St George's
University of London

Scheme of Assessment
Academic Year 2022-2023

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
MASTERS in PHYSICIAN ASSOCIATE STUDIES (MPAS) [SITS course code – PTMPASF]	Years 1 and 2 2022-23 onwards

All Schemes of Assessment must comply with:

- **General Regulations** for Students and Programmes of Study - Section 7 Schemes of Assessment
- **Assessment Regulations** - Appendix 1

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**.

Year 1								
Module title and SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed	Weighting % (or Pass/Fail only)	Timing (term)	ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)
Applied Pharmacology (AP) – APM011X	15	7	C	**Written Exam** 2.5-hour exam (1 hour for 50 SBAs & 1.5 hours for 3 SAQ scenarios)		100%	3	Pass mark set by Angoff method; normalised to postgraduate 50% pass mark
Evidence Based Practice (EBP) – PA7103X	15	7	C	**Written Exam** Open book critical appraisal exam		100%	2	Pass mark set by Angoff method; normalised to postgraduate 50% pass mark
Foundations of Clinical Medicine A (FCM-A) – PA7102YA	30	7	C	**Written Exam** 3-hour exam (150 SBAs)		100%	3	Pass mark set by Angoff method; normalised to postgraduate 50% pass mark

Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements	Learning Outcomes Assessed	Weighting % (or Pass/Fail only)	Timing (term)	ACHIEVING A PASS
Personal and Professional Development A (PPD-A) - PA7107YA	30	7	C	**OSCE** (14 stations)		100%	3	OSCE station pass marks set by Angoff method; normalised to postgraduate 50%; must pass 10 of 14 stations with an average score of ≥50% across all stations
Investigations in Clinical Medicine (ICM) - CMD701	Awarded Y2	7	C	Assessed in Y2		0% in Y1		Assessed in Y2
PA Applied Clinical Knowledge and Skills (PAACKS A) - CMD704	15	7	C	**Workplace Based Assessment** Summative assessment by GP clinical supervisor		100%	1,2,3	All elements must be passed separately to pass module overall
				Direct Observational Procedural Skills (DOPS)		Pass or Fail		
				Patient Logs		Pass or Fail		
				Case-based discussions (CBD)		Pass or Fail		
PA as a Professional Evaluation Report A (PAPER A) – CMD705	0	7	C	**Attendance** Academic Clinical		Pass/ Fail	1,2,3	Both elements must be passed separately to pass module overall
				Short Reports Assessment of professional behaviour		Pass/ Fail		

Year 2								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed	Weighting % (or Pass/Fail only)	Timing (term)	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 Clinical Medicine B (FCM-B) - PA7101YB	15	7	C	**Written** 200 MCQ SBA 2 x 2-hour exams (100 SBAs per paper)		100%	3	SBA pass mark set by Angoff method; normalised to postgraduate 50% pass mark
Investigations in Clinical Medicine (ICM) – CMD701	15	7	C	**Written** 2-hour exam (100 SBAs)		100%	3	SBA pass mark set by Angoff method; normalised to postgraduate 50% pass mark

Module				Assessment				
Personal and Professional Development B (PPD-B) - PA7107YB	15	7	C	**OSCE** (14 Stations)		100%	3	OSCE station pass marks set by Angoff method; normalised to postgraduate 50%; must pass 10 of 14 stations with an average score of ≥50% across all stations
PA Applied Clinical Knowledge and Skills (PAACKS B) - CMD706	30	7	C	**In course assessments** Summative Presentation		20%	3	**Excluding the presentation, all other elements must be passed separately to pass module overall**
				Workplace based assessments Competency assessment		80%		
				Multi-source Feedback		Pass/ Fail		
				DOPS (all essential DOPS)		Pass/ Fail		
				Patient logs		Pass/ Fail		
				Required Certificates		Pass/ Fail		
				Case Based Discussions		Pass/ Fail		
PA as a Professional Evaluation Report B (PAPER B) - CMD707	0	7	C	**Attendance** Academic Clinical		Pass/ Fail	3	Both elements must be passed separately to pass module overall
				Short Reports Assessment of professional behaviour		Pass/ Fail		

2: Modules – additional regulations	
Additional requirements to pass any module(s) listed in the above tables.	
Module title	**Regulation**
PA as Professional Evaluation Report A – CMD705	The PAPER Grading Committee must also agree that candidates have met the requirements to pass the module.
PA as Professional Evaluation Report B – CMD707	The PAPER Grading Committee must also agree that candidates have met the requirements to pass the module.

3: Formative Assessments
Opportunities provided for formative assessments

Formative assessments are delivered via quizzes on Canvas, OSCE assessment, presentations and practice written assessments.

Year One
- Applied Pharmacology – Short Answer Questions (SAQ) and Single best answer questions (SBA)
- Evidence Based Practice – In-class case discussions
- Foundations of Clinical Medicine – formative exams – SBA MCQs
- Personal and Professional Development – OSCE stations

- Investigations in Clinical Medicine – In class quizzes
- PA Applied Knowledge and Skills – Case based discussion prep and formative presentation
- PA as a Professional Evaluation Report – N/A as pass/fail

Year Two
- Foundations of Clinical Medicine – No formatives – Same SBA format as in year one
- Investigations in Clinical Medicine – SBA MCQs
- Personal and Professional Development - station OSCE
- PA Applied Knowledge and Skills – Formative in year one for summative assessment in year 2
- PA as a Professional Evaluation Report – N/A as pass/fail

4: Assessment elements

For assessment elements awarded a numerical mark, confirm the number of decimal places that the element mark is rounded to

Assessment elements which are awarded a numerical mark will be rounded to **1dp.**

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

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 and confirm that no compensation is permitted

If a minimum numerical mark is required for an assessment element, the minimum numerical mark required will be 50.0%.

If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass (see items 1 & 2 above), **no compensation** is permitted regarding that requirement. Specifically, for the MPAS degree, the minimum mark **must be reached** for every assessment element, with the exception of the PAACKS B module where the Presentation element has no minimum mark requirement of its own. Candidates who achieve <50% at second Presentation attempt may still pass the module. The highest fail mark will be used to calculate the overall mark/percentage for the module. Candidates will still be eligible for the MPAS award.

Confirm if the pass mark for any assessment element is standard-set (pre-normalisation to the L6 or L7 % scale)

All single best answer, multiple choice questions (SBA, MCQ) short answer questions (SAQ) and objective structured clinical examinations (OSCEs) are standard set using the Angoff method. This is prior to normalisation to level 7 of the postgraduate scale.

Normalised marks: For examinations composed of single answer questions, short answer questions or for OSCEs a score or percentage of total possible marks will be calculated. These will be mapped onto the grade scale by a linear transformation using the linear relationship between each of the following cut off points:

Mark and grade	With reference to the raw scores these will be defined as:
100%	100%
70% (mark of distinction)	Pass mark + 0.4*(100%-Pass mark)
65%	Pass mark + 0.3*(100%-Pass mark)
60%	Pass mark + 0.2*(100%-Pass mark)
55%	Pass mark + 0.1*(100%-Pass mark)
50%	The Pass mark as determined by standard setting process
40%	Pass mark – 0.2*(Pass mark)
<40%	*Less than* Pass mark – 0.2*(Pass mark)

5: Modules

For modules awarded a numerical mark, confirm the number of decimal places that the module mark is rounded to
Modules which are awarded a numerical mark will be rounded to **1dp.** 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 This is the mark that will be used for calculation of the award mark.

For a module awarded a numerical mark, confirm the pass mark required and confirm that no compensation is permitted. **Note**: a module can only be passed of any minimum mark requirement for an assessment element(s) has also been met
The pass mark for a module will be 50.0%. **No compensation** is permitted at module level: the pass mark for the module **must be reached for all modules**. As mentioned in section 4 above, the pass mark for the PAACKS B module may be achieved without the Presentation element reaching the minimum mark. Candidates who achieve <50% at their second attempt at the Presentation element may still pass the module, as the highest fail mark for the Presentation element will be used to calculate the overall mark/percentage for the module. The module mark is not capped. Candidates will still be eligible for the MPAS award. The **result** of the module will be: **Pass** if the module mark is ≥ 50% (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 <50%.

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
Year marks are not issued.

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
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
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
Progression (to the next year of the programme or to the award) will be based on getting the pass mark for each module, including successfully completing modules that have 0 credits attached to them.

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)
N/A

9: Award	
Confirm if your programme issues an overall **award mark** for the programme	
An overall 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
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, weighted by credit value.

If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to
The final 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)
N/A because all modules are L7

If your programme does **not** issue overall award marks, explain how it is determined whether a student can be awarded a qualification
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
The award mark to 1dp is rounded to a whole number. The pass mark for the award is 50%.

Confirm the classification boundaries for the award
MPAS/Masters: 70 Distinction, 60 Merit, 50 Pass, ≤49 Fail

11: Boundaries and Borderlines
Explain any particular requirements that apply at a classification boundary

Candidates will pass the course with an **MPAS with Distinction** if they:
- Pass all 11 modules;
- Achieve a Final Award Mark of ≥70%;

Candidates will pass the course with an **MPAS with Merit** if they:
- Pass all 11 modules;
- Achieve a Final Award Mark of ≥60% and <70%.

Candidates will pass the course with an **MPAS with a Pass** if they:
- Pass all 11 modules;
- Achieve a Final Award Mark of ≥50% and <60%.

Explain the regulations for considering students at a classification borderline *[ref: General Regulations para 7.6(b)]*
None

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]*
None

13: Exit qualifications
Explain the exit qualifications available and the requirements for them

Candidates who fail any module and/or achieve a Final Award Mark of <50%, allowing for second attempts at each assessed element, will fail the course.

In this instance:
- If the candidate has achieved 60 or more credits they may be considered for a **Postgraduate Certificate in Healthcare Studies**, at the Examiners' discretion;

- If the candidate has achieved 120 or more credits they may be considered for a **Postgraduate Diploma in Healthcare Studies**, at the Examiners' discretion;

- If the candidate has achieved 180 credits but fails PAPER they may be considered for a **Masters in Healthcare Studies**:

  - **Candidates who fail PAPER will pass the course with a Masters in Healthcare Studies with Distinction** if they:
    - **Pass the 9 credited modules;**
    - **Achieve a Final Award Mark of ≥70%;**

  - **Candidates who fail PAPER will pass the course with a Masters in Healthcare Studies with Merit** if they:
    - **Pass the 9 credited modules;**
    - **Achieve a Final Award Mark of ≥60% and <70%;**

  - **Candidates who fail PAPER will pass the course with a Masters in Healthcare Studies with a Pass** if they:
    - **Pass the 9 credited modules;**
    - Achieve a Final Award Mark of ≥50% and <60%.

14: Reassessment regulations
Confirm the number of reassessment opportunities permitted for each assessment element
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). With respect to assignments, candidates who receive a mark of <50% will fail the assignment and will be given a deadline for resubmission, normally four weeks after receiving a fail mark. Marks for resubmissions and reassessments will be capped at 50%. The External Examiner(s) will be asked to review both attempts before marks are confirmed by the Board of Examiners.   A reassessment opportunity is *not* available for all assessment elements – see section below for further detail.
Explain any limitations for the reassessment of practice-based elements/modules
For the PAACKS A and B module assessments (i.e. DOPS, Patient Logs, MSF, Case based discussions), students are given deadlines for the completion and submission of these documents. Failure to complete and submit by the final deadline will result in failure of the module. There is no opportunity for reassessment of these workplace assessments.   For the PAACKS B module, students must upload essential training certificates evidencing that they have attended and successfully completed core training (ILS, BLS, IRMER and Manual Handling). If training is not attended arrangements will be made, *where possible*, to ensure students can meet the requirements for the assessment element. Failure to complete this core training will result in failure to complete the module and the MPAS programme.
If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module
Following a successful reassessment of an assessment element, the assessment element mark is **capped** at the bare numerical pass mark of 50%. The module mark however is not capped on reassessment.
If a reassessment does **not meet** the pass standard, confirm how the final mark for the assessment element and module are determined

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. The module mark will be calculated on the basis of the highest assessment element mark.

Explain the regulations and limitations regarding discretionary 3rd attempts at assessment elements/modules for your programme

N/A

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]*

If the Chair is not available, the Principal or their nominee, on the recommendation of the Chair and/or Course Director, nominate a replacement chair.

Explain any additional roles or responsibilities of external examiners, beyond those in the General Regulations and Quality Manual

Examination questions/OSCE stations will be devised by module leaders and course faculty and reviewed by the relevant module team. The External Examiner(s) will review content before each assessment is held and will be invited to observe the OSCEs.

The PAPER module has a grading committee (made up of external representatives – Allied Health, member of the public, a qualified and clinically active PA and a senior member of the MBBS team). This committee reviews decisions made on professionalism and makes recommendations to the Board of Examiners (BoE) on whether they agree that students of concern should pass or fail or if there are other implications. Ultimately, however, the BoE will decide on the outcome of the results.

16: Date of Award

Confirm how the date of award is determined

The date of the award to successful candidates will be the date of the meeting of the Board of Examiners that ratifies the 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, known as rubrics, are available for assignments, where appropriate. These can be found on the Canvas assessment page.

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)

Marking schemes are provided to students for specific assignments, via the relevant module pages on Canvas.

18: Marking Procedures

Confirm the arrangements for ensuring candidate anonymity

There is an anonymity function on Canvas. Assignments submitted via Canvas are allocated numbers and names are removed. The student numbers are provided to markers. For examinations, students will be allocated a candidate number by the Examinations team.

Confirm the procedure for 1st and 2nd marking?
Confirm the procedure for finalising a student's mark if there is divergence between 1st and 2nd marker?

Short answer questions (SAQ) within examination papers will generally be marked independently by two examiners who will then compare their marks and arrive at an agreed mark. If for any reason agreement cannot be reached, a third marker will be assigned and the external examiner consulted.

Explain any additional marking procedures not covered above
Single Best Answer (SBA) are standard set using the Angoff method. One mark is allocated per question. There are no 'killer marks' or negative marking for either written exams, presentations or OSCEs. OSCE pass marks are standard set by the Angoff method. Year one stations are checklist marked and year two stations are domain marked. The domain weighting in year two is set by an average of experienced academic opinion.

19: Marking practice-based assessments

Explain any specific procedures for marking practice-based assessment elements/modules
Assessment elements completed in clinical practice are marked by clinical supervisors. These are pass/fail elements and there is set criteria and guidance for marking of these elements.

20: Moderation of marks

Confirm the circumstances and procedure for **internally** moderating a set of module marks
Student assignments are marked by a first marker and then a random sample selected for moderation by an internal examiner on the programme. Assignments are moderated across markers and grade boundaries. In addition, a sample is also sent to the external examiners for review.
Confirm the extent of an **external examiner**'s influence in endorsing a set of module marks
External examiners cannot adjust student marks, but can comment on any issues should these be identified. They may ask for remarking or moderation of assignments, adjustment of the assessment criteria or scaling up or down of marks for a cohort. These requests would be considered by the Course Director, Deputy and Chief Examiner and presented to the Board of Examiners for discussion and a decision. At the Board of Examiners, external examiners have the opportunity to express their views on the module marks, process, robustness and fairness of the assessment across all students and the module.

21: Release of results and feedback to students

Confirm the arrangements for the release of **provisional marks** to students
Provisional results will be released for the Evidence Based Practice Module only. Provisional results are not released for other assessments.
Confirm the arrangements for the release of **finalised marks** to students
Finalised results are released after ratification at the relevant Board of Examiners – first sit results in July/August and re-sit results at the end of August in each academic year.
Confirm the arrangements for the provision of **qualitative feedback** to students
Qualitative feedback is given to all students for formative and summative assessments. Formative assessment feedback is given verbally and in writing for; OSCEs, SAQ's, SBA MCQ's, integrated skills and the formative presentation. This is done via live feedback, Q&A sessions, using model answers, example solutions and student meetings where appropriate. Summative assessment feedback is given verbally and in writing for OSCEs, assignments and knowledge tests (SAQ and SBA, MCQs). Students will receive a breakdown of the areas that they were weak in and where to focus their revision. Group review and student meetings are offered.
Confirm that assessment elements and modules are **not** assigned alphabetical letter grades
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. Extension Requests

Confirm the mitigating circumstances policy
Students may submit mitigating circumstances as per University policy. Student may submit extension requests as per University policy. Further details are provided on the SGUL examinations web page and on Canvas.

If a student fails to attend an assessment, having not sought permission to do so, confirm the result of the assessment
The assessment result would be a first attempt fail and a mark of '0' would be awarded pending any retrospective mitigating circumstances application as outlined above.
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. Confirm the circumstances under which you would discount a failed assessment on your programme
Where a student was unable to register mitigating circumstances on the day of the assessment or unaware that a condition/issue that they may be struggling with constituted mitigating circumstances, this might be a valid reason for consideration of retrospective mitigating circumstances. The Board may then recommend that the first attempt be discounted and the student be granted a further attempt with uncapped mark.

23: Assessment Policies
Confirm the word limit policy
Currently there are no assessments subject to a work count limit. However, should there be an assignment requiring a word limit, the SGUL word count limit policy would apply. The policy is available on Canvas.
Confirm the late submission policy
Where students are required to submit an assignment, they are informed of submission deadlines upon enrolment via the MPAS Homepage on Canvas and on module pages. They are advised of the deadline when assignments are set and also sent reminders in the weeks leading up to submissions. On that basis, should a student submit late without an extension or mitigating circumstances request, this would be marked as a first submission fail, and a mark of '0' would be awarded.
Confirm the breach of confidentiality policy (if applicable)
If students breach confidentiality in assignments, this would result in a fail for the assignment, and a mark of '0' would be awarded. This is clearly detailed to students on the Canvas assessments page.

24: Student procedures
Student procedures can be found on the SGUL web-site, link below (procedures include the investigation of an examination offence by students or the making of a representation against results)
https://www.sgul.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/student-procedures

Appendix 1: SGUL Assessment Regulations

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

Item	Area	Regulation	
		Assessment element	Module
1	**Minimum numerical mark** *(for an assessment element)* **Numerical Pass mark** *(for a module)*	If a minimum numerical mark is required for an assessment element, the minimum numerical mark required will be 40% for ≤ L6 modules and 50% for ≥ L7 modules	The pass mark for a module will be 40% for ≤ L6 modules and 50% for ≥ L7 modules
2	**Minimum numerical mark** *(across ≥ 2 assessment elements, taken as a mean)*	The minimum numerical mark required for a qualifying set of assessment elements, taken as a mean, will be 40% for ≤ L6 modules and 50% for ≥ L7 modules	n/a at module level
3	**Compensation**	*If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass* (see items 1 & 2 above), **no compensation** is permitted regarding that requirement. The minimum mark **must be reached.**	**No compensation** is permitted at module level: the pass mark for the module **must be reached for all modules.**
4	**Numerical mark → letter grade formula**	Alphabetical letter grades will **not** be used in any part of the summative assessment process and there will be **no conversion system** from numerical mark to letter grade for an assessment element.	As for Assessment element
5	**No. decimal places (dp)** *(Appendix 3 provides a worked example)*	**Assessment elements** which are awarded a numerical mark will be rounded to **1dp**	Module: **Modules** which are awarded a numerical mark will be rounded to **1dp** Year: In the case of programmes where there is a numerical **year** mark, the mark will be rounded to **1dp** Award: In the case of programmes where there is a numerical **final award** mark, the mark will be rounded to **1dp** For final **classification** purposes, the final award mark is rounded to a **whole number**
6	**No. auto resit attempts**	**One automatic resit attempt** will be permitted at each assessment element that has not met the minimum numerical mark (or a *Pass*, for assessment elements marked Pass/Fail only)	**One automatic resit attempt** will be permitted at each module that has not met the pass mark at first attempt (in practice this means one automatic resit attempt is permitted at each failed assessment element in the module)
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	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 *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

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 *not* apply to a Professional Training Year within a programme.)	Modules that have 0 credit attached to them, but which are still hurdles that need to be passed by a student for progression: (i) should be limited to the following assessment types: **portfolios, skills portfolios, Practice Assessment Docs (PADs), placements, and foundation hurdle modules**; (ii) should be marked **Pass/Fail only**; (iii) should have **no additional workload requirement** of their own, but represent work done in other (credit-bearing) modules.
	Award	
10	**Credit enhancement** (SGUL General Regulation 7.6(a) - applies to *BSc programmes*, which are modular and FHEQ credit rated)	The SGUL credit enhancement regulation is **removed**.

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)
		1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.
		
		2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg L4:5:6 = 0:3:7) is decided by the programme and approved through the SGUL committee structure. Ratios are not currently set centrally by SGUL.
		
		3. Year/Level weightings should comply with one of the following four rationales proposed in UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design (pub Aug 2020) (indicative weightings for three-year degrees):
		   a) Exit velocity (eg 0/0/100)
		   b) Emphasis on exit velocity (eg 0/33/67)
		   c) Equal weighting (eg 0/50/50)
		   d) Level 4 inclusion (eg 10/30/60)

18	Classification boundaries	Classification bands and boundaries should comply with HE sector convention (%): BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F MSci: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist, 60 Merit, 40 Pass, ≤39 F UG Cert: 70 Dist, 60 Merit, 40 Pass, ≤39 F MSc/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F PG Dip: 70 Dist, 50 Pass, ≤49 F PG Cert: 50 Pass (not classified) BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)

Appendix 2: Module Assessments - Example table

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

Appendix 3: Rounding rules

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

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

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

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

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

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

Worked example
1-year programme, 2 modules, worth 50% each.
Mod 1: c/w 30%, written ppr 70%
(student marks: c/w 65%, written 56.3%)
Mod 2: c/w 20%, written ppr 80%
(student marks: c/w 54%, written 71.2%)

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

Module marks:
Mod 1: 65/100 x 30 + 56.3/100 x 70 = 19.5 + 39.41 = 58.91% → **58.9% to 1dp**
Mod 2: 54/100 x 20 + 71.2/100 x 80 = 10.8 + 56.96 = 67.76% → **67.8% to 1dp**

Award mark:
50/100 x **58.9** + 50/100 x **67.8** = 29.45 + 33.9 = 63.35% → **63.4% to 1dp**

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

Appendix 4: Year mark and Award mark

Year mark

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

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

Example:
1. Using infinite dps, for ultimate accuracy, consider two "year" marks: 10.1111…+ 10.4444… = 20.5555…= **20.6 to 1dp**
2. If we round the "year" marks to 2dp and then add, we get: 10.11 + 10.44 = 20.55 = **20.6 to 1dp**
So rounding the two "year" marks to 2dp, then adding them, and then rounding the result to 1dp, results in exactly the same "award" mark as the more accurate calculation in no.1
3. If, on the other hand, we round the two "year" marks to 1dp and then add, we get: 10.1 + 10.4 = **20.5 to 1dp**
So rounding the two "year" marks to 1dp, and then adding them, results in a slightly different "award" mark to 1dp

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

Award mark

Worked example – calculating an award mark from the module marks
2-year UG programme: year 1 at level 4 and year 2 at level 5 (eg.a Foundation Degree)

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

Award mark:
(58.9 x 37.5/100 x 30/100) + (67.8 x 62.5/100 x 30/100) + (54.4 x 25/100 x 70/100) + (61.5 x 75/100 x 70/100)
= 6.62625 + 12.7125 + 9.52 + 32.2875
= 61.14625
Final award mark = **61.1% to 1dp**

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

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