

Scheme of Assessment Template Academic Year 2022-2023

Each programme of study shall have a Scheme of Assessment for each major stage (eg year) or module, as defined in its Regulations. Schemes of Assessment, and changes thereto, are approved by the monitoring committee responsible for the programme of study.

Qualification and Programme Title(s)	Year(s) of programme
BSc (Honours) Clinical Pharmacology	1, 2 and 3

All Schemes of Assessment must comply with:

- **General Regulations** for Students and Programmes of Study - Section 7 Schemes of Assessment
- **Assessment Regulations** - Appendix 1
[These regulations were approved by Senate 06/07/21]. They apply to all SGUL-award modular undergraduate (UG) and taught postgraduate (PGT) programmes. In other words, they apply to all programmes with the exception of MBBS.]

How to use this template:

- **New/existing programme:** You can use this template to construct a Scheme of Assessment for a new programme that doesn't currently exist or to represent the outcome of the OpEx Scheme of Assessment project for an existing programme.
- **The template has two sections:**
 - **Section A Regulatory framework – Assessments, Modules, Progression & Award**
 - **Section B Policies and procedures**
- The questions include reference to the regulation(s) to be included in the section and/or where relevant guidance may be found.

Section A: Regulatory framework: Assessments, Modules, Progression & Award

1: Overview of marking scheme

Each module has prescribed assessment elements as detailed in the following table(s). All assessment elements are **summative** unless otherwise indicated. *[Insert rows into each table as required, for additional assessment elements and modules. Example of completed table included at Appendix 2.]*

Year 1								
Module title & SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSC – as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ term/ semester)	ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)
Fundamentals of Science 1 (PHA401)	30	4	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over 2 semesters		50	S1&2	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Pharmacodynamics 1 (PHA402)	15	4	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over 2 semesters		50	S1&2	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Pharmacokinetics 1 (PHA403)	15	4	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over 2 semesters		50	S1&2	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Drug Development 1 (PHA404)	15	4	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over 2 semesters		50	S1&2	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Drugs in Health Care 1 (PHA405)	15	4	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over 2 semesters		50	S1&2	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Data and Statistics (PHA406)	15	4	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over 2 semesters		50	S1&2	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Skills Portfolio (PHA407)	15	4	C	Practical assessments e.g. obtaining basic life support certificate, obtaining multi-source feedback		P/F	S1&2	Each assessment element must be passed separately to achieve an overall pass for this module

Year 2								
Module title & SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCE – as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ term/ semester)	ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)
Fundamentals of Science 2 (PHA501)	10	5	C	ICA– accumulated marks from weekly quizzes and worksheets/ mini-assignments over the semester		50	S3	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Pharmacodynamics 2 (PHA502)	10	5	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over the semester		50	S3	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Pharmacokinetics 2 (PH503)	10	5	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over the semester		50	S3	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Drug Development 2 (PH504)	10	5	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over the semester		50	S3	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Drugs in Health Care 2 (PHA505)	10	5	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over the semester		50	S3	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Data and Statistics 2 (PHA506)	10	5	C	ICA – accumulated marks from weekly quizzes and worksheets/ mini-assignments over the semester		50	S3	ICA as a whole and exam must be passed separately to achieve an overall pass for this module
				Examination		50		
Research Project (PHA508)	45	5	C	ICA – supervisor's report 10%, project report 40%, project presentation 50%		100	S4	<i>An overall mark of 40% is required to pass this module. Individual elements do not need to be passed separately. If the module mark of 40% is not achieved, any element not including the</i>

								<i>supervisors report with a mark below 40% must be retaken. Reassessment marks are capped at 40%.</i>
Employability and Skills Portfolio 2 (PHA507)	15	5	C	Practical assessments e.g. successful completion of work experience, engagement with personal tutor scheme		P/F	S3 & 4	Each assessment element must be passed separately to achieve an overall pass for this module

Year 3								
Module title & SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCE – as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ term/ semester)	ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)
Hot Topics in Clinical Pharmacology (PHA602)	30	6	C	ICA – essay 60%, oral presentation 40%		50	S5	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		
Written Research Project (PHA603)	15	6	C	ICA – 5% mini-assignment 1; 10% mini-assignment 2; 85% main project		100	S5	An overall mark of 40% is required to pass this module. Individual elements do not need to be passed separately but can be retaken if a module mark of 40% has not been achieved (retakes capped at 40%)
Advanced Skills Portfolio (PHA610)	15	6	C	Practical assessments e.g. pass clinical skills assessment, gain good clinical practice certificate		P/F	S5	Each assessment element must be passed separately to achieve an overall pass for this module
Disease and Drug Targets A (PHA604)	20	6	O	ICA		50	S6	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		
Disease and Drug Targets B (PHA605)	20	6	O	ICA		50	S6	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		

Advanced Pharmacokinetics (PHA606)	20	6	0	ICA		50	S6	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		
Advanced Drug Development (PHA607)	20	6	0	ICA		50	S6	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		
Advanced Drugs in Health Care (PHA608)	20	6	0	ICA		50	S6	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		
Advanced Data and Statistics (PHA609)	20	6	0	ICA		50	S6	ICA and exam must be passed separately to achieve an overall pass for this module. The ICA elements do not need to be passed separately but can be retaken if a mark of 40% has not been achieved (retakes capped at 40%)
				Examination		50		

2: Modules – additional regulations (add rows as required)

Confirm any additional requirements to pass the modules listed in the above tables.

Module title	Regulation
N/A	N/A
<i>Click here and type</i>	<i>Click here and type</i>
<i>Click here and type</i>	<i>Click here and type</i>
<i>Click here and type</i>	<i>Click here and type</i>

3: Formative Assessments

Explain the opportunities provided for formative assessments [ref: course materials, module outlines, Canvas, etc]

Opportunities for formative assessments are notified to students through course materials and Canvas, the on-line learning environment. Students are provided with a number of opportunities for informal and formal formative assessment. All students have a Personal Tutor with whom they can discuss their general progress. Module leads are also available to students upon request for guidance and support.

4: Assessment elements

For assessment elements awarded a numerical mark, confirm the number of decimal places that the element mark is rounded to [\[ref: Appendix 1 Assessment Regulations, item 5\]](#)

Assessment components and elements which are awarded a numerical mark are rounded to 1dp. This is the mark that will be used for calculation of the module mark.

For an assessment element, or group of elements, that your programme has determined **must be passed separately**, confirm the minimum mark required [\[ref: Appendix 1 Assessment Regulations, items 1 & 2\]](#) and confirm that no compensation is permitted [\[ref: Appendix 1 Assessment Regulations, item 3\]](#)

The minimum mark required to pass an assessment element is 40.0%

Confirm if the pass mark for any assessment element is standard-set (pre-normalisation to the L6 or L7 % scale) [\[ref: Appendix 1 Assessment Regulations, item 1\]](#)

N/A

5: Modules

For modules awarded a numerical mark, confirm the number of decimal places that the module mark is rounded to [\[ref: Appendix 1 Assessment Regulations, item 5\]](#)

Modules which are awarded a numerical mark are rounded to 1dp. This is the mark that will be used for the calculation of the award.

For a module awarded a numerical mark, confirm the pass mark required [\[ref: Appendix 1 Assessment Regulations, item 1\]](#) and confirm that no compensation is permitted [\[ref: Appendix 1 Assessment Regulations, item 3\]](#). **[Note: a module can only be passed if any minimum mark requirement for an assessment element(s) has also been met [\[ref: Appendix 1 Assessment Regulations, item 12\]](#)]**

The pass mark for a module is 40.0%. A module can only be passed if the minimum mark requirement for the assessment elements has also been met. No compensation is permitted.

6: Year marks (only applicable for programmes >1 year in length)

Confirm if your programme issues an overall **year mark** for each year of the programme [\[ref: Appendix 1 Assessment Regulations, item 14\]](#)

Students receive a year mark at the end of each year

If your programme issues year marks, explain how the year mark is calculated from the module marks [\[ref: Appendix 1 Assessment Regulations, item 14\]](#)

The year mark is the sum of the year's module marks weighted by credit value.

If your programme issues year marks, confirm the number of decimal places that the year mark is rounded to [\[ref: Appendix 1 Assessment Regulations, item 5\]](#)

Year marks are rounded to 1dp.

7: Progression (only applicable for programmes >1 year in length)

If your programme issues year marks, explain how it is determined whether a student can progress to the next year of the programme [\[ref: Appendix 1 Assessment Regulations, item 15 \(& item 9\)\]](#)

Progression to the next year of the programme will be based on obtaining an overall mark of 40% for each module and P for the Portfolio. The year mark per se does not determine progression – rather it helps the students see how they are doing overall and allows the exam team to calculate the final degree classification

If your programme does **not** issue year marks, explain how it is determined whether a student can progress to the next year of the programme [\[ref: for example passing every module in the table in no.1 above\]](#)

N/A

8: Trailing failed assessments/credits

If your programme allows a student to carry failed assessments into the next year of the programme (to be passed whilst enrolled on the next year of the programme), provide details of what is permitted (this may be by number of assessment elements, modules, credits, or by type/method of assessment) [\[ref: course materials, module outlines, Canvas, etc\]](#)

N/A

9: Award

Confirm if your programme issues an overall **award mark** for the programme [ref: Appendix 1 Assessment Regulations, item 16/17]

An award mark is issued for the programme.

If your programme issues overall award marks, explain how the award mark is calculated from the module marks [ref: Appendix 1 Assessment Regulations, item 16/17]

All modules must be passed in order to be eligible for the award of the degree. The final award mark is the sum of the Year 2 and Year 3 module marks, weighted by credit value and weighted by the year's contribution to the award.

If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to [ref: Appendix 1 Assessment Regulations, item 5]

The award mark is rounded to 1dp.

For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) [ref: General Regulation 7.5 and Appendix 1 Assessment Regulations, item 17]

L4:5:6 = 0:3:7

If your programme does **not** issue overall award marks, explain how it is determined whether a student can be awarded a qualification [ref: for example passing every module in the table in no.1 above]

N/A

10: Classification

If your programme issues overall award marks, confirm that the classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number [ref: Appendix 1 Assessment Regulations, item 5]

The award mark to 1dp is rounded to a whole number. The pass mark for the award is 40%.

Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]

BSc (Hons)

70-100 First class honours

60-69 Second class honours (Upper Division)

50-59 Second class honours (Lower Division)

40-49 Third class honours

0-39 Fail

11: Boundaries and Borderlines

Explain any particular requirements that apply at a classification boundary [ref: particular modules, like research projects at L7, that need to reach the classification threshold separately to the overall mark; or modules that need to be passed at first attempt for a distinction]

N/A

Explain the regulations for considering students at a classification borderline [ref: General Regulations para 7.6(b)]

Candidates shall normally stay in the class indicated by their final weighted average. But automatic promotion will follow to the next higher classification for candidates with a final weighted average of 69, 59 or 49 and so long as the total of credits is at least 60 credits in the higher classification.

12: Compulsory transfer to other programmes (if applicable)

Explain the regulations regarding the compulsory transfer of students to an alternative pathway/programme on account of not achieving the required marks [ref: Programme Regulations, course materials, module outlines, Canvas, etc]

N/A

13: Exit qualifications

Explain the exit qualifications available and the requirements for them [ref: Programme Regulations, course materials, module outlines, Canvas, etc]

Pass year 1: UG Certificate in Clinical Pharmacology

Pass year 2: UG Diploma in Clinical Pharmacology

14: Reassessment regulations

Confirm the number of reassessment opportunities permitted for each assessment element [ref: Appendix 1 Assessment Regulations, item 6]

One automatic reassessment attempt will be permitted at each assessment element that has not met the minimum numerical mark required.

All Year 1 and 2 modules will have separate retakes for ICA and examination.

Explain any limitations for the reassessment of practice-based elements/modules [ref: course materials, module outlines, Canvas, etc]

None

If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module [ref: Appendix 1 Assessment Regulations, item 7]

Following a successful reassessment attempt at an assessment element, the assessment element mark is capped at the bare pass mark of 40.0%. The module mark is recalculated on the basis of the capped assessment element mark together with any assessment element marks passed at first attempt. The module mark is not capped at the bare 40.0% mark.

If a reassessment does **not meet** the pass standard, confirm how the final mark for the assessment element and module are determined [ref: Appendix 1 Assessment Regulations, item 8]

In the case of an assessment element that has been resat and *still not reached the minimum mark required to pass*, the **highest** (not the latest) assessment element **fail** mark will apply

In the case of a module where one (or more) assessment element has been resat and *still not reached the mark required to pass the module*, the **highest** (not the latest) module **fail** mark will apply

Explain the regulations and limitations regarding discretionary 3rd attempts at assessment elements/modules for your programme [ref: General Regulation para 4.10, fast-track criteria, and limitations to number of times a student on your programme can be considered during their programme]

Resit assessments will be scheduled after semester 2 for year 1 students, after semester 4 for year 2 students and after semester 6 for year 3 students.

A student who fails at re-assessment(s) will be eligible to be considered for a discretionary third and final attempt at failed assessments, in accordance with the *Procedure for consideration for a final discretionary attempt at an assessment*, as approved by Senate.

Under this procedure, Boards of Examiners will have the authority to approve a discretionary third and final attempt if a candidate meets programme-specific fast-track criteria.

- To be considered for a discretionary, third and final attempt at any assessment by the fast-track process, the student must achieve an overall mark of 35% or more in the failed module(s) and the failed module(s) must not total more than 30 credits.
- The offer of a discretionary, third and final attempt at an assessment by the fast-track process shall be conditional on continued evidence of engagement by the student. The student must confirm acceptance of the offer (in writing) within 5 working days of notification.

For candidates who do not satisfy the programme-specific fast-track criteria, a Discretionary Panel of Senate will consider the student's application for a discretionary third and final attempt

A student granted a third and final attempt may be required to repeat that Year, or part thereof, to re-take the failed assessments. Any second reassessment would be undertaken on the next occasions when course assessments are held.

15: Board of Examiners

Explain any additional responsibilities for Boards of Examiners' or procedures for the conduct of meetings, beyond those in the General regulations *[ref: General Regulations section 8]*

None

Explain any additional roles or responsibilities of external examiners, beyond those in the General Regulations and Quality Manual *[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 13-27]*

None

16: Date of Award

Confirm how the date of award is determined *[ref: General Regulations para 2.5(14) and Programme Regulations]*

The date of the award to successful students will be the date of the meeting of the Board of Examiners that ratifies the final year assessment results.

Section B: Policies and procedures

17: Assessment criteria and Marking schemes

Confirm the **assessment criteria** used for assessments *[ref: Quality Manual, Section I QM of Assessment, para 8. The criteria which each programme issues, explaining how different levels of achievement will be rewarded through the allocation of marks, should be inserted separately as an appendix; if there are separate criteria for different types of assessment, include all criteria.]*

Assessment criteria are published in the relevant Canvas Home pages

Confirm that **marking schemes**, which explain how marks are allocated to a piece of assessed work, are issued to students (they do *not* need to be included here) *[ref: Quality Manual, Section I QM of Assessment, para 8]*

Marking schemes are published in the relevant Canvas Home pages and/or individual module pages.

18: Marking Procedures

Confirm the arrangements for ensuring candidate anonymity *[ref: General Regulations para 11.6]*

Students are issued with a candidate number which is used when entering their assessments. For Canvas based assessments student names are hidden before marking commences.

Confirm the procedure for 1st and 2nd marking? *[ref: General Regulations paras 11.7-11.9, plus any additional procedures for your programme]*

Confirm the procedure for finalising a student's mark if there is divergence between 1st and 2nd marker?

Where assessment elements are marked by two examiners (double marking, or single marking with oversight by a second marker), they will compare their marks and agree on an overall mark. If, for any reason, agreement cannot be reached the Chair of the Board of Examiners, or their nominee shall decide how the overall mark is determined.

Explain any additional marking procedures not covered above

None

19: Marking practice-based assessments

Explain any specific procedures for marking practice-based assessment elements/modules *[ref: course materials, module outlines, Canvas, etc]*

N/A

20: Moderation of marks
Confirm the circumstances and procedure for internally moderating a set of module marks [ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29]
Arrangements for internal moderation will comply with the requirement that written assessments shall be marked in detail by one internal examiner with at least one other internal examiner having an overview of the work submitted for assessment.
Confirm the extent of an external examiner's influence in endorsing a set of module marks [ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29]
There are usually two External Examiners for the course. They are invited to participate in the setting of assessments and have the right to inspect any assessment material. Their detailed responsibilities are as set out in the Quality Manual.
21: Release of results and feedback to students
Confirm the arrangements for the release of provisional marks to students [ref: General Regulations para 13.1 and SGUL Feedback Policy]
Provisional results and feedback will be provided to students via Canvas (and/or email) within 25 working days (wherever possible).
Confirm the arrangements for the release of finalised marks to students [ref: General Regulations para 13.1 and SGUL Feedback Policy]
Finalised marks will be confirmed via Canvas (and/or) email to students as soon as possible after ratification at the Board of Examiners meeting. This is usually within 3 working days.
Confirm the arrangements for the provision of qualitative feedback to students [ref: SGUL Feedback Policy]
Provisional results and feedback will be provided to students via Canvas (and/or email) within 25 working days (wherever possible).
Confirm that assessment elements and modules are not assigned alphabetical letter grades [ref: Appendix 1 Assessment Regulations, item 4]
Alphabetical letter grades are not used in any part of the summative assessment process and there is no conversion system from numerical mark to letter grade for an assessment element and there is no conversion system from numerical mark to letter grade for a module.
22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments
Explain the mitigating circumstances policy [ref: General Regulations paras 10.7 & 11.11]
https://www.sgul.ac.uk/for-students/your-academic-life/exams
If a student fails to attend an assessment, having not sought permission to do so, confirm the result of the assessment [ref: General Regulations paras 10.6 & 11.12]
The candidate will fail the assessment unless there are approved mitigating circumstances and a mark of zero will be awarded.
In determining decisions concerning re-entry to assessment for reasons of mitigating circumstances, the Board of Examiners may deem the affected entry to be not valid [ref: General Regulations para 10.8]. Confirm the circumstances under which you would discount a failed assessment on your programme
A failed assessment on the course may be discounted if the student can demonstrate that there was procedural error or that there was mitigating circumstances of which they could not reasonably inform the Exams team at the time.
23: Assessment Policies
Confirm the word limit policy [ref: SGUL Word Count Limit Policy for Assignments]
https://www.sgul.ac.uk/about/governance/policies/word-count-limit
Confirm the late submission policy [ref: course materials, module outlines, Canvas, etc]

ICA: ≤7 days late - cap at 40%; >7 days late – mark of 0 Res Proj: 5% of total marks available deducted for every 24 hrs late up to max 25%/week. (No limit to penalty & mark may reach 0)

Students may request a deadline extension – we are awaiting the University policy on this

Confirm the breach of confidentiality policy (if applicable) *[ref: course materials, module outlines, Canvas, etc]*

N/A

24: Student procedures

Student procedures can be found on the SGUL web-site, link below (procedures include the investigation of an examination offence by students or the making of a representation against results)

<https://www.sgul.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/student-procedures>

Appendix 1: SGUL Assessment Regulations

For implementation for all years of all programmes from 2022-23

Item	Area	Regulation	
		Assessment element	Module
1	Minimum numerical mark (for an assessment element) Numerical Pass mark (for a module)	If a minimum numerical mark is required for an assessment element, the minimum numerical mark required will be 40% for \leq L6 modules and 50% for \geq L7 modules	The pass mark for a module will be 40% for \leq L6 modules and 50% for \geq L7 modules
2	Minimum numerical mark (across \geq 2 assessment elements, taken as a mean)	The minimum numerical mark required for a qualifying set of assessment elements, taken as a mean, will be 40% for \leq L6 modules and 50% for \geq L7 modules	n/a at module level
3	Compensation	<i>If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass</i> (see items 1 & 2 above), <u>no compensation</u> is permitted regarding that requirement. The minimum mark must be reached .	No compensation is permitted at module level: the pass mark for the module must be reached for all modules .
4	Numerical mark \rightarrow letter grade formula	Alphabetical letter grades will not be used in any part of the summative assessment process and there will be no conversion system from numerical mark to letter grade for an assessment element.	As for Assessment element
5	No. decimal places (dp) <i>(Appendix 3 provides a worked example)</i>	Assessment elements which are awarded a numerical mark will be rounded to 1dp	Module: Modules which are awarded a numerical mark will be rounded to 1dp Year: In the case of programmes where there is a numerical year mark, the mark will be rounded to 1dp Award: In the case of programmes where there is a numerical final award mark, the mark will be rounded to 1dp For final classification purposes, the final award mark is rounded to a whole number
6	No. auto resit attempts	One automatic resit attempt will be permitted at each assessment element that has not met the minimum numerical mark (or a <i>Pass</i> , for assessment elements marked <i>Pass/Fail</i> only)	One automatic resit attempt will be permitted at each module that has not met the pass mark at first attempt (in practice this means one automatic resit attempt is permitted at each failed assessment element in the module)
7	Resit mark capping	Following a successful resit of an assessment element, the assessment element mark is capped at the bare numerical pass mark; the	See under Assessment element

Item	Area	Regulation	
		Assessment element	Module
		module mark is not capped at the bare module pass mark.	
8	Highest/latest numerical fail mark	In the case of an assessment element that has been resat and <i>still not reached the minimum mark required to pass</i> , the highest (not the latest) assessment element fail mark will apply	In the case of a module where one (or more) assessment element has been resat and <i>still not reached the mark required to pass the module</i> , the highest (not the latest) module fail mark will apply

For implementation for year 1 of all programmes from 2022-23 (and on a rolling basis thereafter)

Item	Area	Regulation
		Module
9	Modules outside the FHEQ credit system [ie modules that have 0 credits attached to them] (The Regulation does <i>not</i> apply to a Professional Training Year within a programme.)	Modules that have 0 credit attached to them, but which are still hurdles that need to be passed by a student for progression: (i) should be limited to the following assessment types: portfolios, skills portfolios, Practice Assessment Docs (PADs), placements, and foundation hurdle modules; (ii) should be marked Pass/Fail only ; (iii) should have no additional workload requirement of their own, but represent work done in other (credit-bearing) modules.
	Award	
10	Credit enhancement (SGUL General Regulation 7.6(a) - applies to BSc programmes, which are modular and FHEQ credit rated)	The SGUL credit enhancement regulation is removed .

Schemes of Assessment should also comply with the following assessment practices (in accordance with HE sector principles)

Item	Area	Regulation	
		Assessment element	Module
11	Numerical mark versus Pass/Fail only	An assessment element can be marked: (i) with a numerical mark OR (ii) Pass/Fail only	A module can be marked: (i) with a numerical mark OR (ii) Pass/Fail only OR (iii) combination of (i) and (ii) above (if there is >1 assessment element and both types of marking are used)
12	Result determined from numerical mark	The result of the assessment element will be: Pass if the assessment element mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) Fail if the assessment element mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)	The result of the module will be: Pass if the module mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) (the result is Pass only if any minimum marks required for assessment elements or qualifying sets have also been met). Fail if the module mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)

Item	Area	Regulation	
		Assessment element	Module
		Appropriate SITS signal if assessment element not complete	Appropriate SITS signal if module not complete
13	Incrementing the attempt number for a resit	The automatic resit attempt at an assessment element is called attempt number 2	The automatic resit attempt at each assessment element is called attempt number 2; it is also called attempt number 2 for the parent module.

Item	Area	Regulation	
		Progression	
14	Calculation of year mark (for programmes > 1 year in length) [“year” means FHEQ level mark]	The overall year mark (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value	
15	Progression (to next year of programme or to award)	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully completing modules that have 0 credits attached to them (if any).	
	Award		
16	Calculation of award mark (for programmes = 1 year in length)	The final award mark for 1-year programmes will be the sum of the year/level's module marks weighted by credit value	
17	Calculation of award mark (for programmes >1 year in length) (Appendix 4 provides a worked example)	<p>1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.</p> <p>2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg L4:5:6 = 0:3:7) is decided by the programme and approved through the SGUL committee structure. Ratios are not currently set centrally by SGUL.</p> <p>3. Year/Level weightings should comply with one of the following four rationales proposed in UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design (pub Aug 2020) (indicative weightings for three-year degrees):</p> <ul style="list-style-type: none"> a) Exit velocity (eg 0/0/100) b) Emphasis on exit velocity (eg 0/33/67) c) Equal weighting (eg 0/50/50) d) Level 4 inclusion (eg 10/30/60) 	
18	Classification boundaries	<p>Classification bands and boundaries should comply with HE sector convention (%):</p> <p>BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F MSci: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist, 60 Merit, 40 Pass, ≤39 F UG Cert: 70 Dist, 60 Merit, 40 Pass, ≤39 F MSc/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F PG Dip: 70 Dist, 50 Pass, ≤49 F PG Cert: 50 Pass (not classified) BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)</p>	

Appendix 2: Module Assessments - Example table

Year 1								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed	Weighting %	Timing (month)	ACHIEVING A PASS (if elements must be passed separately to achieve overall pass for module)
Inter-professional Foundation Programme (IFP)	30	4	C	Written examination: Single Best Answer exam (1 hr)	1,2,3	100	Dec	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Presentation (20 minutes including Q & A)	4,5,6	0 (Pass /Fail)	Dec	
Foundations of Occupational Therapy (FOT)	30	4	C	Essay – 2000 words	1,2,3,5	60	Jan	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Case Study- 1500	3, 4,5	40	Apr	
Factors Influencing Professional Practice (FIPP-OT)	30	4	C	Presentation	1,4,5, 6	50	May	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Essay – 1500 words	2,3,6	50	Mar	
Occupation for Health & Well-being (including placement 1)	30	4	C	Video analysis (15 mins)	2,3,4	100	Mar	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Practice Placement	1-6	0 (Pass /Fail)	Apr/ May	

Appendix 3: Rounding rules

In finalising a mark to 1dp, the normal rules of rounding will apply:

- .05 or greater is rounded up
- .04 or less is rounded down

Assessment elements (or modules) which are marked to a whole number (eg essays) are not affected by this rounding rule and the marks will continue to be finalised and held on SITS as a whole number.

SITS and onward calculations

Module: The assessment element marks, rounded to 1dp, would be held in the SITS database and would be used to calculate the module mark. Specifically, SITS calculates, and where the weighted average of the module would have more than 1dp, it applies the rounding (up or down, as per the normal rounding rules) and then only holds the rounded mark. So, the process applies it and then stores it as expected.

Year: The module marks, rounded to 1dp, would be held in the SITS database and would be used to calculate the year mark (if used by a programme). *[Note: Since Year is not a formal SITS concept, the Year mark would need to be calculated outside SITS.]*

Award: The module marks, rounded to 1dp, would be held in the SITS database and would be used to calculate the award mark. Specifically, SITS would take the weighted module marks (held to 1dp only) and determine overall classification based on these. *[Note: the award mark is calculated directly from the module marks, not from the year marks.]*

Worked example

1-year programme, 2 modules, worth 50% each.

Mod 1: c/w 30%, written ppr 70%

(student marks: c/w 65%, written 56.3%)

Mod 2: c/w 20%, written ppr 80%

(student marks: c/w 54%, written 71.2%)

[Note: in the example, the student's c/w marks are shown as whole numbers. This reflects how it might be in real-life where essays, for example, are marked to a whole number.]

Module marks:

Mod 1: $65/100 \times 30 + 56.3/100 \times 70 = 19.5 + 39.41 = 58.91\% \rightarrow \mathbf{58.9\% \text{ to 1dp}}$

Mod 2: $54/100 \times 20 + 71.2/100 \times 80 = 10.8 + 56.96 = 67.76\% \rightarrow \mathbf{67.8\% \text{ to 1dp}}$

Award mark:

$50/100 \times \mathbf{58.9} + 50/100 \times \mathbf{67.8} = 29.45 + 33.9 = 63.35\% \rightarrow \mathbf{63.4\% \text{ to 1dp}}$

Classification:

63.4% rounded to 0dp = **63%**. Classification determined from this whole number.

Appendix 4: Year mark and Award mark

Year mark

A programme is not **required** to have a year mark (and it is not an entity in SITS), but many programmes and students find it useful for communication and comparison purposes.

If a programme wishes to use a year mark, calculating and providing the year mark to the student to **2dp** would *guarantee* an exact match of the award calculation that will be generated in SITS from the module marks in a future academic year. Providing a year mark to the student to **1dp** will *not necessarily* guarantee this, as the additive effect of multiple rounding to only 1dp can lead to slightly different final award mark at the end.

Example:

1. Using infinite dps, for ultimate accuracy, consider two “year” marks: $10.1111... + 10.4444... = 20.5555... = 20.6$ to 1dp
2. If we round the “year” marks to 2dp and then add, we get: $10.11 + 10.44 = 20.55 = 20.6$ to 1dp
So rounding the two “year” marks to 2dp, then adding them, and then rounding the result to 1dp, results in exactly the same “award” mark as the more accurate calculation in no.1
3. If, on the other hand, we round the two “year” marks to 1dp and then add, we get: $10.1 + 10.4 = 20.5$ to 1dp
So rounding the two “year” marks to 1dp, and then adding them, results in a slightly different “award” mark to 1dp

Conclusion: by providing the year mark to **2dp** to a student, means that if the student then uses the year marks (rather than the individual module marks) to try and work out their own final award mark, they will guarantee getting the same answer as SITS.

Award mark

Worked example – calculating an award mark from the module marks

2-year UG programme: year 1 at level 4 and year 2 at level 5 (eg.a Foundation Degree)

Year/ Level	Module	Credit value (Total 120 credits/yr)	Credit value % contribution to the year	Student % module mark	Year % contribution to award
Year 1					30%
Yr 1/L4	Module 1	45	$45/120 \times 100 = 37.5\%$	58.9% to 1dp	
Yr 1/L4	Module 2	75	$75/120 \times 100 = 62.5\%$	67.8% to 1dp	
Year 2					70%
Yr 2/L5	Module 3	30	$30/120 \times 100 = 25\%$	54.4% to 1 dp	
Yr 2/L5	Module 4	90	$90/120 \times 100 = 75\%$	61.5% to 1 dp	

Award mark:

$(58.9 \times 37.5/100 \times 30/100) + (67.8 \times 62.5/100 \times 30/100) + (54.4 \times 25/100 \times 70/100) + (61.5 \times 75/100 \times 70/100)$

$= 6.62625 + 12.7125 + 9.52 + 32.2875$

$= 61.14625$

Final award mark = **61.1% to 1dp**

Classification:

Rounded to a whole number for classification purposes = **61%**

[**Note:** module marks to 1dp are used for the award calculation. There is no rounding of any marks during the award calculation process. Rounding occurs only once when the final unrounded award mark is rounded to give a final award mark to 1dp and then rounded to a whole number for classification purposes. The *borderline zone* regulation is not included in this this example.]