

**Scheme of Assessment  
Template  
Academic Year 2022-2023**

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

Qualification and Programme Title(s)	Year(s) of programme
BSc (Hons) Physiotherapy	1-3

All Schemes of Assessment must comply with:

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

How to use this template:

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

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

**1: Overview of marking scheme**

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

Year 1								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements  (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCF-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)
Essentials for Allied Health Professionals	30	4	C	Online Assessment (Single best answer, multiple choice) (60 minutes)	1, 2, 3, 4, & 5	100%	Dec	It is a requirement that all categories of assessment in each module must be passed separately to pass each module overall
				Presentation (20 minutes)	4, 5 & 6	Pass/Fail	Dec	
Principles of Physiotherapy Assessment	30	4	C	Essay (1500 words)	2, 3, 4	40%	Feb	
				Objective Structured Practical Examination (40 minutes)	1, 3, 4, 5 & 6	60%	Feb	
Pathology Health Promotion and Rehabilitation	30	4	C	Short answer question, written examination (90 minutes)	2, 4, 5 & 6	100%	May	
				Objective Structured Practical Examination (15 minutes)	1, 3, 5	Pass/Fail	May	
Factors Influencing Professional Practice	30	4	C	Practical Examination (30 minutes)	1, 2, 3, 4, 5 & 6	70%	Mar	
				Presentation (15 minutes)	2, 4, 5 & 6	30%	May	
Year 2								
Musculoskeletal Physiotherapy	20	5	C	Interactive Practical Exam (40 minutes)	1, 2, 3, 4 & 5	100%	Dec	It is a requirement that all categories of assessment in each module must be passed separately to pass each module overall
Neurological Physiotherapy	20	5	C	Interactive Practical Exam (30 minutes)	1, 2, 3, 4 & 5	100%	Dec	
Cardiorespiratory Physiotherapy	20	5	C	Interactive Case Management Exam (40 minutes)	1, 2, 3, 4 & 5	100%	Jan	
Evaluation and Research	30	5	C	Annotated Bibliography (2000 words) and reflection (500 words)	2, 3, 4 & 5	60%	Apr	
				Group Research proposal (1500 words)	2, 3, 4	40%	Jun	
Reflective Practice (placements 1 and 2)	30	5	C	Placement 1	1, 2, 3 ,4 and CPAF LO's	45%	Mar	
				Placement 2	1, 2, 3, 4 and CPAF LO's	45%	May	
				Oral presentation (10 minutes)	5	10%	Jun	

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)
Complex Management	30	6	C	Reflective Portfolio (2500 words)	1, 2, 3, 4 & 5	80%	Apr	It is a requirement that all categories of assessment in each module must be passed separately to pass each module overall
				Case Study (1500 words)	1, 2, 3, 4 & 5	20%	Mar	
Research Project	30	6	C	Research Paper (4000 words)	1, 2, 3, 4, 5 & 6	100%	May	
Critical Practice (placements 3, 4 and 5)	30	6	C	Placement 3	1, 2, 3, 4 & 5 and CPAF LO's	33%	Sept	
				Placement 4	1, 2, 3, 4 & 5 and CPAF LO's	33%	Nov	
				Placement 5	1, 2, 3, 4 & 5 and CPAF LO's	34%	Jan	
Personalised Professional Development	15	6	C	Conference Abstract (500 words)	1, 2, 3, 4 & 5	50%	Feb	
				Conference Participation	1, 2, 3, 4 & 5	50%	Jun	
Quality and Innovation in Health and Social Care	15	6	C	Report / Discussion Paper (2000 words)	1, 2, 3, 4 & 5	100%	May	

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

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

Module title	Regulation
Foundations of Physiotherapy	For the formative practical examination (OSPE) it is a requirement that students must achieve an overall mark of 40% with not less than 35% in any one station. A failure to identify risk or breach of safety in any one station will result in an automatic fail of the assessment. If a candidate demonstrates discriminatory or unprofessional behaviour in any one station they will receive an automatic fail of the assessment.
Reflective practice –	For practice education (Reflective Practice (placements 1 and 2) and Critical

placements 1 and 2; Critical practice – placements 3,4 and 5	Practice (placements 3, 4 and 5) modules), the <a href="#">National Physiotherapy Common Placement Assessment Form (CPAF)</a> is used. There are 10 learning domains (with 3 learning outcomes in each domain). Students must pass all 10 learning domains by the end of each placement. To pass a domain they must pass 2 out of 3 of the learning outcomes in that domain. A student can fail up to three learning outcomes across different learning domains and still achieve an overall pass mark. If they fail four or more learning outcomes across the ten learning domains, they will be unable to achieve an overall pass mark. In addition, students must pass the Professional Behaviours and Responsibilities section to pass the placement. Students must complete a minimum of 75% of the hours of each placement for that placement to contribute to the module mark
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### 3: Formative Assessments

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

Formative assessments are conducted to enhance students' learning. Students are required to make a meaningful attempt at these in order to receive relevant and timely feedback. No marks are generally allocated to formative assessments, but if they are, they are only to guide students and do not contribute to the mark used in the classification of honours

These opportunities will include but not limited to:

- practical examinations - mock exams
- assignment briefings and workshops to discuss assignment topics
- feedback on assignment plans /extracts of work
- reflective documents
- presentations (team and individual) in preparation for written assignments
- peer feedback on course work or practical skills
- supervisory meetings and feedback on research

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

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

The minimum mark required to pass an assessment element is 40.0% for assignments marked at Levels 4, 5 and 6. No compensation is permitted between the assessment element marks of 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]*

Assessment standard setting is undertaken for all practical (OSCE/IPE) and written examinations (MCQ/SBA/short answer) at level 4 and 5.

### 5: Modules

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

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

For a module awarded a numerical mark, confirm the pass mark required *[ref: Appendix 1*

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

The pass mark for a module will be 40.0% for all modules

**No compensation** is permitted at module level: the pass mark for the module **must be reached for all modules**.

#### **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]*

No year mark is awarded.

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]*

All modules must normally be passed prior to commencing the following 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]*

In exceptional circumstances assessments may be allowed to be 'trailed' For this regulation to apply, the student cannot carry more than one component of failed assessment into the next academic year. Modules that are pre-requisites to a module at a higher level must be passed prior to completing the module assessment at the higher level.

A student's ability to trail an assessment is at the discretion of the Board of Examiners.

In the situation that a student fails the trailed module at the next opportunity, then the progress decision is suspended and will need to be considered under the provisions of the regulations governing assessment re-entry and resits.

#### **9: Award**

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

The final **award mark** 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.

If your programme issues overall award marks, explain how the award mark is calculated from the

module marks <i>[ref: Appendix 1 Assessment Regulations, item 16/17]</i>
<p>The award of honours is calculated as follows:</p> <p>Year 2 (level 5) mark – sum of individual module marks x individual module credits / 120 credits.</p> <p>Year 3 (Level 6) mark – the same approach is used above with the highest module mark is enhanced, such that it is given additional weighting – (sum of individual module marks x individual module credits + highest mark x 15) / (120+15 credits).</p> <p>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 the final mark to give final overall score = (Yr 2 mean mark*0.3)+(Yr 3 mean mark*0.7)</p>
If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
The overall degree mark is determined by rounding the final score to 1 decimal point (e.g. 59.4%) For example, a final score of 59.44% would be rounded (down) to 59.4%, while a final score of 59.45% would be rounded up to 59.5%
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) <i>[ref: General Regulation 7.5 and Appendix 1 Assessment Regulations, item 17]</i>
<i>Click here and type</i> The contribution of each years weighted marks that contribute to the award mark is L4:5:6 = 0:3:7. Therefore Level 4 modules do not count towards the award mark, Level 5 = 30% and Level 6 =70%.
If your programme does <b>not</b> issue overall award marks, explain how it is determined whether a student can be awarded a qualification <i>[ref: for example passing every module in the table in no.1 above]</i>
N/A

<b>10: Classification</b>
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 <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
For final <b>classification</b> purposes, the final award mark is rounded to a <b>whole number</b> 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%
Confirm the classification boundaries for the award <i>[ref: Appendix 1 Assessment Regulations, item 18]</i>
Classification bands and boundaries should comply with HE sector convention: BSc (Hons): ≥70% = 1st, 60-69% = 2i, 50-59 = 2ii, 40-49 = 3rd, ≤39%= F

<b>11: Boundaries and Borderlines</b>
Explain any particular requirements that apply at a classification boundary <i>[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]</i>
There are no specific requirements at a classification boundary
Explain the regulations for considering students at a classification borderline <i>[ref: General Regulations para 7.6(b)]</i>

A borderline zone of 1% will be used at all the BSc degree classification boundaries, effectively operating at 68.5 (1<sup>st</sup>), 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.

## 12: Compulsory transfer to other programmes (if applicable)

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

N/A

## 13: Exit qualifications

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

It is expected that all students will graduate with an BSc (Hons) Physiotherapy. However, in exceptional circumstances where this may not be possible, other exit/alternative qualifications may be offered at the discretion of the Board of Examiners.

These awards shall only be given to students who cease to be registered for the BSc (Hons) Physiotherapy (That is to say, they are exit awards, not ab initio awards or awards that students will automatically gain *en route* to the BSc (Hons) Physiotherapy). Exit awards do not lead to eligibility to apply for registration with the Health and Care Professions Council (HCPC) or for membership with the Chartered Society of Physiotherapy (CSP).

The following exit awards may be offered:

- i) **Undergraduate Certificate of Higher Education in Applied Health Studies**  
Where a student is unable to successfully complete Level 5 modules or withdraws from the programme prior to completing all Level 5 modules, but all Level 4 modules are completed and passed will be eligible for the award
- ii) **Undergraduate Diploma of Higher Education in Applied Health Studies**  
Where a student is unable to successfully complete Level 6 modules or withdraws from the programme prior to completing all Level 6 modules, but that all Level 4 and Level 5 modules completed and passed will be eligible for the award.  
The course team recognises that some students, having started their physiotherapy studies, may not wish to pursue a career in physiotherapy. Where a student does not wish, or is unable, to continue with practice placements in year 2 (Level 5) may undertake the "Contemporary Issues in Public Health" 30 credit module at level 5 alongside other Level 5 modules to replace the Reflective Practice – placements 1 and 2 module to achieve the Diploma of Higher Education in Applied Health Studies. Students completing the "Contemporary Issues in Public Health" module at level 5 are not eligible to progress to the final year of studies.
- iii) **BSc (Hons) Applied Health Studies**  
Where a student is unable to successfully complete Level 6 modules or withdraws from the programme prior to completing all Level 6 modules, but that all Level 4 and Level 5 modules are completed and passed will be eligible for the award. The course team recognises that some students, having started their physiotherapy studies, may not wish to pursue a career in physiotherapy. Where a student does not wish, or is unable, to continue with practice placements in year 3 (Level 6) may undertake the "Contemporary Issues in Public Health" 30 credit module at level 6 alongside other Level 6 modules to replace the Critical Practice – placements 3,4 and 5 module to achieve the BSc (Hons) Applied Health Studies.

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 – however with the following modifications: i) the Contemporary issues in Public Health module replaces Critical practice marks and ii) the highest module mark is 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 the final mark to give final overall score = (Yr 2 mean mark\*0.3)+(Yr 3 mean mark\*0.7)

The classification will be awarded as in Item 10 above and include considerations of boundaries and borderlines as per item 11 above.

#### 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*]

Students are permitted only **ONE** resit of **ONE** of the practice placements in any **ONE** placement module (Level 5 or Level 6).

Students must complete 75% of the hours for each placement in order to pass the given placement.

In the event of failing a practice placement, the student is normally required to resit the placement in a similar experience, and this will be negotiated and agreed in advance with the student.

A second failure of a practice placement in any **ONE** placement module (regardless of whether this is a resit at one particular placement or a first attempt at a subsequent placement, having failed an earlier placement) will normally (subject to consideration of mitigation by the Board of Examiners) result in the termination of the student's registration on the BSc (Hons) Physiotherapy programme of study.

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.

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

Explain the regulations and limitations regarding discretionary 3<sup>rd</sup> 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]

If a student has failed at a second attempt, a 3<sup>rd</sup> attempt is not automatic and maybe considered at the discretion of the board of examiners or discretionary 3<sup>rd</sup> attempt panel. The following considerations apply:

#### **Fast Track Considerations:**

The board of examiners may grant a fast track discretionary 3<sup>rd</sup> attempt when the following conditions are met:

- The assessment result being considered is equal to or greater than 30%
- The student has attempted the assessment on all previous occasions
- The student has not been granted a third attempt at a previous Board of Examiners
- The student has no ongoing investigations due to their professional practice, including being under consideration at the SGUL Student Progress Monitoring Committee (SPMC)
- The student has no academic misconduct related to this module
- The student's attendance is considered to be no cause for concern i.e. they have at least an 80% course attendance rate in the Academic year.

Where a fast track discretionary final attempt is granted, students may be eligible to trail that assessment into their next year of study as set out in section 8, but should be aware of the potential ramifications of a further unsuccessful attempt.

#### **Other Considerations**

If all of the above criteria are not met then a student will be referred under the [SGUL procedure for consideration for final discretionary attempt](#) for 'full consideration' by a Discretionary Panel for 3<sup>rd</sup> attempt to decide if a student is permitted to repeat the assessment for a 3<sup>rd</sup> and final time.

Students 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.

There are no limits to the number of times a student can be considered for 3<sup>rd</sup> discretionary attempt during their programme but this may form part of the discussion in a discretionary panel. .

### **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*]

The responsibilities for Boards of Examiners' and procedures for the conduct of meetings are described in the SGUL General regulations Section 8. There are no specific requirements for pre-registration physiotherapy

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*]

The responsibilities for external examiners are described in the SGUL General regulations Section 9 and Quality Manual, Section I QM of Assessment, paras 13-27. There are no specific requirements for pre-registration physiotherapy

### **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 award is the date of the Board of Examiners 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.]

Standardised assessment criteria are used for coursework assessments for each Level (see appendices)

For practical (OSCE) assessments criteria are developed based on the requirements for demonstration of performance are standard set (see appendices).

For practice education (Reflective Practice (placements 1 and 2) and Critical Practice (placements 3, 4 and 5) modules), the National [Physiotherapy Common Placement Assessment Form](#) (CPAF) is used.

The CPAF criteria are divided into 2 sections:

#### **Professional Behaviours and Responsibilities**

This section assesses the fundamental professional qualities, competence and behaviour of the student whilst on placement. The student must demonstrate professionalism with adherence to local guidelines, policies and procedures, as well as the HCPC Guidance on Conduct and Ethics for Students (2016) and the CSP Code of Members' Professional Values and Behaviour (2019).

#### **10 learning domains**

Personal development: 1. Independent learning

2. Seeking, reflecting on and responding to feedback

3. Organisation and prioritisation

Interpersonal Skills 4. Communication

5. Working with others

6. Individuals, communities and populations

Decision Making and Implementation 7. Gathering and analysing information

8. Evidence-based practice

9. Reasoning and intervention

10. Recording information

Each learning domain contains 3 associated learning outcomes against which students' performance is assessed. The learning domains and their learning outcomes are described at Levels 4, 5 and 6.

Level 5 marking criteria are used to assess the placements that make up the Reflective practice – placements 1 and 2 module;

Level 6 marking criteria are used to assess the placements that make up the Critical Practice – placements 3, 4 and 5 module.

More detailed information about the national CPAF is available at

<https://www.csp.org.uk/professional-clinical/practice-based-learning/common-placement-assessment-form>

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]

Students access copies of the marking schemes with the assignment guidance that is posted on CANVAS

## 18: Marking Procedures

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

All course work (essays, reports, portfolios, research proposals and dissertations) are submitted via the VLE and all are marked anonymously

It is not possible to mark presentations, practical examinations or practice education anonymously.

Confirm the procedure for 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> marker?

Marking procedures are in accordance with SGUL General Regulations paras 11.7-11.8.

For oral assessments, it is not always possible to have two examiners acting together as described in SGUL Regulations para 11.9. However all oral assessments are recorded to allow for moderation as per the procedure described below.

**All work, as a minimum, must be internally moderated**, i.e. a sample of marked work will be reassessed by another member of staff in order to ensure that the first marker has applied the marking criteria appropriately and fairly. The sample should, at a minimum normally follow these guidelines:

- Sample to include examples from each classification (including borderlines and marginal fails and fails (representing all sites of delivery and modes)
- A minimum of 10% of the module
- Minimum sample of 6 and maximum of 30

*Where a sample of work is moderated*, rather than the entire module submission, no student mark should be changed by the moderator,

If errors in calculation or omissions are identified in any script, the entire set of assessment must be checked for errors

**All Research Projects** should be marked independently by two markers, who will then meet to agree the grade and feedback to be given to the student. If markers are not able to agree a grade, a third internal marker should be asked to mark the work and to meet subsequently to agree the mark with the first two markers and agree the feedback to be provided to the student.

**Second attempts.** There is not a requirement for reassessed work to be internally moderated as standards will have been confirmed via the initial assessment process.

Where there is evidence from the internal moderation sample of inappropriate marking or if there is evidence of erratic or inconsistent marking, all students' work for the assessment should be remarked. In cases where a number of markers are marking an assessment, and where erratic, inconsistent or inappropriate marking appears to the moderation panel to be limited to that undertaken by a particular marker, remarking may be limited to remarking assessments marked in the first instance by the particular marker identified.

**All Markers and moderators should make a brief written record of both moderation processes and subsequent discussion and this should be provided to External Examiners** at the point when the external examiner is being asked to review students' assessments.

1. **Student feedback should show a single mark.** If the whole cohort has been double-marked, student feedback should show the agreed mark and a synthesis of comments from both markers.

2. All observed work (e.g. presentations, performances etc.) must also be moderated regardless of its weighting within a module. Moderation may take the form of:
  - Using two members of academic staff to observe all, or a sample, of the work
  - Recording a sample of the work (using audio, video or photographic records as appropriate) for the moderator to evaluate.

#### Explain any additional marking procedures not covered above

Where there is any suggestion that the authenticity of the student's work is questionable (e.g. a suspicion of plagiarism or lack of engagement in assessed group work), the examiners reserve the right to interview the student to investigate the authenticity of their work. This investigation will be related solely to the assessment in question, in order to confirm the authenticity (or otherwise) of the work.

If during an oral interview alleged plagiarism comes to light, or that some or all of the work has not been completed by the student submitting it for assessment, the matter will be referred to the Academic Registrar or his/her nominee for investigation (as provided for in [General Regulations of SGUL](#))

Where an investigative oral interview takes place, it forms part of the assessment of that module: there is no specific proportion of marks allocated to the oral interview. The provisional mark for that student or group of students may be amended following the interview.

Oral interviews shall be conducted by at least two examiners acting together, one of whom shall be an External Examiner.

### 19: Marking practice-based assessments

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

A student's progress during each practice placement is assessed by their named Practice Educator(s) using the National [Physiotherapy Common Placement Assessment Form](#) (CPAF)

The assessment form contains guidance on completion for Practice Educators and the Link Tutor can give further guidance if required. Students will have access to an electronic copy of their practice assessment form for the placement.

#### The Midway Assessment

The Practice Educator must assess the student's progress around the midpoint of the placement using the CPAF. The meeting should take place in a private room and both student and educator should prepare by reviewing progress against the learning outcomes in the practice placement assessment form.

The educator should review the **Professional Behaviours and Responsibilities section** but a record of a warning is only made if there are concerns about the student's performance or they fail any objective.

The educator should grade each learning outcome by underlining or highlighting the descriptors that are appropriate to the student's performance. It is not obligatory for the educator to give an actual mark for each learning outcome at midway but the educator must provide written feedback and an action plan so that it is clear what steps the student should take to improve during the second half of the placement. Full guidance is set out in the CPAF.

#### The Final Assessment

The final assessment of the student should be completed by the Practice Educator during the last few days of placement. The meeting should take place in a private room and both student and Practice

Educator should prepare by reviewing progress against the learning outcomes in the CPAF.

The student must pass all **Professional Behaviours and Responsibilities** and the educator must provide written feedback and discuss and agree with the student an action plan for the student to progress to their next placement.

## 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*]

Please see the procedure for moderation of marks above in Section 18

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*]

**A sample to be moderated by the external examiner(s)** must, as a minimum, normally follow these guidelines:

- Sample to include examples from each classification (including borderlines and marginal fails and fails (representing all sites of delivery and modes)
- A minimum of 10% of the module
- Minimum sample of 6 and maximum of 30

All student assessments should be made available to the relevant External Examiner via the VLE. Guidance should be given to the External Examiner that they are being asked to review a sample (as above), not review the whole set.

**Observed Work** For the external moderation of observed work, a sample of work matching the requirements for written work should

EITHER be witnessed by the external examiner,

OR should be recorded and sent to the external examination for moderation.

In exceptional cases, where external examiners cannot attend and where, for ethical reasons, it is not appropriate to record (e.g. for confidentiality reasons in healthcare), then a more detailed summary of the moderation procedures used and of the discussions between internal marker and moderator should be supplied to the external examiner.

## 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 marks and feedback are released to students via the VLE for all university based assessments as per the agreed timescales for providing feedback in the SGUL Feedback policy.

Provisional marks from electronically scored examinations and OSCEs / practical examinations will be made available within 10 working days of the examination

Provisional marks from written examinations and written course work will be released 20 working days after any submission due date

Feedback and marks for practice assessment is completed within the last days of the placement.

Confirm the arrangements for the release of **finalised marks** to students [ref: *General Regulations para 13.1 and SGUL Feedback Policy*]

Students will be given **formal** notification of the results presented to and ratified by the Board of

Examiners within 2 weeks of the exam board meeting.
Confirm the arrangements for the provision of <b>qualitative feedback</b> to students [ref: <a href="#">SGUL Feedback Policy</a> ]
See above under provisional marks.
Confirm that assessment elements and modules are <b>not</b> assigned alphabetical letter grades [ref: <a href="#">Appendix 1 Assessment Regulations, item 4</a> ]
Alphabetical letter grades will <b>not</b> be used in any part of the summative assessment process and there will be <b>no conversion system</b> from numerical mark to letter grade for an assessment element.

<b>22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments</b>
Explain the mitigating circumstances policy [ref: <a href="#">General Regulations paras 10.7 &amp; 11.11</a> ]
<p>Mitigation exists to consider serious unforeseen, unpreventable circumstances that significantly disrupt a student's performance in assessment. The (non-exhaustive) list below offers a guideline as to what are and are not acceptable reasons for offering mitigation.</p> <p>It should be noted that if a student attends an examination or submits an assignment at the scheduled time, the MC process is no longer valid as the student is tacitly declaring themselves fit to sit/submit. If a student wishes to challenge this outcome, they will need to follow the appeal process under <a href="#">SGUL academic appeal procedure</a></p> <p>Mitigation is allowed for:</p> <ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Serious Illness of the student or a close relative/friend</li> <li>• Unanticipated work-based interference</li> </ul> <p>Mitigation is <b>NOT</b> accepted for:</p> <ul style="list-style-type: none"> <li>• Computer failure</li> <li>• Traffic jams</li> <li>• Pre-booked holidays or family events</li> </ul> <p>Where a student believes that their performance may be impeded by an eligible circumstance they should first seek advice from any staff member related to the programme on the process. The staff member cannot give information relating to the likelihood of an application being accepted but can talk through the student's options.</p> <p>In order to apply for mitigation the student must complete a Mitigating Circumstances application form and email this to their department's MCs contact. This application should be submitted as early as possible as the student is aware of the circumstance's impact, noting that a panel will need to review the application and respond. If evidence is not yet available, the application should be submitted with an indication of when and what evidence will follow.</p> <p><b>Considering MC applications</b></p> <p>Please read the below in conjunction with the <a href="#">SGUL General regulations</a></p> <p>Applications will be considered by a Mitigating Circumstances panel (MCs panel) and a response provided within 10 working days and before any assessment marks are returned to students. In order to make decisions related to the validity of student mitigation requests the panel must be quorate.</p> <p>To achieve quoracy the MCs panel must consist of at least three members – two senior academics with responsibility for assessment (eg Course Leaders and/or Exams and Assessment tutor) and an administrative colleague, ideally with a regulatory background such as a member of Academic Registry or the Data, Quality and Reporting team. The two academic staff should ideally come from</p>

different departments in order to provide impartiality in decision making and help foster collaboration and consistency across programmes. However, if it is not possible given staff member availability to meet the response time then a member from the same department may be considered. The panel need not meet in person as a virtual panel is permissible as long notes of decisions are recorded and presented to the Board of Examiners and confidentiality is assured.

### **Outcomes of a panel**

An MCs panel can choose to accept or reject a student's application on the basis of the situation as described and the evidence provided to support the application and consideration of whether the circumstance has affected (or would affect) the student's ability to demonstrate their academic ability.

If the application is rejected then the student's assessment will be recorded with associated penalty for non-submission/non-attendance and the student will be eligible for a capped reassessment (assuming that the application was against a first attempt).

If the application is accepted then one of following remedies are available:

In the case of submitted course work

- An **extension** of submission deadline up to 10 working days
- A **deferral** of the submission deadline to a future assessment period

In the case of exams, observed assessments or practice placements

- A **deferral** to the next planned assessment date.

Where the application was successful then no mark will be recorded on the student record and the rules regarding capping will be as though the original assessment had not occurred. i.e. successful MCs applications on a first attempt will not be capped (essentially the first attempt will be available again) while on a second or third attempt these will be capped at the threshold pass mark.

An application may be accepted on condition of submission of evidence at a later date and the assessment will be considered. If the evidence is not presented prior to the Board of Examiners then the application will be rejected – in line with the regulations

### **Additional points regarding MCs and extensions**

If an MCs application relates to an assessment that requires student attendance (e.g. exam or OSCE) it is not possible to grant an extension, as separate arrangements for individual students are not practical.

Where an application is received within 10 working days of the submission deadline, the MC panel will endeavour to expedite a decision and inform the student before the deadline to allow the student to modify plans. However it may not be possible to consider the application fully and therefore the 10 day period may include the submission deadline or examination. In these circumstances, the student should plan for the outcome as requested in the application, but recognise that there is no guarantee that this is the outcome

Where a decision cannot be agreed by a panel there may be need to seek the opinion of an additional academic staff member.

Where the outcome at MCs panel of a deferred assessment opportunity may not be practical to deliver (e.g. a group presentation), an alternative assessment type may need to be provided that allows the student to demonstrate the learning outcomes. However this option should only be considered if other remedies outlined above have been exhausted.

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]

If a student fails to attend an assessment, having not sought permission to do so, they will be given a result of 0% for the assessment

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.

This would be decided on review by the Board of Examiners

### 23: Assessment Policies

Confirm the word limit policy [ref: *SGUL Word Count Limit Policy for Assignments*]

The programme is bound by the SGUL Word count limit policy for assignments. This policy offers guidance about

- word count limits (including advice about words that are included and excluded from the word-count)
- actions to be taken and penalties applied when an assignment is under or over the word-count limit
- students' responsibilities for stating the actual word count
- markers' responsibilities to verify the word count during the marking process

The policy is available to read/download from SGUL website at

<https://www.sgul.ac.uk/about/governance/policies/word-count-limit>

Confirm the late submission policy [ref: *course materials, module outlines, VLE, etc*]

First submissions up to five working days late will be capped at 40%, while those over five working days late (bearing in mind the same timing so that after 22:00/16:00 on the fifth working day would be considered "over five working days") would be awarded a mark of zero. As resubmissions are already capped at 40% any resubmissions that are submitted late will receive a mark of zero. This is further explained in the diagram below:

Attempt	Submitted		
	By deadline	Up to five days late	More than five days late
First	Uncapped mark	Capped at pass	A mark of zero
Second or third	Capped mark	Capped mark	Capped mark

For Practice Education, completed CPAF's must be submitted within 7 days of the final day of placement. Late submissions will be capped at 40% whether up to 5 or more than 5 days late.

Where a delay to student submission is due to verified University systems failure (e.g. the VLE suffering a technical fault making submission impossible) then a universal remedy will be considered for all students.

In the case of a verified University systems failure the programme academic team will announce as soon as possible the detail of the issue and the remedy applied via a suitable communication channel. This should reduce queries and reassure students that a MCs application is not required for the assignment. The process and outcome will be recorded in the minutes at the Board of Examiners.

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

There are three levels of *FHSCE Confidentiality Policy* breach. The penalty is different, depending on the severity of the disclosure. A full policy with greater depth is available, but below are the key points referencing penalties.

Previous confidentiality offences will be considered when making a decision regarding the penalty awarded from the categories outlined below. Serious and/or repeated offences may constitute academic misconduct and could therefore be referred under the SGUL [Student Disciplinary Policy](#) or the [Procedure for consideration of Fitness to study or Practise](#).

### **Low Risk**

Breaches of confidentiality that lead/could lead to identification of the Trust, School, Agency or educational organisation. This could be as a result of:

- Naming the trust, agency or school
- Including the trust, agency or school on documents etc.
- Failing to adequately remove/obscure the trust, agency or school from documents etc.
- Identifying the trust, agency or school by implication

**Penalty: No mark penalty will be applied.**

The breach will be noted and referred to in the feedback to the student. If, however, the nature of the breach would allow identification of individuals or places referred to in the medium or high risk categories then the higher penalty would be applied.

### **Medium Risk**

Breaches of confidentiality that lead/could lead to identification of:

- The student's learning environment or practice setting
- Supervisors/mentors/professional advocates etc.
- Other individuals excluding service users and carers.

This could be as a result of:

- Naming these settings and/or individuals;
- Including the name (or other identifiers) of these settings and/or individuals in documents etc.;
- Failing to adequately remove/obscure the name (or other identifiers) of these settings and/or individuals from documents etc.; or
- Identifying these settings and/or individuals by implication.

**Penalty: A mark of the minimum pass mark, or the mark awarded if this is lower.**

A mandatory meeting would be held with the module leader, or their nominee, to discuss the breach and its implications.

### **High Risk**

Breaches of confidentiality that lead/could lead to identification of a service user(s).

This could be as a result of:

- Naming the service user/carer;
- Including the service user /carer's name on documents etc;
- Failing to adequately remove/obscure the service user/carer's name from documents, audio/visual artefacts, etc; or
- Identifying the service user/carer by implication.

**Penalty: A mark of Zero.**

A mandatory meeting would be held with the module leader, or their nominee, to discuss the breach and its implications.

In all cases of breached anonymity/confidentiality:

- The work will be returned with written feedback outlining the reason(s) for any mark penalty and details of the breach, together with feedback regarding other aspects of the work.
- On resubmission the maximum mark awarded would be the pass mark and the resubmission would be classed as a second submission.
- The reason(s) for any mark penalty/penalties will be reported to the examinations board.
- If the work has the potential of being seen by other persons unconnected with the marking process then the breach of anonymity must be redacted by the marker before being released.
- In the case of a research project the breach of anonymity must be removed from the e-copy (and any hard copy that may exist) before being put in the library/ library repository. When removal of the breach of anonymity cannot be achieved then the research project must be withheld from the library/ library repository.

**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), <b>no compensation</b> is permitted regarding that requirement. The minimum mark <b>must be reached</b> .	No compensation is permitted at module level: the pass mark for the module <b>must be reached for all modules</b> .
4	Numerical mark → letter grade formula	Alphabetical letter grades will <b>not</b> be used in any part of the summative assessment process and there will be <b>no conversion system</b> 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 <b>1dp</b>	Module: <b>Modules</b> which are awarded a numerical mark will be rounded to <b>1dp</b>  Year: In the case of programmes where there is a numerical <b>year</b> mark, the mark will be rounded to <b>1dp</b>  Award: In the case of programmes where there is a numerical <b>final award</b> mark, the mark will be rounded to <b>1dp</b>  For final <b>classification</b> purposes, the final award mark is rounded to a <b>whole number</b>
6	No. auto resit attempts	One automatic resit attempt will be permitted at each assessment	One automatic resit attempt will be permitted at each module that has

Item	Area	Regulation	
		Assessment element	Module
		element that has not met the minimum numerical mark (or a <i>Pass</i> , for assessment elements marked Pass/Fail only)	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	<b>Resit mark capping</b>	Following a successful resit of an assessment element, the assessment element mark is <b>capped</b> at the bare numerical pass mark; the module mark is <b>not capped</b> at the bare module pass mark.	See under Assessment element
8	<b>Highest/latest numerical fail mark</b>	In the case of an assessment element that has been resat and <i>still not reached the minimum mark required to pass</i> , the <b>highest</b> (not the latest) assessment element <b>fail</b> mark will apply	In the case of a module where one (or more) assessment element has been resat and <i>still not reached the mark required to pass the module</i> , the <b>highest</b> (not the latest) module <b>fail</b> 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	<b>Modules outside the FHEQ credit system</b> <i>[ie modules that have 0 credits attached to them]</i>  (The Regulation does <i>not</i> apply to a Professional Training Year within a programme.)	Modules that have 0 credit attached to them, but which are still hurdles that need to be passed by a student for progression: (i) should be limited to the following assessment types: <b>portfolios, skills portfolios, Practice Assessment Docs (PADs), placements, and foundation hurdle modules</b> ; (ii) should be marked <b>Pass/Fail only</b> ; (iii) should have <b>no additional workload requirement</b> of their own, but represent work done in other (credit-bearing) modules.	
	<b>Award</b>		
10	<b>Credit enhancement</b> (SGUL General Regulation 7.6(a) - applies to <i>BSc programmes</i> , which are modular and FHEQ credit rated)	The SGUL credit enhancement regulation is <b>removed</b> .	

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

Item	Area	Regulation	
		Assessment element	Module
11	<b>Numerical mark versus Pass/Fail</b>	An assessment element can be marked:	A module can be marked: (i) with a numerical mark

Item	Area	Regulation	
		Assessment element	Module
	only	(i) with a numerical mark <b>OR</b> (ii) Pass/Fail <b>only</b>	<b>OR</b> (ii) Pass/Fail <b>only</b> <b>OR</b> (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 <b>result</b> of the assessment element will be:  <b>Pass</b> if the assessment element mark is $\geq 40\%$ ( $\leq$ L6 modules) or $\geq 50\%$ (for $\geq$ L7 modules)  <b>Fail</b> if the assessment element mark is $<40\%$ ( $\leq$ L6 modules) or $<50\%$ (for $\geq$ L7 modules)  <b>Appropriate SITS signal</b> if assessment element not complete	The <b>result</b> of the module will be:  <b>Pass</b> if the module mark is $\geq 40\%$ ( $\leq$ L6 modules) or $\geq 50\%$ (for $\geq$ L7 modules) (the result is <b>Pass</b> <i>only</i> if any minimum marks required for assessment elements or qualifying sets have also been met).  <b>Fail</b> if the module mark is $<40\%$ ( $\leq$ L6 modules) or $<50\%$ (for $\geq$ L7 modules)  <b>Appropriate SITS signal</b> 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) <i>["year" means FHEQ level mark]</i>	The overall <b>year mark</b> (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 <b>award mark</b> 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)  <i>(Appendix 4 provides a worked example)</i>	1. The final <b>award mark</b> 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

Item	Area	Regulation
	Progression	
		<p>SGUL committee structure. <i>Ratios are not currently set centrally by SGUL.</i></p> <p>3. Year/Level weightings should comply with one of the following four rationales proposed in <b>UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design</b> (pub Aug 2020) (indicative weightings for three-year degrees):</p> <ul style="list-style-type: none"> <li>a) Exit velocity (eg 0/0/100)</li> <li>b) Emphasis on exit velocity (eg 0/33/67)</li> <li>c) Equal weighting (eg 0/50/50)</li> <li>d) Level 4 inclusion (eg 10/30/60)</li> </ul>
18	Classification boundaries	<p>Classification bands and boundaries should comply with HE sector convention (%):</p> <p>BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F  MSci: 70 1st, 60 2i, 50 2ii, ≤49 F  UG Dip: 70 Dist, 60 Merit, 40 Pass, ≤39 F  UG Cert: 70 Dist, 60 Merit, 40 Pass, ≤39 F  MSc/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F  PG Dip: 70 Dist, 50 Pass, ≤49 F  PG Cert: 50 Pass (not classified)  BSc (non-hons): 40 Pass per mod (not classified)  Grad Cert: 40 Pass per mod (not classified)</p>

## Appendix 2: Module Assessments - Example table

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

### Appendix 3: Rounding rules

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

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

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

#### SITS and onward calculations

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

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

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

#### Worked example

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

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

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

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

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

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

#### **Module marks:**

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

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

#### **Award mark:**

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

#### **Classification:**

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

## Appendix 4: Year mark and Award mark

### Year mark

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

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

#### Example:

1. Using infinite dps, for ultimate accuracy, consider two “year” marks:  $10.1111... + 10.4444... = 20.5555... = 20.6$  to 1dp

2. If we round the “year” marks to 2dp and then add, we get:  $10.11 + 10.44 = 20.55 = 20.6$  to 1dp  
So rounding the two “year” marks to 2dp, then adding them, and then rounding the result to 1dp, results in exactly the same “award” mark as the more accurate calculation in no.1

3. If, on the other hand, we round the two “year” marks to 1dp and then add, we get:  $10.1 + 10.4 = 20.5$  to 1dp

So rounding the two “year” marks to 1dp, and then adding them, results in a slightly different “award” mark to 1dp

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

### Award mark

#### Worked example – calculating an award mark from the module marks

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

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

#### Award mark:

$(58.9 \times 37.5/100 \times 30/100) + (67.8 \times 62.5/100 \times 30/100) + (54.4 \times 25/100 \times 70/100) + (61.5 \times 75/100 \times 70/100)$   
 $= 6.62625 + 12.7125 + 9.52 + 32.2875$   
 $= 61.14625$

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

#### Classification:

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

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