



Higher Education Assessment Policy

1. Purpose

- 1.1 The purpose of this policy is to make clear DNCG's expectations in relation to setting of assessment, completion and marking of assessment tasks.
- 1.2 This policy aims to meet OFS expectations: This document contains the sector-recognised standards that relate to general ongoing condition B5 (Sector-recognised standards) as revised with effect from 1 May 2022, and initial condition B8 (Standards)
- 1.3 This policy should be read in conjunction the Academic Misconduct and the Mitigating Circumstances policies.

2 Scope

- 2.1 The HE Assessment Policy sets out a range of processes relating to assessment, including:
 - The information that will be provided to students at the beginning and during a module
 - How reasonable adjustments to examination and assessment arrangements may be made to enable students with disabilities to demonstrate their abilities in accordance with the Equality Act (2010).
 - What students need to do to meet the assessment requirements and the consequences/implications if these are not met.
 - How DNCG ensure academic standards are maintained through assessment practices, ensuring assessment is carried out by competent and impartial markers, using methods that enable rigor, integrity and fairness

3 Responsibilities

- 3.1 This policy is mindful of regulations specified by partner Higher Education Institutions (HEI's) or other awarding bodies

4 Definitions and/or Relevant Legislation

- 4.1 **Module:** A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria. For Pearson and SQA qualifications these are often referred to as units.

Module Learning Outcome: A learning outcome is the specification of what a student should learn as the result of a period of specified and supported study. Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module).

Module Competencies: Used by the University of Hull as an alternative to module learning outcomes.

Programme Outcomes: A programme outcome is the specification of what a student should learn by the end of their studies to be successful

Programme Competencies: Used by the University of Hull as an alternative to programme outcomes

Validation Document: The approved validation document sets out all elements of the programme of study including all details of learning outcomes or assessments.

Module Handbook: The module handbook publishes all details about a module at the point that teaching starts for that module.

Programme Handbook: The programme handbook summarises key regulations which will be followed during study and how students will be supported in their study. It includes the validation document for the students.

Formative assessment: Assessment with a developmental purpose, designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment: Used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.

Feedforward: Guidance provided to inform the student's future work. Feedforward should be provided on both formative and summative tasks

Double Marking – also known as Blind Double Marking, means the marking of work independently by two tutors where they are unaware of each other's mark or comments. Final grading is determined through subsequent discussion between markers and this process requires markers to note how the final grade was determined. For live assessments this is defined as the independent but simultaneous marking of work by two tutors followed by the formulation of a jointly agreed mark. Averaging of two marks is not moderation and should not be used as a resolution strategy.

Second Marking – also referred to as informed Double Marking, is the marking of work by two tutors where the second tutor is aware of the mark given by the first tutor. For live assessments this is defined as the checking of marked work against assessment criteria by an independent tutor either present during the live assessment or who reviews a recording.

Cross-moderation - applies to modules with large teaching teams and ensures standards are applied consistently by individual markers; usually this involves multiple tutors in second marking across the marking team.

Standardisation - checking that assessment processes and criteria are applied consistently. This should occur where teaming teams are large and involves a two-stage process. In the initial stage, marks are agreed for a sample of papers to establish standards prior to main marking process; usually through sample double marking. A further sample is checked at the end of the process.

5 The Policy

- 5.1 This policy sets out to provide guidance on the marking, grading and management of students assessed working taught programmes.
- 5.2 All formal assessments which contribute to a student's progression through, or attainment of an award are formally marked or graded. The marks or grades awarded will be influenced by any relevant QAA guidance. This document outlines the DNCG HE policy on the marking and grading of students' work, as a framework within which all assessors must work.
- 5.3 This policy relates to taught programmes, that is, undergraduate and taught postgraduate programmes. While this policy covers all forms of assessment, the main focus is on assessment types which involve grading the quality of the work relative to the standards set out in section 5.4.

These standards may be less relevant to assessment types which test basic knowledge and understanding, where the assessment grade is more likely to reflect the number of correct answers rather than the quality of an answer

5.4 Management of Assessments

- 5.4.1 The documentation related to assessment must be completed prior to commencement of teaching, using approved proformas and must align with the relevant module descriptor and programme specification. Please see appendix 1 for checklist.
- 5.4.2 All summative assessments (including exam papers and mark schemes) must be agreed with the relevant HEI, Awarding Body and the External Examiner, as appropriate (see university regulations for University of Hull, University of Huddersfield, Sheffield Hallam University and University of Lincoln). Agreed coursework assessments should normally be accessible to students on the first day of teaching. All assessment deadlines should be published in advance of teaching commencing, usually at induction.
- 5.4.3 The nature and submission dates of formative assessments should be published with the summative assessment, ensuring all students are aware of this opportunity. Feedback must be documented to ensure there is no reference to a potential grade.
- 5.4.4 Documentation for summative assessments should clearly identify the learning outcomes to be met and the weighting of the assessment.
- 5.4.5 Students must be made aware of how to submit work and any coversheet required
- 5.4.6 Once delivery commences on a module it is not possible for deadlines to be moved without the prior approval of the Director, HE Academic Administration & Quality Assurance (or equivalent) using the appropriate form, and this will be received by the HE Academic Quality Assurance Committee.
- 5.4.7 Where possible, the marking for all written assessments should be conducted using anonymous marking.
- 5.4.8 All assessments will be marked either as pass/fail and/or as a numerical value in the range 0 to 100. In the case of Higher National Awards, numerical marks will be used which represent grades of Pass, Merit, Distinction
- 5.4.9 Assessment rubrics must be developed to align with the guidance in Appendix A.
- 5.4.10 Where a module is graded as pass/fail, "pass" indicates that the student has achieved the threshold for that assessment.
- 5.4.11 Where students fail to submit, assessments are late or exceed the published length or word counts; the appropriate HEI/Awarding Body regulations apply.
- 5.4.12 Where an assessment is marked in the 0 to 100 range, a pass mark of 40 (50 for PGT) indicates threshold achievement of those of the module's learning outcomes being assessed, measured against the assessment's criteria. Marks over 40 (50 for PGT) indicate the extent to which the threshold has been exceeded.
- 5.4.13 Where assessments are marked as a numerical value, assessors have a full range of marks available to them in whole numbers from 0 – 100. The following table presents an indication of qualifying statements that clarify standards that apply to performance in the upper and lower extremes of the available mark range.

Mark Range	Expected Standard
90-100	consistent with first class performance which is exceptional in all areas
80 - 89	Work consistent with first class performance which is exceptional in most areas
35-39	Failing work which achieves many of the learning outcomes required for passing grade, but which falls short in most areas
30-34	Failing work which may achieve some learning outcomes but falls short in most areas
1 -29	Failing work which demonstrates little or no understanding of the learning outcomes for the module
0	Work submitted which contains no engagement with the learning outcomes for the module

- 5.4.14 Students must adhere to all deadlines set out in the module handbooks and must submit their work via the appropriate VLE. If students have technical issues with Turnitin, they must email a copy of their work to enquiries@ucnl.ac.uk or headadministration@don.ac.uk and copy in their module tutor. The student must then continue to try and upload their work via the VLE. The VLE submission will then be compared to the original submission to ensure no advantage has been gained.
- 5.4.15 Assessment feedback should usually be returned to students within 20 working days, unless the assessment is through the University of Lincoln, when feedback should usually be returned in 15 days. Feedback is usually returned via the VLE, and all student feedback is released at the same time. Students submitting late, with extensions or mitigating circumstances will usually receive their feedback at a later date, but this should be made clear to them when the extension or mitigating circumstances is approved. If this deadline cannot be met for some reason, for example illness of the module tutor, students should be informed of the revised timeframe.
- 5.4.16 Where learning outcomes have not been achieved, the written feedback must provide a clear explanation and provide guidance on how they could meet them when submitting a resit.
- 5.4.17 Language used in feedback must align with the rubric provided to the students and the classification descriptors provided (see table 1-4)
- 5.4.18 Written feedback must focus on strengths and areas for development and include appropriate feedforward guidance, Actions for future development should take into account:
- Presentation, style and structure
 - General academic features such as study skills and referencing
 - Level of criticality
 - How effectively the assessment answered the question/task posed
 - Whether it meets professional standards set by a professional body (where relevant)
- 5.4.19 Standards for Postgraduate

Mark	High-level descriptors
Distinction 70 – 100	The student presents research that will: <ul style="list-style-type: none"> • display a full understanding of area of research and mastery of a significant body of data • use full range of sources, used selectively to support argument • provide a coherent and strong argument • display originality in analysis and subtlety of interpretation • be exceptionally well written/presented/performed to a high academic standard

Merit 60 - 69	The student presents research that will: <ul style="list-style-type: none"> • display effective use of main materials, going beyond the standard secondary sources • present coherent and concise argument of complex concepts • present independent and critical evaluation of a range of theories • show some evidence of originality • be written/presented/performed to good academic standards
Pass 50 - 59	The student presents research that will: <ul style="list-style-type: none"> • display a sound knowledge of principal materials relevant to area of study • present a logical structure, though this may not be fully thought through • display some capacity to critically reflect or analyse • be unlikely to show evidence of originality • be presented/written/performed to adequate academic standards
Fail 0 - 49	Many of the basic materials will be present but the work will be lacking in other areas, such as: <ul style="list-style-type: none"> • key information sources and content which will be limited • unsophisticated use of key sources • poorly structured and sustained argument displaying limited knowledge • conceptual understanding, as exemplified in critical evaluation is poor • defects in presentation

5.5 Moderation: Double and Second Marking and Standardisation

5.5.1 Moderation is the process whereby a student's numerical score (or categorisation of result) is checked and validated by a second assessor and that there is confirmation that comments given, and feedback are developmental and accurate. Where the HEI details the number of scripts to be moderated, this must be followed otherwise the number for moderation is decided using the following principles:

- All fails, borderlines and firsts must be moderated.
- 10 scripts/ assessments or 10% of the whole group (whichever is the largest) must be moderated
- At the time of moderation, the second assessor should have access to the full list of results for the student group i.e., it is not sufficient for a first marker to merely give the second assessor a sample of work without the second assessor seeing the list of marks awarded for all students in the group.
- There must be documentation evidencing the moderation and it should demonstrate that there has been discussion between the first and second markers if there has been any disagreement. It is not appropriate to opt for a grade in the middle of the two unless there is a rationale to support.

5.5.2 Moderation should not usually result in the adjustment of grades for an individual student, or those sampled. If an adjustment is required it must apply to the entire cohort and the adjustment must be by a specific number, not a percentage of the grade given.

5.5.3 All Dissertations (30 credits or more) must be double marked and moderated. If the dissertation module includes multiple assessments, any assessment items 20% or less of the overall module grade should be second marked.

5.5.4 Sample sizes must align with the requirements of the relevant HEI or Awarding Body

5.5.5 Assessments of students with a disability

5.5.6 Reasonable adjustments to assessments can be made with the approval of the ADAPT Leader, ensuring adjustments are appropriately aligned to the students' needs assessment.

- 5.5.7 Students with a disability do not have an automatic right to extensions on their assessments. They should apply in the same way as other students, explaining their need and how their disability has impacted. Extensions can be given for a maximum of 10 working days only.
- 5.5.8 When marking assessments completed by students with a disability, marking must consider punctuation, spelling and grammar unless it is now relevant to the assessment for example a science practical
- 5.6 **The role of the External Examiner**
- 5.6.1 External Examiners must be sent adequate samples of students' work. The samples will cover all modules under the External Examiner's remit and must reflect the requirements of the HEI or Awarding Body. Where this is not specified the sample must reflect:
- a representative range of work, sufficient to make a judgement. The sample sent must include evidence of second and double marking as appropriate. Representative samples may inevitably include work which has been single marked and samples for External Examiners are likely to vary from those extracted for initial double marking
 - all summative assessment elements within each module
 - all campuses where students have taken the module
 - all cohorts where modules are taught on programmes with multiple intakes in a given academic year
- 5.6.2 External Examiners can call for additional samples of student work to assist their deliberations. They are encouraged to have a dialogue with internal assessors to understand assessment strategy and marks/grades awarded. To assist this process, complete marks lists and copies of the documentation for all assessments should accompany the samples of work together with appropriate evidence associated with the moderation process.
- 5.6.3 External Examiners may present any comments they have on the work and marking they have sampled to the Board of Examiners, and in their annual report.
- 5.7 **Qualification descriptors (OFS, 2022)**
- 5.7.1 Qualification descriptors set out the generic outcomes and attributes expected for the award of a particular type of qualification (for example a bachelors' degree with honours). They describe the minimum acceptable level of achievement that a student has to demonstrate to be eligible for an award. They are 'generic' because they describe the outcomes and attributes expected from any subject of study, rather than from any particular subject, and so are applicable across subjects and modes of study.
- 5.7.2 The qualification descriptors set out below describe the threshold academic standard for those qualification types in terms of the levels of knowledge and understanding and the types of abilities that holders of the relevant qualification are expected to have.
- 5.7.3 The qualification descriptors are in two parts. The first part is a statement of outcomes, achievement of which is assessed and which a student should be able to demonstrate for the award of the qualification. This is a statement of the threshold academic standard for the qualification. This part is of particular relevance to providers in designing, approving, assessing and reviewing academic programmes. The second part of the descriptor is a statement of the wider abilities that a typical student would be expected to have developed. It assists providers to understand the general capabilities expected of holders of the qualification.

- 5.7.4 Each qualification descriptor sets out the outcomes for the typical or main qualification type at each level. At most levels there is more than one type of qualification that may be achieved (for example postgraduate diplomas and certificates in addition to master's degrees at Level 7). Within each level, the various types of qualifications involve different volumes of learning (for example master's degrees entail more learning than postgraduate certificates). As a consequence, there are differences in the range and nature of outcomes and attributes expected of students. Not all of the qualification types at each level therefore meet all of the expectations of the qualification descriptor. Where a qualification type has a smaller volume of learning than the main qualification type, the qualification descriptor for the degree is used as a reference point and the sub-degree qualification is expected to meet the descriptor in part. This is also the approach taken for individual modules, where credit is awarded for completion of a smaller volume of learning than the main qualification type.
- 5.7.5 Descriptor for a higher education qualification at Level 4: Certificate of Higher Education
The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with Level 4.
- 5.7.6 Certificates of Higher Education are awarded to students who have demonstrated:
- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
 - an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.
- 5.7.7 Typically, holders of the qualification will be able to:
- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
 - communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
 - undertake further training and develop new skills within a structured and managed environment.
- 5.7.8 And holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
- Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.
- 5.7.9 Descriptor for a higher education qualification at Level 5: Foundation degree
- 5.7.10 The descriptor provided for this level is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 5, including Diplomas of Higher Education and Higher National Diplomas.
- 5.7.11 Foundation degrees are awarded to students who have demonstrated:
- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
 - ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
 - knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

5.7.12 Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

5.7.13 And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

5.7.14 The foundation degree is an example of a qualification that meets, in full, the expectations of the qualification descriptor.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

5.7.15 Descriptor for a higher education qualification at Level 6: Bachelors' degree with honours

The descriptor provided for this level is for any bachelors' degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 6, including bachelors' degrees, and graduate diplomas.

5.7.16 Bachelors' degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student: – to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline – to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). 8 26. Typically, holders of the qualification will be able to:
- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

5.7.17 And holders will have:

- the qualities and transferable skills necessary for employment requiring: – the exercise of initiative and personal responsibility – decision-making in complex and unpredictable contexts – the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

- 5.7.18 Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.
- 5.7.19 Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision making in complex and unpredictable circumstances.
- 5.7.20 Descriptor for a higher education qualification at Level 7: Masters' degree
The descriptor provided for this level is for any masters' degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 7, including postgraduate certificates and postgraduate diplomas.
- 5.7.21 Masters' degrees are awarded to students who have demonstrated:
- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
 - a comprehensive understanding of techniques applicable to their own research or advanced scholarship
 - originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
 - conceptual understanding that enables the student: – to evaluate critically current research and advanced scholarship in the discipline – to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 32. Typically, holders of the qualification will be able to:
 - deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
 - demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
 - continue to advance their knowledge and understanding, and to develop new skills to a high level.
- 5.7.22 And holders will have:
- the qualities and transferable skills necessary for employment requiring: – the exercise of initiative and personal responsibility – decision-making in complex and unpredictable situations – the independent learning ability required for continuing professional development.
- 5.7.23 Much of the study undertaken for masters' degrees is at, or informed by, the forefront of an academic or professional discipline. Successful students show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They are able to deal with complex issues both systematically and creatively, and they show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.
- 5.7.24 Classification descriptors for Level 6 bachelors' degrees
Classification descriptors set out the generic outcomes and attributes expected for the award of a bachelors' degree with a particular classification. They build on the threshold standards set out above in the descriptor for a bachelors' degree with honours (table 1-4) and describe the minimum acceptable level of achievement that a student has to demonstrate to be eligible for a

particular classification. They are ‘generic’ because they describe the outcomes and attributes expected from any subject of study for that classification, rather than from any particular subject, and so are applicable across subjects and modes of study.

5.7.25 The classification descriptors also describe the outcomes and attributes that would demonstrate that a student has not met the expected standard for the award of an honours degree.

Classification	High Level Descriptors
First Class (1st)	<p>The student should achieve all assessment learning outcomes to the threshold standard and demonstrate higher level attainment, for example:</p> <ul style="list-style-type: none"> • demonstrate advanced knowledge and understanding, cognitive, practical and transferable skills • demonstrate excellent initiative and personal responsibility • was able to reflect critically and independently on their work • demonstrate excellent problem-solving skills
Upper second-class (2.1)	<p>The student should achieve all assessment learning outcomes to the threshold standards and:</p> <ul style="list-style-type: none"> • demonstrate thorough knowledge and understanding, cognitive, practical and transferable skills • consistently demonstrated initiative and personal responsibility • demonstrate an ability to reflect critically on their work • demonstrate thorough problem-solving skills
Lower second-class (2.2)	<p>The student should achieve all assessment learning outcomes to the threshold standards and:</p> <ul style="list-style-type: none"> • demonstrate strong knowledge and understanding, cognitive, practical and transferable skills • demonstrate initiative and personal responsibility • demonstrate a well-developed ability to reflect on their work • demonstrate strong problem-solving skills
Third class (3rd)	<p>The student should achieve all assessment learning outcomes to the threshold standards and:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding, cognitive, practical and transferable skills • demonstrate initiative and exercised personal responsibility • demonstrate an ability to reflect on their work • demonstrate problem-solving skills

5.7.26 The classification descriptors set out below describe the standard for each classification in terms of the levels of knowledge and understanding and the types of abilities that holders of the relevant classification are expected to have. A graduate can be expected to have demonstrated the skills and attributes attached to their respective classification, as set out in Table 3.

5.7.27 Bachelors’ degree courses vary in their content and the way students are assessed. A higher education provider may therefore give the different areas of the classification outcomes in Table 4 different weight for different subjects and courses. For example, numeracy and digital skills may not be as applicable to some arts courses as creativity skills, while the reverse may be the case for some Science, Technology, Engineering and Mathematics (STEM) courses.

5.7.28 The outcomes in Tables 4-8 express a holistic view of the outcomes a graduate would be expected to demonstrate for each classification. They present a detailed articulation of how the typical skills and attributes acquired by graduates set out in Table 3 above apply across the following different areas:

- Knowledge and understanding

- Cognitive skills
- Practical skills
- Transferable skills
- Professional competences (where appropriate).

- 5.7.29 'Knowledge and understanding' is defined as a systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline (see Table 4).
- 5.7.30 'Cognitive skills' is defined as a conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge (see Table 5).
- 5.7.31 'Practical skills' is defined as an ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline (see Table 6).
- 5.7.32 'Transferable skills' is defined as personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility and decision-making in complex and unpredictable contexts (see Table 7).
- 5.7.33 'Professional competences' (to the extent that they are expressed by the course learning outcomes) covers specific professional requirements and the learning ability needed to undertake appropriate further training of a professional or equivalent nature. Where the award of a qualification requires an assessment of professional competencies, no award will be made if a student does not meet them

Table 1: Knowledge and understanding

Not Successful	3 rd (pass or threshold)	2.2'	2.1	1st
The student's knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.	The student has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts.	The student has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical.	The student has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight	The student has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond
The student has demonstrated inadequate understanding of subject - specific theories, paradigms,	The student has demonstrated an understanding of subject specific theories, paradigms,	The student has consistently demonstrated an understanding of subject-specific theories,	The student has demonstrated a thorough understanding of subject-specific theories, paradigms,	The student has demonstrated an exceptional understanding of subject-specific theories, paradigms,

concepts and principles, including their limitations and ambiguities	concepts and principles	paradigms, concepts and principles as well as more specialised areas.	concepts and principles and a sound understanding of more specialised areas	concepts and principles, and in-depth knowledge, if not mastery of a range of specialised areas
The student has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study	The student has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points	The student has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise academic sources	The student has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources.	The student has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments

Table 2: Cognitive Skills

Not Successful	3 rd (pass or threshold)	2.2`	2.1	1st
The student has displayed an over-reliance on set sources. They have not demonstrated an adequate ability to select and evaluate reading and research	The student has demonstrated the ability to select, evaluate and comment on reading, research and primary sources	The student has selected, evaluated and commented on reading, research and primary sources, sometimes beyond the set range	The student has thoroughly selected, critically evaluated and commented on reading, research and primary sources, usually beyond the set range	The student has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and integrate references.
The student's arguments and explanations are weak and/or poorly constructed, and they are not able to critically	The student has shown the ability to devise and sustain an argument, with some consideration of alternative	The student has argued logically, with supporting evidence, and has demonstrated the ability to consider and	The student has demonstrated the ability to make coherent, substantiated arguments, as well as the ability to	The student has made consistent, logical, coherently developed, and substantiated arguments, and

evaluate the arguments of others or consider alternative views	views, and can explain often complex matters and ideas	evaluate a range of views and information. They have clearly and consistently explained complex matters and ideas	consider, critically evaluate and synthesise a range of views and information. They have demonstrated a thorough, perceptive and thoughtful interpretation of complex matters and ideas	demonstrated the ability to systematically consider, critically evaluate and synthesise a wide range of views and information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas
The student has shown a limited ability to solve problems and/or make decisions	The student has demonstrated an ability to solve problems, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances	The student has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances	The student has demonstrated thorough problem-solving skills, selecting and justifying their use of a wide range of methods, and can make decisions in complex and unpredictable circumstances with a degree of autonomy	The student has demonstrated a wide range of extremely well-developed problem-solving skills, as well as a strong aptitude for decision making with a high degree of autonomy, in the most complex and unpredictable circumstances
The student has shown little or no real creativity.	The student has produced some creative work	The student has consistently demonstrated creativity	The student has shown a high level of creativity and originality throughout their work	The student has demonstrated exceptional creative flair and originality

Table 3: Practical Skills

Not Successful	3 rd (pass or threshold)	2.2`	2.1	1st
The student has not demonstrated sufficient evidence of discipline specific skills	The student has demonstrated evidence of developing and applying discipline-	The student has consistently demonstrated the development and informed application of discipline-	The student has demonstrated a capable and effective application of discipline-	The student has demonstrated an accomplished and innovative application of discipline-

development or application.	specific specialist skills	specific specialist skills.	specific specialist skills.	specific specialist skills
The student has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence.	The student has completed practical tasks and/or processes accurately and with a degree of independence	The student has consistently completed practical tasks/processes mainly independently in an accurate, well-coordinated and proficient way.	The student has performed practical tasks and/or processes autonomously, with accuracy and coordination.	The student has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency.
The student has demonstrated a lack of technical, creative and/or artistic skills in most, or key, areas	The student has demonstrated technical, creative and/or artistic skills	The student has consistently demonstrated well-developed technical, creative and/or artistic skills.	The student has a thorough command of highly developed relevant technical, creative and/or artistic skills.	The student has a full range of exceptional technical, creative and/or artistic skills
The student has not presented their research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory	The student has presented their research findings, in several formats, and has gathered, processed and interpreted data effectively	The student has consistently presented their research findings effectively and appropriately in many formats, and has gathered, processed and interpreted data efficiently and effectively	The student has presented thorough research findings perceptively and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively	The student has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively

Table 4: Transferable Skills

Not Successful	3 rd (pass or threshold)	2.2`	2.1	1st
The student is not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing,	The student can communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear	The student can consistently and confidently communicate information, ideas, problems and solutions verbally, electronically	The student can communicate information, ideas, problems and solutions with a high degree of proficiency verbally,	The student can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically

uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently basic numeracy and digital literacy skills	expression and style. They have also demonstrated numeracy and digital literacy skills.	and in writing. They show a clear, coherent, expressive style, with a range of vocabulary. They have consistently demonstrated strong numeracy and digital literacy skills	electronically and in writing. They have a clear, fluent and expressive style with appropriate vocabulary. They have a high standard of numeracy and digital literacy skills	and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills
The student has made infrequent contributions to group discussions and/or project work	The student has demonstrated a capability of making useful contributions to group discussions and/or project work	The student has consistently demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work	The student has demonstrated the capability to make strong, valuable contributions to group discussions and/or project work, with an understanding of team and leadership roles	The student has demonstrated the capability to make clear, authoritative and valuable contributions to group discussions and/or project work, with exceptional teamwork and leadership skills
The student has demonstrated little or no ability to manage their learning and/or work without supervision	The student has shown an ability to manage their learning and work with minimal or no supervision.	The student has consistently shown an ability to systematically manage their learning, and work without supervision.	The student has shown a strong ability to systematically manage their learning, and work without supervision	The student has shown an exceptional ability to manage their learning on their own initiative, and work without supervision.
The student has not demonstrated adequate initiative or personal responsibility.	The student has demonstrated the ability to reflect on their work	The student has consistently demonstrated a well-developed ability to reflect on their work	The student has demonstrated the ability to reflect critically on their work.	The student has demonstrated an exceptional ability to reflect critically and independently on their work

6 Relevant Policies and Procedures

- 6.1 Please see assessment policy for University of Hull, University of Huddersfield, Sheffield Hallam University and the University of Lincoln
- OFS General Ongoing Conditions of Registration B1, B2, B5. B8

7 Who to Contact with Queries

- 7.1 Debbie Jensen, Director HE Academic Administration and Quality Assurance (Debbie.jensen@northlindsey.ac.uk)

8 Communication

- 8.1 The policy will be made available electronically and hard copies will be made available on request.

9 Authorisation

Policy Holder: Debbie Jensen, Director HE Academic Administration and Quality Assurance

Approval Committee: Senior Leadership Team

Approval Date: 29 September 2022

Next Review Date: September 2025