**Annex 4: Technical Proficiency in English Language**

Table of Contents

[1. Purpose and Scope 1](#_Toc139151484)

[2. Principles of Assessing Technical Proficiency in English Language 2](#_Toc139151485)

[3. Technical Proficiency in English Language and Marking 2](#_Toc139151486)

[Grade Criteria: Communication Skills, including Technical Proficiency in English Language 4](#_Toc139151487)

[Level 3 4](#_Toc139151488)

[Level 4 5](#_Toc139151489)

[Level 5 7](#_Toc139151490)

[Level 6 8](#_Toc139151491)

[Level 7 10](#_Toc139151492)

# **Purpose and Scope**

* 1. The University accepts the premise that technical proficiency in the use of the English language is a legitimate skill that students should be expected to develop where this is appropriate to the subject matter and level of the course.
  2. In order to comply with this requirement, we are required to have regulations in place for assessing English language proficiency and that these regulations cover all of our courses.
  3. It should be noted, however, that the implementation of these regulations remains subject to the requirements of the Equality Act 2010 and must be varied to allow for reasonable adjustments to be made in all cases where not to do so would compromise Kent’s compliance with its obligations under the act.
  4. **The OfS Condition B4: Assessment, regulations, and awards** states that the provider must ensure that:
     1. Students are assessed effectively;
     2. Each assessment is valid and reliable;
     3. Academic regulations are designed to ensure that relevant awards are credible;
     4. Academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a manner that appropriately reflects the level and content of the course; and
     5. Relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.
  5. The purposes of this annex to the University’s Assessment Regulations Framework are therefore twofold:

1. it explicates the regulatory requirements for ensuring compliance with Condition of Registration B4.iv (above); and by doing so
2. it provides direction to teaching staff and assessors on how to undertake the assessment of technical proficiency in English language effectively and in which assessments.
   1. These regulations **apply to all of the University’s courses and modules**, as relevant to the level and content of the curriculum, with the exception of those courses and modules not delivered in English.
   2. These regulations **apply to all written and spoken assessments** in which effective communication in English is important to the successful completion of the assessment, including examinations.

# **Principles of Assessing Technical Proficiency in English Language**

* 1. Assessment of technical proficiency in English language should focus on the following matters, as relevant to the format, level and purpose of the assessment:
     1. Overall construction of the piece of assessed work;
     2. Technically proficient use of sentence and paragraph structure; and
     3. Correct and consistent use of grammar, punctuation and spelling.
  2. Course Assessment Strategies must set out how the diet of assessment for a course will ensure the development of the students’ ability to become technically proficient in their use of English to a standard that is commensurate with their level of study.
  3. Staff may not edit student’s work in advance of its formal submission.
     1. With regard to proofreading any drafts of written work assessed on a formative basis, markers may highlight spelling mistakes, typographical errors, misused words and phrases, and lapses in sentence construction, grammar or punctuation in their constructive advice to students.
     2. However, such advice should not amount to the systematic and comprehensive correction of errors in spelling, grammar or punctuation throughout an entire piece of work prior to its submission for summative marking.

# **Technical Proficiency in English Language and Marking**

* 1. Where technical proficiency in written English is assessed, students must be informed through an assessment brief of the need for them to use correct and consistent grammar, punctuation and spelling throughout their assignment.
     1. The brief must include the marking criteria to be used to assess students’ work, showing the breakdown of marks to be awarded for demonstrating technical proficiency in English.
     2. At the top end of the scale students are expected to demonstrate a high level of with no or very few minor typographical errors, grammatical issues or punctuation mistakes.
     3. Towards the lower end of the scale, students’ work may demonstrate a reasonable or basic standard of written communication, containing a number of errors in grammar, punctuation or other areas.
  2. Marks should be disaggregated and awarded for the different components to be assessed (see 3.1 above) in order to ensure students understand where they have performed well or poorly in an assessment, enabling them to identify areas where further development is required. Assessment feedback given to students should enable them to understand how they can improve and where support is available to enable them to do so.
  3. Where a student performs consistently poorly with regard to technical proficiency in English language, markers should direct them to the guidance and support available with regard to developing their skills in written English, proofreading and oral communication, and so enable them to develop the good practice in this area that is necessary for success in their studies and beyond.
  4. To construct marking criteria for assessing technical proficiency in English language in relevant student work, markers should consult the attached University guidance document on [*Grade Criteria: Communication Skills, including Technical Proficiency in English Language*](#_Grade_Criteria:_Communication).
     1. This overarching criteria should be applied with respect to written or oral assessed work that attracts a mark out of 100, such as essays, dissertations, reports, individual examination questions, oral presentations, or any similar English language-based assessment that requires a qualitative judgement by the marker against criterion referenced standards.
     2. The Grade Criteria document indicates that for a piece of such work to be awarded an overall mark in the relevant class band, the standard of technical proficiency demonstrated must be commensurate to the level of achievement set out in the criteria for that class of marks.

# **Grade Criteria: Communication Skills, including Technical Proficiency in English Language**

## **Level 3**

| **0-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-79** | **80-100** |
| --- | --- | --- | --- | --- | --- | --- |
| The student is not able to sufficiently express ideas and convey clear meaning, with no attempt to organise verbally and/or in writing. No evident progression. Coherence is very limited with inaccurate or no use of cohesive devices. No paragraphs and very many errors in spelling, vocabulary and syntax. Little or no identification of issues, no examples to support claims. They have been unable to demonstrate literacy skills. | The student is not able to sufficiently express ideas and convey clear meaning, with limited attempt to organise verbally and/or in writing, with little progression. Coherence is limited with some inaccuracies in use of cohesive devices. Paragraph progression is confusing. Uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently literacy skills. | The student can communicate information, ideas, problems and solutions verbally and/or in writing, with clear expression and style overall. Some organisation but limited or unclear progression. Coherence is limited with cohesive devices sometimes misused. Paragraphs may not be fully developed, though there are several errors of vocabulary, syntax, spelling and punctuation. They have demonstrated literacy skills. | The student can consistently and confidently communicate information, ideas, problems and solutions verbally and/or in writing, showing a clear, expressive style and a range of vocabulary. Organisation and overall progression are evident. Well-linked ideas but cohesion is sometimes overtly artificial. Paragraphs are well developed. There may be minor errors of vocabulary, syntax, spelling and punctuation but these do not detract from the overall meaning. They have consistently demonstrated good literacy skills. | The student can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally and/or in writing. Organisation is clearly evident and logical, and there is clear overall progression. Well-linked ideas but cohesion may occasionally be artificial. Paragraphs are fully developed. They have a clear, fluent and expressive style with appropriate vocabulary and high standards of syntax, spelling and punctuation. They have a high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing.  Work is clearly organised, with logical progression throughout. Full cohesion and coherence with good paragraph development.  They have shown an accurate, fluent, sophisticated style and exhibit very high standards of syntax, spelling and punctuation. They have a very high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is very well organised with very clear and logical progression throughout. Full cohesion and coherence with excellent paragraph development.  They have shown an accurate, fluent, sophisticated style and exhibit excellent standards of syntax, spelling and punctuation. They possess excellent literacy skills. |

## **Level 4**

| **0-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-79** | **80-100** |
| --- | --- | --- | --- | --- | --- | --- |
| The student is not able to sufficiently express ideas and convey clear meaning, with no attempt to organise verbally and/or in writing. No evident progression. Coherence is very limited with inaccurate or no use of cohesive devices. No paragraphs and very many errors in spelling, vocabulary and syntax. Little or no identification of issues, no examples to support claims. They have been unable to demonstrate literacy skills. | The student is not able to sufficiently express ideas and convey clear meaning, with limited attempt to organise verbally and/or in writing with little progression. Coherence is limited with some inaccuracies in use of cohesive devices. Paragraph progression is confusing. Uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently literacy skills. | The student can communicate information, ideas, problems and solutions verbally and/or in writing, with clear expression and style overall. Organisation is evident and there is some overall progression. Some well-linked ideas but cohesion is often overtly artificial. Paragraphs are mostly well developed, though there are some errors of vocabulary, syntax, spelling and punctuation. They have demonstrated literacy skills. | The student can consistently and confidently communicate information, ideas, problems and solutions verbally and/or in writing, showing a clear, expressive style and a range of vocabulary. Organisation is clearly evident and there is clear overall progression. Well-linked ideas but cohesion is sometimes artificial. Paragraphs are well developed. There may be minor errors of vocabulary, syntax, spelling and punctuation but these do not detract from the overall meaning. They have consistently demonstrated good literacy skills. | The student can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally and/or in writing. Logically organised with clear and effective progression of ideas with effective linking. Cohesion and coherence evident throughout with clear paragraph development. They have a clear, fluent and expressive style with appropriate vocabulary and high standards of syntax, spelling and punctuation. They have a high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing.  Work is well organised with clear and logical progression throughout. Full cohesion and coherence with good paragraph development.  They have shown an accurate, fluent, sophisticated style and exhibit very high standards of syntax, spelling and punctuation. They have a very high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is extremely well organised with very clear and logical progression throughout. Full cohesion and coherence with excellent paragraph development.  They have shown an accurate, fluent, sophisticated style and exhibit excellent standards of syntax, spelling and punctuation. They possess excellent literacy skills. |

## **Level 5**

| **0-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-79** | **80-100** |
| --- | --- | --- | --- | --- | --- | --- |
| The student is not able to sufficiently express ideas and convey clear meaning, with no attempt to organise verbally and/or in writing. No evident progression. Coherence is very limited with inaccurate or no use of cohesive devices. No paragraphs and very many errors in spelling, vocabulary and syntax. Little or no identification of issues, no examples to support claims. They have been unable to demonstrate literacy skills. | The student is not able to sufficiently express ideas and convey clear meaning, with limited attempt to organise verbally and/or in writing, with little progression. Coherence is limited with some inaccuracies in use of cohesive devices. Paragraph progression is confusing. Uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently literacy skills. | The student can communicate information, ideas, problems and solutions verbally and/or in writing, with clear expression and style overall. Organisation is evident and there is some overall progression. Some well-linked ideas but cohesion is often overtly artificial. Paragraphs are mostly well developed, though there are some errors of vocabulary, syntax, spelling and punctuation. They have demonstrated literacy skills. | The student can consistently and confidently communicate information, ideas, problems and solutions verbally and/or in writing, showing a clear, expressive style and a range of vocabulary. Organisation is clearly evident and there is clear overall progression. Well-linked ideas but cohesion is sometimes artificial. Paragraphs are well developed. There may be minor errors of vocabulary, syntax, spelling and punctuation but these do not detract from the overall meaning. They have consistently demonstrated good literacy skills. | The student can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally and/or in writing. Logically organised with clear and effective progression of ideas with effective linking. Cohesion and coherence evident throughout with clear paragraph development. They have a clear, fluent and expressive style with appropriate vocabulary and high standards of syntax, spelling and punctuation. They have a high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing.  Work is well organised with clear and logical progression throughout. Full cohesion and coherence with good paragraph development.  They have shown an accurate, fluent, sophisticated style and exhibit very high standards of syntax, spelling and punctuation. They have a very high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is extremely well organised with very clear and logical progression throughout. Full cohesion and coherence with excellent paragraph development.  They have shown an accurate, fluent, sophisticated style and exhibit excellent standards of syntax, spelling and punctuation. They possess excellent literacy skills. |

## **Level 6**

| **0-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-79** | **80-100** |
| --- | --- | --- | --- | --- | --- | --- |
| The student is not able to sufficiently express ideas and convey clear meaning, with no attempt to organise verbally and/or in writing. No evident progression. Coherence is very limited with inaccurate or no use of cohesive devices. No paragraphs and very many errors in spelling, vocabulary and syntax. Little or no identification of issues, no examples to support claims. They have been unable to demonstrate literacy skills. | The student is not able to sufficiently express ideas and convey clear meaning, with limited attempt to organise verbally and/or in writing, with little progression. Coherence is limited with some inaccuracies in use of cohesive devices. Paragraph progression is confusing. Uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently literacy skills. | The student can communicate information, ideas, problems and solutions verbally and/or in writing, with clear expression and style overall. Organisation is more evident and there is some overall progression. Some well-linked ideas but cohesion is often artificial. Paragraphs are mostly well developed, though there are some errors of vocabulary, syntax, spelling and punctuation. They have demonstrated literacy skills. | The student can consistently and confidently communicate information, ideas, problems and solutions verbally and/or in writing. They show a clear, coherent, expressive style, with a range of vocabulary. Organisation is clearly evident and logical, and there is clear overall progression. Well-linked ideas but cohesion may very rarely be artificial. Paragraphs are fully developed.  There may be a few minor errors of vocabulary, syntax, spelling and punctuation but these do not detract from the overall meaning They have consistently demonstrated strong literacy skills. | The student can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally and/or in writing. Work is logically organised with clear and effective progression of ideas with effective linking. Cohesion and coherence evident throughout with clear paragraph development. They have a clear, fluent and expressive style with appropriate vocabulary and very high standards of syntax, spelling and punctuation. They have a very high standard of literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is well-organised, with clear and logical progression throughout. Full cohesion and coherence, with good paragraph development. They have shown an accurate, fluent, sophisticated style and exhibit excellent standards of syntax, spelling and punctuation. They possess excellent literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is exceptionally well-organised, with clear and logical progression throughout. Full cohesion and coherence, with excellent paragraph development. They have shown an accurate, fluent, sophisticated style and exhibit exceptional standards of syntax, spelling and punctuation. They possess exceptional literacy skills. |

## **Level 7**

| **0-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-79** | **80-100** |
| --- | --- | --- | --- | --- | --- | --- |
| The student is not able to sufficiently express ideas and convey clear meaning, with no attempt to organise verbally and/or in writing. No evident progression. Coherence is very limited with inaccurate or no use of cohesive devices. No paragraphs and very many errors in spelling, vocabulary and syntax. Little or no identification of issues, no examples to support claims. They have been unable to demonstrate literacy skills. | The student is not able to sufficiently express ideas and convey clear meaning, with limited attempt to organise verbally and/or in writing, with little progression. Coherence is limited with some inaccuracies in use of cohesive devices. Paragraph progression is confusing. Uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently literacy skills. | The student can communicate information, ideas, problems and solutions verbally and/or in writing, with clear expression and style overall. Organisation is more evident and there is some overall progression. Some well-linked ideas but cohesion is often artificial. Paragraphs are mostly well developed, though there are some errors of vocabulary, syntax, spelling and punctuation. They have demonstrated literacy skills to a threshold pass Honours degree standard (level 6). | The student can consistently and confidently communicate complex information, ideas, problems and solutions verbally and/or in writing. They show a clear, coherent, expressive style, with a range of vocabulary. Organisation is clearly evident and logical, and there is clear overall progression. Well-linked ideas but cohesion may very rarely be artificial. Paragraphs are fully developed.  There may be very few minor errors of vocabulary, syntax, spelling and punctuation but these do not detract from the overall meaning They have consistently demonstrated strong literacy skills. | The student can communicate complex information, ideas, problems and solutions with a high-degree of proficiency verbally and/or in writing. Work is logically organised with clear and effective progression of ideas with effective linking. Cohesion and coherence evident throughout with clear paragraph development. They have a clear, fluent and expressive style with appropriate vocabulary and very high standards of syntax, spelling and punctuation. They have a very high standard of literacy skills. | The student can communicate complex information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is well-organised, with clear and logical progression throughout. Full cohesion and coherence, with good paragraph development. They have shown an accurate, fluent, sophisticated style and exhibit excellent standards of syntax, spelling and punctuation. They possess excellent literacy skills. | The student can communicate complex information, ideas, problems and solutions to an accomplished level verbally and/or in writing. Work is exceptionally well-organised, with clear and logical progression throughout. Full cohesion and coherence, with excellent paragraph development. They have shown an accurate, fluent, sophisticated style and exhibit exceptional standards of syntax, spelling and punctuation. They possess exceptional literacy skills. |