St George's University of London

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
MSc/PGDip Clinical Genomics	All (1-2)

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	**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)**
								pass the module.

				Written examination: Single best answer exam (1 hr; 25 questions)				
Omics techniques and technologies; their application to genomic medicine	15	7	0	Written examination: single best answer and short answer questions (90 mins)		30	November	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Written essay critically comparing technologies (1500-2500 words)		70	December	
Bioinformatics, interpretation and data quality assurance in genome analysis	15	7	0	Written report (1500-2500 words)		100	January	Each assessment component must be passed separately in order to achieve an overall pass for this module
Application of genomics in infectious disease	15	7	0	Written examination: single best answer and short answer questions (90 mins)		30	January	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Written essay critically appraising the role of genomics in a specific infection (1500-2500 words)		70	January	
Pharmacogenomics and stratified healthcare	15	7	0	Written examination: single best answer and short answer questions (90 mins)		30	February	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Written methodological evaluation of biomarkers (1500-2500 words)		70	March	
Cardiovascular genetics and genomics	15	7	0	Written examination: single best answer and short answer questions (90 mins)		30	March	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Written case analysis (1500-2500 words)		70	March	
Ethical, legal and social perspectives on genomic medicine	15	7	0	Written essay (3500 words maximum including 1500 word case analysis)		100	March	
Molecular pathology of cancer and application in cancer diagnosis, screening and treatment	15	7	0	Written examination: multiple choice/single best answer questions		30	March	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Written essay (1500-2500 words)		70	April	
Advanced Bioinformatics	15	7	0	Data analysis assignment		100	April	Each assessment component must be passed separately in order to achieve an

								overall pass for this module
Teaching, learning and assessment in healthcare and science eduction	15	7	0	Microteaching session		30	TBC	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Extended reflective report		70	TBC	

Year 2								
Module title	**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)
								.
Research project	60	7	C	Written report – 10000 words		80	August	The supervisor's report does not have to be passed but does contribute to the final mark. The Board of Examiners may determine that any pass mark agreed should be subject to specific amendments to be made within a given time period (normally four weeks and not longer than twelve weeks) of receiving notification of this requirement
				Oral presentation (15 mins)		15	August	
				Supervisor's report		5	August	

Year 3

Module title	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)

Year 4								
Module title	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)
Research project	60	7	C	Written report – 10000 words		80	August	The supervisor's report does not have to be passed but does contribute to the final mark. The Board of Examiners may determine that any pass mark agreed
				Oral presentation (15 mins)		15	August	
				Supervisor's report		5	August	

								should be subject to specific amendments to be made within a given time period (normally four weeks and not longer than twelve weeks) of receiving notification of this requirement

2: Modules – additional regulations (add rows as required)	
Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	**Regulation**
*Click **here** and type*	*Click **here** and type*
*Click **here** and type*	*Click **here** and type*
*Click **here** and type*	*Click **here** and type*
*Click **here** and type*	*Click **here** and type*

3: Formative Assessments
Explain the opportunities provided for formative assessments *[ref: course materials, module outlines, Canvas, etc]*
Students are provided with a number of opportunities for informal and formal formative assessment. All students have an educational supervisor with whom they can discuss their general progress. Furthermore, students will receive feedback on their preparation for specific assignments; as part of the PPD module, a patient log is presented to the education supervisor for feedback; and taught modules utilise quizzes or other activities within the virtual learning environment, Canvas, to test and embed knowledge.

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 elements will be rounded to 1 dp.
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 pass mark is ≥50% with no compensation allowed between assessments within a module.
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]*

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]*
Module marks are rounded to 1dp.
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 of 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 ≥50%. No compensation is permitted between mandatory modules. However, it may be possible for the student to pay to do an additional non-mandatory module to gain sufficient credit for the MSc.

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]*
The programme does not issue an overall year mark for each year of the programme.
If your programme issues year marks, explain how the year mark is calculated from the module marks *[ref: Appendix 1 Assessment Regulations, item 14]*
n/a
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]*
n/a

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)]*
n/a
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]*
There are no progression points with the MSc/PGDip in Clinical Genomics. Notwithstanding the absence of progression points, the Board of Examiners will determine at the end of the year whether a part-time student's progress in the preceding year's assessments is sufficient to permit continuation of study to the subsequent year of the course. Students will be expected to have completed all taught modules before starting the research project in their final year.

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 overall 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]*
The final percentage marks obtained for the 120 credits from taught module assessments weighted for credit value, and the weighted Research Project mark worth 60 credits, will be added together and divided by 12 to arrive at a final degree mark for the MSc. Marks will be calculated to one decimal place, 0.5 being rounded up.

The Final Diploma Mark will be calculated by adding together the final marks for the core modules and the research project weighted according to credit value. The total will then be divided by 8. Marks will be calculated to one decimal place, 0.5 being rounded up.
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 will be calculated 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]*
The final mark is now calculated with an award algorithm but is equally weighted by the credit bearing weight of the module.
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 final classification for the award is determined from the numerical final award mark, rounded to a whole number.
Confirm the classification boundaries for the award *[ref: Appendix 1 Assessment Regulations, item 18]*
Candidates who achieve a final degree mark of 49.5-59.4% and pass the required combination of core and elective modules and pass the Research Project will pass the degree. Candidates who achieve a final degree mark of 59.5-69.4% and pass the required combination of core and elective modules and pass the Research Project will pass the degree with merit. Candidates who achieve a final degree mark of ≥69.5% and pass the required combination of core and elective modules and pass the Research Project will pass the degree with distinction.

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]*
Candidates for the Distinction classification will normally be expected to pass each component at first attempt.
Explain the regulations for considering students at a classification borderline *[ref: General Regulations para 7.6(b)]*
*Click **here** and type*

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]*

13: Exit qualifications
Explain the exit qualifications available and the requirements for them *[ref: Programme Regulations, course materials, module outlines, Canvas, etc]*
MSc candidates who successfully pass all core modules and the research project but achieve a final degree mark of ≤49.4% will fail the MSc degree but may be awarded a Postgraduate Diploma in Clinical Genomics if they fulfil the conditions for this award.

14: Reassessment regulations
Confirm the number of reassessment opportunities permitted for each assessment element *[ref: Appendix 1 Assessment Regulations, item 6]*
One automatic resit attempt will be permitted at each assessment element that has not met the minimum numerical mark (or a Pass, for assessment elements marked Pass/Fail only)
Explain any limitations for the reassessment of practice-based elements/modules *[ref: course materials, module outlines, Canvas, etc]*
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 resit of an assessment element, the assessment element mark is capped at the bare numerical pass mark; the module mark is not capped at the bare module pass 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
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]*
There are no discretionary 3rd attempts on the programme.

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]*
There shall be a Board of Examiners constituted in accordance with the General Regulations for Students and Programmes of Study.
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]*
*Click **here** and type*

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 of the degree, diploma or certificate shall be the date of the Board of Examiners meeting at which the award is conferred

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.]*
Detailed Assessment Criteria explaining how different levels of achievement by students will be rewarded through the allocation of marks will by developed by the course team and made available to internal and external examiners as well as to students.
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 explaining how marks are allocated to each piece of assessed work (for a question, a group of questions or a section in an examination paper or presentation) will be developed by the course team and made available to internal and external examiners as well as to students.

18: Marking Procedures
Confirm the arrangements for ensuring candidate anonymity *[ref: General Regulations para 11.6]*
Wherever possible, students submit work using their student ID as the identifier rather than their name.
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?
Core module assignments will normally be marked independently by two examiners who will then compare their marks and arrive at an agreed mark. Both first, second and agreed marks should be recorded on the mark sheet. Where an agreed mark cannot be reached, the course director will be asked to moderate. The course director may seek an additional opinion from another member of staff with suitable expertise, or from a member of the Exam Board. For questions for which there is a defined single answer (i.e. MCQs/SBAs) a single examiner will be responsible for determining the final marks and a second examiner will check a small sample of scripts for accuracy. MCQ/SBA examinations which are held online are automatically marked and do not require this manual moderation. Short answer questions will be subject to single marking with moderation regardless of whether online or not. The Research Projects will be marked by two independent markers. If the marks allocated are within a band of 8, marks will then be averaged to give the final mark. If the marks are further apart than this, or if one mark is a pass and the other a fail, markers will be required to discuss their marks to see if they can agree on a mark. If, for any reason, agreement cannot be reached, a third marker (either the Course Director/Programme Lead or another appropriate academic) will review the project and the marks and apply the final mark.
Explain any additional marking procedures not covered above
*Click **here** and type*

19: Marking practice-based assessments
Explain any specific procedures for marking practice-based assessment elements/modules *[ref: course materials, module outlines, Canvas, etc]*
*Click **here** and type*

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 requirements of General Regulation 11.7 which stipulates that written assessments, whether conducted under supervised or unsupervised conditions, shall be marked in detail by one Internal Examiner or Assessor, with at least one other Internal Examiner or Assessor 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]*
At least one external examiner shall be appointed to the MSc/PGDip in Clinical Genomics. The external examiner(s) shall be invited to participate in the setting of assessments and shall have the right to inspect any assessment material for the programme. The detailed duties of external examiners are set out in the Quality Manual. This role is currently covered jointly by the external examiners for Genomic Medicine and those for the PGCert ICAG.

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 email and/or Canvas (as appropriate) 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 email to students as soon as possible after ratification at the Board of Examiners meeting.
Confirm the arrangements for the provision of **qualitative feedback** to students *[ref: SGUL Feedback Policy]*
Students receive qualitative feedback via Canvas for all assessments.
Confirm that assessment elements and modules are **not** assigned alphabetical letter grades *[ref: Appendix 1 Assessment Regulations, item 4]*
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.

22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments
Explain the mitigating circumstances policy *[ref: General Regulations paras 10.7 & 11.11]*
Students who are unable to attend an assessment or submit an assignment by the given deadline for reasons of illness or other good cause may sit the assessment at an agreed alternative time or submit by an agreed alternative deadline. Requests for deferrals of summative exams/presentations and extensions to assignment deadlines can be submitted via the extensions request route, as long as the exam/deadline is at least 7 days hence. Extension request forms can be accessed via Canvas, should be accompanied by supporting documentation and submitted to the programme administrator. The administrator and/or Course Director will decide whether or not the extension/deferral request is accepted. Extensions will not normally be granted for more than 4 weeks and any subsequent extensions should be submitted through the mitigating circumstances route. A request for deferrals of summative exams/presentations and extensions to assignment deadlines less than 7 days hence and/or a second extension request should be submitted via the mitigating circumstances route. Students can access mitigating circumstances application forms via Canvas. Applications should be submitted with supporting documentation to the programme administrator. A mitigating circumstances panel (comprising two independent members of academic staff unrelated to the course and with no knowledge of the student concerned) will decide whether the mitigating circumstances should be accepted or not. Further details can be found in the General Regulations (https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study).
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]*
Students who fail to attend an assessment without permission or to submit an assignment by the deadline without permission will be given a zero for that attempt.
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 programme may be discounted if the student can demonstrate that there was an administrative or procedural error, or that there were mitigating circumstances of which they could not reasonably inform the course team at the time.

23: Assessment Policies
Confirm the word limit policy *[ref: SGUL Word Count Limit Policy for Assignments]*
Individual assignments will have clear word limits or ranges to which students should adhere. Further details regarding the Word Count Limit Policy can be found here: https://www.sgul.ac.uk/about/governance/policies/word-count-limit.
Confirm the late submission policy *[ref: course materials, module outlines, Canvas, etc]*
Assessments submitted late will receive a zero mark. Students will receive a new deadline for submission which will be treated as a second attempt and capped at the pass mark accordingly.
Confirm the breach of confidentiality policy (if applicable) *[ref: course materials, module outlines, Canvas, etc]*
Students who submit work which breaks patient/client or practice environment confidentiality will receive zero for that attempt.

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 ≤ L6 modules and 50% for ≥ L7 modules	The pass mark for a module will be 40% for ≤ L6 modules and 50% for ≥ L7 modules
2	**Minimum numerical mark** ***(across ≥ 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 ≤ L6 modules and 50% for ≥ L7 modules	n/a at module level
3	**Compensation**	***If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass*** (see items 1 & 2 above), **no compensation** 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 → 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)** *(Appendix 3 provides a worked example)*	**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 *Pass*, for assessment elements marked Pass/Fail 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 *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

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 *not* 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 ≥ 40% (≤ L6 modules) or ≥ 50% (for ≥ L7 modules) **Fail** if the assessment element mark is <40% (≤ L6 modules) or <50% (for ≥ L7 modules)	The **result** of the module will be: **Pass** if the module mark is ≥ 40% (≤ L6 modules) or ≥ 50% (for ≥ 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% (≤ L6 modules) or <50% (for ≥ 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)*	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. 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***. 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): 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**	Classification bands and boundaries should comply with HE sector convention (%): 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)

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 x 30 + 56.3/100 x 70 = 19.5 + 39.41 = 58.91% → **58.9% to 1dp**
Mod 2: 54/100 x 20 + 71.2/100 x 80 = 10.8 + 56.96 = 67.76% → **67.8% to 1dp**

Award mark:
50/100 x **58.9** + 50/100 x **67.8** = 29.45 + 33.9 = 63.35% → **63.4% 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*100=37.5%	**58.9%** to 1dp	
Yr 1/L4	Module 2	75	75/120*100=62.5%	**67.8%** to 1dp	
Year 2					70%
Yr 2/L5	Module 3	30	30/120*100=25 %	**54.4%** to 1 dp	
Yr 2/L5	Module 4	90	90/120*100=75 %	**61.5%** to 1 dp	

Award mark:
(58.9 x 37.5/100 x 30/100) + (67.8 x 62.5/100 x 30/100) + (54.4 x 25/100 x 70/100) + (61.5 x 75/100 x 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.]