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 Genomic Medicine PGDip Genomic Medicine PGCert Genomic Medicine PGCert Genomic Healthcare	All 1

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)**

MSCGM01Y Fundamentals of Human Genetics and Genomics	15	7	Core	MCQ /SAQ Online Exam 60 minutes	1,2,4,9	30	T1	Students must achieve 50% and must pass all elements separately.
				1500-2500 word critical review		70	T1	
MSCGM02Y Omics Techniques and Technologies; their application to genomic medicine	15	7	Core	MCQ /SAQ Online Exam 90 minutes	2,3,7	30	T1	Students must achieve 50% and must pass all elements separately.
				1500-2500 word essay critically comparing technologies		70	T1	
MSCGM03Y Genomics of Common and Rare Inherited Diseases	15	7	Core	MCQ /SAQ Online Exam 90 minutes	1,2,4	30	T1	Students must achieve 50% and must pass all elements separately.
				1500-2500 word evaluation and analysis of exome data		70	T1	
MSCGM04Y Molecular pathology of cancer and application in cancer diagnosis, screening and treatment	15	7	Core	MCQ/SBA Online Exam 50 Minutes	2,6,7	30	T2	Students must achieve 50% and must pass all elements separately.
				1500-2500 word critical essay relating to cancer genomics		70	T2	
MSCGM05Y Application of genomics in infectious disease	15	7	Core	MCQ /SAQ Online Exam 90 minutes	1,7	30	T1	Students must achieve 50% and must pass all elements separately.
				1500-2500 word essay critically appraising the role of genomics in a specific infection		70	T1	
MSCGM06Y Pharmacogenomics and stratified healthcare	15	7	Core	MCQ /SAQ Online Exam 90 minutes	6	30	T2	Students must achieve 50% and must pass all elements separately.
				1500-2500 word methodological evaluation of biomarkers		70	T2	
MSCGM07Y Bioinformatics, interpretation and data quality assurance in genome analysis	15	7	Core	NGS pipeline design and Bioinformatics assignment report	1,4,5,8,9	100	T1	Students must achieve 50% and must pass all elements separately.

MSCGM08A Genomic Medicine Project 30 Credits	30	7	Core	6,000 word report	10,11	80	T3	Students must achieve 50% in the presentation and written thesis and must achieve at least 50% overall. (the supervisor's report does not have to be passed but does contribute to the final mark)
				20 Minute Presentation including questions from assessors (10 minutes)		15	T3	
				Supervisor's report		5	T3	
MSCGM08B Genomic Medicine Project 60 credits	60	7	Core	750 word Research Proposal	10,11	5	T3	Students must achieve 50% in the proposal, presentation and written thesis and must achieve at least 50% overall. (the supervisor's report does not have to be passed but does contribute to the final mark)
				10,000 word report		75	T3	
				20 Minute Presentation including questions from assessors (10 minutes)		15	T3	
				Supervisor's report		5	T3	
MSCGM09Y Cardiovascular genetics and genomics	15	7	Option	MCQ /SAQ Online Exam 90 minutes	2	30	T2	Students must achieve 50% and must pass all elements separately.
				1500-2500 word case analysis		70	T2	
MSCGM10Y Ethical, legal and social issues in applied genomics	15	7	Option	3500 word essay (including 1500 word case analysis)	5	100	T2	Students must achieve 50% and must pass all elements separately.
MSCGM11Y An introduction to counselling skills in genomics	15	7	Option	Assessed communications role play	2,5	50	T2	Students must achieve 50% and must pass all elements separately.
				Result letter and literature review		50	T2	
MSCGM13Y Advanced Bioinformatics: Practical Bioinformatics Data Skills	15	7	Option	Data handling project	9	100	T2	Students must achieve 50% and must pass all elements separately.

* Learning outcomes:

1. Demonstrate a thorough understanding of the fundamentals of human genome structure, regulation and variation;
2. Infer modes of disease inheritance and determine the appropriate methodology to utilise and identify genetic causality on a case-by-case basis;
3. Describe and critically evaluate the role of omics techniques in modern medicine;
4. Explain the 100,000 Genome Project;
5. Describe the current legislative and ethical framework within which genomics operates;
6. Discuss and evaluate the role of precision medicine;
7. Evaluate the role of genomic technologies in cancer diagnostics and in monitoring and diagnosis of infectious disease;
8. Describe the challenges of data handling and interpretation in the modern genomic era;
9. Utilise web-based data sources and basic computational tools for analysing genomic data;

10. Design, plan and undertake a research project to test a hypothesis and/or critically evaluate current research in a specific area of genomic medicine.
11. Communicate specialist genomics information to a wide audience.

2: Modules – additional regulations (add rows as required)	
Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	**Regulation**
MSCGM13Y Advanced Bioinformatics: Practical Bioinformatics Data Skills	Students must have successfully completed MSCGM07Y: Bioinformatics, interpretation and data quality assurance in genome analysis to be eligible to take this module.
*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 formative assessment including practice MCQs and SAQs, formative assessment on topic presentations; moreover, 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]*
Minimum mark of 50%, there is no compensation between assessments.
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]*
As per L7 – 50%

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 across 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]*
N/A
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)]*

*Click **here** and type*
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]*

*Click **here** and type*
N/A

8: Trailing failed assessments/credits

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

*Click **here** and type*
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]*

MSc
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, and then 0.5 and above being rounded up and 0.4 and below rounded down.

PGDip
The Final Diploma Mark will be calculated by adding together the final marks for the eight core and elective modules 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.

PGCert
The Final Certificate Mark will be calculated by adding together the marks for 60 credits achieved, weighted for credit value and dividing by 4. Marks will be calculated to one decimal place, 0.5 being rounded up.

Where a student has passed more than the minimum number of required modules the modules with the lowest pass marks will be dropped from the calculation of the overall award mark.

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]*

N/A

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]*
MSc 49.5-59.4% - Pass 59.5-69.4% - Merit ≥69.5% - Distinction PGDip 49.5-69.4% - Pass ≥69.5% - Distinction PGCert – no classification ≥49.5% - Pass

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]*
None. 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. Such candidates will normally be expected to pass each component at first attempt but this is not a requirement to achieving the classification.
Explain the regulations for considering students at a classification borderline *[ref: General Regulations para 7.6(b)]*
We do not have additional specific regulations for students at a classification borderline

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]*
Candidates who fail a core module will fail the MSc but may be awarded a PGDip or one of the PGCerts if they fill the conditions.

13: Exit qualifications
Explain the exit qualifications available and the requirements for them *[ref: Programme Regulations, course materials, module outlines, Canvas, etc]*
Candidates who fail a core module or the research project (Appendix 5) will fail the MSc. 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 or Postgraduate Certificate if they fulfil the conditions for these awards. PGDip candidates who have successfully passed all the core modules but have achieved a final diploma mark of ≤49.4% will fail the Diploma but may be awarded a Postgraduate Certificate (Appendix 5). Candidates who fail a module (taking into account second attempts) or achieve a final certificate mark of ≤49.4% will fail the Postgraduate Certificate and will be issued with a transcript detailed the credits that have been accumulated.

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]*
None
If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module *[ref: Appendix 1 Assessment Regulations, item 7]*
Following a successful 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]*
For modules with one assessment, the module will be given the <50% mark. For modules with more than one assessment, the module mark will be calculated but students will still fail the module even if they have achieved over the pass mark. There is no compensation between elements of assessments. The highest assessment fail mark will be is used to calculate the final module mark.
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]*
Not applicable at Postgrad level.

15: Board of Examiners
Explain any additional responsibilities for Boards of Examiners' or procedures for the conduct of meetings, beyond those in the General regulations *[ref: General Regulations section 8]*
None
Explain any additional roles or responsibilities of external examiners, beyond those in the General Regulations and Quality Manual *[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 13-27]*
None

16: Date of Award
Confirm how the date of award is determined *[ref: General Regulations para 2.5(14) and Programme Regulations]*
Marks are ratified at the closest Board of Examiners date after all marks have been received and reviewed by the External Examiner. Date of award is that Board date.

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. Within every Canvas submission box, students will be provided with the marking rubric and guidelines.

18: Marking Procedures

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

Where possible, students are assigned a candidate number to use in written assessments or are assigned post-submission numbers within Canvas.

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?

Taught module assignments will be single marked followed by internal moderation. If there is disagreement between the moderator and marker which cannot be resolved, 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 a member of the Board of Examiners.

Research Projects will be marked independently by two internal markers. If the percentage marks differ by less than 9%, they 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 agree on a mark. 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.

Explain any additional marking procedures not covered above

Candidates who achieve a mark of <49% at first attempt will fail the Research Project. Such candidates will normally be required to re-submit the following year. The Board of Examiners shall determine whether the project may be re-written to address any shortcomings or whether a new project is required for the re-submission. The Board of Examiners may also determine who should act as supervisor for the re-submission. Marks for re-submissions will be capped at 50%.

19: Marking practice-based assessments

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

N/A

20: Moderation of marks

Confirm the circumstances and procedure for **internally** moderating a set of module marks *[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29]*

Module leads will moderate marks for assessments within modules.

Moderation of marks will either be by viewing all marked assignments or by sampling (usually 10-20%) of assessments within each grade classification (50-60%, 60-70%, >70%). All assessments that are awarded a failing grade will be included in the moderation.

Moderation should NOT alter marks of individual students where only a sample of work has been viewed. Marks may be scaled (up or down) for the entire cohort.

Moderation may involve comparison of between-assessor variability for the same assessment. Where the module lead is satisfied that there is undue variability between different assessors within the same assessment, marks from individual assessors may be scaled up or down. Marks should not be altered for individual students. The module lead may discard the marks from individual assessors and designate another assessor to re-mark the work of all candidates within that group.

In all instances, moderation and standard setting should be discussed and agreed at the exam board.

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]*

The External Examiner has full access to all marks and feedback on Canvas. They review a sample/selection and provide comments on the marks and feedback and if they agree with the marks.

21: Release of results and feedback to students

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

Provisional results and feedback will be provided to students via Canvas within 25 working days (wherever possible). Students will be informed that they are provisional until ratified by the Board of Examiners.

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

Once ratified at the Board of Examiners, students will be contacted to confirm the grades/awards and any changes. This will also include dates of resit exams or resubmissions.

Confirm the arrangements for the provision of **qualitative feedback** to students *[ref: SGUL Feedback Policy]*

Feedback for formative assessments will be provided to individual students wherever practicable, for example, through automated feedback of electronic quizzes, by returning annotated scripts or verbal feedback during workshops, etc.
Qualitative feedback for all summative assessments will be provided via Canvas.

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]*

Extensions to Assignment deadlines

Requests for extensions to assignment deadlines made up to one week (7 days) prior to the due date should be requested through the Extension Request Form (available on the Documents page). The form should be accompanied by supporting documentation, and submitted to the Course Administrator. Extensions will not normally be granted for more than 4 weeks, and any request for subsequent extensions should be routed through the Mitigating Circumstances process.

Situations (examples) where seeking an extension would be appropriate (if the timing were such to have a significant impact on the assessment/s) include:

Death of someone close (e.g. parents or guardians, children and siblings, a spouse/partner, in-laws, grandparents and grandchildren);
Illness, accident or hospitalisation, unexpected deterioration in an on-going illness or chronic medical condition.
Breaks and serious sprains of the normal writing hand/arm;
Illness of child/ relative where the student is the sole carer.
Trauma as a result of crime (e.g. burglary), requirement to appear in Court as victim/ witness or as part of jury service;
Domestic crisis such as house fire / significant change to personal circumstances e.g. divorce / separation

Situations (examples) where seeking an extension would NOT be appropriate would include:

Computer or printer failure, corrupt files etc; *
Failed travel arrangements;
Pre-booked holidays/scheduled family commitments, including school holidays
Normal work pressures (part-time students);
Lack of preparation for academic study;
Any requests relating to retrospective events known prior to submission deadlines including forgetting submission/examination dates.
*Students are reminded of the importance of making multiple back-up copies of all of electronic files and photocopies of any important printed documents.

Students who miss a submission/presentation deadline without an agreed extension will have a penalty awarded as set out in the Scheme of Assessment. Usually a score of zero will be recorded for the failure to submit at the first deadline and any subsequent submission will be regarded as a second attempt which will only be eligible to receive a maximum mark of 50% (this being the minimum pass mark for work of an acceptable standard).

Mitigating Circumstances

A request for (i) a deferral to an examination (ii) a deferral of a summative presentation, or (iii) an extension to an assignment deadline made less than one week (7 days) of the due date needs to be sought through a Mitigating Circumstances Form (available on the Documents page). The Mitigating Circumstances Form should be accompanied by supporting documentation, and submitted to the Course Administrator. A Mitigating Circumstances Panel (MCP) (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, and make a recommendation to the course's Board of Examiners.

In addition, a student who considers that his or her performance in an examination or assessment has been adversely affected by illness or some other course should similarly submit independent documentary evidence using the Mitigating Circumstances Form to the Course Administrator as soon as possible, and certainly before the date of the final Board of Examiners meeting in line with St. George's, University of London General Regulations (11.11). There is no provision for upgrading or changing a candidate's result or classification on account of illness or other relevant factors. However, documented mitigating circumstances, agreed at a Board of Examiners, may be taken into account of determining decisions concerning re-entry to examinations and other assessments.

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 fails to attend an assessment without permission or to submit an assignment by the deadline without permission will be given a zero for that attempt. Their resit of the assessment will be capped at 50%.

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 student who has failed an assessment shall be permitted to have that attempt discounted where the Board of Examiners are satisfied that one or more of the following conditions have been met:

I. The result was affected by an administrative error
II. The assessment was not conducted in accordance with the Scheme, Regulations and approved procedures of St George's
III. The student's performance had been adversely affected by illness or other relevant factors which either the student had, for good reason, been unable to make known to the Mitigating Circumstances Panel at the appropriate time in accordance with General Regulation 10.4, or which the Mitigating Circumstances Panel had failed properly to take into account

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)

Item	Area	Regulation	
		Assessment element	**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 module mark is **not capped** at the bare module pass mark.	See under Assessment element
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

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

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**.

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

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)	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

Item	Area	Regulation	
		Assessment element	Module
		Fail if the assessment element mark is <40% (≤ L6 modules) or <50% (for ≥ L7 modules) **Appropriate SITS signal** if assessment element not complete	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) **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)

Item	Area	Regulation
	Progression	
		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.]

Appendix 5 Modules and pathways

MSc Genomic Medicine (180 credits)

8 modules (15 credits each) + 60-credits research project
or
10 modules (15 credits each) + 30-credits research project

Core modules -to achieve all:
Fundamentals of human genetics and genomics
Omics techniques and technologies
Bioinformatics, interpretation and data quality in genome analysis
Research project 60 credits or 30 credits
Core elective modules -to achieve at least 3 from:
Genomics of common and rare inherited disease
Application of genomics in infectious disease
Molecular pathology of cancer and application in diagnosis, screening and treatment
Pharmacogenomics and stratified healthcare
Optional modules – to achieve as many as required up to 180 credits:
Cardiovascular genetics and genomics
ELSI in applied genomics
An introduction to counselling skills in genomics
Advanced bioinformatics

PGDip Genomic Medicine (120 credits)

8 modules (15 credits each)

Core modules -to achieve all:
Fundamentals of Human Genetics and Genomics
Omics techniques and technologies
Bioinformatics, interpretation and data quality in genome analysis
Core elective modules -to achieve at least 3 from:
Genomics of common and rare inherited disease
Application of genomics in infectious disease
Cardiovascular genetics and genomics
ELSI in applied genomics
An introduction to counselling skills in genomics
Optional modules – to achieve a maximum of 2:
Pharmacogenomics and stratified healthcare
Molecular pathology of cancer and application in diagnosis, screening and treatment
Advanced bioinformatics

PGCert Genomic Medicine (Standard pathway) (60 credits)

4 modules (15 credits each)

Core modules -to achieve all:
Fundamentals of human genetics and genomics
Genomics of common and rare inherited disease
Core elective modules – to achieve a maximum of 2:
Omics techniques and technologies
Bioinformatics
Application of genomics in infectious disease
Cardiovascular genetics and genomics
Molecular pathology of cancer
Pharmacogenomics and stratified healthcare
An introduction to counselling skills in genomics OR ELSI in applied genomics

PGCert Genomic Medicine (Medical pathway) (60 credits)

4 modules (15 credits each)

Core module -to achieve: Omics techniques and technologies; their application to genomic medicine
Core elective modules – to achieve a minimum of 2: Genomics of common and rare inherited disease Application of genomics in infectious disease Cardiovascular genetics and genomics An introduction to counselling skills in genomics OR ELSI in applied genomics
Optional modules – to achieve a maximum of 1: Molecular pathology of cancer and application in diagnosis, screening and treatment Pharmacogenomics and stratified healthcare Bioinformatics

PGCert Genomic Medicine (Bioinformatics pathway) (60 credits)

4 modules (15 credits each)

Core modules -to achieve all: Bioinformatics Advanced bioinformatics
Core elective modules – to achieve a maximum of 2: Genomics of common and rare inherited disease Application of genomics in infectious disease Cardiovascular genetics and genomics

PGCert Genomic Healthcare (60 credits)

4 modules (15 credits each)

Core modules -to achieve all: Fundamentals of human genetics and genomics Genomics of common and rare inherited disease An introduction to counselling skills in genomics Ethical, legal and social issues in applied genomics