



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 Physiotherapy (pre-registration)	All (1 and 2)

All Schemes of Assessment must comply with:

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

How to use this template:

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

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

1: Overview of marking scheme

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

Year 1								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSC - 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)

Foundations of physiotherapy	0	4	C	Formative objective structured practical exam (OSPE) (15 minutes)	1, 2, 3, 4, 5 & 6	n/a	Oct	
Human behaviour and rehabilitation	30	7	C	Simulated practical exam with viva (30 minutes)	3 & 4	30	Feb	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Written assignment (2000 words)	1, 2, 5, 6 & 7	70	Apr	
Musculoskeletal physiotherapy	20	5	C	Interactive practical exam (40 minutes)	1,2,3,4 & 5	100	Dec	
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	7	C	Annotated bibliography (2000 words) and reflection (500 words)	2,3,4 & 5	70	Apr	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Group research proposal (1500 words)	2,3,4	30	Jun	
Reflective practice – practice placements 1 and 2	0	5	C	Placement 1	1, 2, 3, 4 and CPAF LO's	45	Mar	Both of the practice placement assessments must be passed separately and an oral presentation in order to achieve an overall pass for this module
				Placement 2	1, 2, 3, 4 and CPAF LO's	45	May	
				Oral presentation (10 minutes)	5	10	Jun	

Year 2								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCOE – 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	7	C	Reflective portfolio (2500 words)	1,2,3,4 & 5	80	April	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Case study (1500 words)	1,2,3,4 & 5	20	March	
Research project	30	7	C	Research paper (4000 words)	1,2,3,4,5 & 6	100	May	
Critical practice – practice	0	6	C	Placement 3	1, 2, 3, 4 & 5 and	33	Sept	All three of the practice placement

placements 3, 4 and 5					CPAF LO's			assessments must be passed separately in order to achieve an overall pass for this module
				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	
Quality & innovation in Health & Social Care	15	7	C	Quality improvement proposal presented as a report /discussion paper for a service manager (2000 words) with a plain English version for the public (1000 words)	1,2,3,4 & 5	100	May	
Personalised professional development	15	7	C	Conference abstract (500 words)	1,2,3,4 & 5	50	Feb	Each assessment component must be passed separately in order to achieve an overall pass for this module
				Conference participation	1,2,3,4 & 5	50	Jun	

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 – placements 1 and 2; Critical practice – placements 3,4 and 5	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. 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

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 degree classification

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 [\[ref: Appendix 1 Assessment Regulations, item 5\]](#)

Assessments that 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 5 and 6; and 50.0% for assignments that are marked at Level 7. 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 that are awarded a numerical mark are rounded to 1dp. This is the mark that will be used for the 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 Level 5 and 6 modules is 40.0%.

The pass mark for Level 7 modules is 50.0%.

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 [\[ref: Appendix 1 Assessment Regulations, item 14\]](#)

The programme does not issue an overall year mark

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 <i>[ref: Appendix 1 Assessment Regulations, item 15 (& item 9)]</i>
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 <i>[ref: for example passing every module in the table in no.1 above]</i>
Rules of progression do not apply to Level 7 modules. These would normally be taken in the order outlined in the programme documentation. Rules of progression only apply to modules at levels 5 and 6. Level 5 modules that students complete in Year 1 must be passed before progression to the Level 6 Critical practice – placements 4, 5 and 6 module (Year 2).

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) <i>[ref: course materials, module outlines, Canvas, etc]</i>
Due to the accelerated nature of the programme, assessments are structured such that in normal circumstances, students may have two attempts at any given assessment prior to the second year of study. Rules of progression only apply to modules at level 5 and 6. Level 5 modules that sit within Year 1 of the programme must be passed before progression to Level 6 placements and Level 7 modules in Year 2. In exceptional circumstances, assessments for Level 5 modules may be allowed to be trailed i.e. carried over into the follow academic year. For this regulation to apply, the student cannot carry more than one component of failed assessment into the next academic year. 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 continuation decision is suspended, and will need to be considered under the provisions of the regulations governing assessment re-entry and resits. If at the end of the second year of students, a student still has modules outstanding to be eligible for the award of MSc Physiotherapy (pre-registration) or PGDip Physiotherapy (pre-registration), the student should make provision for a further period of study including associated costs.

9: Award
Confirm if your programme issues an overall award mark for the programme <i>[ref: Appendix 1 Assessment Regulations, item 16/17]</i>
Students who successfully complete all the MSc Physiotherapy (pre-registration) course requirements and pass all modules are awarded an overall award mark for the programme
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>
Marks and results from the six modules that are assessed at Level 7 contribute to the final classification of the degree. Year 1 includes two Level 7 modules worth 30 credits each (making a total of 60 credits); Year 2 includes four Level 7 modules – 2 of which carry 30 credits each, with the remaining 2 carrying 15 credits each (making a total of 90 credits). The award mark is calculated as follows: (Sum of individual Level 7 module marks x individual module credits)/150

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 will be 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>
Only marks and results from Level 7 assessments contribute to the final degree classification. Year 1 contains 2 Level 7 modules worth a total of 60 credits. Year 2 contains 4 Level 7 modules that together total 90 credits. The Year 1: Year 2 ratio is therefore 2:3
If your programme does not 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

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 <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
For final classification purposes, the final award mark is determined from the overall award mark (rounded to 1dp) rounded to a whole number
Confirm the classification boundaries for the award <i>[ref: Appendix 1 Assessment Regulations, item 18]</i>
The classification boundaries comply with HE sector conventions for MSc awards: 70 = Distinction; 60 = Merit; 50 = Pass; ≤49 = fail

11: Boundaries and Borderlines

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>
n/a
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 MSc degree classification boundaries, effectively operating at 68.5 (Distinction) and 58.5 (Merit) due to rounding. If a student's overall degree mark falls within this borderline zone and the student has achieved at least 75 credits of module marks at level 7 in the higher classification band (e.g. higher than 70 or 60 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 <i>[ref: Programme Regulations, course materials, module outlines, Canvas, etc]</i>
Where a student is unsuccessful in their final year of placements (Critical Practice – placements 3, 4 and 5 module), they will cease to be eligible for the award of MSc Physiotherapy (pre-registration), but will still be eligible for the award of MSc in Applied Health Studies subject to all the credit bearing modules on the programme being completed and passed.
Where a student is unsuccessful in any other final year module, they may be eligible for the award of MSc in Applied Health Studies subject to the following:

- Successful completion and pass of the Contemporary Issues in Public Health module at level 7
- Successful completion and pass of 150 credits at level 7, including the Research module

The MSc Applied Health Studies award does not confer eligibility to apply for HCPC registration or full membership of the CSP

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 MSc Physiotherapy (pre-registration). However, in exceptional circumstances where this may not be possible, other exit qualifications may be offered at the discretion of the Board of Examiners.

i. Post graduate diploma in Physiotherapy (pre-registration)

Where a student is unable to successfully complete and pass the research project module (a level 7 module worth 30 credits that is completed in Year 2), they will cease to be eligible for the award of MSc Physiotherapy (pre-registration). They will still be eligible for a PG diploma in Physiotherapy (pre-registration) if they have completed and successfully passed all components of the MSc Physiotherapy (pre-registration) degree programme except the research project module.

The mark and classification for the award is calculated using the marks and results from the five modules the student has completed and passed at Level 7.

The final award mark is calculated as follows:

(Sum of individual Level 7 module marks x individual module credits) / 120

For final **classification** purposes, the final award mark is determined from the overall award mark (rounded to 1dp) rounded to a **whole number**.

The PG Diploma classification boundaries comply with HE sector conventions:

70 = Distinction; 60 = Merit; 50 = Pass; ≤ 49 = fail

The PG diploma in physiotherapy (pre-registration) does lead to eligibility to apply for registration with the Health & Care Professions Council (HCPC) and for full membership of the Chartered Society of Physiotherapy (CSP).

ii. MSc Applied Health Studies

Where a student is unsuccessful in their final year of placements, they will cease to be eligible for the award of MSc Physiotherapy (pre-registration). They will however, still be eligible for the award of MSc in Applied Health Studies subject to the following:

- successful completion and pass of the 'contemporary issues in public health' module at Level 7
- successful completion and pass of a further 120 credits at Level 7 including the research project module.

Students who decide that they no longer wish to pursue a career in physiotherapy may be given an opportunity to transfer to the MSc Applied Health Studies award at the end of their first year of study. These students will undertake Contemporary Issues in Public Health module at level 7 alongside all the remaining components of the MSc Physiotherapy (pre-registration) programme excluding the Critical practice – placements 3, 4 and 5 module.

The final award mark is calculated as follows:

(Sum of individual Level 7 module marks x individual module credits) / 150

For final **classification** purposes, the final award mark is determined from the overall award mark (rounded to 1dp) rounded to a **whole number**.

The MSc Applied Health Studies classification boundaries comply with HE sector conventions:

70 = Distinction; 60 = Merit; 50 = Pass; ≤ 49 = fail

iii. Other intermediate awards:

Other intermediate awards may be offered at the discretion of the Board of Examiners to students who exit the course prior to completion of the MSc Physiotherapy (pre-registration) degree.

A post graduate certificate in Applied Health Studies may be awarded to a student who leaves the course having accrued 60 credits at level 7

A post graduate diploma in Applied Health Studies may be awarded to a student who leaves the course having accrued 120 credits at level 7.

The Applied Health Studies awards (MSc, diploma and certificate) do not confer eligibility to apply for HCPC registration or full membership of the CSP.

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 setting, and this will be negotiated and agreed in advance with the student.

Students may only resit one placement per module

A second failure of a practice placement in any ONE academic year (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 MSc Physiotherapy (pre-registration) 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 which is 50% for Level 7 modules and 40% for modules assessed at Levels 4 – 6. 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]

It is a programme requirement that all elements of assessment in each module are passed to pass the module overall. 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 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]

University-based modules

The Board of Examiners has the discretion where special personal or academic circumstances are adduced, to allow a third and final attempt at an assessment. Students for re-entry will normally be assessed by the same

methods as 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.

Practice-based modules

Students are not offered a third attempt for a placement module (see above)

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 <https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study>

There are no specific requirements for MSc Physiotherapy (pre-registration) programme.

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 the award of the MSc Physiotherapy (pre-registration) degree or PG diploma in Physiotherapy (pre-registration) 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 assignments for each Level – these are presented in Appendices 1 – 6

For practical (OSCE) assessments, standardised criteria are developed (see Appendices 1 – 6). These criteria are based on the learning outcomes and requirements described in the module documentation.

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

Interpersonal Skills	3. Organisation and prioritisation 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
<p>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.</p> <p>Level 5 marking criteria are used to assess the placements that make up the Reflective practice – placements 1 and 2 module;</p> <p>Level 6 marking criteria are used to assess the placements that make up the Critical Practice – placements 3, 4 and 5 module.</p> <p>More detailed information about the national CPAF is available at https://www.csp.org.uk/professional-clinical/practice-based-learning/common-placement-assessment-form</p>	
<p>Confirm that marking schemes, which explain how marks are allocated to a piece of assessed work, are issued to students (they do <i>not</i> need to be included here) [ref: <i>Quality Manual, Section I QM of Assessment, para 8</i>]</p>	
<p>Students access copies of the marking schemes with the assignment guidance that is posted on CANVAS</p>	

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 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?

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 the General Regulations for students and programmes of studies <https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study>)

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 in Section 18 above

Confirm the extent of an **external examiner's** influence in endorsing a set of module marks [ref: *General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29*]

At least one external examiner shall be appointed to the MSc Physiotherapy (pre-registration) programme. The external examiner(s) shall be invited to participate in the setting of assessments and shall have the right to inspect any assessment material for the programme. The detailed duties of external examiners are set out in the Quality Manual.

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 results and feedback will be provided to students via the VLE for all university based assessments as per the agreed timescale 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 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 **qualitative feedback** to students [*ref: SGUL Feedback Policy*]

See above under provisional marks

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*]

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.

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 [SGUL academic appeal procedure](#)

Mitigation is allowed for:

- Bereavement
- Serious Illness of the student or a close relative/friend
- Unanticipated work-based interference

Mitigation is **NOT** accepted for:

- Computer failure
- Traffic jams
- Pre-booked holidays or family events

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.

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.

Considering MC applications

Please read the below in conjunction with the [SGUL General regulations](#)

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.

To achieve quoracy the MCs panel must consist of at least three members – two senior academics with responsibility for assessment (e.g. 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 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*]

Students who fail to attend an assessment without permission or to submit an assignment by the deadline without permission will be given a zero for that attempt.

In determining decisions concerning re-entry to assessment for reasons of mitigating circumstances, the Board of Examiners may deem the affected entry to be **not** valid [ref: *General Regulations para 10.8*]. Confirm the circumstances under which you would discount a failed assessment on your programme

A failed assessment on the programme may be discounted if the student can demonstrate that there was an administrative or procedural error, or that there were mitigating circumstances of which they could not reasonably inform the course team at the time.

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, Canvas, etc*]

First submissions up to five working days late will be capped at the bare numerical pass mark which is 50% for Level 7 modules and 40% for modules assessed at Levels 4 – 6.

Submissions that are 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 the bare numerical pass mark, any resubmissions that are submitted late will receive a mark of zero.

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 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.

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., or 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>

MSc Physiotherapy (pre-registration)

Assessment criteria and marking schemes

Appendix 1: Level 4 assessment criteria

Appendix 2: Level 4 practical exam criteria

Appendix 3: Level 5 Assessment Criteria

Appendix 4: Level 5 Practical Exam Criteria and guidelines

Appendix 5: Level 6 Assessment Criteria

Appendix 6: Level 7 Assessment Criteria

Appendix 1: Level 4 Assessment Criteria

	CRITERION	A 100-70	B 69-60	C 59-50	D 49-40	F 39-0
1	Addressing the assessment objectives and relevant module learning outcome(s)	COMPREHENSIVELY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment	CONSISTENTLY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment	EFFECTIVELY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment OR COMPREHENSIVELY addresses SOME of the assessment objectives and relevant module learning outcome(s) throughout the assessment	EFFECTIVELY addresses SOME of the assessment objectives and relevant module learning outcome(s) throughout the assessment	LIMITED or FAILS to address the assessment objectives and relevant module learning outcome(s) throughout the assessment
2	Content and range of knowledge displayed Use of literature / Evidence of reading	Demonstrates GOOD and CONSISTENT factual and/or conceptual knowledge base Evidence of independent reading from a RANGE of appropriate sources. Demonstrates CONSISTENT COMMENTARY on results AND methodology and sources of bias in literature	Demonstrates GOOD BUT INCONSISTENT factual and/or conceptual knowledge base CONSISTENT evidence of reading from DIRECTED REFERENCE list for module only. Demonstrates CONSISTENT COMMENTARY on results OR methodology and sources of bias in literature	Demonstrates BASIC factual and/or conceptual knowledge base SOME evidence of reading from DIRECTED REFERENCE list for module. Demonstrates BASIC COMMENTARY on results OR methodology and sources of bias in literature	Demonstrates LIMITED factual and/or conceptual knowledge base LIMITED evidence reading from DIRECTED REFERENCE list for module. Demonstrates LIMITED COMMENTARY on results OR methodology and sources of bias in literature	Demonstrates POOR or NO factual and/or conceptual knowledge base NO evidence of reading relevant to the module. Demonstrates NO COMMENTARY on results OR methodology and sources of bias in literature
3	Application of theoretical concepts	Demonstrates CONSISTENT integration of theoretical concepts and relates them to practice situations. Demonstrates CONSISTENT AWARENESS of service user OR broader professional or social context	Demonstrates EFFECTIVE integration of theoretical concepts and relates them to practice situations. Demonstrates EFFECTIVE AWARENESS of service user OR broader professional or social context	Demonstrates SOME integration of theoretical concepts and OCCASIONALLY relates them to practice situations. Demonstrates SOME AWARENESS of service user OR broader professional or social context	Demonstrates LIMITED integration of theoretical concepts and DOES NOT relate them to practice situations. Demonstrates LIMITED awareness of service user OR broader professional or social context	Demonstrates NO integration of theoretical concepts and DOES NOT relate them to practice situations. Demonstrates NO awareness of service user OR broader professional or social context

4	Critical reasoning, analysis and evaluation of process	CONSISTENT use of established techniques of analysis relevant to the discipline. Demonstrates GOOD CRITICAL insight and DEMONSTRATES alternative positions / approaches. CONSISTENT evaluation of information to reach balanced conclusions / perspectives	EFFECTIVE use of established techniques of analysis relevant to the discipline. Demonstrates EFFECTIVE insight and DEMONSTRATES alternative positions / approaches. EFFECTIVE evaluation of information to reach conclusions / perspectives	ROUTINE use of established techniques of analysis relevant to the discipline. Demonstrates OCCASIONAL insight OR alternative positions / approaches. Evaluation of information to reach conclusions / perspectives is demonstrated but INCOMPLETE	LIMITED use of established techniques of analysis relevant to the discipline. Demonstrates LIMITED insight AND LIMITED AWARENESS of alternative positions / approaches. Evaluation of information to reach conclusions / perspectives is LIMITED OR UNBALANCED	INEFFECTIVE OR LACK OF use of established techniques of analysis relevant to the discipline. Demonstrates NO insight OR AWARENESS of alternative positions / approaches. Evaluation of information to reach conclusions / perspectives is ABSENT or VERY unbalanced
5	Coherence and organisation of assessment (argument)	Introduction and Conclusion CONSISTENT with key points. COHERENT organisation of assessment AND CLEAR presentation of ALL KEY points.	Introduction and Conclusion EFFECTIVE and reflects MOST key points. COHERENT organisation of assessment AND EFFECTIVE presentation of KEY points.	Introduction and Conclusion ROUTINE and reflects SOME key points. SOUND organisation of assessment with SOME KEY points presented INCONSISTENTLY.	Introduction and Conclusion present but UNCLEAR in relation to key points. SOME organisation of assessment with SOME points presented BUT not FOCUSED.	Introduction and Conclusion NOT PRESENTED or VERY UNCLEAR. POOR organisation of assessment with SOME points presented BUT not RELEVANT or VERY UNCLEAR.
6	Communication clarity and style – incl. spelling, grammar, punctuation, reference style	Sentences FLUENT and easy to follow. Grammar and spelling - CONSISTENT THROUGHOUT Demonstrates EFFECTIVE communication style appropriate to the task. Presentation is CLEAR and has visual impact. Sources used are EFFECTIVELY acknowledged in the text Reference list and in text citations MAINLY ADOPT recommended style.	Sentences CLEAR and RELATIVELY easy to follow. Grammar and spelling – MINOR ERRORS Demonstrate EFFECTIVE communication style in SOME aspects of the task Presentation is CLEAR and has SOME visual impact. Sources used are acknowledged in the text Reference list and in text citations ADOPT recommended style with SOME ERRORS	Sentences SOUND but OCCASIONALLY DIFFICULT to follow. Grammar and spelling – SEVERAL ERRORS Demonstrates APPROPRIATE communication style in SOME aspects of the task Presentation SOUND but LIMITED CONSIDERATION of visual impact. Sources used are OCCASIONALLY acknowledged in the text Reference list and in text citations ATTEMPTED with SEVERAL ERRORS OR MIXED STYLES	Sentences GENERALLY UNDERSTANDABLE but DIFFICULT to follow Grammar and spelling – SUBSTANTIAL ERRORS Demonstrates APPROPRIATE communication style but INCONSISTENT Presentation BASIC AND LACKS CONSIDERATION of visual impact. Sources used are RARELY acknowledged in the text Reference list and in text citations ATTEMPTED but NOT in recommended style	Sentences PARTIALLY UNDERSTANDABLE OR INCOMPREHENSIBLE Grammar and spelling – VERY INCONSISTENT Demonstrates INAPPROPRIATE communication style or VERY INCONSISTENT Presentation INCONSISTENT AND NO CONSIDERATION of visual impact. Sources LIMITED or NOT acknowledged in the text Reference list and in text citations INCOMPLETE or LIMITED and NOT in recommended style

7	Oral Presentation incl. voice, gestures & posture, eye contact, audience	Voice CLEAR & expression VARIABLE Gestures, posture & eye-contact VARIABLE and CONFIDENT Interaction with audience PROACTIVE AND RESPONSIVE	Voice AUDIBLE & expression VARIABLE Gestures, posture & eye-contact VARIABLE and OCCASIONALLY CONFIDENT Interaction with audience RESPONSIVE	Voice AUDIBLE & expression LACKS EFFECTIVE Gestures, posture & eye-contact REPETITIVE and OCCASIONALLY CONFIDENT Interaction with audience OCCASIONALLY RESPONSIVE	Voice BARELY AUDIBLE & expression INEFFECTIVE Gestures, posture & eye-contact REPETITIVE and LACKS CONFIDENCE Interaction with audience RARE	Voice INCOMPREHENSIBLE & expression LIMITED Gestures, posture & eye-contact WITHDRAWN or INAPPROPRIATE Interaction with audience NOT ATTEMPTED
8	Reflective practice and personal and professional development	EFFECTIVE INSIGHT in recognition of achievements EFFECTIVELY IDENTIFIES learning needs and develops CLEAR action plans Evaluation of personal development PROFESSIONAL	DEMONSTRATES recognition of achievements IDENTIFIES learning needs and develops action plans Evaluation of personal development SOUND but more ONE-SIDED	DEMONSTRATES recognition of SOME achievements IDENTIFIES SOME learning needs and action plans Evaluation of personal development ATTEMPTED but may be BIASED	DEMONSTRATES recognition of SOME achievements IDENTIFIES SOME learning needs and action plans Evaluation of personal development ATTEMPTED but may be BIASED	Recognition of achievements, learning needs and action plans and evaluation of personal development LIMITED, NOT DEMONSTRATED or UNPROFESSIONAL

Appendix 2: Level 4 Practical Exam Criteria

Level 4 Physiotherapy OSCE mark sheet

Student Name: _____ Date _____ Question no: _____

Introduces self (full name and role): Yes/No

✓ - Satisfactory; X - Unsatisfactory; n/a - not applicable		Section:		
		A	B	C
Communication	Offers explanation of techniques including purpose			
	Asks appropriate questions to model (e.g. consent, will they be able to do that?)			
	Demonstrates respect of model (e.g. effective communication with model; acknowledges model's responses, seeks feedback)			
Positioning/ Handling of Model and self	Appropriately positions self			
	Appropriately positions model (for comfort and accuracy of applied technique)			
	Uses appropriate manual pressure during handling (not too hard or soft)			
Selection and application of assessment technique	Checks and uses equipment appropriately.			
	Selects technique appropriate to case			
	Applies technique with ease and fluidity			
	Takes appropriate length of time to apply technique			
	Demonstrates accurate knowledge of anatomy (including surface anatomy)			
ASSESSMENT OF RISKS:	Pass <input type="checkbox"/> Fail <input type="checkbox"/>			
Your performance in the OSCE was considered to be:	Outstanding <input type="checkbox"/>	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Acceptable <input type="checkbox"/>
OVERALL:	Pass <input type="checkbox"/> Fail <input type="checkbox"/>			

Specific Feedback:

Examiner Signature..... Examiner Name.....

Appendix 3: Level 5 Assessment Criteria

	CRITERION	A 100-70	B 69-60	C 59-50	D 49-40	F 39-0
1	Addressing the assessment objectives and relevant module learning outcome(s)	COMPREHENSIVELY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment	CONSISTENTLY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment	EFFECTIVELY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment OR COMPREHENSIVELY addresses SOME of the assessment objectives and relevant module learning outcome(s) throughout the assessment	EFFECTIVELY addresses SOME of the assessment objectives and relevant module learning outcome(s) throughout the assessment	LIMITED or FAILS to address the assessment objectives and relevant module learning outcome(s) throughout the assessment
2	Content and range of knowledge displayed Use of literature / Evidence of reading	Demonstrates a COMPREHENSIVE factual and/or conceptual knowledge base. Evidence of independent reading from a fairly WIDE RANGE of appropriate sources. Demonstrates ACCURATE INTERPRETATION of results AND methodology and sources of bias in literature	Demonstrates GOOD and CONSISTENT factual and/or conceptual knowledge base Evidence of independent reading from a RANGE of appropriate sources. Demonstrates CONSISTENT COMMENTARY on results AND methodology and sources of bias in literature	Demonstrates GOOD BUT INCONSISTENT factual and/or conceptual knowledge base CONSISTENT evidence of reading from DIRECTED REFERENCE list for module only. Demonstrates CONSISTENT COMMENTARY on results OR methodology and sources of bias in literature	Demonstrates BASIC factual and/or conceptual knowledge base SOME evidence of reading from DIRECTED REFERENCE list for module. Demonstrates BASIC COMMENTARY on results OR methodology and sources of bias in literature	Demonstrates LIMITED factual and/or conceptual knowledge base LIMITED or NO reading from DIRECTED REFERENCE list for module. Demonstrates LIMITED or NO COMMENTARY on results OR methodology and sources of bias in literature
3	Application of theoretical concepts	Demonstrates COMPREHENSIVE integration of theoretical concepts and relates them to practice situations. Demonstrates RELEVANCE to service user AND to broader professional or social context	Demonstrates CONSISTENT integration of theoretical concepts and relates them to practice situations. Demonstrates CONSISTENT AWARENESS of service user OR broader professional or social context	Demonstrates EFFECTIVE integration of theoretical concepts and relates them to practice situations. Demonstrates EFFECTIVE AWARENESS of service user OR broader professional or social context	Demonstrates SOME integration of theoretical concepts and OCCASIONALLY relates them to practice situations. Demonstrates SOME AWARENESS of service user OR broader professional or social context	Demonstrates LIMITED or NO integration of theoretical concepts and DOES NOT relate them to practice situations. Demonstrates LIMITED or NO awareness of service user OR broader professional or social context

4	Critical reasoning, analysis and evaluation of process	COMPREHENSIVE use of established techniques of analysis relevant to the discipline. Demonstrates CRITICAL insight and CONTRASTS alternative positions / approaches. COMPREHENSIVE evaluation of information to reach balanced conclusions / perspectives	CONSISTENT use of established techniques of analysis relevant to the discipline. Demonstrates CRITICAL insight and DEMONSTRATES alternative positions / approaches. CONSISTENT evaluation of information to reach balanced conclusions / perspectives	EFFECTIVE use of established techniques of analysis relevant to the discipline. Demonstrates EFFECTIVE insight and DEMONSTRATES alternative positions / approaches. EFFECTIVE evaluation of information to reach conclusions / perspectives	ROUTINE use of established techniques of analysis relevant to the discipline. Demonstrates OCCASIONAL insight OR alternative positions / approaches. Evaluation of information to reach conclusions / perspectives is demonstrated but INCOMPLETE	LIMITED use of established techniques of analysis relevant to the discipline. Demonstrates LIMITED insight AND LIMITED AWARENESS of alternative positions / approaches. Evaluation of information to reach conclusions / perspectives is LIMITED OR UNBALANCED
5	Coherence and organisation of assessment (argument)	Introduction and Conclusion COMPREHENSIVELY reflects key points LOGICAL and COHERENT organisation of assessment CLEAR presentation of KEY points	Introduction and Conclusion CONSISTENT with key points. COHERENT organisation of assessment AND CLEAR presentation of ALL KEY points.	Introduction and Conclusion EFFECTIVE and reflects MOST key points. COHERENT organisation of assessment AND EFFECTIVE presentation of KEY points.	Introduction and Conclusion ROUTINE and reflects SOME key points. SOUND organisation of assessment with SOME KEY points presented INCONSISTENTLY.	Introduction and Conclusion present but UNCLEAR in relation to key points. SOME organisation of assessment with SOME points presented BUT not FOCUSED.
6	Communication clarity and style – incl. spelling, grammar, punctuation, reference style And presentation (poster, written, research, portfolio)	Sentences FLUENT and easy to follow. Grammar and spelling – CONSISTENT THROUGHOUT Demonstrates CONSISTENT and EFFECTIVE communication style appropriate to the task. Presentation SUCCINCT and has GOOD visual impact Sources used are CONSISTENTLY acknowledged in the text Reference list and in text citations CONSISTENT with recommended style.	Sentences CLEAR and RELATIVELY easy to follow. Grammar and spelling – MOSTLY CONSISTENT Demonstrates EFFECTIVE communication style appropriate to the task. Presentation is CLEAR and has visual impact. Sources used are EFFECTIVELY acknowledged in the text Reference list and in text citations MAINLY ADOPT recommended style.	Sentences SOUND but OCCASIONALLY DIFFICULT to follow. Grammar and spelling – MINOR ERRORS Demonstrate EFFECTIVE communication style in SOME aspects of the task Presentation is CLEAR and has SOME visual impact. Sources used are acknowledged in the text Reference list and in text citations ADOPT recommended style with SOME ERRORS	Sentences GENERALLY UNDERSTANDABLE but DIFFICULT to follow Grammar and spelling – SEVERAL ERRORS Demonstrates APPROPRIATE communication STYLE in SOME aspects of the task Presentation SOUND but LIMITED CONSIDERATION of visual impact Sources used are OCCASIONALLY acknowledged in the text Reference list and in text citations ATTEMPTED with SEVERAL ERRORS OR MIXED STYLES	Sentences PARTIALLY UNDERSTANDABLE OR INCOMPREHENSIBLE Grammar and spelling – SUBSTANTIAL ERRORS Demonstrates INCONSISTENT or INAAPROPRIATE communication style. Presentation BASIC AND LACKS CONSIDERATION of visual impact. Sources used are RARELY OR NOT acknowledged in the text Reference list and in text citations ATTEMPTED but NOT in recommended style

7	Oral Presentation incl. voice, gestures & posture, eye contact, audience	Voice CLEAR & expression ENGAGING Gestures, posture & eye-contact VARIABLE and CONSISTENTLY CONFIDENT Interaction with audience PROACTIVE AND ENGAGING	Voice CLEAR & expression VARIABLE Gestures, posture & eye-contact VARIABLE and CONFIDENT Interaction with audience PROACTIVE AND RESPONSIVE	Voice AUDIBLE & expression VARIABLE Gestures, posture & eye-contact VARIABLE and OCCASIONALLY CONFIDENT Interaction with audience RESPONSIVE	Voice AUDIBLE & expression LACKS EFFECTIVE Gestures, posture & eye-contact REPETITIVE and OCCASIONALLY CONFIDENT Interaction with audience OCCASIONALLY RESPONSIVE	Voice BARELY AUDIBLE & expression INEFFECTIVE Gestures, posture & eye-contact REPETITIVE and LACKS CONFIDENCE Interaction with audience RARE
8	Reflective practice and personal and professional development	CONSISTENT INSIGHT in recognition of achievements CONSISTENTLY IDENTIFIES learning needs and develops CLEAR action plans Evaluation of personal development BALANCED and PROFESSIONAL	EFFECTIVE INSIGHT in recognition of achievements EFFECTIVELY IDENTIFIES learning needs and develops CLEAR action plans Evaluation of personal development PROFESSIONAL	DEMONSTRATES recognition of achievements IDENTIFIES learning needs and develops action plans Evaluation of personal development SOUND but more ONE-SIDED	DEMONSTRATES recognition of SOME achievements IDENTIFIES SOME learning needs and action plans Evaluation of personal development ATTEMPTED but may be BIASED	DEMONSTRATES recognition of SOME achievements IDENTIFIES SOME learning needs and action plans Evaluation of personal development BARELY ATTEMPTED OR LIMITED or UNPROFESSIONAL

Appendix 4: Level 5 Practical Exam Criteria

Module code / Title:	Module assessment: IPE
Candidate name:	Final Grade:
Examination Sheet No:	Station:

CRITERION	A+	A	B	C	D	F	F
(Please refer to the relevant level marking criteria when using this feedback)	100-85	84-70	69-60	59-50	49-40	39-30	29-0
1. Selection of appropriate technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Application of principles (accurate, specific, aesthetically pleasing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Positioning and Handling - patient and self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effective communication with role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstration of reasoning and understanding in discussion with examiner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specific Feedback

Areas of strength you can consolidate and areas for improvement to develop your future coursework

ASSESSMENT OF RISKS	Satisfactory <input type="checkbox"/>	Inadequate <input type="checkbox"/>
		AUTOMATIC FAIL - INVESTIGATION REQUIRED

Examiner Signature: _____ Date: _____

Examiner Name: _____

Level 5 ASSESSMENT - Guidelines for IPE marksheet

Each station will assess the students overall performance based on the following criteria:

Selection of appropriate technique	<ul style="list-style-type: none"> • <i>Outstanding selection of appropriate technique(s) without hesitation</i> • <i>Excellent selection of appropriate technique(s) with minimal hesitation</i> • <i>Very good selection of appropriate technique(s) with some hesitation</i> • <i>Good selection of appropriate technique(s) with moderate hesitation and minimal prompting</i> • <i>Satisfactory selection of technique(s) but with moderate prompting / assistance</i> • <i>Able to select technique(s) but not appropriate despite much prompting - unsatisfactory</i> • <i>Unable to select technique(s)</i>
Application of principles <i>(accurate, specific, aesthetically pleasing)</i>	<ul style="list-style-type: none"> • <i>Outstanding application of all technique(s) accurately/aesthetically pleasing</i> • <i>Excellent application of all technique(s) with mostly accurately/aesthetically pleasing</i> • <i>Very good application of all technique(s) with reasonable accuracy/aesthetically pleasing</i> • <i>Application of technique(s) aesthetically pleasing with some accuracy and minimal assist</i> • <i>Able to apply technique(s) but with little accuracy/localisation and moderate assist</i> • <i>Requires much assist for application of technique(s) – unsatisfactory</i> • <i>Unable to apply technique(s)</i>
Positioning and Handling (patient and self)	<ul style="list-style-type: none"> • <i>Outstanding and consistent positioning and handling without assistance</i> • <i>Excellent positioning and handling without assistance</i> • <i>Very good positioning and handling without assistance</i> • <i>Good positioning and handling with minimal prompting /assistance</i> • <i>Requires moderate assistance for achieving satisfactory position/handling</i> • <i>Positioning and handling awkward and unsatisfactory despite much assistance</i> • <i>Unable position or handle the patient</i>
Effective communication with role model	<ul style="list-style-type: none"> • <i>Outstanding explanation to and consistently respectful of the role model</i> • <i>Excellent explanation to and respectful of the role model</i> • <i>Very good explanation and reasonable respect of the role model</i> • <i>Explanation with some inaccuracies and satisfactory respect of role model</i> • <i>Explanation given with many inaccuracies but satisfactory, limited respect of role model</i> • <i>Minimal explanation to the patient model, little respect of role model - unsatisfactory</i> • <i>No explanation to or respect of the role model</i>
Demonstration of reasoning and understanding in discussion with examiner	<ul style="list-style-type: none"> • <i>Able to reason comprehensively and can answer all complex questions</i> • <i>Able to reason fully and can answer most complex questions</i> • <i>Able to reason clearly and can answer some complex questions</i> • <i>Able to reason to some degree and can answer mostly basic questions</i> • <i>Demonstrates limited reasoning and can answer basic questions</i> • <i>Demonstrates poor reasoning and answers questions unsatisfactorily</i> • <i>Demonstrates no reasoning and unable to answer any questions</i>

For each of the criteria there are 7 statements

Each statement represents a grade banding

The 1st statement is equivalent to an **A+ (85-100)**

The 2nd statement is equivalent to an **A (70-84)**

The 3rd statement is equivalent to a **B (60-69)**

The 4th statement is equivalent to a **C (50-59)**

The 5th statement is equivalent to a **D (40-49)**

The 6th statement is equivalent to a **Borderline Fail (30-39)**

The 7th statement is equivalent to a **Fail (29 and below)**

All criteria have equal weighting

When a box is ticked that correlates to the students ability then some conclusion for the overall mark for that station must be reached that reflects the spread of grade banding. Each station is marked out of 100

Appendix 5: Level 6 Assessment Criteria

	CRITERION	A 100-70	B 69-60	C 59-50	D 49-40	F 39-0
1	Addressing the assessment objectives and relevant module learning outcome(s)	COMPREHENSIVELY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment	CONSISTENTLY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment	EFFECTIVELY addresses ALL the assessment objectives and relevant module learning outcome(s) throughout the assessment OR COMPREHENSIVELY addresses SOME of the assessment objectives and relevant module learning outcome(s) throughout the assessment	EFFECTIVELY addresses SOME of the assessment objectives and relevant module learning outcome(s) throughout the assessment	LIMITED or FAILS to address the assessment objectives and relevant module learning outcome(s) throughout the assessment
2	Content and range of knowledge displayed Use of literature / Evidence of reading	Demonstrates OUTSTANDING factual and/or conceptual knowledge base. Evidence of independent reading from a NOVEL RANGE of appropriate sources. Demonstrates CRITICAL INTERPRETATION of results AND methodology and sources of bias in literature	Demonstrates a COMPREHENSIVE factual and/or conceptual knowledge base. Evidence of independent reading from a fairly WIDE RANGE of appropriate sources. Demonstrates ACCURATE INTERPRETATION of results AND methodology and sources of bias in literature	Demonstrates GOOD and CONSISTENT factual and/or conceptual knowledge base Evidence of independent reading from a RANGE of appropriate sources. Demonstrates CONSISTENT COMMENTARY on results AND methodology and sources of bias in literature	Demonstrates GOOD BUT INCONSISTENT factual and/or conceptual knowledge base CONSISTENT evidence of reading from DIRECTED REFERENCE list for module only. Demonstrates CONSISTENT COMMENTARY on results OR methodology and sources of bias in literature	Demonstrates BASIC OR LIMITED factual and/or conceptual knowledge base SOME OR LIMITED evidence of reading from DIRECTED REFERENCE list for module. Demonstrates BASIC OR LIMITED COMMENTARY on results OR methodology and sources of bias in literature
3	Application of theoretical concepts	Demonstrates OUTSTANDING integration of theoretical concepts and relates them to practice situations. Demonstrates WIDER RELEVANCE to service user AND	Demonstrates COMPREHENSIVE integration of theoretical concepts and relates them to practice situations. Demonstrates RELEVANCE to service user AND to broader professional or social context	Demonstrates CONSISTENT integration of theoretical concepts and relates them to practice situations. Demonstrates CONSISTENT AWARENESS of service user OR	Demonstrates EFFECTIVE integration of theoretical concepts and relates them to practice situations. Demonstrates EFFECTIVE AWARENESS of service user OR	Demonstrates SOME OR LIMITED integration of theoretical concepts and OCCASIONALLY relates them to practice situations. Demonstrates SOME OR LIMITED AWARENESS of service user OR

		to broader professional or social context		broader professional or social context	broader professional or social context	broader professional or social context
4	Critical reasoning, analysis and evaluation of process	<p>OUTSTANDING use of established techniques of analysis relevant to the discipline.</p> <p>Demonstrates COMPREHENSIVE CRITICAL insight and DISCRIMINATES alternative positions / approaches.</p> <p>SYNTHESIS of information to reach balanced conclusions / perspectives</p>	<p>COMPREHENSIVE use of established techniques of analysis relevant to the discipline.</p> <p>Demonstrates CRITICAL insight and CONTRASTS alternative positions / approaches.</p> <p>COMPREHENSIVE evaluation of information to reach balanced conclusions / perspectives</p>	<p>CONSISTENT use of established techniques of analysis relevant to the discipline.</p> <p>Demonstrates CRITICAL insight and DEMONSTRATES alternative positions / approaches.</p> <p>CONSISTENT evaluation of information to reach balanced conclusions / perspectives</p>	<p>EFFECTIVE use of established techniques of analysis relevant to the discipline.</p> <p>Demonstrates EFFECTIVE insight and DEMONSTRATES alternative positions / approaches.</p> <p>EFFECTIVE evaluation of information to reach conclusions / perspectives</p>	<p>ROUTINE or LIMITED use of established techniques of analysis relevant to the discipline.</p> <p>Demonstrates OCCASIONAL insight OR alternative positions / approaches.</p> <p>Evaluation of information to reach conclusions / perspectives is INCOMPLETE</p>
5	Coherence and organisation of assessment (argument)	<p>Introduction and Conclusion CONCISELY reflects key points</p> <p>COHERENT and ORIGINAL organisation of assessment</p> <p>NOVEL presentation of KEY points</p>	<p>Introduction and Conclusion COMPREHENSIVELY reflects key points</p> <p>LOGICAL and COHERENT organisation of assessment</p> <p>CLEAR presentation of KEY points</p>	<p>Introduction and Conclusion CONSISTENT with key points.</p> <p>COHERENT organisation of assessment AND CLEAR presentation of ALL KEY points.</p>	<p>Introduction and Conclusion EFFECTIVE and reflects MOST key points.</p> <p>COHERENT organisation of assessment AND EFFECTIVE presentation of KEY points.</p>	<p>Introduction and Conclusion ROUTINE and reflects SOME key points.</p> <p>SOUND organisation of assessment with SOME KEY points presented INCONSISTENTLY.</p>
6	<p>Communication clarity and style – incl. spelling, grammar, punctuation, reference style</p> <p>And presentation (poster, written, research, portfolio)</p>	<p>Sentences FLUENT and easy to follow.</p> <p>Grammar and spelling - CONSISTENT THROUGHOUT</p> <p>Communication CONSISTENTLY follows the format appropriate to the task.</p> <p>Presentation is SUCCINCT and has NOVEL visual impact.</p>	<p>Sentences CLEAR and easy to follow</p> <p>Grammar and spelling – MINOR ERRORS</p> <p>Demonstrates CONSISTENT and EFFECTIVE communication style appropriate to the task.</p> <p>Presentation is SUCCINCT and has GOOD visual impact.</p>	<p>Sentences SOUND and RELATIVELY easy to follow.</p> <p>Grammar and spelling – SOME ERRORS</p> <p>Demonstrates EFFECTIVE communication style appropriate to the task.</p> <p>Presentation CLEAR and has visual impact.</p> <p>Sources used are acknowledged in the text</p>	<p>Sentences GENERALLY UNDERSTANDABLE but occasionally DIFFICULT to follow</p> <p>Grammar and spelling – SEVERAL ERRORS</p> <p>Demonstrate EFFECTIVE communication style in SOME aspects of the task</p> <p>Presentation CLEAR and SOME visual impact.</p> <p>Sources used are RARELY acknowledged in the text</p>	<p>Sentences PARTIALLY UNDERSTANDABLE but DIFFICULT to follow</p> <p>Grammar and spelling – SUBSTANTIAL ERRORS</p> <p>Demonstrates APPROPRIATE communication STYLE ONLY in SOME aspects of the task</p> <p>Presentation SOUND but LIMITED consideration of visual impact.</p> <p>Sources LIMITED or NOT acknowledged in the text</p>

		Sources used are CONSISTENTLY acknowledged in the text Reference list and in text citations CONSISTENT with recommended style.	Sources used are EFFECTIVELY acknowledged in the text Reference list and in text citations MAINLY ADOPT recommended style.	Reference list and in text citations ADOPT recommended style with SOME ERRORS.	Reference list and in text citations ATTEMPTED with SEVERAL ERRORS	Reference list and in text citations INCOMPLETE or LIMITED or NOT in recommended style
7	Oral Presentation incl. voice, gestures & posture, eye contact, audience	Voice CLEAR & expression ENGAGING Gestures, posture & eye-contact VARIABLE and CONSISTENTLY CONFIDENT Interaction with audience NOVEL and EFFECTIVE	Voice CLEAR & expression ENGAGING Gestures, posture & eye-contact VARIABLE and CONSISTENTLY CONFIDENT Interaction with audience PROACTIVE AND ENGAGING	Voice CLEAR & expression VARIABLE Gestures, posture & eye-contact VARIABLE and CONFIDENT Interaction with audience PROACTIVE AND RESPONSIVE	Voice AUDIBLE & expression VARIABLE Gestures, posture & eye-contact VARIABLE and OCCASIONALLY CONFIDENT Interaction with audience RESPONSIVE	Voice AUDIBLE but expression LACKS EFFECTIVENESS Gestures, posture & eye-contact REPETITIVE and LACKS CONFIDENCE Interaction with audience OCCASIONALLY RESPONSIVE
8	Reflective practice and personal and professional development	COMPREHENSIVE INSIGHT in recognition of achievements COMPREHENSIVELY IDENTIFIES learning needs and develops CLEAR action plans Evaluation of personal development BALANCED and PROFESSIONAL	CONSISTENT INSIGHT in recognition of achievements CONSISTENTLY IDENTIFIES learning needs and develops CLEAR action plans Evaluation of personal development BALANCED and PROFESSIONAL	EFFECTIVE INSIGHT in recognition of achievements EFFECTIVELY IDENTIFIES learning needs and develops CLEAR action plans Evaluation of personal development PROFESSIONAL	DEMONSTRATES recognition of achievements IDENTIFIES learning needs and develops action plans Evaluation of personal development SOUND but more ONE-SIDED	DEMONSTRATES recognition of SOME achievements IDENTIFIES SOME learning needs and action plans Evaluation of personal development ATTEMPTED but may be BIASED

Appendix 6: Level 7 Assessment Criteria

Marking criteria for Level 7: Post Registration Programme

CRITERION	A 100-70	B 69-60	C 59-50	D 49-40	F 39-0
Attention to purpose, clarity of objectives, focus of assignment and addressing the question(s)	Addresses the purpose of the assignment comprehensively and imaginatively. Defines appropriate objectives in detail and addresses them comprehensively and imaginatively. Addresses the purpose of question(s) comprehensively and with originality.	Addresses the full purpose of the assignment with some creativity. Defines appropriate objectives in detail and addresses them comprehensively. Addresses the purpose of the question(s) in detail and with some creativity.	Addresses the main purpose of the assignment effectively. Defines appropriate objectives and addresses them coherently throughout the work. Addresses the purpose of the question(s) clearly.	Addresses the main purpose of the assignment. Outlines appropriate objectives and addresses them in a manner which gives a focus to the work. Makes a sound attempt at addressing the question(s).	Minimal work is focused on the aims and themes of the assignment. Uses generalised objectives to provide adequate but limited focus to the work. Makes an inappropriate attempt at addressing the question(s), but with some digression.
Content and range of knowledge displayed, use of literature / evidence of reading	Demonstrates an exceptionally comprehensive, detailed and in-depth knowledge base, the capacity to integrate theoretical and substantive knowledge, and a developed understanding of the limits to knowledge. Demonstrates exceptionally broad and/or in-depth independent reading from appropriate sources. Choice of sources clearly enhances fulfilment of the assignment objectives. Clear, accurate, systematic application of material with well developed and/or integrated critical appraisal.	Demonstrates a detailed, systematic, in-depth, theoretically informed knowledge base, with a clear appreciation of the provisional nature of knowledge. Evidence of broad and/or in-depth independent reading from appropriate sources. Rationale for choice of sources clear. Clear, accurate, systematic application of material, with consistent, thorough critical appraisal.	Demonstrates a comprehensive, well-organised theoretical and/or substantive knowledge base, and a developing appreciation of the limits of knowledge. Evidence of independent reading from a wide range of appropriate sources. Clear, accurate, systematic application of material. Shows developing ability to appraise material critically.	Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology. Evidence of independent reading from an appropriate range of sources. Sound application of literature.	Minimal evidence of adequate knowledge of topic and use of appropriate terminology. No evidence of independent reading. Literature is presented in a descriptive way.

<p>Application of theory</p>	<p>Knowledge and understanding of theory is exceptionally detailed and sophisticated. Appreciation of the limits of theory demonstrated throughout the work. Approach to assessment task is clearly, appropriately and consistently theoretically informed.</p>	<p>Demonstrates a detailed, accurate, systematic theoretical understanding. Appropriately selected theoretical knowledge is integrated into the overall assessment task.</p>	<p>Shows a systematic and accurate understanding of key theories, which are appropriately applied within the context of the assessment task.</p>	<p>Sound descriptive knowledge of key theories with some appropriate application.</p>	<p>Selection of theory is unsatisfactory with application and/or understanding limited.</p>
<p>Analysis</p>	<p>Demonstrates a command of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an exceptional appreciation of the limits and/or appropriate uses of particular analytic approaches.</p>	<p>Makes very good use of a range of relevant analytic techniques, and applies these to new and/or abstract information and situations. Shows well developed ability to compare alternative theories and/or analytic approaches (where relevant).</p>	<p>Makes good use of established techniques of analysis relevant to the topic. Shows developing ability to compare alternative theories and/or analytic approaches (where relevant).</p>	<p>Makes fair and/or conventional use of established techniques of analysis, relevant to the discipline.</p>	<p>Makes minimal use of established techniques of analysis, relevant to the discipline.</p>
<p>Reflective practice</p>	<p>Consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates reflexive awareness, articulating imaginative thinking about potential alternatives and their implications for further practice.</p>	<p>Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops effective action plans.</p>	<p>Evaluates personal contribution and that of others to practice and develops plans of action for.</p>	<p>Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions</p>	<p>Unable to interpret own practice and that of others based on specific frames of reference. No identification of further actions.</p>
<p>Critical reasoning, evaluation of process and the quality of information developed</p>	<p>Sophisticated, critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assignment. Arguments are clear, coherent, tenable, and demonstrate originality. Successfully evaluates information and/or data and the inquiry process comprehensively using appropriate criteria that are largely self-determined.</p>	<p>Well developed, theoretically and/or conceptually informed critical thinking is consistently integrated into the work. Arguments demonstrate the ability to evaluate theories and/or concepts and/or assumptions and/or data. Evaluates information and/or data and the inquiry process comprehensively using appropriate criteria some of which are self-determined.</p>	<p>Demonstrates good critical insight and ability to contrast alternative positions through the use of theory. Effectively evaluates information and/or data and the inquiry process, including critique of the techniques used.</p>	<p>Demonstrates conventional critical insight and ability to contrast alternative positions. Effectively evaluates information and/or data and the inquiry process using prescribed guidelines.</p>	<p>Demonstrates minimal critical insight. Shows basic evaluation of the inquiry methodology and information and/or data generated.</p>

<p>Coherence and organisation of assignment, clarity of expression (incl. accuracy, spelling, grammar, punctuation), communication, presentation and referencing</p>	<p>Exceptional organisation and coherence clearly enhances the work. Exceptional writing control, appropriate to assignment, which enhances the argument. Grammar and spelling accurate. Excellent communication which demonstrates a sophisticated and full understanding of the discipline.</p> <p>Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.</p>	<p>Strong logical organisation and coherence enhances fulfilment of the assignment objectives. Fluent writing style appropriate to the assignment. Grammar and spelling accurate. Effective communication which demonstrates a strong understanding of the discipline. Message is presented clearly and imaginatively with visual impact. Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.</p>	<p>Demonstrates logical organisation and coherence. Language fluent. Grammar and spelling mainly accurate. Good communication in a format appropriate to the discipline. Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present</p>	<p>Demonstrates sound, conventional organisation.</p> <p>Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.</p> <p>Communication is generally effective and in a format appropriate to the discipline.</p> <p>Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present</p>	<p>Shows unacceptable organisation.</p> <p>Generally understandable, but language contains a number of errors which detract from the argument. No evidence of discipline's academic style. Sources of information acknowledged but integration between text and reference list is inconsistent. Minimal attempt to follow systematic approach, appropriate to the discipline. Some elements of individual references may be inaccurate and/or absent.</p>
<p>Communicate information in accessible format for target audience</p>	<p>All of the qualities of a visually appealing, informative stakeholder information document. Very clear logical structure with the service improvement described using suitably accessible material. The links to relevant evidence and rationale is very clearly stated. The materials are very well structured to include detail and clarity for the target stakeholders</p>	<p>Clear logical structure with the service improvement described using suitably accessible material. The links to relevant evidence and rationale is clearly stated. The materials are well structured to include sufficient detail and clarity for the target stakeholders.</p>	<p>Content is largely relevant. The service improvement is described. Some relevant evidence is stated but the links to the service improvement are not clear. The materials are reasonably structured but may not include sufficient detail or clarity for the target stakeholders.</p>	<p>Content is superficial and may include substantial irrelevant material. The document lacks structure and provides limited sense of what stakeholders might expect. Poorly constructed and not always relevant. Links to underlying rationale and evidence base not clearly described.</p>	<p>Some awareness of the requirements but material is largely irrelevant and disorganised, and explanations insufficient. Fails to clearly describe what stakeholders might expect. Links to underlying rationale and evidence base not apparent. Little evidence of structure or relevant content. Information is not readily accessible. No awareness of underlying evidence or rationale demonstrated</p>

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Word count	Complies with word count policy	<input type="checkbox"/>	Fails to comply with word count policy	<input type="checkbox"/>
Plagiarism	No evidence / suspicion of plagiarism	<input type="checkbox"/>	Evidence / suspicion of plagiarism	<input type="checkbox"/>
Anonymity	Observes policy on anonymity	<input type="checkbox"/>	Breaches policy on anonymity	<input type="checkbox"/>
Ethical practice	Evidence of gaining ethical approval	<input type="checkbox"/>	No evidence of gaining ethical approval / evidence of unethical practice	<input type="checkbox"/>

Appendix 1: SGUL Assessment Regulations

For implementation for all years of all programmes from 2022-23

Item	Area	Regulation	
		Assessment element	Module
1	<p>Minimum numerical mark (for an assessment element)</p> <p>Numerical Pass mark (for a module)</p>	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	<i>If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass</i> (see items 1 & 2 above), <u>no compensation</u> 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	<p>No. decimal places (dp)</p> <p>(Appendix 3 provides a worked example)</p>	Assessment elements which are awarded a numerical mark will be rounded to 1dp	<p>Module: Modules which are awarded a numerical mark will be rounded to 1dp</p> <p>Year: In the case of programmes where there is a numerical year mark, the mark will be rounded to 1dp</p> <p>Award: In the case of programmes where there is a numerical final award mark, the mark will be rounded to 1dp</p> <p>For final classification purposes, the final award mark is rounded to a whole number</p>
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 <i>Pass</i> , for assessment elements marked <i>Pass/Fail</i> 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 <i>still not reached the minimum mark required to pass</i> , 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 <i>still not reached the mark required to pass the module</i> , the highest (not the latest) module fail mark will apply

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

Item	Area	Regulation	
		Module	
9	Modules outside the FHEQ credit system [ie modules that have 0 credits attached to them] (The Regulation does <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: portfolios, skills portfolios, Practice Assessment Docs (PADs), placements, and foundation hurdle modules; (ii) should be marked Pass/Fail only; (iii) should have no additional workload requirement of their own, but represent work done in other (credit-bearing) modules.	
	Award		
10	Credit enhancement (SGUL General Regulation 7.6(a) - applies to BSc programmes, which are modular and FHEQ credit rated)	The SGUL credit enhancement regulation is removed .	

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

Item	Area	Regulation	
		Assessment element	Module
11	Numerical mark versus Pass/Fail only	An assessment element can be marked: (i) with a numerical mark OR (ii) Pass/Fail only	A module can be marked: (i) with a numerical mark OR (ii) Pass/Fail only OR (iii) combination of (i) and (ii) above (if there is >1 assessment element and both types of marking are used)
12	Result determined from numerical mark	The result of the assessment element will be:	The result of the module will be: Pass if the module mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules)

Item	Area	Regulation	
		Assessment element	Module
		<p>Pass if the assessment element mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules)</p> <p>Fail if the assessment element mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)</p> <p>Appropriate SITS signal if assessment element not complete</p>	<p>(the result is Pass <i>only if</i> any minimum marks required for assessment elements or qualifying sets have also been met).</p> <p>Fail if the module mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)</p> <p>Appropriate SITS signal if module not complete</p>
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)	<p>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.</p> <p>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.</p> <p>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):</p> <ol style="list-style-type: none"> Exit velocity (eg 0/0/100) Emphasis on exit velocity (eg 0/33/67) Equal weighting (eg 0/50/50) Level 4 inclusion (eg 10/30/60)
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</p>

Item	Area	Regulation
	Progression	
		UG Cert: 70 Dist, 60 Merit, 40 Pass, ≤39 F MSc/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F PG Dip: 70 Dist, 50 Pass, ≤49 F PG Cert: 50 Pass (not classified) BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)

Appendix 2: Module Assessments - Example table

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

Appendix 3: Rounding rules

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

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

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

SITS and onward calculations

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

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

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

Worked example

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

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

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

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

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

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

Module marks:

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

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

Award mark:

$50/100 \times 58.9 + 50/100 \times 67.8 = 29.45 + 33.9 = 63.35\% \rightarrow$ **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:

- Using infinite dps, for ultimate accuracy, consider two “year” marks: $10.1111\dots + 10.4444\dots = 20.5555\dots = \mathbf{20.6 \text{ to } 1dp}$
- If we round the “year” marks to 2dp and then add, we get: $10.11 + 10.44 = 20.55 = \mathbf{20.6 \text{ to } 1dp}$
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
- If, on the other hand, we round the two “year” marks to 1dp and then add, we get: $10.1 + 10.4 = \mathbf{20.5 \text{ to } 1dp}$
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	$45/120 \times 100 = 37.5\%$	58.9% to 1dp	
Yr 1/L4	Module 2	75	$75/120 \times 100 = 62.5\%$	67.8% to 1dp	
Year 2					70%
Yr 2/L5	Module 3	30	$30/120 \times 100 = 25\%$	54.4% to 1 dp	
Yr 2/L5	Module 4	90	$90/120 \times 100 = 75\%$	61.5% 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.]

