

**DEPARTMENT OF
PARAMEDIC
SCIENCE**

**BSc (Hons)
PARAMEDIC SCIENCE**

SCHEME OF ASSESSMENT

2019/20

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1. Scheme of Assessment – General

This Scheme of Assessment details the assessments for the BSc (Hons) in Paramedic Science, as required under SGUL General Regulations Section 7.1. for Students and Programmes of Study (2019-20). <https://portal.sgul.ac.uk/org/lis/reg/student-centre/student-affairs-and-compliance-pages/student-affairs-and-compliance>. It incorporates the assessments leading to the BSc (Hons) in Paramedic Science. It is approved as a supplementary document to the Programme Regulations. The details of assessments in this Scheme are subject to the provisions for assessment in paragraphs 8-11 of the Programme Regulations.

1.1 Periods of Registration

- 1.2.1 The following table outlines minimum and maximum periods of registration for the BSc (Hons) in Paramedic Science

	Full-time	
	Minimum	Maximum
BSc (Hons) Paramedic Science	36 Months	60 months

- 1.2.2 It is recognised that some students begin the programme with previously-obtained credit. Where a student begins their studies on the BSc Paramedic Science with a significant amount of credit that is recognised prior learning (RPL) they may take less time than the minimum period of registration.
- 1.2.3 Recognition of Prior Learning (RPL)/ Admission with Advanced Standing
- 1.2.4 RPL is laid out in the SGUL Regulations (Section L, Quality Handbook) as a maximum of 50% of a programme for all courses. RPL cannot count toward more than one qualification at the same academic level
- 1.2.5 In-service applicants to the programme:

Emergency Care Support Workers (or similar clinical grade) may apply to be exempted from one 30 credit level 4 module undertaken in semester one (Introduction to clinical care for paramedics). This is mapped against this module's contents, the HCPC Standards of Education and Training (SETS) and the College of Paramedics' Curriculum guidance.

Ambulance Technician (or equivalent) students who have been awarded an IHCD / BTEC / HNC / equivalent level 3 / 4 award may apply for Advanced Standing RPL for 120 credits at level 4. Applicants will normally be required to provide additional evidence demonstrating their ability to meet level 4 standards. This may include undertaking a written assignment(s) for assessment as part of the RPL process.

Guidance is provided to those applicants seeking to make an RPL claim. The RPL assessment is mapped against Level 4 module contents, the HCPC Standards of Education and Training (SETS) and the College of Paramedics' Curriculum guidance.

- 1.2.6 The admissions tutor in collaboration with the Course Director reviews the supporting evidence provided by the applicant and presents this to the RP(E)L Panel. RPL applicants will be informed of the outcome of the panel in writing. Credit exemptions will then be entered onto student records, and subsequently ratified by the Board of Examiners.
- 1.2.7 Students that have not successfully completed their study within the set maximum period set on the date of their first enrolment will be ineligible for their final award.
- 1.2.8 The maximum period of registration is not increased automatically due to periods of absence, repeat years and any deferral of assessment due to mitigating circumstances. The maximum period of registration takes precedence over any right to reassessment.

1.3 Available taught awards with classifications

1.3.1 Honours degree

Award	Requirements	Classifications Available
Bachelor of Science (Hons) Paramedic Science	120 Credits at NQF L4	First Class/Upper Second
	120 Credits at NQF L5	Class/Lower Second
	120 Credits at NQF L6	Class/Third Class

The above award of BSc (Hons) Paramedic Science confers the right to registration with the professional body (Health and Care Professions Council, (HCPC)) as a Paramedic.

The BSc (Hons) Paramedic Science will be recommended by the Board of Examiners to students who have passed all modules on the course.

To qualify for the award of an Honours Degree, students must complete all the course requirements and must pass all modules. Only marks and results from the second and third year assessments will contribute to the final classification of the degree, thus first year assessment data does not contribute to calculation of the final award. The end of year 1 assessments provides evidence of 'fitness to proceed'.

The Board of Examiners is responsible for the co-ordination and review of the assessment scheme and for making recommendations for the awards of degrees, diplomas or certificates to the Principal (General Regulations, paragraph 17).

The award of Honours is calculated as follows:

Year 2 (level 5) mark – sum of individual module marks x individual module credits / 120 credits.

Year 3 (Level 6) mark – the same approach is used above with the highest mark enhanced such that it is given additional weighting – (sum of individual module marks x individual module credits + highest mark x 15) / (120+15 credits).

The mean mark for each year is then weighted according to the contribution it makes to the degree classification. Year 2 contributes 30 % and Year 3 contributes 70 % of the total percentage marks. The weighted average scores for each year are summed to give final overall score = (Yr 2 mean mark*0.3)+ (Yr 3 mean mark*0.7)

The overall degree mark will be determined by rounding the Final Score to the nearest whole number, with marks of .50 and above being rounded up and marks of .49 and below being rounded down e.g 59.4% will be rounded to 59% and 59.6% will be rounded to 60%.

Marks rounding takes place for each module mark. Therefore, at the end, rounded module marks are used to calculate degree classification.

A borderline zone of 1% will be used at all the BSc (Hons) degree classification boundaries, effectively operating at 68.5 (1st), 58.5 (2:1) and 48.5 (2:2) due to rounding. If a student's overall degree mark falls within this borderline zone and the student has achieved at least 60 credits worth of module marks at QAA level 6 in the higher classification band (e.g. higher than 70, 60 or 50 as appropriate), the higher degree classification will be automatically awarded.

Degree classifications

Mark (subject to 9.8 above)	Grade	Degree Classification	Level of Achievement
70% and above	A	First Class Honours (1st)	Excellent
60% - 69%	B	Upper Second Class Honours (2.1)	Very good
50% - 59%	C	Lower Second Class Honours (2.2)	Good
40% - 49%	D	Third Class Honours (3rd)	Adequate
39% - 0%	F	Fail	Not Achieved

Aegrotat Award. Provisions for the making of an award via Aegrotat regulations are set out in the SGUL General Regulations paragraph 16. The award of an Aegrotat Degree does not confer eligibility to register with the HCPC as a Paramedic.

1.3.2 Intermediate and Alternative Exit Awards

These awards do not lead to eligibility to apply for registration with the Health and Care Professions Council (HCPC)

These awards shall only be given to students who cease to be registered for the BSc (Hons) Paramedic Science (That is to say, they are exit awards, not ab initio awards or awards that students will automatically gain as they progress to the BSc (Hons) Paramedic Science).

Students may exit the course prior to completion of their degree with the following Intermediate Awards:

Award	Requirements
Certificate of Higher Education in Out Of Hospital Care	All level 4 modules completed and passed
Diploma in Higher Education in Out of Hospital Care	All level 4 and level 5 modules completed and passed
Bachelor of Science (pass degree) in Out of Hospital Care	All level 4 and level 5 modules completed and passed and 2 modules completed and passed at Level 6

The course team recognise that some students, having started their paramedic science studies, may not wish to pursue a career as a paramedic. The above alternative awards are available for these students.

These awards may also be granted to those students who have completed all module credits at level 4 or 5, but are unable to complete the Practice Assessment Document for the academic year.

A student awarded the Certificate or Diploma in Out of Hospital Care (with no HCPC registration eligibility) may be given a mark of Merit or Distinction overall, according to the criteria below:

- Merit will be awarded to those students who have attained a mark of more than 60% by the average of all module marks.
- Distinction will be awarded to those students who have attained a mark of more than 70% by the average of all module marks.

2. Modules and Assessment Regulations

The BSc (Hons) Paramedic Science Degree Programme of study comprises of 12 modules with an overall credit value of 360 credits (120 at level 4, 120 at level 5 and 120 at level 6).

The modules and the number of credits allocated are:

Table 1: BSc Paramedic Science Modules

Module Title	Level	Credits	Type of Assessment	Weighting
Level 4				
PS401Y: Introduction to Paramedic Clinical Care (RP(E)L for ECSW and Technician In service students)	4	30	1. OSPE 2. MCQ	50% 50%
PS402Y: Science for Paramedics (RP(E)L for Technician In service students)	4	30	1. MCQ 1 2. MCQ 2	50% 50%
PS403Y: Applied Clinical Care for Paramedics (RP(E)L for Technician In service students)	4	30	1. OSPE 2. SAQ paper	50% 50%
PS404Y: Professional Practice 1 (RP(E)L for Technician In service students)	4	30	1. Poster Presentation 2. Reflective essay (1500 words)	50% 50%
Practice Assessment Document (PAD) (previously attached to a module, now a stand-alone element)	4	0	Practice Assessment Document	Pass / fail
Level 5				
PS504Y: Applied Sciences for Paramedics	5	30	1. MCQ 2. SAQ	50% 50%
PS505Y: Paramedic Management of Acute and Critical Illness	5	30	1. Essay (2000 words) 2. OSPE	50% 50%
PS506Y: Assessment and Evaluation of Mental Health in the Out-of-Hospital Setting	5	30	1. Essay (2000 words)	100%
PS507Y: Professional Practice 2	5	30	1. Presentation 2. Essay (2000 words)	40% 60%
Practice Assessment Document (PAD) (previously attached to a module, now a stand-alone element)	5	0	Practice Assessment Document	Pass / fail

Module Title	Level	Credits	Type of Assessment	Weighting
Level 6				
PS604Y: Paramedic Approach and Management of Hospital Avoidance	6	30	1. Investigative Report (2500 words)	100%
PS607Y: Evidenced Based Practice for Paramedics	6	30	1. Literature Review (4000 words)	100%
PS608Y: Paramedic Management of Minor Health Problems	6	30	1 MCQ 2 OSPE	50 % 50 %
PS609Y: Transition to Paramedic Practice	6	30	1. Interactive Practical Examination 2. Essay (1500 words)	60% 40%
Practice Assessment Document (PAD) (previously attached to a module, now a stand-alone element)	6	0	Practice Assessment Document	Pass / fail

Each module has prescribed summative assessment(s) which have to be passed independently in order to pass the module. Formative/mock assessment opportunities are offered prior to first submission of a summative assessment on all modules to promote student achievement. Students are encouraged to make a meaningful attempt at all formative assessments in order to receive relevant and timely feedback. No marks are allocated to formative assessments.

Students who fail an assessment on first attempt are offered an opportunity to discuss the feedback provided on the failed piece of work with the marker or personal tutor. All components of a module must be passed in order for a student to progress. There are normally **two** attempts for each assessment. General Regulation 10.9 describes a maximum of not more than three attempts. A third attempt may be granted via the Paramedic Science Fast track criteria, or via a discretionary panel. Third attempts are granted only within certain circumstances, and are not guaranteed.

Assessment Calendars

An assessment calendar is provided to students at the start of the academic year and is available on Canvas. Care is taken to avoid “bunching” of assessment events and assessment calendars are formally approved before being issued to students. The assessment calendar provides information about submission and examination dates for the full academic year. Assessment briefs and marking criteria are provided at the start of each module on the Virtual Learning Environment (Canvas). The assessment calendar will include first and second attempt submission/attendance dates, moderation panel dates, release of result dates and dates, informal appeal panel dates, and Examination Board dates.

Rules of Progression

All modules must normally be passed prior to commencing the following year. All modules must be passed to graduate with a BSc (Hons) Paramedic Science.

In exceptional circumstances assessments may be allowed to be 'trailed' i.e. carried over into the following academic year. For this regulation to apply the total number of trailed credits must be 30 credits or less in no more than one module. This will be at the discretion of the Board of Examiners. Students trailing more than one module will normally be required to interrupt pending successful completion of the module assessment, in order to rejoin at the commencement of the following academic year. Students may trail elements of a PAD document from level 4 to 5, and 5 to 6, in conjunction with a clear and timely action plan agreed between the student and the lecture team.

For any module that is trailed into the following year, outstanding assessments must be taken in time for the first exam board of the new term, ideally with assessments being completed within the first four weeks of term. This will be the case for any assessment undertaken, whether an OSPE, written assignment, MCQ, SAQ or presentation. Students being presented to the first board of the term having failed the trailed module will be interrupted, pending a decision at the next exam board. As stated, students failing more than one module at the end of the academic year (and after the first exam board of the new academic year, to be convened before the end of November) will normally be expected to either interrupt or may wish to withdraw from the programme.

Module Assessments

Each module has prescribed summative assessment elements as detailed in Table 1. Students are provided with written information in Canvas about examination and submission arrangements.

Assessment briefs are devised by module leaders, in consultation with the module teaching team, Quality Tutor and the course management team. External examiners for the programme are consulted and asked to comment on assessment briefs and examination questions prior to their being published to the students. External Examiners will be expected to have access to any MCQ, SAQ, essay or OSPE marking rubric no later than 4 weeks before the date of the examination.

All assessments are internally moderated as per the moderation policy for the Department of Paramedics Science and then made available to external examiners prior to the assessment board. Dates for moderation committees are provided as part of the assessment calendar, available on Canvas. Students are given feedback and provisional grades promptly (no later than 20 working days for all assessment types). Final marks are confirmed at the Board of Examiners meeting.

Failure to Submit Course Work, Confidentiality and Withdrawal/Failure to Attend Examinations

Students are expected to submit course assessments and attend examinations in accordance with the date provided in the course assessment calendar. Students who fail to submit their work by the due date or who fail to attend an examination will be awarded a mark of zero for the assessment element.

Students who submit work which breaks patient/client confidentiality will be given a zero for that attempt.

Students may not be absent from any timed written or practical examination without the prior permission of the Course Management Team. If a student is prevented by illness or other valid mitigating circumstances, a medical certificate (or if applicable other documentary evidence) must be submitted immediately to the Course Director.

A student whose withdrawal from an examination has been accepted shall not be regarded as having made an entry to the examination, but may be required to interrupt or extend his or her

studies in order to enter for the examination on the next occasion it is held (General Regulations).

A student who has entered for an examination and whose withdrawal has not been accepted under regulations section 10, but who does not attend for all prescribed tests or submit all prescribed work will be deemed to have failed the examination (General Regulations).

A student who is prevented from completing at the normal time the examination or part of the examination towards an award for reason of illness (for which medical certification from a doctor not related to the student must be provided) or other good cause accepted by the Principal or his or her nominee may, subject to the agreement of the Principal or his or her nominee either:

- (a) Enter the examination in those elements in which he or she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
- (b) At the discretion of the Chair of the Board of Examiners, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed at a date specified. Any special examination shall be in the same format as the examination missed. (General Regulations).

Extensions, Mitigating Circumstances in Assessment, Appeals

Students may request an extension to a submission date in specific circumstances. Requests for an extension must be received no later than five working days before a submission date. Students are provided with details about when and how to request an extension, the allowable circumstances and the evidence required in the Assessment Section on Canvas.

Students may make a claim for the consideration of mitigating circumstances in assessment. Students are provided with details about when and how to request consideration of mitigating circumstances, the allowable circumstances and the evidence required in the Assessment Section on Canvas. **In accordance with SGUL General Regulations, there is no provision for upgrading or changing a candidate's result or classification on account of illness or other relevant factors.** However, documented mitigating circumstances may, with the approval of the Chair of the Board of Examiners, be taken into account in determining decisions concerning re-entry to examinations, or resubmissions or repeat attempts of assessments. Mitigating circumstances will be presented at the first available informal panel, prior to the Board of Examiners. Dates for informal panels will be provided on Canvas.

Guidance for these processes can be found on Canvas within the Assessment and Feedback section, under extensions and mitigating circumstances.

Extensions to coursework deadlines of 10 working days may be provided in exceptional circumstances (SGUL regulations do allow delays of up to 30 days at the discretion of the programme team). Students must appreciate that extensions to assignment deadlines can have an effect upon progression through the exam board or, in certain circumstances, delays to registration.

Examples of exceptional circumstances include:

- A bereavement,
- Serious illness,
- Unanticipated work-related interference (i.e. non abstraction from and In-Service provider).
- Students with SOSN's are entitled to extensions as per their documentation. Students should still request an extension via the usual route, based upon feedback from students with SOSN's (see page 12).

Situations where an extension WILL NOT be considered are:

- Computer or printer failure,
- Traffic jams,
- Pre-booked holidays
- Poor planning

If students anticipate missing an assignment submission deadline they should complete the relevant form.

- For practical exams, including OSPE's, MCQ's, Practical Exams, or any exam that requires attending the University, students must use the Request for Withdrawal from an Examination/OSPE form.
- For any work that is submitted via Canvas, including any written assignments, students must use the Request for Extension of an Assignment Deadline form.

Both forms are available on the Course Document page on Canvas. The completed form should be e-mailed to the relevant year lead (as detailed on the form). The relevant form must be sent to arrive no later than five working days before the submission date.

Students must provide evidence to support their request. Examples of evidence may include medical certificates or supporting letters from employers. Failure to provide the required evidence by the final date of the extension will result in a mark of 0 being awarded for any assignment due on that date. Requests for extensions will not be considered after the submission date. Requests for extensions or withdrawal from an exam may not be considered if there is no supporting evidence.

Submitting a form does not guarantee the granting of the request, as this is dependent upon the circumstances, and is at the discretion of the year and module lead. In exceptional circumstances, the Associate Professor or Pastoral Tutor may be involved in the decision.

Unless under extreme circumstances, withdrawals from exam will not be granted on the day of, or day before, any examination.

If agreed, the extension date will be confirmed in writing by the year lead.

If students wish to withdraw or request an extension after this date, the process has been simplified, and is now as follows:

Students will email their year lead. The email heading/title will be **Extension Request, Urgent**

Students are advised to red flag the email to demonstrate its urgency. Within the email the following information is required:

- The module title and code the assignment type
- The reason for the request
- Whether relevant documentation is attached, or will follow.
- Why the request could not be made outside of the 5 day deadline

Assessing Student Performance

Level 4 criteria

<i>Grade</i>	<i>Mark Range</i>	<i>Descriptor</i>
A	70-100%	<p>Distinction</p> <p>Work of an exceptional standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Excellent organisation and presentation • Concise and fluent use of appropriate language • Comprehensive and well-reasoned explanation of relevant issues supported by use of appropriate literature/research • Comprehensive and in-depth knowledge and understanding of the subject area • Accurate explanation of the facts, concepts and principles • Outstanding ability to apply theory to practice (where appropriate)
B	60-69%	<p>Merit</p> <p>Work of a high standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Good organisation and presentation • Good use of appropriate language • Well-reasoned explanation of relevant issues supported by use of appropriate literature/research • Comprehensive and in-depth knowledge and understanding of the subject area • Accurate explanation of the facts, concepts and principles • Good application of theory to practice (where appropriate)
C	50-59%	<p>Good Pass</p> <p>Work of a satisfactory standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Generally good organisation and presentation • Satisfactory use of appropriate language
		<ul style="list-style-type: none"> • A reasoned explanation of relevant issues supported by use of appropriate literature/research • Good knowledge and understanding of the subject area • Accurate explanation of the facts, concepts and principles • Satisfactory application of theory to practice (where appropriate)
D	40-49%	<p>Fair Pass</p> <p>Work of an adequate standard but limited in scope which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Adequate organisation and presentation • Use of appropriate language • Limited explanation of relevant issues with limited evidence of appropriate supporting literature/research • Adequate knowledge of the subject area • Limited explanation of the facts, concepts and principles • Limited application of theory to practice (where appropriate)

E	30-39%	<p>Fail (Band E) Work which could be improved with guidance but is unacceptable due to:</p> <ul style="list-style-type: none"> • Disorganisation and/or poor presentation • Inappropriate/unacceptable use of language • Failure to address relevant issues or to support explanations with appropriate supporting literature/research • Inadequate knowledge and understanding of the subject area – important aspects omitted • Major inaccuracies in explanation of the facts, concepts and principles • No application of theory to practice (where appropriate)
F	0-29%	<p>Fail (Band F) Work which is unacceptable and indicates very severe shortcomings such as:</p> <ul style="list-style-type: none"> • Extreme disregard of word limits and/or confused presentation • Complete failure to address the question or follow the assignment guidelines • Total absence of logical argument and/or \supporting reading • Very inadequate knowledge and understanding of the subject area • No attempt at application of theory or practice <p>Note: suspected plagiarism or un-condoned late submission must be referred to the Module Leader and handled under SGUL procedures prior to any mark of 0 being awarded.</p>

Level 5 criteria

<i>Grade</i>	<i>Mark Range</i>	<i>Descriptor</i>
A	70-100%	<p>Distinction</p> <p>Work of an exceptional standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Excellent organisation and presentation • Consistent use of analysis and some evidence of evaluation of evidence • Arguments well sustained and substantiated by wide and appropriate reading • In-depth knowledge of the subject area • Accurate grasp of complex facts • Excellent ability to integrate theory and practice • Where relevant, excellent understanding of the professional and ethical dimensions of practice • Where relevant, excellent reflection, decision-making and problem-solving applied to practice • Where relevant, excellent inter-professional/team-working skills applied to practice
B	60-69%	<p>Merit</p> <p>Work of a high standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Good organisation and presentation • Use of analysis • Ability to develop and substantiate arguments with appropriate reading • Good knowledge of the subject area • Accurate grasp of facts • Good ability to integrate theory and practice • Where relevant, good understanding of the professional and ethical dimensions of practice • Where relevant, good reflection, decision-making and problem-solving applied to practice • Where relevant, good inter-professional/team-working skills applied to practice
C	50-59%	<p>Good Pass</p> <p>Work of a good standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • Generally good organisation and presentation • Some use of analysis • Reasonable ability to develop and substantiate arguments with appropriate reading • Acceptable knowledge of the subject area • Good grasp of facts • Ability to integrate theory and practice • Where relevant, understanding of the professional and ethical dimensions of practice • Where relevant, reflection, decision-making and problem-solving applied to practice • Where relevant, evidence of inter-professional/team-working skills applied to practice

D	40-49%	<p>Fair Pass</p> <p>Work which demonstrates evidence of an acceptable standard but which is limited in its scope:</p> <ul style="list-style-type: none"> • Organisation and presentation could be improved • Limited use of analysis • Arguments not fully developed or substantiated with appropriate reading • Acceptable knowledge of the subject area but lacking some aspects • Reasonable grasp of facts but some minor inaccuracies • Where relevant, limited understanding of the professional and ethical dimensions of practice • Where relevant, limited reflection, decision-making and problem-solving applied to practice • Where relevant, limited inter-professional/team-working skills applied to practice
E	30-39%	<p>Fail (Band E)</p> <p>Work which could be improved with guidance but which is unacceptable due to:</p> <ul style="list-style-type: none"> • Disorganisation and/or poor presentation • Severely limited analysis • Failure to address the question consistently or to support arguments with reading • Inaccurate grasp of the facts • Inability to integrate theory and practice or unsafe practice • Where relevant, lack of understanding of the professional and ethical dimensions of practice • Where relevant, insufficient evidence of reflection, decision-making and problem-solving applied to practice • Where relevant, insufficient evidence of inter-professional/team-working skills applied to practice
F	0-29%	<p>Fail (Band F)</p> <p>Work which is unacceptable and indicates very severe shortcomings such as:</p> <ul style="list-style-type: none"> • Extreme disregard of word limits and/or confused presentation • No evidence of analysis • Absence of logical argument and/or supporting reading • Serious inaccuracies or breaches of clinical safety • Failure to address integration of theory and practice • Disregard of professional, confidentiality or ethical dimensions of practice • Where relevant, no evidence of reflection, decision-making and problem-solving applied to practice • Where relevant, no evidence of inter-professional/team-working skills applied to practice <p>Note: suspected plagiarism must be referred to St George's Registry and handled under the SGUL procedures.</p>

Level 6 criteria

<i>Grade</i>	<i>Mark Range</i>	<i>Descriptor</i>
A	70-100%	<p>Distinction</p> <p>Work of an exceptional standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • excellent organisation, presentation and referencing • excellent critical analysis, evaluation and synthesis • arguments well sustained and substantiated by wide and appropriate reading and research • in-depth knowledge of the subject area • accurate grasp of complex facts, ideas and concepts • outstanding ability to integrate theory and practice • where relevant, excellent analysis of the professional and ethical dimensions of practice • where relevant, outstanding reflection, complex decision-making and problem-solving applied • to practice, where relevant, outstanding inter-professional/team-working and leadership skills • applied to practice
B	60-69%	<p>Merit</p> <p>Work of a high standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • good organisation, presentation and referencing • good critical analysis and evaluation of evidence • ability to develop and substantiate arguments with appropriate reading and research • good knowledge of the subject area • accurate grasp of facts, ideas and concepts • good ability to integrate theory and practice • where relevant, good analysis of the professional and ethical dimensions of practice • where relevant, good reflection, complex decision-making and problem-solving applied to • practice • where relevant, good inter-professional/team-working and leadership skills applied to practice

C	50-59%	<p>Good Pass</p> <p>Work of a good standard which demonstrates evidence of:</p> <ul style="list-style-type: none"> • generally good organisation, presentation and referencing • some critical analysis and evaluation of evidence • reasonable ability to develop and substantiate arguments with appropriate reading and research • acceptable knowledge of the subject area • good grasp of facts, ideas and concepts • ability to integrate theory and practice • where relevant, some analysis of the professional and ethical dimension of practice • where relevant, some reflection, complex decision-making and problem-solving applied to practice • where relevant, inter-professional/team-working and leadership skills applied to practice
D	40-49%	<p>Fair Pass</p> <p>Work which demonstrates evidence of an acceptable standard but which is limited in its scope:</p> <ul style="list-style-type: none"> • organisation, presentation and referencing could be improved • analysis and evaluation of evidence present but not consistently applied • arguments not fully developed or substantiated with appropriate reading and research • acceptable knowledge of subject area but lacking some aspects • reasonable grasp of facts, ideas and concepts but some minor inaccuracies • limited ability to integrate theory and practice • where relevant, analysis of the professional and ethical dimensions of practice but not consistently applied • where relevant, limited reflection, complex decision-making and problem solving applied to practice • where relevant, limited evidence of inter-professional/team-working and leadership skills applied to practice

E	30-39%	<p>Fail (Band E)</p> <p>Work which could be improved with guidance but which is unacceptable because it demonstrates:</p> <ul style="list-style-type: none"> • poor organisation and/or presentation, limited and/or incorrect referencing • severely limited analysis and evaluation of evidence • failure to address the question consistently or to support arguments with appropriate reading and research • inaccurate grasp of facts, ideas and concepts • inability to integrate theory and practice or evidence of unsafe practice • where required, severely limited analysis of the professional and ethical dimensions of practice • where required, insufficient evidence of reflection, complex decision-making and problem-solving applied to practice • where relevant, insufficient evidence of inter-professional/team-working and leadership skills
F	0-29%	<p>Fail (Band F)</p> <p>Work which is unacceptable and indicates major shortcomings such as:</p> <ul style="list-style-type: none"> • extreme disregard of word limits and/or confused presentation and/or absent/incorrect referencing • omission of analysis and evaluation of evidence complete failure to address the question or to follow the assignment guidelines • absence of logical argument and/or supporting reading and/or research, • serious inaccuracies or breaches of clinical safety • failure to address the integration of theory and practice • failure to provide evidence of reflection, complex decision-making and problem-solving applied to practice where required • failure to provide evidence of inter-professional/team-working and leadership skills applied to practice where required • disregard of confidentiality, professional and ethical issues • evidence of plagiarism • uncondoned late submission

Oral Examinations

Students are required to certify the authenticity of their assessed work on submission. Where there is any suggestion that students have not completed work themselves, the Examiners reserve the right to require students to attend an oral examination for the purposes of confirming the authenticity of the work. Where the Examiners determine that the work has not been completed by the student submitting it for assessment, the matter will be referred to the Academic Registrar for investigation as provided for in the SGUL regulations.

Examiners may also require students to attend an oral examination where there are exceptional mitigating circumstances affecting marks which were not apparent during the marking process and where an oral examination is a better option than a third attempt (for example where the assessment is an examination which is not due to be held again for some time). This contingency will be used only where marks have not yet been confirmed by the Board of Examiners.

Students with SOSN's

Students with SOSN's are entitled to apply for a two week extension for any submitted or written assessment (SOSN's do not generally cover OSPE's or practical examinations except under specific circumstances where noted on the SOSN paperwork). The process is the same as for those requesting an extension, though students simply need to state reason for withdrawal as SOSN on the form. It is suggested that the student support lead is copied in to these extension requests. SOSN's are not a sufficient reason for consideration if submitted after the 5 day deadline.

Re-entry to Written Examination and Coursework Assignments

A student who has enrolled for the programme in any given academic year shall be deemed to have entered for the specified examinations and assessments in that year. A student required to re-enter for any form of examination or assessment shall be informed in writing by the Academic Programme Administrator, on behalf of the Assistant Registrar.

A student shall be examined in accordance with the General Regulations current at the time of his or her re-entry to the examination.

Students are entitled to two attempts at each assessment (unless there are special Circumstances). Marks for second attempts will be limited to 40% (grade D pass).

The second attempt for coursework-based academic/non-competency assessments will **normally** be required six weeks after notification of initial fail. This is a guide, rather than a regulation.

The second attempt for examinations will normally be on the next occasion when the examination is held.

Students shall normally resubmit coursework and re-enter examinations on one occasion only. Candidates for re-entry will normally be assessed by the same methods as at the first attempt. The Board of Examiners may, at its discretion, make special arrangements as it deems appropriate in cases where it is impracticable for a candidate to be reassessed by the same methods as at the first attempt.

A candidate who fails a module at the first attempt shall be entitled to one further attempt at the assessment elements failed. This shall be at a specified date for re-sit of formal examinations or by a specified deadline for work undertaken in the candidate's own time. Students undertaking a second attempt will have already received formal feedback for a first attempt. A further formative assessment may be provided at the discretion of the module leader/year lead.

Students are not automatically entitled to a third attempt. Any student who fails a second attempt at an examination will be presented to the next scheduled Board of Examiners, and be assessed against the fast track criteria.

The fast track criteria can be found on the examination and assessment page on Canvas. Students who do not meet the fast track criteria will be referred to a discretionary panel. Details of the discretionary panel will be sent to the student by the Paramedic Programme Administrator. Information will be provided about application process, and relevant dates.

Resubmission of course work and seminar presentations may be completed at any appropriate time at the discretion of the Examinations Officer, but must be completed in time for the marks to be available for a Board of Examiners. The Board of Examiners will meet several times during an academic year.

Marks for re-entered assessment elements will be limited to the pass mark of that assessment, although a combined overall module mark will not be capped

For competency assessments, students will be required to repeat only those individual competencies which they have failed at first attempt, i.e. when a student fails one of two OSPE's, they will only resit the failed OSPE. If a single OSPE consists of two components, e.g. and OSPE and a Viva Voce, students who fail will need to complete both elements of the failed assessment. Second dates for competency based assessments will be available on the assessment calendar at the beginning of the academic year.

Students who have their module enrolment terminated as a result of an investigation for an assessment irregularity will not be permitted to re-enrol for, and retake, the same module

Students who are struggling within year may apply to retake the year again including all assessments failed. This will not include a total year fail ratified at Board of Examiners by way of fail at third attempt for elements of a module. This is designed to allow a student to identify that the year is a struggle and allow them to retake the entire year to achieve passing with discussion of their personal tutor and course director. This application will be ratified by the Chair at the Board of Examiners based on verified evidence to support application. This will only happen under exceptional circumstances, and students will only be permitted to repeat one year.

Plagiarism (In accordance with the GENERAL REGULATIONS)

Plagiarism: Representing another person's work (whether published or unpublished) as the candidate's own, without acknowledgement of the source. Examples of plagiarism include:

- (i) including in a student's own work more than a single phrase from the work of another person without the use of quotation marks and acknowledgement of the source;
- (ii) summarising another person's work by changing a few words or altering the format or order of presentation without acknowledgement;
- (iii) using the ideas of another person or data gathered by another person without acknowledging the source;
- (iv) copying the work

of another person (eg a book, article, or the work of another present or past student); (v) using and presenting as the candidate's own, material prepared by another person and stored on computer disk or downloaded from the Internet. Detailed guidelines as to what constitutes plagiarism shall be published to students in programme of study handbooks. Where plagiarism is suspected, students will be referred by the module lead to the course director, and a plagiarism panel will be convened (normally a virtual panel) as per the departmental plagiarism policy. The student will be informed of the referral, and invited to attend an interview at the University if the panel decide that plagiarism has occurred. The relevant sanction will be applied, in line with the plagiarism policy.

Board of Examiners

In accordance with the General Regulations, the Board of Examiners is responsible for student assessment. The Board is established by the Faculty on behalf of the Senate to judge the performance of students and make recommendations to the Senate.

The Board of Examiners will meet at least twice per year, although this is a minimum number, and there may be several additional panels to accommodate student numbers. The Board of Examiners will determine the final mark to be awarded to individual candidates for individual modules. Students will be given provisional grades after internal marking and confirmed marks after work has been sampled by External Examiners and marks have been agreed at the relevant Board of Examiners meeting.

Setting Examinations and Marking Procedure

Once this has been undertaken the module leader will suggest the content of the assessment elements which will be agreed with the Course Management Team. Students will be notified in advance of the structure of the assessment (i.e. how many of which type of questions will be in an examination). Module leaders will follow the established procedure to ensure that the content of the assessments matches the stated learning outcomes and represents a fair sample of the indicative curriculum content of the module.

The examination questions will be sent to a relevant visiting examiner for comment at the draft stage.

The module leader will be responsible for ensuring that appropriate standard-setting procedures are used in adjusting test items so that an assessment element has a standard set (if appropriate). All draft assessment items will be reviewed at a standard-setting meeting, chaired by the Course Director, which will have at least four examiners present and where possible, include an External Examiner(s) or consultation with them (if appropriate).

In accordance with SGUL's General Regulations, all written assignments undertaken in the candidate's own time will be marked by one internal examiner or assessor, with internal examiners taking an overview of all candidates' work (Moderation). Assessments where correct responses are pre-defined during the standard-setting process (e.g. MCQs) will be marked automatically.

For modules with a practical examination, the examination will be marked by internal markers using the criteria according to the level of the module. One marker will normally mark each station within the examination, with a second marker providing a moderating check across all stations. The percentage marks for each assessment within a module will be weighted according to the formula given in the module handbook to give a single percentage mark for the module.

The overall module pass mark is 40% (unless standard setting is used). There may be additional requirements for students to pass individual assessments within modules in order to gain a pass in those modules as detailed below. All marks and grades will be moderated by an External Examiner who will also review a sample of students' work, prior to these being reported to the Chair of the Board of Examiners. Second attempts at the same module do not need to be seen by an external examiner where first attempts have already been viewed and approved. Module leaders may wish to ask External Examiners to review a selection of second attempt failures.

Student Guidance on Assessment

Students will be provided with comprehensive written guidelines, appropriate to their level, for all written and practical coursework assignments. Assessment Proformas (standard level descriptors) are in place for all written and oral assignments and will be made available to the student prior to assessment. Where a new assignment or examination is set for the first time a practice paper will be made available to students.

Word Limit Policy (in accordance with faculty policy)

A maximum word limit is set for most assignments. Students are advised that when this is stated, they should ensure that any work submitted does not exceed this limit. Work which exceeds word limits will be penalised, according to FHSCE policy. Students should retain an electronic copy of any assignment submitted, as if there is any concern that word limits have been exceeded or inaccurately entered, they may be asked to submit their work electronically to the Assessments Office.