Module Set-Up Reference Guide

This document gives a descriptive outline and the purpose of the core screens and records to accompany the Module Maintenance Guide. This provides details on:

1. Module (MOD)
2. Mark Schemes (MKS)
3. Module Assessment Pattern (MAP)
4. Module Details (MAP_MORE)
5. Module Assessment Body (MAB)
6. Module Runs (MAV/S)

<u>Appendix</u>

This details reference tables and outlines the module coding strategy

1. Domains
2. Departments
3. Assessment types
4. St George's module coding strategy
5. St George's module subject identifiers
6. What to do if a new subject identifier is required

1. Module Record (MOD)

The module record (MOD) is the high-level module information and it references the Module Assessment Pattern (MAP) and Module Mark Scheme (MKS) as they currently stand. The MOD record contains additional information about the module to support key SITS processing and more importantly to ensure statutory compliance (these fields are highlighted with a *****).

MOD Screen

The MOD screen is broadly broken into 3 sections:

- Section 1   Key attributes
- Section 2   Assessment details
- Section 3   Statutory and fee details

Figure 1. MOD screenshot for GEN501

Section	Field	Description
1	*Mod Code	The identified module code as per the coding convention
1	Short Name	As above
1	In Use	Indicates if module is active or not
1	*Full Name	The full name of the module as validated and as it will appear on a final transcript
1	*Credits	The number of credits associated with the module as validated
1	Domain	Denotes the BoE the module is associated to
1	Faculty	FHS for FHSCE

		MED for IMBE
1	*No. of periods	Denotes if taught within an academic year or between academic years
		1 if taught within an academic year
		2 if delivery spans academic years
1	Department	Department the module belongs
1	Scheme	SG for all modules
1	*Level	The NQF level of the module as validated
1	Module Tutor 1	The Module Leader
1	Module Tutor 2	Module co-lead
2	*Assmn't Pattern	The current MAP
2	*Assmn't Method	Set to Module
2	*Marking Scheme	For non-MBBS assessments they will be as follows:
		UGMN1 for UG numerical marks
		PGMN1 for PG numerical marks
		GOM for grade only
2	Print Result of	Set to Both
3	*External Subject	HECoS code
3	*Module Type	Define module type typically "STAN" for a standard module *(double-click to see options)*
3	*Ext Credit Level	External credit level
3	*External Return	Set to "N" if the module will not be included in a statutory return i.e. dummy module.

*Denotes required for statutory purposes

2. Mark Schemes (MKS)

Mark Schemes define the assessment rules associated with a programme. As an example, they can be set up to:

- Calculate assessment grades;
- Calculate module marks and grades;
- Automatically confirm a module;
- Send students to re-assessment as 2nd attempt;
- Send students to reassessment as a 1st attempt where mitigating circumstances are in place.

Mark schemes exist separately at Assessment and Module level as the rules that govern these often differ and assessment mark schemes may send signals to the module mark scheme to determine overall outcomes for example the grade of "FM" to indicate Extenuating Circumstances send a flag to the module mark scheme to trigger a rule to permit a further non-incremented assessment attempt for the assessment item flag.

The standardised modular mark schemes are as follows:

UG	Assessment numerical	UGAN1
PG	Assessment numerical	PGAN1
UG	Module numerical	UGMN1
PG	Module numerical	PGMN1
UG/PG	Assessment grade only	GOA
UG/PG	Module grade only	GOM

Mixing numerical assessment and assessment grade only is not recommended but does occur at St George's. The overarching assessment mark scheme should be similar to the overarching module mark scheme ie. both numerical

3.   Module Assessment Pattern MAP

A Module Assessment Pattern (MAP) defines how a module is assessed overall. The MAP can also enable users to determine other crucial rules for example: whether the highest or most recent module mark is retained within re-assessment processing; whether the highest or most recent assessment marks are used in calculations. St George's utilizes the high mark principle.

For modules associated with modular programmes MAPs are only created following validation/revalidation or approved change to assessments.

For MBBS MAPs are created for each academic year for all assessment domain modules this is to enable core data being held off the UDFs on the corresponding MAB record

MAP Record/Screen

Figure 2: MAP screenshot for GEN501_22

Field	Description
Code	Mod Code followed by underscore followed by academic year of introduction e.g. GEN501_22
Short Name	As above
Name	"Code" + year of introduction e.g. GEN501 from academic year 2021/2
High Mark	Set to Y as high mark is used at St George's for modular programmes Set to N for MBBS assessment domains
In Use	Indicates if in use

4. MAP Other details (MAP_MORE)

This record holds important information that impacts on how assessment data is processed within SITS most notably rules on the use of check digits that impact on mark entry. It also enables the use of the "Reassessment Instrument" (**RI**) for the non-modular MBBS programme

The record hangs off the MAP record as is accessed by selecting **Other menu**, select **more details**

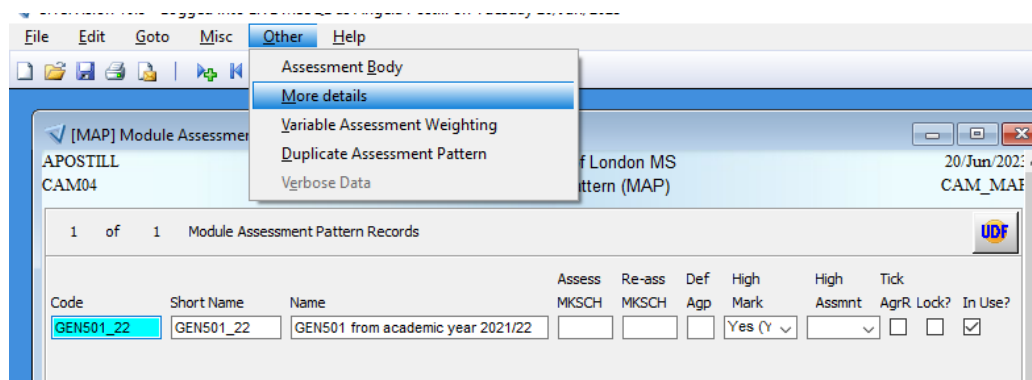*MAP Other Details Screen for a MAP associated with a modular programme*

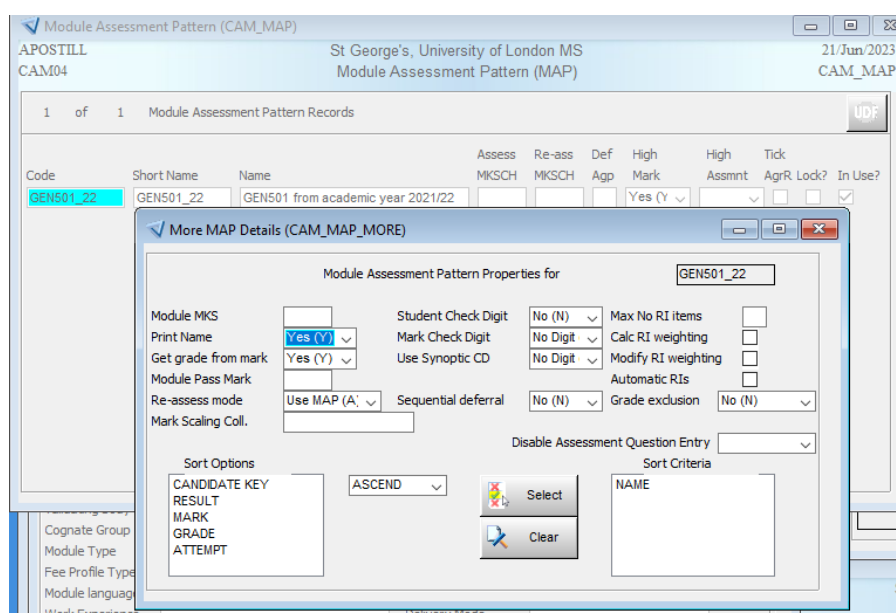Figure 3: Screenshot of accessing MAP More table via the menu bar

Figure 4: Screenshot of more details for MAP GEN501_22

Field	Description
Student Check Digit	Set to No (N) - ensures not required in SAS or RAS for mark entry
Mark Check Digit	Set to No Digit- ensures not required in SAS or RAS for mark entry
Synoptic Check Digit	Set to No Digit - ensures not required in SAS or RAS for mark entry
Print Name	Set to Y – ensures names appear on SAS and RAS reports for mark entry
Get Grade from Mark	Set to Y – ensures that a corresponding grade is defaulted when entering numerical marks into SITS, these can be over-written for mitigation circumstances
Automatic RIs	Left blank
Re-assess mode	Set to Use MAP

Sequential deferral	Set to N
Grade exclusion	Set to No
Sort Criteria	Set to NAME ascending

MAP Other Details Screen for a MAP associated with a MBBS assessment domain

Figure 5: MAP record for MBBSF05_22

Note that the high mark field is set to No (N)

Figure 6: Screenshot of more details for MAP MBBSF05_22

Note that the Automatic RI field is ticked to indicate that the reassessment instrument is in use and the get grade from mark field is set to No.

5. Module Assessment Body (MAB)

The Module Assessment Body (MAB) defines the assessment elements of a module of validated/approved and how they will be assessed. They cannot exist without an associated MAP record. Ordinarily the assessment items appear in the order that they are to be taken.

The assessment items are referenced when assessment records are generated (creates empty SAT records) or determines the reassessment records (SRA) except where the reassessment instrument is being used.

The MAB record can be accessed from the MAB screen direct or via the MAP record

MAB record for a MAB associated with a modular programme

Figure 7: MAB screenshot for GEN501_22

Note in this example the student needs to get a mark of at least 40 in each element to pass plus the exam should really have been sequence 002 as it's the final assessment

Field	Description
MAP Code	MAP code
Seq	001, 002, etc followed by 901, 902 for MBBS assessment domain re-assessment items
*Ass Type	Type of assessment
Mrk Sch	For non-MBBS assessments they will be as follows: UGAN1 for UG numerical marks PGAN1 for PG numerical marks GOA for grade only
Wt	The weighting of the assessment within the module (overall must equal 100 for numerical assessments) Where grade only elements of equal weighting ordinarily each item set to 1
*Qualify Mark	Indicates if there is a minimum mark that must be achieved in an assessment to achieve an overall module mark
Print Name	Set to Y
Title	This should be the title of the assessment as validated and where possible this should include word limit or length of exam/presentation. This will appear on reports so bear this in mind.
Logging	Y – this ensures
*Final	This must be ticked for the last taken assessment
RI	Set to Y for MBBS assessments that start with sequence 90* (more details off the MAP record must have the RI flag set to Y) This means that if a student requires a reassessment it will be as all the 90* items which may differ from the assessment originally sat.

*Denotes required for statutory purposes

MAB record for a MAB associated with a MBBS assessment domain

Figure 8: MAB screenshot for MBBSF05_22

Note that it has a sequence 901 which has a different assessment title (this will appear on a transcript) and the RI is set to Y. This means this is the assessment that will be picked up for any student requiring a resit. Had there been 2 items starting with a 9* with the Y flagged then even if a single item had been failed it would be "replaced" with the 2 items starting with a 9*.

The UDF for each sequence will include information on the pass mark, standard deviation which is required for an MBBS student's transcript. This necessitates the need or a MAB for each academic year that utilises the reassessment instrument.

6. Module Availability/Module Run (MAV and MAVS)

To make a module available a MAV record needs to exist for the relevant academic year and occurrence.

At a simplistic level a MAV record defines which academic year and period a module will run in and how it will be assessed. Module registrations (SMO records) are dependent on a MAV record existing first. When creating a MAV record it auto-populates much of the key data from the MOD record as a default. Over time MAV records are the permanent record of when a module ran, students linked to it and how the module was assessed.

<u>MAV and MAVS Screens</u>

MAV is a scaled-down linear view of data held in MAVS. MAVS is the full screen that holds all the data that St George's require.

Figure 9: Screenshot of MAV record for PA7101YB for 2022/3

Section	Field	Description
1	Module	Module code
1	Oc	"A" to be used by IMBE "001, 002" to be used by CfAH to denote full degree programmes "JAN1, JAN2, FEB1" etc to be used by to denote CPD/WfD offering
1	*Year	Academic year for which the module is to be made available
1	*Period	Y – for modules that run for entire academic year or non-standard i.e. September to mid-March delivery T1 – late August to end January T2 – January to late July T3 – April to late July
1	Scheme	Set to SG
1	*Starts this prd	Y – indicates module within the academic year N – to be used if spanning module that started in the previous academic year
1	*Ends this prd	Y – indicates module ends this academic year N – to be used if spanning module that will have teaching in next academic year
1	*Level	NQF level
1	Status	A – available N – to denote no longer running
1	Start Week	Defaults value from period
1	End Week	Defaults value from period
1	*Mark Scheme	Defaults value from MOD UGMN1 for UG PGMN1 for PG GOM for Grade Only
1	*Assess Patt	MAP code denoting assessments for students registered for the particular module run
1	Target	Maximum number of students expected on the module run
1	Domain	BoE associated with (default value from MOD)
1	Department	Department that "owns" the module (defaults value from MOD)
1	*Location	Where module taught ie 01 – denotes St George's 02 – denotes Kingston University
1	Tutor 1	Module Leader (defaults from MOD)
1	Tutor 2	Co-Module Leader (defaults from MOD)
1	VLE?	Indicates if Canvas site required
2	<u>Name</u>	Module name (defaults from MOD when tab through field) Name used in Canvas
2	*<u>Date of first class</u>	Indicates initial day of teaching
2	*<u>Date of last 1st assessment</u>	Indicates last day of final assessment (1st sit)
2	<u>Delivery Mode</u>	Indicates the teaching delivery method (options presented as a drop-down)
2	*Date of BoE	Indicates date of BoE that results will be presented to
2	<u>Last teaching date</u>	Indicates date of last schedule teaching activity i.e. live/recorded whether it is classroom-based, virtual or hybrid. Click on the UDF icon at the top right- hand corner of the MAVS screen to access this and enter the data in the pop-up screen.

*Denotes required for statutory purposes. Data fields that are also required for Canvas and the survey system (Evasys) are <u>underlined</u>.

Appendix

This section details important reference tables:

1. Domains
2. Departments
3. Assessment Types
4. St George's module coding strategy
5. St George's module subject identifiers
6. What to do if a new subject identifier is required.

1. Domains (DOM)

A mechanism for grouping modules together for the purposes of BoE. This is also being utilised by timetabling (Scientia) and Canvas to denote the course and level the module is attributed to. The details populated in MOD are auto-populated in MAV when creating new MAV records. As new courses are introduced new domains are required. IT and LTS must be informed of new domains so that they can be created in Canvas.

Can be viewed via **DOM** or by double-clicking where blank in MOD.

IMBE

Domain Code	Domain Full Title	Dept
Undergraduate		
BMS_L4	Biomedical Sciences – Level 4	MB_BHS
BMS_L5	Biomedical Sciences – Level 5	MB_BHS
BMS_L6	Biomedical Sciences – Level 6	MB_BHS
HCS_L4	Healthcare Science – Level 4	MB_BHS
HCS_L5	Healthcare Science – Level 5	MB_BHS
HCS_L6	Healthcare Science – Level 6	MB_BHS
MBBS_Y1	MBBS 5 Year Programme – Year 1	MB_CLE
MBBS_Y2	MBBS 5 Year Programme – Year 2	MB_CLE
GEP_Y1	MBBS GEP Year 1	MB_CLE
MBBS_YT	MBBS Transitional Year	MB_CLE
MBBS_YP	MBBS Penultimate Year	MB_CLE
MBBS_YF	MBBS Final Year	MB_CLE
MBBS_YG	MBBS Generic (for dummy modules shared across years)	
OPS_L6	Open Spaces – Level 6	MB_PED
PED_L6	Professional Education – Level 6	MB_PED
PHA_L4	Clinical Pharmacology – Level 4	MB_BHS
PHA_L5	Clinical Pharmacology – Level 5	MB_BHS
PHA_L6	Clinical Pharmacology – Level 6	MB_BHS
Postgraduate		
BMS_L7	Biomedical Sciences – Level 7	MB_BHS
CNP_L7	Clinical Neuroscience Practice – Level 7	MB_MCS
HBE_L7	Healthcare Practice and Biomedical Ed – Level 7	MB_PED
HRF_L7	Heart Failure – Level 7	MB_PGE
ICG_L7	ICAG – Level 7	MB_PGE
GEN_L7	Genomics – Level 7	MB_PGE
GLO_L7	Global Health – Level 7	MB_PGE

MEL_L7	Medical Ethics. Law and Humanities - Level 7	MB_PGE
PED_L7	Professional Education – Level 7	MB_PED
PYA_L7	Physician Associates – Level 7	MB_PGE
SPO_L7	Sports Cardiology – Level 7	MB_MCS
TRM_L7	Translational Medicine – Level 7	MB_PGE

Centre for Allied Health

Domain Code	Domain Full Title	Dept	Notes
Undergraduate			
DRA_L4	Diagnostic Radiography - Level 4	JF_RAD	
DRA_L5	Diagnostic Radiography - Level 5	JF_RAD	
DRA_L6	Diagnostic Radiography - Level 6	JF_RAD	
HCP_L5	Healthcare Practice - Level 5	JF_NUR	
HCP_L6	Healthcare Practice - Level 6	JF_NUR	
OCT_L4	Occupational Therapy – Level 4	JF_RHB	
OCT_L5	Occupational Therapy – Level 5	JF_RHB	
OCT_L6	Occupational Therapy – Level 6	JF_RHB	
PRP_L5	Paramedic Practice - Level 5	JF_PAR	
PRP_L6	Paramedic Practice - Level 6	JF_PAR	
PRS_L4	Paramedic Science - Level 4	JF_PAR	
PRS_L5	Paramedic Science - Level 5	JF_PAR	
PRS_L6	Paramedic Science - Level 6	JF_PAR	
PTY_L4	Physiotherapy – Level 4	JF_RHB	
PTY_L5	Physiotherapy – Level 5	JF_RHB	
PTY_L6	Physiotherapy – Level 6	JF_RHB	
TRA_L4	Therapeutic Radiography – Level 4	JF_RAD	
TRA_L5	Therapeutic Radiography – Level 5	JF_RAD	
TRA_L6	Therapeutic Radiography – Level 6	JF_RAD	
Postgraduate			
ABP_L7	Advanced Brest Practice - Level 7	JF_RAD	
ACP_L7	Advanced Clinical Practice – Level 7	JF_PAR	
HCP_L7	Healthcare Practice – Level 7	JF_NUR	
OCT_L7	Occupational Therapy – Level 7	JF_RHB	
PRP_L7	Paramedic Practice – Level 7	JF_PAR	
PTY_L7	Physiotherapy – Level 7	JF_RHB	
RHB_L7	Rehabilitation Sciences – Level 7	JF_RHB	

2. Departments (DPT)

Department is flagged against courses, modules, domains and student. This is also being utilised by timetabling (Scientia) and Canvas.

IMBE

Department Code	Department Name
MB_BHS	Biomedical Education
MB_CLE	Clinical Education
MB_MCS	Molecular and Clinical Sciences
MB_PGE	IMBE Graduate School

MB_PED	IMBE Professional Education

Centre for Allied Health

Department Code	Department Name
JF_NUR	Nursing
JF_PAR	Paramedic Science
JF_RAD	Radiography
JF_RHB	Rehabilitation

3. Assessment Types

Assessment Code	Assessment Name
AO	Attendance only
ATT	Attendance
CAD	Competency Assessment Document
CCA	Clinical Competency Assessment
COMP	Competencies
CW	Coursework
DIS	Dissertation
ESS	Essay
EXAM	Examination
EXAM-SBA	Exam - Single Best Answer
EXAM-MCQ	Exam - Multi Choice Question
EXAM-O	Examination (Open Book)
EXAM SAQ	Exam - Short Answer Questions
MOU	Moulage
OR	Oral Presentation
ORAL	Oral Examination
OSCE	Objective Structured Clinical Exam
OSPE	Objective Structured Physical Exam
PAD	Practice Assessment Document
PBA	Practice Based Assessment
PLAC	Placement Component
PORT	Portfolio
POST	Poster
PRACT	Practical
PRES	Presentation
PRES-C	Presentation - Case-based Discussion
PRES-M	Presentation - Clinical Evaluation Exercise
PROJ	Project
REFCT	Reflective Account
REP	Report
SUP	Supervisor's Assessment

4. St George's Module Coding Strategy

Since 2019/0 a revised coding strategy following the sector norm was introduced that has since been extended to all programmes. Old codes that do not conform to the new coding strategy will be phased out as new /replacement modules are introduced.

The maximum character length as such will be 6 characters as follows:

Character(s)	Area	Type	Example
1-3	Subject	Alpha	PSY
4	NQF Level	Numeric	6
5-6	Incremental	Numeric	01, 02

As new modules are approved they will take the next numeric value in the subject and level combination.

Key Features

- Module codes denote subject area and level only
  - Faculty, department and programme associations are dealt with elsewhere
- The same subject area can be shared across levels and programmes of study
- Modules should not have separate codes simply to denote the programmes that teach them

5. St George's Module Subject Identifiers

Below are the currently approved subject identifiers for new modules.

Subject Identifier	Subject Title
AHP	Allied Health Professionals
ANA	Anatomy
BIO	Biology
CBS	Clinical Bioscience
CHS	Community Health & Social Medicine
CLS	Clinical Sciences
CMB	Cell & Molecular Biology
CMD	Clinical Medicine
CVS	Cardiovascular Sciences
DRA	Diagnostic Radiography
EDU	Education
GEN	Genetics
GHE	Global Health
HRF	Heart Failure
HUM	Humanities
IMM	Infection & Immunity
MAN	Management (including Leadership)
MEH	Medical Ethics & Humanities
MIC	Microbiology
NUR	Nursing
OCT	Occupational Therapy
PAR	Paramedic
PAS	Personal and Academic Skills
PHA	Pharmacology
PHY	Physiology
PPH	Physiology & Pharmacology

PPN	Psychology, Psychiatry & Neuroscience
PSY	Psychology
PTH	Pathology
PTY	Physiotherapy
RES	Research
THE	Theory of Education
TRA	Therapeutic Radiography
TRM	Translational Medicine

6.   Proposing New Subject Area Codes

New subject identifiers are to be approved by the Academic Registrar to ensure that there is no duplication of subject areas and that appropriate values are being used. This should occur as soon as possible during the validation/revalidation process as it is likely to impact on the use of other systems for example Scientia for timetabling and Canvas as the VLE.