

**Scheme of Assessment
Template
Academic Year 2023-2024**

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

Qualification and Programme Title(s)	Year(s) of programme
BSc (Hons) Therapeutic Radiography	Year 3

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 3								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (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)
Clinical Competence and Practice	45	6	C	Portfolio (5000 words)		50	T3	Each assessment element must be passed separately to achieve a pass for the module
				Performance Assessment		50		
				Viva (30 mins)		P/F		
				Level 6 Competencies		P/F		
Principles and Practice of Radiotherapy 3	45	6	C	Examination (open book) (2.5 hours)		50	T2	Each assessment element must be passed separately to achieve a pass for the module
				Literature Review (2500 words)		50		
Dissemination of Research	30	6	C	Written Report (2000 words)		100	T3	Must be Passed

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

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

Module title	Regulation
Clinical Competence and Practice	<p>Portfolio assessment:</p> <ol style="list-style-type: none"> In order for a candidate to be permitted to sit this assessment a minimum attendance for the term of 90% will be required, measured by attendance within MyKnowledgeMaps. Should a student contest the accuracy of the attendance and wish to appeal the decision not to be allowed to sit they will need to provide evidence of additional attendance. Any certified/documented absence for good reason will be deducted from this 90% when considering the eligibility of a candidate for entry to this assessment. Any candidate prevented from entering this assessment for reasons of poor attendance will be considered to have made an attempt at the assessment and will be awarded a mark of zero. Any subsequent attempt at this assessment will be classed as a re-sit attempt and the mark will normally be limited to a maximum mark of 40%, unless there are extenuating circumstances. Candidates will compile a portfolio of learning demonstrating their engagement and learning in a variety of practice placements. Guidance for their completion will be included on Canvas. <p>Performance assessment:</p> <ol style="list-style-type: none"> During each main clinical placement the student will be assessed for the achievement of professional attributes according to defined criteria. Achievement of criteria will be determined by not less than two clinical supervisors, one of whom will be a clinical assessor, and indicated through the MKM system. <p>Viva:</p> <ol style="list-style-type: none"> The two examiners are both normally from the course team. A range of questions will assess candidates' clinical applied knowledge. Questions will be agreed by the course team and internal and external examiners. The viva will be recorded for scrutiny by the external examiner. <p>Competence Assessment:</p> <ol style="list-style-type: none"> Candidates will complete individual competencies through the MyKnowledgeMaps software provided at the commencement of the module. All level six competencies must normally be met.

	<p>16. Competency completion will be reviewed and assessed (on a pass/fail basis) by two people, normally the clinical education co-ordinator and the clinical liaison tutor for the placement site.</p> <p>17. If the competency completion is deemed not to have met the pass criteria the candidate will be required to undertake an additional period of clinical experience.</p>
Principles and Practice of Radiotherapy 3	<p>Examination:</p> <ol style="list-style-type: none"> 1. The open book examination relates to a seen case students are given previously. It will consist of 5 questions all of which should be attempted. 2. The module lead will provide the students with details on what resources they will be able to use, such as notes, textbooks, learning materials and online resources. 3. The questions will be devised by the course team, in consultation with internal and external examiners. <p>Literature review:</p> <ol style="list-style-type: none"> 4. A topic will be selected by the module leader in consultation with the internal and external examiners. 5. The topic and guidance for its completion will be provided on Canvas, including elements of Service Improvement
Dissemination of Research	<p>Written report:</p> <ol style="list-style-type: none"> 1. The written report will be accompanied by appendices to include ethical review, raw data, detailed analysis and other aspects identified by the course team in advance and included on Canvas. 2. The topic of the research will be agreed with the research supervisor prior to its commencement. 3. Guidance for the completion of the research report will be included on Canvas, including elements of Service Improvement.
<p>Explain how Accreditation of Prior Learning (APL/APEL) is considered and taken account of [<i>ref: General Regulations 3.7</i>]</p>	
<p>Exemption from assessment elements or modules on the basis of prior learning is considered through a separate procedure managed through the Course Director. Exemptions will not amount to more than one-half of the course of study and assessments leading to the degree. The equivalent credits will be awarded for the exempted modules.</p>	

3: Formative Assessments

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

Opportunities for formative assessments are notified to students through course materials and Canvas, the learning environment.

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*]

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Assessment elements which are awarded a numerical mark are rounded to 1d.p. This is the mark that will be used for calculation of the module mark.

Example: 43.45% to 1 d.p = 43.5%

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*]

40.0% minimum mark per assessed element, where a mark is awarded. Pass/Fail elements must be passed.

No compensation is permitted between the assessment element marks of a module.

A module can only be passed if the minimum mark requirement for the assessment has also been met.

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*]

N/A

5: Modules

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

Modules which are awarded a numerical mark are rounded to 1dp. This is the mark that will be used for calculation of the year mark which determines progression. The marks from year 1 modules do not count towards the degree award.

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

The pass mark for a module is 40.0%. A module can only be passed if the minimum mark requirement for the assessment elements has also been met. Pass/Fail elements must be passed. No compensation is permitted between the module marks.

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]

A year mark is issued for each year of the programme. This mark is provided for the information of the student and to determine progression to the next year of the programme. The year mark is **not** used for the calculation of an award 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]

The year mark is the sum of the year's module marks weighted by credit value.

Credit enhancement: Year 3 in 2022-23 and 2023-24, but discontinued thereafter:

A 15-credit enhancement of the highest Level 6 module mark is applied to the overall final year mark.

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]

Year marks are rounded to 1dp.

7: Progression (only applicable for programmes >1 year in length)

If your programme issues year marks, explain how it is determined whether a student can progress to the next year of the programme [ref: Appendix 1 Assessment Regulations, item 15 (& item 9)]

The year 3 mark (including any final year credit enhancement) to 1dp is rounded to a whole number. The pass mark required to progress to the award is 40%.

If your programme does **not** issue year marks, explain how it is determined whether a student can progress to the next year of the programme [ref: for example passing every module in the table in no.1 above]

N/A

8: Trailing failed assessments/credits

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

Not applicable for Year 3 of programme

9: Award

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

An award mark is issued for the programme.

If your programme issues overall award marks, explain how the award mark is calculated from the module marks [ref: Appendix 1 Assessment Regulations, item 16/17]
All modules must be passed in order to be eligible for the award of the degree. The final award mark is the sum of each year's module marks (including any final year credit enhancement), weighted by credit value and weighted by the year's contribution to the award. If a candidate has been exempted from any module through APL/APEL, the credit value of the module is excluded from the award mark calculation.
If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to [ref: Appendix 1 Assessment Regulations, item 5]
The award mark is rounded to 1dp.
For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) [ref: General Regulations 7.5 and Appendix 1 Assessment Regulations, item 17]
L4:5:6 = 0:3:7
If your programme does not issue overall award marks, explain how it is determined whether a student can be awarded a qualification [ref: for example passing every module in the table in no.1 above]
N/A

10: Classification
If your programme issues overall award marks, confirm that the classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number [ref: Appendix 1 Assessment Regulations, item 5]
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To determine classification, the award mark (which is to 1dp) is rounded to a whole number. The pass mark for the award is 40%.
Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]
BSc (hons): 70-100 First Class honours 60-69 Second Class honours (Upper Division) 50-59 Second Class honours (Lower Division) 40-49 Third Class honours 0-39 Fail
When confirming the degree classification the Board of Examiners will review the number of modules passed at the various classifications. The candidate will not normally be awarded a degree classification arrived at by the process referred to in 9 above unless there is sufficient evidence of work falling within that category.

11: Boundaries and Borderlines
Explain any particular requirements that apply at a classification boundary [ref: particular modules, like research projects at L7, that need to reach the classification threshold separately to the overall mark; or modules that need to be passed at first attempt for a distinction]
N/A
Explain the regulations for considering students at a classification borderline [ref: General Regulations para 7.6(b)]
General Regulations for students and programmes of study (sgul.ac.uk)
Summary: A 1% borderline zone will apply at classification boundaries, effectively operating at 68.5 (1st), 58.5 (2:1) and 48.5 (2:2) due to rounding. The higher degree classification will be awarded when the overall degree mark falls within a borderline zone and there are at least 60 QAA level 6 credits in or above the higher classification (e.g. equal to or higher than 70, 60 or 50 as appropriate).

12: Compulsory transfer to other programmes (if applicable)

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

N/A

13: Exit qualifications

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

Pass year 1: UG Certificate in Radiotherapy and Oncology Studies

Pass year 2: UG Diploma in Radiotherapy and Oncology Studies

14: Reassessment regulations

Confirm the number of reassessment opportunities permitted for each assessment element [ref: Appendix 1 Assessment Regulations, item 6]

One automatic reassessment attempt will be permitted at each assessment element that has not met the minimum numerical mark required.

Explain any limitations for the reassessment of practice-based elements/modules [ref: course materials, module outlines, Canvas, etc]

None

If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module [ref: Appendix 1 Assessment Regulations, item 7]

Following a successful reassessment attempt at an assessment element, the assessment element mark is capped at the bare pass mark of 40%. The module mark is recalculated on the basis of the capped assessment element mark together with any assessment element marks passed at first attempt. The module mark is **not** capped at the bare 40% pass mark.

If a reassessment does **not meet** the pass standard, confirm how the final mark for the assessment element and module are determined [ref: Appendix 1 Assessment Regulations, item 8]

In the case of an assessment element that has been resat and *still not reached the minimum mark required to pass*, the **highest** (not the latest) assessment element **fail** mark will apply.

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

Explain the regulations and limitations regarding discretionary 3rd attempts at assessment elements/modules for your programme [ref: General Regulations para 4.10, fast-track criteria, and limitations to number of times a student on your programme can be considered during their programme]

Failure at reassessment will normally lead to termination of a student's registration.

Notwithstanding the above, a Discretionary Panel appointed by the Senate shall have the discretion, where special circumstances are adduced, to allow a candidate a third and final attempt at the assessment for any module or part thereof. Any second reassessment would be undertaken on the next occasion the assessment is held.

[Procedure for Consideration for a Final Discretionary Attempt at an Assessment \(sgul.ac.uk\)](http://sgul.ac.uk)

The Board of Examiners shall have the discretion, where special circumstances are adduced, to allow a candidate to recommence the year of study at the end of which the failure occurred.

Candidates recommencing the year of study

1. When a year of study is recommenced any marks previously achieved by the candidate (including any marks at or above the pass mark) for that year will normally be disregarded.
2. All module assessments for the year will be attempted as if for the first time.
3. During the recommenced year the candidate will be in attendance.

4. When the candidate has recommenced the year on the recommendation of the Board of Examiners the scheme of work for the year will apply to the candidate as if they were attempting the year for the first time, including the right to a “second sit” when permitted in the scheme.
5. When the candidate has recommenced the year contrary to the recommendations of the Board of Examiners only one attempt at the assessments is allowed and in this case it is in effect a discretionary third sit of the year while in attendance.
6. Any failure at reassessment will normally lead to termination of a student’s registration.

15: Board of Examiners

Explain any additional responsibilities for Boards of Examiners’ or procedures for the conduct of meetings, beyond those in the General regulations *[ref: General Regulations section 8]*

None

Explain any additional roles or responsibilities of external examiners, beyond those in the General Regulations and Quality Manual *[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 13-27]*

None

16: Date of Award

Confirm how the date of award is determined *[ref: General Regulations para 2.5(14) and Programme Regulations]*

The date of the award to successful students will be the date of the meeting of the Board of Examiners that ratifies the final year assessment results.

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.]*

Assessment criteria are published in the student course handbook at a general level. Specific criteria for each assessment are available on Canvas under the module.

Confirm that **marking schemes**, which explain how marks are allocated to a piece of assessed work, are issued to students (they do *not* need to be included here) *[ref: Quality Manual, Section I QM of Assessment, para 8]*

Marking schemes for each assessment element are issued to students on Canvas.

18: Marking Procedures

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

Students are issued with a candidate number which is used when entering their assessments.

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?

Where assessment elements are marked by two examiners (blind double marking, non-blind double marking or single marker with oversight by a second marker), they will compare their marks and agree on an overall mark. If, for any reason, agreement cannot be reached the Chair of the Board of Examiners, or their nominee, shall decide how the overall mark is determined.

Explain any additional marking procedures not covered above

None

19: Marking practice-based assessments

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

Covered in no. 2 above

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]

All work including examinations, is moderated by a member of the course team (often the module lead). All fails are moderated along with a range of submissions from within grade boundaries including submissions with highest and lowest marks. Any assessment highlighted by the marker as a 'concern' will be moderated in addition. All submissions are available for review by the moderator.

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

The external examiner will have sight of all submissions via Canvas. All fails are specifically reviewed, alongside a range of submissions from each grade boundary. The external examiner may also be requested to review specific assessments of concern or requiring clarity by the course team. The external examiner cannot request marks for individual submissions to be altered; however, they can in exceptional circumstances suggest an overall adjustment to the cohort marks based upon a review of the whole cohort submissions.

21: Release of results and feedback to students

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

Provisional marks are released on Canvas as soon as available after internal moderation, within working hours and mindful of other commitments the cohort may have. For example, they are not released just prior to another assessment or late on Friday afternoon. For SBA and OSPEs this is within 10 working days. For other assessments this is within 20 working days.

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

After ratification at the Board of Examiners meeting, the course director generally confirms with students, their award. This enables timely registration and entry to the workforce. Students are contacted by the administration team via email with a copy of their transcript, normally within 5 working days of the Board of Examiners.

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

Qualitative feedback is released with provisional marks on Canvas via in text and general comments and, in addition, for coursework an assessment specific rubric is annotated on Canvas.

Confirm that assessment elements and modules are **not** assigned alphabetical letter grades [ref: Appendix 1 Assessment Regulations, item 4]

Alphabetical letter grades are not used in any part of the summative assessment process: there is no conversion system from numerical mark to letter grade for an assessment element and there is no conversion system from numerical mark to letter grade for a module.

22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments

Explain the mitigating circumstances policy [ref: General Regulations paras 10.7 & 11.11]

The policy is available on the web site: [Exams \(sgul.ac.uk\)](http://Exams(sgul.ac.uk))

Applications are submitted to the module or course lead. The professional lead, course lead and external examiner may be included in consideration any application.

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]

The candidate will fail the assessment and a mark of zero will be awarded.

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

Extenuating circumstances especially around mental illness where the student was deemed unfit to request mitigation, or evidence with medical certificates or endorsements, may deem an entry to be not valid. This would be discussed with the external examiner and agreed by the Board of Examiners.

23: Assessment Policies

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

The SGUL policy applies:

[Word Count Limit Policy for Assignments \(sgul.ac.uk\)](http://www.sgul.ac.uk)

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

The programme adheres to the Late Submission Policy, available via this link:

[Late Submission Policy \(sgul.ac.uk\)](http://www.sgul.ac.uk)

The policy

Time late	Penalty applied	Calculation
≤ 48 hours	10%age points deduction	Deduction of 10%age points: Mark of 68% → 68 - 10 = 58%
> 48 hours	0 marks awarded	

The policy detail is on Canvas.

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

The SGUL policy applies. A mark of zero is awarded if a student identifies a staff member or patient by name. The assessment is capped at 40% if a student identifies an NHS Trust or a university by name.name.

24: Student procedures

Student procedures can be found on the SGUL web-site, link below (procedures include the investigation of an examination offence by students or the making of a representation against results)

<https://www.sgul.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/student-procedures>

Appendix 1: SGUL Assessment Regulations

For implementation for all years of all programmes from 2023-24

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	<p>Minimum numerical mark (across ≥ 2 assessment elements, taken as a mean)</p>	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	<p>Compensation</p>	<u>If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass</u> (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	<p>Numerical mark → letter grade formula</p>	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 (d.p)</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	<p>No. auto resit attempts</p>	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)
7	<p>Resit mark capping</p>	Following a successful resit of an assessment element, the assessment element mark is capped at the bare numerical pass mark; the	See under Assessment element

Item	Area	Regulation	
		Assessment element	Module
		module mark is not capped at the bare module pass mark.	
8	Highest/latest numerical fail mark	In the case of an assessment element that has been resat and <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 2023-24 (and on a rolling basis thereafter)

Item	Area	Regulation	
		Module	
9	Modules outside the FHEQ credit system [i.e. 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: Pass if the assessment element mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) Fail if the assessment element mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)	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) (the result is Pass only if any minimum marks required for assessment elements or qualifying sets have also been met). Fail if the module mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)

Item	Area	Regulation	
		Assessment element	Module
		Appropriate SITS signal if assessment element not complete	Appropriate SITS signal if module not complete
13	Incrementing the attempt number for a resit	The automatic resit attempt at an assessment element is called attempt number 2	The automatic resit attempt at each assessment element is called attempt number 2; it is also called attempt number 2 for the parent module.

Item	Area	Regulation
	Progression	
14	Calculation of year mark (for programmes > 1 year in length) ["year" means FHEQ level mark]	The overall year mark (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value
15	Progression (to next year of programme or to award)	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully completing modules that have 0 credits attached to them (if any).
	Award	
16	Calculation of award mark (for programmes = 1 year in length)	The final award mark for 1-year programmes will be the sum of the year/level's module marks weighted by credit value
17	Calculation of award mark (for programmes >1 year in length) (Appendix 4 provides a worked example)	<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 e.g. 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 (e.g. 0/0/100) Emphasis on exit velocity (e.g. 0/33/67) Equal weighting (e.g. 0/50/50) Level 4 inclusion (e.g. 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 MSc: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist., 60 Merit, 40 Pass, ≤39 F. UG Cert: 70 Dist., 60 Merit, 40 Pass, ≤39 F. MSc/Masters: 70 Dist., 60 Merit, 50 Pass, ≤49 F. PG Dip: 70 Dist., 50 Pass, ≤49 F. PG Cert: 50 Pass (not classified) BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)</p>

Appendix 2: Module Assessments - Example table

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

Appendix 3: Rounding rules

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

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

Assessment elements (or modules) which are marked to a whole number (e.g. 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 (e.g. 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 d.p	
Yr. 2/L5	Module 4	90	$90/120 \times 100 = 75\%$	61.5% to 1 d.p	

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.]