE LANCASTER UNIVERSITY INTERNATIONAL STUDY CENTRE ASSESSMENT REGULATIONS

APPENDIX 1: GRADING TABLES

GENERAL MARKING CRITERIA FOR iNTERNATIONAL FOUNDATION CERTIFICATE

General Marking Criteria (Level 3)	Knowledge and Understanding	Cognitive and Intellectual Skills	Use of Literature
80% Outstanding	Has developed an exceptionally broad factual and conceptual understanding of the subject relative to the level. Evidence of significant reading beyond tutor contact.	Has exceptional ability to analyse and evaluate information. Able to collate and categorise ideas and information with fluency and insight. Has developed a critical approach to information.	Has outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources.
70-79% Excellent	Has developed a broad factual and conceptual understanding of the subject relative to the level. Evidence of wider reading beyond tutor contact.	Has analysed and evaluated information. Can collate and categorise ideas and information and can select what is relevant to support analysis and evaluation and develop a coherent argument. Has developed an early critical approach to information.	Has generated a range of appropriate responses to given problems, some of which may be innovative. Good reference to and application of research – informed literature.
60-69% Very Good	Has developed a sound understanding of the subject appropriate to this level. Evidence of reading beyond tutor contact.	Has an intelligent attempt at analysing and evaluating information. Well argued with appropriate amount of evidence, substantiated opinions are given.	Has applied knowledge of research-informed literature to different contexts and generated a range of responses to given situations.
50-59% Satisfactory	Has evidenced an enhancement of understanding through wider reading, but is still limited to basic texts.	Has understanding of the subject that enables the student to analyse information using simple logic. On balance the work is still descriptive.	Has reasonably attempted to apply understanding of the application of research-informed literature to other contexts.
40-49% Sufficient	Has a basic level of factual and conceptual understanding of the subject. Reading/research is limited to that gained through the tutor.	Has conducted some analysis and evaluation but work is mainly descriptive with an uncritical acceptance of information, and unsubstantiated opinions may be evident. Lack of logical development of an argument.	Has limited understanding of the application of research-informed literature. Limited attempt to apply knowledge across situations. Responses may not be meaningful.
0-39% Unsatisfactory	Has insufficient level of factual and conceptual understanding of the subject. Little or no evidence of reading/research beyond reproducing information gained through the tutor.	Has conducted little to no analysis and evaluation, providing either entirely or almost entirely descriptive information. Has accepted information uncritically and/or unsubstantiated opinions present.	Has little or no evidence of ability to relate theory to practice. Little or no reference to research-informed literature.

GENERAL MARKING CRITERIA FOR THE INTERNATIONAL GRADUATE DIPLOMA

Generic Marking Criteria (Level 6)	Knowledge and Understanding	Cognitive and Intellectual Skills	Use of Literature
80% Outstanding	Has highly detailed knowledge and understanding of the main theories/concepts, and an awareness of the ambiguities and limitations of knowledge.	Has provided exceptional work with intelligently selected and evaluated evidence that is analysed and developed to a very high level. Ability to investigate contradictory information and identify reasons for contradictions, with highly persuasive conclusions.	Has outstanding knowledge of research-informed literature. Consistent and independent analysis and evaluation of sources with high level academic skills consistently applied.
70-79% Excellent	Has excellent knowledge and understanding of the main concepts and key theories/ concepts. Clear awareness of the limitations of the knowledge base.	Has provided logical work with intelligently selected and evaluated evidence that is analysed and synthesised logically. Ability to investigate contradictory information and identify reasons for contradictions with strong conclusions.	Has excellent knowledge of research-informed literature. Consistent and independent analysis and evaluation of sources with high level academic skills consistently applied.
60-69% Very Good	Has good understanding of the subject with coherent knowledge informed by current research in the subject discipline.	Has demonstrated logical, analytical thinking with synthesis and evaluation. Ability to generate persuasive arguments, communicate ideas and evidence accurately and with convincing arguments.	Has knowledge from a range of research informed literature with related analysis and evaluation. Analysis is independent, accurate with good academic skills applied consistently.
50-59% Satisfactory	Has satisfactory understanding of the subject with coherent knowledge, in part informed by current research in the subject discipline.	Has demonstrated some logical, analytical thinking and synthesis. With an emerging awareness of different stances and evidenced ability to use evidence to support arguments. Valid conclusions.	Has knowledge from a range of research informed literature with related analysis and evaluation. Analysis is accurate with good academic skills applied consistently.
40-49% Sufficient	Has basic understanding of key aspects of the subject with coherent knowledge that is partially informed by current research in the subject discipline.	Has evidenced some logical and analytical thinking with some attempts to synthesise. Some evidence to support findings but lack of consistent interpretation. Relevant conclusions.	Has used relevant sources through a range of references. Some omissions and minor errors with academic skills largely consistent.
0-39% Unsatisfactory	Has gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Has evidenced limited logical and analytical thinking, for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance.	Has shown little evidence of reading and/or use of appropriate sources. Academic skills applied inconsistently.

Other transcript indicators		
Flag	Broad descriptor	Definition
M	Malpractice	Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations
N	Non-submission	Failure to submit assignment for assessment
P	Penalty	Failure to submit within regulation requirements (late submission, improper format, etc.)
R	Resit	Attainment of a passing grade through reassessment processes
DP	Decision Pending	The grade is subject to investigation

IELTS SCALING: EAP FOR UNDERGRADUATE STUDIES, EAP FOR POSTGRADUATE STUDIES, ENGLISH & STUDY SKILLS, AND ENGAGEMENT & COMMUNICATION SKILLS

Marking criteria is scaled to IELTS allowing students to receive an IELTS equivalence mark.

Key to English (EAP) % and CEFR/IELTS equivalency		
IELTS	**CEFR**	**EAP % (considered equivalent)**
8.0 or over	C2	90 – 100%
7.5	C1	80 – 89%
7		70 – 79%
6.5	B2	60 – 69%
6		50 – 59%
5.5		40 – 49%
5.0 or under	B1 or under	0 – 39%

WRITING MARKING CRITERIA - EAP FOR UNDERGRADUATE STUDIES AND EAP FOR POSTGRADUATE STUDIES

CEFR / ALTE descriptors, mapped to IELTS and Trinity: Written Production

Level	**Task Achievement** *a) Knowledge and understanding* *b) Use of academic sources* *c) Thematic development*	**Organisation** *a) Coherence* *b) Paragraph structure*	**Grammar** *a) Range* *b) Accuracy*	**Lexis** *a) Range* *b) Accuracy*	**Academic Conventions** *a) Register and tone* *b) Use of summary, paraphrase and quotation* *c) Use of citation and referencing*
10 **C2** IELTS 8.5 – 9.0 ***90 - 100%***	a) Outstanding answer to the question with impressive level of depth, clarity, theoretical ability and originality. b) Substantial number of academically appropriate sources well understood and used skilfully. (I2) c) Communicates complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes. (C)	a) Coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. (C) b) Skilfully manages paragraphing (I); introduction, conclusion and topic sentences are consistently logical/ effective. (I2)	a) Uses a wide range of complex structures and sentences with full flexibility. (I) b) Consistently maintains grammatical control of complex language. Errors are rare and difficult to spot. (C)	a) Uses a wide range of vocabulary with very natural and sophisticated control of lexical features. (I) b) Produces only rare, minor errors in word choice, spelling and / or word formation. (I)	a) Appropriate academic register and tone consistently realised. (T) b) Skilfully quotes/ paraphrases/ summarises/ key content points from the texts. c) References and citations are clear and accurate throughout.
8 - 9 **C1** IELTS 7.0 – 8.0 ***70 - 89%***	a) Very good answer to the question with some impressive level of depth, clarity, theoretical ability and originality. b) Use of relevant sources, well understood and applied appropriately, evaluating and synthesising information and arguments effectively. (I2) c) Expands and supports main points at some length with subsidiary points, reasons and relevant examples. (C)	a) Produces well-organised, coherent text, showing controlled use of organisational patterns, connectors and cohesive devices. (C) b) Uses paragraphing sufficiently and appropriately. (I)	a) Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. (C) b) Produces frequent error-free sentences. (I) Errors do not impede understanding.	a) Has a good command of a broad vocabulary (C) sufficient to convey precise meanings. (I) b) Produces rare errors in word choice, spelling and / or word formation. (I)	a) Appropriate academic register and tone consistently realised. (T) b) Clearly quotes / paraphrases/ summarises throughout. (I2) c) References and citations are generally clear; there may be occasional minor errors in formatting either in-text or end of text.
6 - 7 **B2.2** IELTS 6.5 ***60 - 69%***	a) Makes a comprehensive assessment of issues involved. Evidence of originality and independence. b) Inclusion of mostly relevant and reliable sources, evidence of ability to evaluate and synthesise information and arguments. (I2) c) Develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (C)	a) Information and ideas arranged coherently with clear overall progression, (I) using a variety of cohesive devices and linking words effectively. (C) b) Paragraphing, introduction, conclusion and topic sentences are present, but may be ineffective in places. (I2)	a) Uses a range of grammatical structures appropriate to the task so as to avoid repetition. (I2) b) Maintains good grammatical control, (C) Produces some error-free sentences. Errors rarely impede understanding. (I2)	a) Uses a range of vocabulary appropriate to the task; sufficient to allow some flexibility and precision. (I) b) Produces some errors in spelling and / or word formation, but these do not impede understanding. (I)	a) Appropriate academic register and tone generally realised. (T) b) Uses paraphrase / summary and /or direct quotation with only minor errors / inconsistencies. c) Citations included but may lack accuracy / clarity. References provided but there may be omissions / inappropriate inclusions.
4 - 5 **B2.1** IELTS 5.5 – 6.0 ***40 - 59%***	a) Demonstrates good understanding of the key concepts that are relevant to the title; clear arguments related to the question included. b) A fair range of source material consulted, attempts to evaluate information and arguments. (I2) c) Develops a clear argument, expanding and supporting his/her argument at some length with subsidiary points and relevant examples. (C)	a) Text is generally well-organised and coherent, using a number linking words and cohesive devices, although there may be some 'jumps'. (C) b) Paragraphing is present, but may not be logical/ effective. (I)	a) Uses a range of grammatical structures appropriate to the task, though may be some conspicuous repetition. (I2) b) Shows a relatively high degree of grammatical control; does not make mistakes which cause confusion. (C)	a) Uses an adequate range of vocabulary for the task (I), though there may some conspicuous repetition; (I2) attempts to use less common and topic-specific lexis, but with some inaccuracy. (I) b) Makes some errors in spelling and /or word formation, but rarely impede understanding. (I)	a) Appropriate academic register and tone sometimes realised. (T) b) Paraphrases /summarises relevant content points, though with errors or instances of lifting. c) Referencing and citation attempted, but with omissions/ inaccuracy / inappropriate inclusions.
2 - 3 **B1.2**	a) Demonstrates basic knowledge and attempt made to relate knowledge to the question.	a) Presents information with some organisation but there may be a lack of overall progression. (I) Cohesive	a) Uses a sufficient, but limited range of structures for the task (I) ***OR*** the range and accuracy of	a) Has a sufficient, but limited range of vocabulary; minimally appropriate for the task (I) ***OR*** the	a) Limited awareness of appropriate academic register and tone. (T)

IELTS 5.0 ***30 - 39%***	b) Sources included may be limited or of limited reliability. Very little analysis of information and arguments attempted. c) Develops an argument well enough to be followed without difficulty most of the time. (C)	devices may be inadequate, inaccurate or over-used. (I) b) May not write in paragraphs, or paragraphing may be inadequate. (I)	structures used is inconsistent throughout the essay. (I2) b) Errors in grammar / punctuation may cause some difficulty, but overall meaning can still be determined. (I2)	range and accuracy of language used is inconsistent throughout the essay. (I2) b) Makes noticeable errors in spelling and /or word formation (I), but overall meaning can be determined.	b) Some attempt to include paraphrase/ summary but largely unsuccessful with weak paraphrasing and significant lifts occurring. 3. References may be missing or with significant errors either / both in-text and end of text.
1 **B1.1** IELTS 4.0 - 4.5 ***10 - 29%***	a) Demonstrates very little or no understanding of the main concepts that are relevant to the title. b) No or very limited sources used. Little or no analysis of information and arguments. c) Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported. (I)	a) Information and ideas presented are not arranged coherently and there is no clear progression in the response. (I) Uses some basic cohesive devices but they may be inaccurate or repetitive. (I) b) No evidence of paragraphing, topic/introductory and concluding sentences, or attempts are unclear throughout. (I2)	a) Uses only a very limited range of structures (I) b) Some structures are accurate, but errors in grammar / punctuation predominate and sometimes impede understanding. (I)	a) Uses basic vocabulary appropriate for the task, which may be used repetitively or inappropriately. (I) b) Limited control of word choice, spelling and/or formation, causing strain for the reader. (I)	Lacks in all aspects of academic style and conventions- unacceptable as a piece of academic writing. (I2)
0 **A2** IELTS under band 4	a) Not relevant to the title. b) There is no evidence of academic content. No analysis or evaluation attempted. c) Response is barely related to task with no position or development clear. (I)	a) Fails to organise information and ideas logically or coherently. (I) Cohesive devices may be limited and inaccurate. Uses only the most important connecting words (for example, "first", "then", "after", "later"). (C) b) No clear introduction, conclusion or topics sentences provided. (I2)	a) Relies on basic structures. (C) b) Errors in grammar / punctuation are frequent and distort the meaning of the text. (I)	a) Vocabulary is limited to familiar everyday situations and topics (C) and may be inadequate for the task. (I)	Lacks in all aspects of academic style and conventions - unacceptable as a piece of academic writing. (I2)
U	No attempt made, or unable to assess criteria due the amount of lifting from the source texts.				

***Key to level descriptors: C** = Common European Framework for Reference **I** = IELTS public descriptor **I2** = ISC **T** = Trinity ISE II*

Marking Guidelines	One criteria of the band met = lower mark, both criteria for the band met = top mark. **For the TA and AC criteria ONLY, a .5 mark may be awarded where two criteria have been met.** Note that the yellow highlighted criteria are caps – essays with language which is inconsistent in terms of accuracy and range, suggestive of lifting or poor paraphrasing are capped at 3 for Grammar and Lexis. To calculate the final mark, total the marks out of 50 and use the conversion table below.

Score Conversion:

Raw	**50**	**49**	**48**	**47**	**46**	**45**	**44**	**43**	**42**	**41**	**40**	**39**	**38**	**37**	**36**	**35**	**34**	**33**	**32**	**31**	**30**				
%	100%	97%	94%	91%	88%	85%	82%	79%	76%	73%	70%	69%	68%	67%	66%	65%	64%	63%	62%	61%	60%				
CEFR	**C2**				**C1**							**B2.2**													
Raw	**29**	**28**	**27**	**26**	**25**	**24**	**23**	**22**	**21**	**20**	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**
%	58%	56%	54%	52%	50%	48%	46%	44%	42%	40%	38%	36%	34%	32%	30%	28%	26%	24%	22%	20%	18%	16%	14%	12%	10%
CEFR	**B2.1**										**B1.2**					**B1.1**									

SPEAKING MARKING CRITERIA - EAP FOR UNDERGRADUATE STUDIES AND EAP FOR POSTGRADUATE STUDIES

Speaking Assessment – Seminar Discussion – Marking Descriptors

	Task Achievement	Language Content	Fluency and Coherence	Language Articulation	Contribution and Interaction
70% and above IELTS 7.0-8.0	Addresses the topic fully, with original and detailed arguments expressed convincingly. Uses evidence very well, evaluating and synthesising information effectively.	Outstanding use of a range of language to express self clearly, including topic-specific language Shows a very high degree of accuracy; errors are rare and very difficult to spot.	Expresses self fluently and naturally, with no noticeable effort. Produces very clear, smoothly flowing, excellently structured speech, showing outstanding control of organisational patterns, connectors and cohesive devices.	Articulates virtually all the sounds of the target language and can be understood without any difficulty. Varies intonation and places sentence stress with a high degree of accuracy to express precisely what they mean to say	Makes an excellent contribution to the discussion, skillfully supporting opinions with explanations and relevant examples. Very skillfully includes other speakers, giving feedback on and following up on statements and inferences and so help the development of the discussion
60% IELTS 6.5	Addresses the topic at some length, with detailed arguments expressed convincingly. Uses evidence well, demonstrating an ability to evaluate and synthesise information.	Uses a broad range of language to express self clearly, including topic-specific language Shows a high degree of accuracy; errors are rare and difficult to spot.	Expresses self fluently and spontaneously, almost effortlessly. Only conceptual difficulty hinders a natural, smooth flow of language. Produces clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Articulates most of the sounds of the target language. Some features of L1 accent may be noticeable, but this does not affect intelligibility at all. Varies intonation and places sentence stress mostly correctly in order to express precisely what they mean to say.	Makes a very good contribution to the discussion, complete with clear explanations. Relates own contribution skillfully to those of other speakers, giving feedback on and following up on statements and inferences and helping the development of the discussion
50 % IELTS 6.0	Demonstrates good understanding of the key concepts that are relevant to the topic; clear arguments are made. Uses evidence, demonstrating an ability to evaluate and synthesise information.	Uses a range of language appropriate to the task, including some topic- specific language. Shows a relatively high degree of accuracy; makes occasional errors, but without hindering communication.	Communicates fluently and spontaneously, even when talking at length about complex subjects. Uses a variety of linking words efficiently to mark clearly the relationships between ideas.	L1 accent has minimal effect on intelligibility; is easy to understand throughout.Stress and intonation is used to support the message they intend to convey, though there are some influences from L1 that make sounds less clear.	Makes a good contribution to the discussion, explaining points well. Gives feedback on and follows upon the statements of others to help the development of the discussion.
40% IELTS 5.5	Demonstrates some understanding of the key concepts that are relevant to the topic; related arguments are made. Uses some evidence, demonstrating some ability to analyse and/or evaluate information.	Uses an adequate range of language to be able to express viewpoints and develop arguments. Some attempt to use topic-specific/ academic language. Shows a good level of accuracy; errors rarely lead to misunderstanding.	Communicates fluently although can be hesitant and there are noticeable pauses. Uses a limited number of cohesive devices to link ideas.	Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times. Stress and intonation are acceptable but may require some careful listening.	Makes some contribution to the discussion, with some explanation. Helps the discussion along by confirming comprehension and inviting others in.
30% IELTS 5.0	Demonstrates basic knowledge and attempt made to relate knowledge to the discussion. Evidence may be limited or of limited reliability. Very little analysis of information and arguments attempted.	Uses a sufficient, but limited range of language, minimally appropriate for the task. Makes noticeable errors, but it is clear what they are trying to express.	Expresses self relatively easily and keeps going, despite occasional pauses to plan and correct speech. May speak slowly or be halted by hesitancy. Forms longer sentences and link them together using a limited number of cohesive devices.	Pronunciation is intelligible even if L1 influence is strong and occasional mispronunciations occur. Can approximate intonation and stress at both utterance and word levels.	Gives only brief explanations of opinions. Exploits a basic repertoire of language and strategies to help keep the discussion going.

20% IELTS 4.0	Demonstrates very little or no understanding of the main concepts that are relevant to the discussion. No or very limited evidence used. Little or no analysis of information and arguments.	Uses basic language appropriate for the task, which may be used repetitively or inappropriately. May have noticeable influences from L1. Makes frequent errors which cause some confusion.	Keeps going, but sometimes hasto pause to plan and correct what is being said. May be frequent repetition and self-correction.Links sentences but repetitive use of connectors and some breakdowns in coherence.	Generally intelligible throughout, despite regular mispronunciation of individual sounds and words they are less familiar with. Stress and intonation patterns may be unnatural but are intelligible.	Attempts to contribute but is not always successful. Can add basic points to discussion and can turn take.
10% and below IELTS 3.0	Does not offer anything related to the discussion. There is no evidence of academic content. No analysis or evaluation attempted.	Uses only a limited range of language; meaning is often compromised. Uses some simple structures correctly, but still systematically makes basic mistakes.	Can be understood in very short utterances, but pauses, false starts and reformulation is very evident. Has limited ability to link sentences, is frequently unable to convey basic message.	Speech is often unintelligible or requires great effort from the listener to understand. Strong influence of L1 on stress and intonation affects intelligibility.	Presents opinions in simple terms, but requires patience from listeners. Indicates when they are following the discussion.

APPENDIX 2: LATE PENALTIES FOR ASSESSED WORK

1. Work submitted up to three days late without an agreed extension will receive a penalty. Saturdays and Sundays are included as days in this regulation; however, where the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in without receiving further penalty. Where the application of a late submission penalty results in a Fail mark, the assessment will be treated according to the standard procedures for failed work.

2. For work assessed using percentages, marks between 50% and 69% will be reduced by ten percentage points for example a mark of 62% would become 52%). Other marks will be reduced according to the following table.

Original Mark	Mark after penalty
87-100	68
74-86	65
70-73	62
40-49	31
31-39	18
18-30	9
0-17	0

APPENDIX 3: GUIDANCE FOR SCALING OF MARKS

1. All assessments and marking schemes should be created with the aim of ensuring that the resulting marks give a good indication of the ability and application of the students. However, it is inevitable that on occasion this will not work as planned.

2. Reasons may include a misprinted assessment, the interruption of an assessment or, in a science laboratory, an instrumental malfunction not obvious at the time of the experiment; or it may simply be that examiners agree, using their academic judgment and with the benefit of hindsight, that an assessment, or part of an assessment, proved to be significantly harder or easier than expected.

3. In such cases it is appropriate to consider whether the marks should be scaled. Scaling may be of the overall mark for the module or of any assessment therein.

4. Although an unusual distribution of marks is not of itself a sufficient reason for scaling to be applied, it may be an indication that something has gone wrong. For this reason, if the overall mean aggregation score for any module lies outside the range 55% to 66.7% then examiners must consider whether or not there is a case for the marks to be scaled.

5. Where the possibility of scaling is being discussed, the precise method should also be discussed and should reflect both the nature of the assessment and the size of the cohort. Both the reason for scaling and the method used must be justified within the minutes of the examining body. If scaling is discussed and not used, the reason for not scaling must be recorded in the minutes. In all cases both the original and the scaled marks must be permanently recorded.

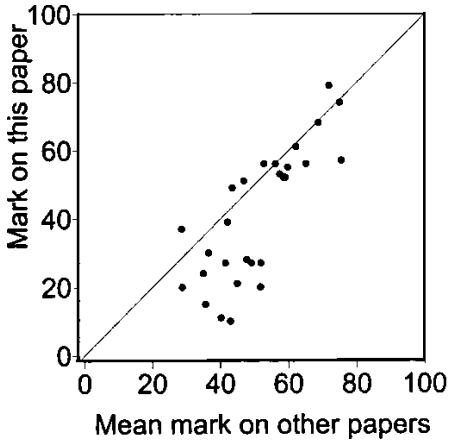
6. Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate.

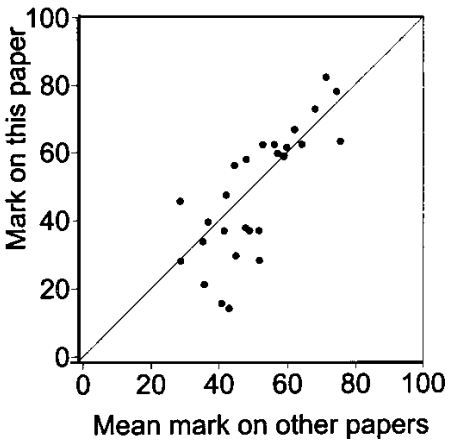
7. Scaling may take any form as long as it preserves the ordering of students' marks; thus, for example, if Student A has a higher unscaled mark than Student B, then Student A's scaled mark must not be lower than that of Student B. Common examples of scaling methods are given below, but other methods are possible.

    (a) Every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.

    (b) As in (a) above, except that where marks are being reduced no pass is turned into a fail (thus, for example, where marks are in general being reduced by 10%, for an undergraduate module or assessment, all unscaled marks between 40% and 49% become scaled marks of 40%).

    (c) Piecewise linear interpolation may be used, where each mark is plotted for each student against his or her average mark on other assessments, as in the graphs below.


Mark on this paper
Mean mark on other papers
0
20
40
60
80
100


Mark on this paper
Mean mark on other papers
0
20
40
60
80
100