

St George's, University of London

Scheme of Assessment for BSc (Hons) Healthcare Science

1. General

- 1.1 This Scheme of Assessment details the assessments for Year 2 of the BSc (Hons) Healthcare Science degree, as required under section 7 of the SGUL General Regulations for Students and Programmes of Study. The Board of Examiners for the BSc (Honours) Degree in Healthcare Science (the Board) has ultimate responsibility for the standard of the examinations and for their fair conduct.
- 1.2 The Scheme of Assessment is formulated and approved by the Undergraduate Course Committee for Healthcare Science as a supplementary document to the Programme Regulations and General Regulations. The details of assessments in this Scheme are subject to the provisions for assessment in paragraphs 8-11 of the Programme Regulations.
- 1.3 The module leaders for Year 2 modules shall act as Internal Examiners. These Examiners will co-ordinate the setting of examination papers and assessments for their module; obtain approval of the assessments from the External Examiners; arrange for the marking of assessment and oversee the conduct of assessments and report results to the Board.
- 1.4 At least one External Examiner will be appointed in accordance with the constitution of the Board. The External Examiner(s) will moderate the setting of questions in examinations, moderate the marking of assessments and may choose to attend practical examinations.
- 1.5 The BSc (Hons) Healthcare Science degree programme comprises modules with an overall credit value of 360 credits (120 at level 4, 120 at level 5 and 120 at level 6).
- 1.6 The modules and the number of credits allocated for Year 2 modules are as follows:

<u>Year 2 Modules</u>	<u>Credits</u>
Scientific Basis of Healthcare Science 3	15 credits
Research Methods	15 credits
Instrumentation, Signal Processing and Imaging	15 credits
Pathophysiology of Common Cardiovascular and Respiratory Conditions	15 credits
Professional Practice 2	15 credits

and one of the following speciality module combinations:

<u>Cardiac Physiology</u>	
Cardiac Physiology	30 credits
Clinical Training 2 – Cardiac Physiology	15 credits

or

<u>Respiratory and Sleep Physiology</u>	
Respiratory and Sleep Physiology	30 credits
Clinical Training 2 – Respiratory and Sleep Physiology	15 credits

- 1.7 The successful completion of all modules for which a student is registered is required for the award of the degree.

2. Overview of Year 2 assessments

2.1 Each Year 2 programme module has prescribed assessment components as detailed in the following tables. All assessment components are summative unless otherwise indicated. Formative assessments are conducted to enhance the student's learning experience and provide a mechanism for providing the student with personalised feedback regarding their clinical skills. No marks are generally allocated to such assessments, but if they are, they are only to guide students and do not contribute to the calculation of the overall Year mark or the classification of honours.

YEAR 2: CORE MODULES					
Module	Credit	Assessment components	Weighting %	Timing	Achieving a pass
Scientific Basis of Healthcare 3	15	1 Written examination 1 hour SBA and/or SAQ	100%	June	The examination must be passed in order to pass this module.
Research Methods	15	1 Critical appraisal of research paper	100%	Feb/March	The summative essay component must be passed in order to achieve an overall pass for this module.
		1 Formative Research Project proposal	N/A	May/June	
Pathophysiology of Common Cardiovascular and Respiratory Conditions	15	1 Written examination 1 hour SBA and /or SAQ Clinical Scenarios	100%	June	The examination must be passed in order to achieve an overall pass for this module.
Instrumentation, Signal Processing and Imaging	15	1 Written examination 1 hour SBA and/or SAQ	100%	June	The examination must be passed in order to achieve an overall pass for this module.
Professional Practice 2	15	1 In-course reflective essay Approx 750-1000 words	50%	January	Each assessment component must be passed separately in order to achieve an overall pass for this module.
		1 poster presentation	50%	April	

YEAR 2: SPECIALITY MODULES					
Module	Credit	Assessment components	Weighting %	Timing	Achieving a pass
Cardiac Physiology or Respiratory and Sleep Physiology	30	1 written examination SBA and/or SAQ	48%	June	Each assessment component must be passed separately in order to achieve an overall pass for this module.
		1 written examination Interpretive exercise (ECG or lung function)	48%	June	
		In course assessment (attendance)	4%	Semesters 3 & 4	

Clinical Training 2: Cardiac Physiology or Respiratory and Sleep Physiology	15	Satisfactory attendance at work-based placements	Pass / Fail	Completion by end of module (April/May)	Each assessment component must be passed separately in order to achieve an overall pass for this module.
		Satisfactory demonstration of specified Clinical Competencies DOPS/CBD/OCE	Pass / Fail	Completion by end of module (April/May)	
		Satisfactory demonstration of specified Professional Competencies	Pass / Fail	Completion by end of module (April/May)	
		Portfolio	Pass / Fail	Completion by end of module (April/May)	

2.2 Late submission of in-course written assessments

Students who fail to submit coursework assessments by the submission deadline without an agreed extension will incur the following penalty: work submitted within seven days of the original submission deadline will be accepted for marking but the marks awarded will be capped at 40.00%. Work submitted after the seven day period without an agreed extension, or students who do not submit any work will receive a mark of 0 for that attempt.

2.3 Where a penalty has been applied to an assessment mark due to late submission or non-submission, the calculation of the final overall year mark will use these adjusted marks.

3. **Marking of assessments**

3.1 Year 2 assessments are marked on a percentage scale with the exception of assessments within the Clinical Training modules which are marked as pass/fail only. The pass mark for each Year 2 module is 40.00% except Clinical Training 2 for which students must achieve 'Pass' in all summative elements in order to pass.

3.2 Non-competency based examinations and in-course written assessments will be marked on a percentage scale. Assessment criteria for these assessments are appended to this Scheme.

3.3 For all supervised examinations, candidates shall be given a candidate number to ensure anonymity during marking. Written assessments shall be marked in detail by one Internal Examiner or Assessor, with a second Internal Examiner or Assessor having at least an overview of the work. Written examination components in which an objective scheme for the award of marks is pre-determined (e.g. Short Answer Questions) shall be marked by one Internal Examiner or Assessor.

3.4 Where the two marks for a candidate diverge significantly, the two examiners will discuss and agree a mark; where agreement between the two examiners cannot be reached, this shall be referred to the Chief Examiner who shall allocate the final mark.

3.5 Standard setting may be applied to computer-marked questions in order to adjust the whole cohort's marks whilst maintaining the pass mark at 40.00. This will be achieved using a recognised method selected to suit the variables of the assessment (normally Anghoff).

- 3.6 Mark rounding will take place for each module mark. The module mark will be determined by rounding the final mark to two decimal points.
- 3.7 Module mark weighting will be applied in order to calculate a year mark for each year of the programme. The mark for each of the modules pertaining to that year of the programme will be weighted according to the contribution they make to that year. The weighted scores for each module will be summed to give an overall year mark. The year mark will be rounded to the nearest whole number, with marks of .50 and above being rounded up and marks of .49 and below being rounded down.

The following is given as a worked example:

Module	Credit value	Mark awarded
Scientific Basis of Healthcare Science 3	15 credits	69.44
Pathophysiology of Common Cardiovascular and Respiratory Conditions	15 credits	61.10
Instrumentation, Signal Processing and Imaging	15 credits	58.85
Research Methods	15 credits	68.50
Professional Practice 2	15 credits	61.00
Cardiac Physiology	30 credits	63.84
Clinical Training 2 – Cardiac Physiology	15 credits	Pass

Weighted mark for Scientific Basis of Healthcare Science 3 = $(69.44 \times 15/105)$

Weighted mark for Pathophysiology of Common Cardiovascular and Respiratory Conditions = $(61.10 \times 15/105)$

Weighted mark for Instrumentation, Signal Processing and Imaging = $(58.85 \times 15/105)$

Weighted mark for Research Methods = $(68.50 \times 15/105)$

Weighted mark for Professional Practice 2 = $(61.00 \times 15/105)$

Weighted mark for Cardiac Physiology = $(63.84 \times 30/105)$

Year 2 overall = $((69.44 \times 15/105) + (61.10 \times 15/105) + (58.85 \times 15/105) + (68.50 \times 15/105) + (61.00 \times 15/105) + (63.84 \times 30/105)) = 63.7957$

Rounded year 1 overall mark = 64%

- 3.8 The rounded Year 2 mark shall contribute 30% to the final degree mark calculation.

4. Reassessment

- 4.1 A student will, as of right, be permitted one re-entry/resubmission for all failed examinations or assessment components.
- 4.2 A student who fails a Clinical Training module may be required to undertake a remedial reflective assignment and/or attend additional placement weeks to enable fulfilment of attendance requirements, completion of competency requirements or other work-based assessments, or to gather further evidence required for resubmission of the portfolio. The reassessment may take place outside of scheduled term dates for the programme. In some cases the student may be required to re-sit the entire placement in the following academic year. The arrangements for reassessment will be negotiated between the SGUL Work-

Based Placement Co-ordinator and the NHS Work-Based Placement Supervisor according to the student's needs.

- 4.3 All re-sits of non-competency based examinations and in-course written assessments examinations and resubmission of coursework will be capped at 40.00%. Where a component of a module is re-sat or resubmitted it is the component that will be capped at 40.00% at reassessment rather than the overall module mark.
- 4.4 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 attempt if a candidate meets programme-specific fast-track criteria. 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 attempt.
- 4.5 The discretionary panel fast-track criteria for the BSc Healthcare Science programme will be published in the assessment section of the course Moodle pages.
- 4.6 A student granted a third and final attempt may be required to repeat that Year, or part thereof, in order to re-take the failed assessments. Where a component of a module is re-sat or resubmitted as a third and final attempt it is the component that will be capped at 40.00% at reassessment rather than the overall module mark.

5. Progression

- 5.1 Students must pass all Year 2 modules to formally progress from Year 2 to Year 3. Students must normally pass all Year 2 programme modules before commencing Year 3 studies.

6. Intermediate Award

- 6.1 An intermediate award shall only be given to students who cease to be registered on the BSc Hons Healthcare Science programme (that is to say, it is an exit qualification, not a qualification that students will automatically get *en route* to the BSc (Hons) Healthcare Science).
- 5.2 Students who have successfully completed all modules of the first and second years of the programme for BSc (Hons) Healthcare Science shall be eligible for the SGUL award of Undergraduate Diploma in Healthcare Science.

7. Reporting of Results

- 7.1 Provisional examination and in-course assessment marks may be issued throughout the academic year. Candidates will be given formal notice of their confirmed assessment marks, module marks and end of year mark within 6 weeks of the Board of Examiners meeting.

Marking criteria for Year 2 (Level 5) non-competency based examinations and in-course written assessments						
LEVEL 5	1 st (70-100%)	2.1 (60-69%)	2.2 (50-59%)	3 rd (40-49%)	Borderline Fail (35-39%)	Fail (0-35%)
Addressing the task	Clear comprehensive evidence of addressing the task.	Sound evidence of addressing the task	Adequate evidence of addressing the task	Limited evidence of addressing the task	Largely fails to address the task set	Fails to address the task set
Structure/ content/ focus	Clear and well structured, logical, concise, focussed, comprehensive	Clear and appropriate structure. Covers main areas. Logical, focussed in the main	Structure apparent but some inconsistencies. Covers most of the key areas	Some attempt at appropriate and relevant structure but lacks focus and clarity at times. Although the majority of key areas are included there are one or two key omissions	The structure is inconsistent but some of the key areas are introduced	Lacks structure, focus and clarity in the main. The key areas are only addressed superficially and there are a number of omissions
Use of literature	The ability to select, critically appraise and apply relevant literature is demonstrated consistently. Evidence of broad reading.	Uses a variety of relevant literature with evidence of critical appraisal but not consistently. Evidence of wide reading.	The literature included is relevant and is critically appraised in the main. Reasonable range of reading evident.	Some relevant literature is included but the range is limited as is the critique and some elements are descriptive	Although some relevant literature is used, the work is mainly descriptive. Limited range.	No literature used.
Demonstration of understanding and knowledge	Demonstrates excellent insight and awareness of a variety of ideas, contexts and frameworks.	Demonstrates good insight and awareness of a variety of ideas, contexts and frameworks.	Demonstrates some insight and awareness of key ideas, contexts and frameworks.	Limited demonstration of key ideas, contexts and frameworks.	Knowledge and/or understanding is limited and superficial.	Fails to demonstrate knowledge and understanding. Fails to acknowledge key issues.
Application	Consistent application of topic to personal, societal and/or professional practice. In-depth, evaluative, reflective and relevant.	Relevant application of topic to personal, societal and/or professional practice. Appropriate and thoughtful but lacks depth or completeness of argument at times.	Begins to demonstrate application to personal, societal and/or professional practice.	Superficial but correct application to personal, societal and/or professional practice.	Limited but relevant application to personal, societal and/or professional practice but with many omissions and inaccuracies.	Inappropriate application of topic to personal, societal and/or professional practice in the main with many omissions and inaccuracies.
Analysis and synthesis	Analysis consistent, rigorous and relevant. Clear conclusions well grounded in theory and literature.	Shows clear evidence of analytical thinking. Findings and conclusions well grounded in theory and literature but lacks some depth.	Some evidence of analytical thinking. Findings and conclusions grounded in theory and literature but lacks depth.	Limited evidence of analysis. Superficial evidence of findings and conclusions.	Superficial analysis. Conclusions appropriate but unsubstantiated in the main.	No analysis of the components / issues. Conclusions are mainly inaccurate / unsubstantiated / invalid and based on anecdotes and generalisations in the main.
Evaluation	Evidence of rigorous critical thought and evaluation used consistently	Evidence of critical thought and evaluation, but not applied consistently	Some evidence of critical thought and evaluation	Limited evidence of critical thought and evaluation	There is little evidence of critical thought or evaluation	No evidence of critical thought or evaluation
Referencing	Consistently accurate and Appropriate	Relevant and mainly accurate	Minor inconsistencies and inaccuracies in referencing	Referencing evident but with a few omissions and some inaccuracy/ inconsistency	Limited referencing with omissions, inaccuracies and inconsistencies	Referencing very limited or non-existent
Ethics	Thorough consideration of ethical issues	Adequate consideration of ethical issues	Some consideration of ethical issues	Limited consideration of ethical issues	Cursory consideration of ethical issues	No consideration of ethical issues
Presentation	Excellent organisation and presentation.	Good organisation and presentation	Generally good organisation and presentation.	Organisation and/or presentation could be improved.	Poor organisation and /or presentation.	Very poor organisation and presentation
Numeracy	Uses correct notation and units. Figures are accurately quoted and when used in calculation working is shown.	Uses correct notation and units. Figures are accurately quoted and when used in calculation working is sometimes shown.	Uses correct notation and units. Figures are generally accurate. Working is not clear.	Figures are quoted without units or with incorrect units. Values imprecise. Workings incomplete.	Figures are wildly out. Values are grossly inaccurate. Calculations are incorrect and do not show working.	No numeric work has been done when it would be expected.