

ST GEORGE'S, UNIVERSITY OF LONDON

Scheme of Assessment for Years One and Two of the BSc and MSci Biomedical Science (Honours)

2021-22

This Scheme of Assessment is made by the Undergraduate Biomedical Science Course Committee under paragraph 9 of the Programme Regulations for the BSc Honours Degree in Biomedical Science.

- 1.1 The Regulations for the BSc/MSci (Honours) course and examinations in Biomedical Science for students of St George's, University of London provide for Year One and Year Two examinations to assess students' performance in the first and second years of the course.
- 1.2 This scheme outlines the form of the examination for Years One and Two under those regulations. The Board of Examiners for the BSc (Honours) Degree in Biomedical Science (the Board) has ultimate responsibility for the standard of the examinations and for their fair conduct.
- 1.3 A Chief Examiner will be appointed for each Year. The Chief Examiner will: co-ordinate the setting of each examination paper in consultation with the module organisers; obtain approval of these papers from the External Examiners; arrange for the marking of the examinations; oversee the conduct of assessments and report the results to the Board, making an annual report on the conduct and standard of the examination.
- 1.4 Module organisers act as responsible examiners for the module that they coordinate. They have a duty to help ensure the standard and fair conduct of assessments within that module and to assist the Chief Examiner in the reporting of results to the Board of Examiners .
- 1.5 At least two External Examiners will be appointed in accordance with the constitution of the Board. The External Examiners will moderate the setting of questions in the examinations, moderate the marking of those questions and associated practical examinations.
- 1.6 Presentations given by students may be audio or video recorded for quality assurance purposes. They will remain confidential and will be available only to responsible examiners or their nominees and to External Examiners during the performance of their duties.

2. Structure of Year One and Year Two Examinations

- 2.1 Students will be examined at the end of each semester in the modules and topics that form part of that semester, as outlined in Paragraph 2.5. Modules may be examined by distinct elements of assessment (In-Course Assessment, Written Examination, Practical Assessment) and it is a requirement that a pass mark is achieved for each element of assessment. The examinations may include short-answer questions, long-answer questions, essay questions, multiple-choice questions, single-best answer questions, extended matching items, OSPE, data analysis, oral presentation and practical tests.
- 2.2 An element of assessment may consist of one or more individual assignments (e.g. several lab practicals for an in-course assessment or SBA, SAQ and LAQs of a written examination). Details of the individual assignments within each element of assessment and the number of assignments may vary slightly from year to year, while maintaining the overall burden of assessment and enabling students to demonstrate that they have met the intended learning outcomes for that module.
- 2.3 Each module will provide the opportunity for formative assessments prior to the summative assessments in that module. Formative assessments may be delivered in a variety of ways, for example, as online feedback quizzes or by traditional assignment and marking by individual assessors.
- 2.4 Feedback for formative assessments will be provided to individual students wherever practicable, for example, through automated feedback of electronic quizzes, or by returning annotated scripts. General feedback for summative assessments will be provided as anonymised and aggregated data for the entire cohort. Aspects of good practice and areas for improvement will be highlighted. Individual

feedback for summative assessments will be provided wherever practicable and in a format permissible under the General Regulations.

2.5 Overall marks for each Year will be assigned according to the schemes shown in the tables below:

| YEAR 1 | | | | | |
|---|---------|------------------------|---------------------|----------------------|----------|
| Module | Credits | Elements of Assessment | | | Semester |
| | | In-course assessment | Written examination | Practical assessment | |
| Fundamentals of the Living Cell | 30 | 20% | 80% | - | 1 |
| Fundamentals of Pathology | 10 | 10% | 90% | - | 1 |
| Fundamentals in Pharmacology & Physiology | 15 | 20% | 80% | - | 1 |
| Physiology 1 | 40 | 10% | 90% | - | 2 |
| Anatomy 1 | 15 | 0% | 50% | 50% | 2 |
| Personal & Academic Skills 1&2 | 10 | 90% | 10% | - | 1&2 |

| YEAR 2 | | | | | |
|--------------------------------|---------|------------------------|---------------------|----------------------|----------|
| Module | Credits | Elements of Assessment | | | Semester |
| | | In-course assessment | Written examination | Practical assessment | |
| Genomics | 10 | 20% | 80% | - | 3 |
| Physiology 2 | 20 | 10% | 90% | - | 3 |
| Anatomy 2 | 15 | 0% | 50% | 50% | 3 |
| Personal & Academic Skills 3&4 | 25 | 90% | 10% | - | 3&4 |
| Molecular Basis of Disease | 25 | 20% | 80% | - | 4 |
| Microbiology & Immunology | 25 | 20% | 80% | - | 4 |

2.6 In-course assessments within each module consist of a laboratory practical and an associated assessment, unless stated otherwise and excepting for the Personal & Academic Skills modules. The total marks available for each ICA will be divided between the assessments in that module and weighted appropriately. Details of the weightings for individual ICA assignments within each module will be provided at the beginning of the semester in which that module runs.

2.7 A student who is absent from any scheduled assessment, or who fails to submit work for in-course assessments by the due date and without good cause will be awarded a mark of zero for that assessment.

2.8 Students who exceed the prescribed word limit for an assessment will have their work marked but markers **will stop marking when the word count exceeds the maximum word count set** for that assignment. Markers will indicate on the text the point at which the limit is reached which is, by definition, where they have stopped marking. Hence, any words written beyond the stipulated limit will not be read by the examiners. No marks will be awarded and no feedback provided for any text beyond the prescribed limit. Although a formal penalty is not applied, a mark will be awarded only for the content up to this point. Assignments which are below the word limit set for an assignment will not attract a specific penalty.

3. Marking of Examinations

- 3.1 To pass the Year, an overall mark of 40.0% or more must be achieved. It is a requirement that all elements of summative assessment within each module (totalling 120 credits), as listed in paragraph 2.5, shall also be passed (40.0% or more). No compensation is allowable between elements of assessment. No final, weighted module mark shall be less than 40.0%.
- 3.2 For all supervised examinations, candidates shall be given a candidate number to ensure anonymity during marking. Written assessments shall be marked in detail by one assessor, with a second assessor having at least an overview of the work. Written examination components in which an objective scheme for the award of marks is pre-determined (e.g. Short Answer Questions) shall be marked by one assessor.
- 3.3 Where two marks for a candidate diverge significantly, the two assessors will discuss and agree a mark. Where agreement between the two assessors cannot be reached, this shall be referred to the Chief Examiner for the Year who shall allocate the final mark.
- 3.4 Standard setting may be applied to computer-marked questions (that is, multiple-choice (MCQ), extended matching items (EMI) and single best answers (SBA)), short-answer questions (SAQ), including data analysis and free-text OSPE stations, in order to adjust the whole cohort's marks whilst maintaining the pass mark at 40. This will normally be by the Cohen method, but an alternative, recognised, method could be selected to suit the variables of the assessment.
- 3.5 Module marks will be calculated by combining the marks for each element of assessment (ICA/written exam/practical assessment) of that module, using the weighting shown in paragraph 2.5. Marks should be on the scale shown in paragraph 3.7 and calculations throughout should be to one decimal place, rounding up or down as appropriate. Where an element of assessment consists of more than one part (for example, laboratory reports), marks for each part will be weighted as described in the module outline.
- 3.6 Each candidate will be awarded a final overall mark for the Year expressed as a percentage, rounded to one decimal place. This final overall mark will be calculated by combining the module marks (calculated to one decimal place, as described in paragraph 3.5), each multiplied by the credit value for that module and divided by 120. Each candidate must achieve an overall mark for the year of at least 40.0%.
- 3.7 Marks awarded for each assessment correspond to the general criteria in the table below. Examiners may separately issue specific marking guidelines, rubrics and descriptions outlining the criteria for marking in-course assessments, essays, the Independent Study Project (ISP), Group Study Project (GSP) and practical work, but in all cases these will correspond to the general mark scheme shown below.

| Mark (%) | Notes to examiners marking individual pieces of work |
|----------|--|
| 90 - 100 | Well organised and well-expressed answer which is outstanding in all criteria. Demonstrates clear understanding, evidence of independent study and critical evaluation. Covers all aspects of the subject that could reasonably be expected, accurately and in sufficient detail. |
| 80 - 89 | Well organised and well-expressed answer which shows excellent understanding, evidence of independent study <u>and</u> critical evaluation. Covers all aspects of the subject that could reasonably be expected, accurately and in sufficient detail. |
| 70 - 79 | Well organised and well-expressed answer which shows very good understanding, and evidence of independent study <u>or</u> critical evaluation. Covers all major aspects of the subject that could reasonably be expected, accurately and in sufficient detail. |
| 60 - 69 | Generally, well organised and well-expressed answer which shows good understanding. Covers all, or almost all, major aspects of the subject accurately and in sufficient detail. |
| 50 - 59 | Broadly accurate answer covering most of the major aspects of the subject. Lacks some details or contains some errors or is not sufficiently well constructed or argued for a mark of 60-69. |
| 40 - 49 | Incomplete coverage of the subject. Important errors or omissions, or poor presentation. |

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| 35 - 39 | Very limited answer. Small amount of correct relevant material presented adequately, or more relevant points but presented poorly. |
| 21 - 34 | Very poor attempt to answer the question, or insufficient correct material, or very poor expression of material. The higher marks in the range should reflect either more relevant points or better presentation. |
| 0 - 20 | No, or almost no, relevant material. If no answer or totally irrelevant, give 0; if one or two points related in any way to the question, give up to 10; if one or two relevant points, give 10-20. |

4. Re-entry to Assessment (re-sit)

- 4.1 A student who does not achieve the module pass mark of 40.0% will be permitted one re-entry to assessment for each failed module, or element thereof. The reassessment shall usually be by the same means as the original assessment. Reassessment for Semester 1 and 3 written examinations will normally be scheduled towards the end of Semester 2 and 4, respectively. Reassessment for Semester 2 and 4 written examinations will normally be scheduled in July/August. Reassessment for In-Course and Practical assessments will be scheduled at the direction of the Year Chief Examiner in consultation with the responsible examiner for each module. The Board of Examiners may require that a student defer any re-entry to assessment.
- 4.2 The mark for any re-entry to assessment shall be capped at 40.0% for that element of assessment. The mark from this resit attempt shall be used in calculating the final degree mark.
- 4.3 A candidate who has not passed all required assessments following one re-sit attempt, will be eligible to be considered for a discretionary third attempt at failed assessments, in accordance with the *Procedure for consideration for a final discretionary attempt at an assessment*, as approved by Senate. Under this procedure, Boards of Examiners will have the authority to approve a discretionary third attempt if a candidate meets programme-specific fast-track criteria. For candidates who do not satisfy the programme-specific fast-track criteria, a Discretionary Panel of Senate will consider the student's application for a discretionary third attempt. Detailed information about process and timescales is published on the Student Regulations & Policies section of the SGUL website.
- 4.4 A student will be permitted to undertake a discretionary third attempt at assessments on only ONE occasion during the Biomedical Science programme.
- 4.5 To be considered for a discretionary, third attempt at Year 1 or Year 2 assessments by the fast-track process, the student must satisfy BOTH criteria shown below:
1. The student must achieve an overall mark of more than 35% in the failed module(s).
 2. The failed module(s) must not total more than 25 credits.
- 4.6 The offer of a discretionary, third attempt at an assessment by the fast-track process shall be conditional upon evidence of engagement by the student. Specifically, the student must confirm acceptance of the offer (in writing) within 5 working days of notification.
- 4.7 A student who has failed an assessment shall be permitted to have that attempt discounted where the Board of Examiners are satisfied that one or more of the following conditions have been met:
- I. The result was affected by an administrative error
 - II. The assessment was not conducted in accordance with the Scheme, Regulations and approved procedures of St George's
 - III. The student's performance had been adversely affected by illness or other relevant factors which either the student had, for good reason, been unable to make known to the Mitigating Circumstances Panel at the appropriate time in accordance with General Regulation 10.4, or which the Mitigating Circumstances Panel had failed properly to take into account

5. Progression

- 5.1 Year 1 students must achieve a pass mark (40.0%) in each module in Year 1 and for each element within a module, and an overall year mark of at least 40.0% to progress to Year 2. It is not a requirement that a student has passed Semester 1 modules to progress to Semester 2, but students who have failed or deferred Semester 1 assessments will be required to sit at the next available

- opportunity, unless the Board of Examiners require that a student defer any such re-entry to assessment.
- 5.2 Year 2 students must achieve a pass mark (40.0%) in each module in Year 2 and for each element within a module, and an overall year mark of at least 40.0% to progress to Year 3. It is not a requirement that a student has passed Semester 3 modules to progress to Semester 4, but students who have failed or deferred Semester 3 assessments will be required to sit at the next available opportunity, unless the Board of Examiners require that a student defer any such re-entry to assessment.
- 5.3 A student who wishes to apply for the Year 3 pathway of BSc (Hons) Clinical Bioscience must achieve the pass mark for the year (40.0%) AND an average weighted mark of at least 66.0% for Years 1 and 2. Average weighted marks will be calculated by combining the marks for Year 1 and Year 2 at a ratio of 1:2. For example, a Year 1 mark of 60.0% and a Year 2 mark of 70.0% would be averaged as $60+(70 \times 2)/3= 66.7\%$. The Year 3 pathway of BSc (Hons) Clinical Bioscience is COMPULSORY for those students who have been provisionally offered (and accepted) a clinical transfer place to MBBS4 at SGUL. The Clinical Bioscience pathway is optional for all Year 2 Biomedical Science students who meet the progression criteria. However, capacity on the Clinical Science pathway is limited and if the pathway is over-subscribed, places will be allocated first to Clinical Transfer students and then in order of academic ranking, using the weighted Year 1 and 2 marks as described above. Any student will be able to make a provisional application to the Clinical Bioscience pathway at the end of Semester 3.
- 5.4 A student who wishes to transfer from Year 2 of the BSc Biomedical Science to Year 3 of the MSci Biomedical Science programme must achieve the pass mark for the year (40%) AND an average weighted mark of 60.0% for Years 1 and 2. Average weighted marks will be calculated by combining the marks for Year 1 and Year 2 at a ratio of 1:2. For example, a Year 1 mark of 50.0% and a Year 2 mark of 60.0% would be averaged as $50+(60 \times 2)/3= 56.7\%$. Any student will be able to make a provisional application to the MSci Biomedical Science programme at the end of Semester 3.
- 5.5 A student who wishes to transfer from Year 2 of the MSci Biomedical Science programme to Year 3 of the BSc Biomedical Science programme must achieve the pass mark for the year (40.0%).
6. **Intermediate awards**
- 6.1 An intermediate award shall only be given to students who cease to be registered on the BSc Hons Biomedical Science programme (that is to say, it is an exit qualification, not a qualification that students will obtain *en route* to the BSc (Hons) Biomedical Science award).
- 6.2 Students who have successfully completed Year One of the BSc (Hons) Biomedical Science programme shall be eligible for the SGUL award of Undergraduate Certificate in Biomedical Science.
- 6.3 Students who have successfully completed Years One and Two of the BSc (Hons) Biomedical Science programme shall be eligible for the SGUL award of Undergraduate Diploma in Biomedical Science.

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