![St George's University of London]

<table>
<tr><td colspan="2" align="center">Scheme of Assessment

Academic Year 2023-2024</td></tr>
</table>

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
MSc Occupational Therapy (Pre-registration)	One and Two, commencing academic year 2023-24 on wards

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** unless otherwise indicated

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 (FHSCE – as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ Semester/ term	ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)
OCT701 **Occupational Beings**	10	7	Core	Written occupational analysis -1500 words	1-4	50%	Sem 1	Both assessment elements must be passed at a minimum of 50.0%
				Written/on-line examination – 1.5 hours	5	50%	Sem 1	
OCT702 **Theory and Foundations of Occupational**	30	7	Core	Case study – written assignment - 2500 words	1,2 and 3	50%	Sem 1	Both assessment elements must be passed at a minimum of 50.0%

Therapy Practice				Practical examination (OSCE)-1 hour	4	50%	Sem 1	
OCT703 **Maximising Occupational Performance**	40	7	Core	Written assignment with a reflective component on student as a practitioner – 4000 words	1-4	100%	Sem 2/3	Must be passed at a minimum of 50.0%
OCT704 **Evidence-Based Practice and Research**	10	7	Core	Research proposal suitable for an ethics application – 1500 words	1-5	100%	Sem 3	Must be passed at a minimum of 50.0%
OCT70A **Practice placement 1**	0	4	Core	Practice placement – 4 weeks	As stipulated in practice placement document 1-8	100%	Sem 2	Students must achieve a pass
OCT70B **Practice placement 2**	0	5	Core	Practice placement – 6 weeks	As stipulated in practice placement document 1-9	100%	Sem 3	Students must achieve a pass

Year 2								
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 (FHSCE – as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ Semester/ semester)	ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)
OCT705 Advancing Contemporaneous Occupational Therapy Practice	15	7	Core	Service development report – 2000 words, must include separate service user information	1-4	100%	Sem 1	Must be passed at a minimum of 50.0%
OCT706 Contributing to Communities	15	7	Core	Video presentation (15 minutes of presentation with 5 minutes of questions)	1-5	100%	Sem 1	Must be passed at a minimum of 50.0%
OCT707 Research in Practice	60	7	Core	Research report or journal article suitable for publication – 8000 words	1-5	70%	Year long	Both assessment elements must be passed at a minimum of 50.0%
				Poster suitable for a conference presentation	5 and 6	30%	Year long	
OCT70C Practice Placement 3	0	5	Core	Practice placement – 9 weeks	As stipulated in practice placement document, 1-9	100%	Sem 2	Students must achieve a pass
OCT70D Practice Placement 4	0	6	Core	Practice placement – 9 weeks	As stipulated in practice placement document, 1-9	100%	Sem 3	Students must achieve a pass

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

Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	**Regulation**
All Practice Placement Assessments	These assessments are carried out by practice placement educators. In the case of a failure, this is discussed and negotiated with the university-based practice placement link tutor.

3: Formative Assessments

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

Each module had a specific formative assessment. Information for each formative assessment is provided to students in course materials, the module outline, assignment information on Canvas pages.

In each module, there will be an assignment clinic to assist students with the requirements of the formative and summative assessments per module. Formative assessments do not count towards the pass mark for the module.

4: Assessment elements

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

Assessment elements 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 *[ref: Appendix 1 Assessment Regulations, items 1 & 2]* and confirm that no compensation is permitted *[ref: Appendix 1 Assessment Regulations, item 3]*

Each assessment component per module is mandatory and must be passed at a minimum of 50.0%. No compensation is allowed where a module has more than one assessment component. For the award, the minimum mark must be reached for each assessment element, no compensation is permitted.

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]*

50% is the minimum pass mark for university-based assessments. For placements, students must pass the assessment as per the learning outcomes, however no numerical mark is given.

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]*

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 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 of any minimum mark requirement for an assessment element(s) has also been met
[ref: Appendix 1 Assessment Regulations, item 12]]

The pass mark for a module is 50.0%

No compensation is permitted at module level: the pass mark for the module **must be reached for all modules**.

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 *[ref: Appendix 1 Assessment Regulations, item 14]*

Not applicable

If your programme issues year marks, explain how the year mark is calculated from the module marks *[ref: Appendix 1 Assessment Regulations, item 14]*

Not applicable

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]*

Not applicable

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)]*

N/A

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

Progression to the next year of the programme will be based on achieving the pass mark for each module. One practice placement module (0 credit bearing) may be trailed from year 1 to year 2. All modules must be passed to be eligible for the award of the degree.

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]*

One practice placement module (0 credit bearing) may be trailed from year 1 to year 2.

9: Award

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

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 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 *[ref: Appendix 1 Assessment Regulations, item 5]*
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) *[ref: General Regulation 7.5 and Appendix 1 Assessment Regulations, item 17]*
All university-based modules are assessed at Level 7. Each of the four practice placements are 0 credit modules and must be passed for the degree award.
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]*
Not applicable.

10: Classification

If your programme issues overall award marks, confirm that the classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number *[ref: Appendix 1 Assessment Regulations, item 5]*
The 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 *[ref: Appendix 1 Assessment Regulations, item 18]*
≥50-59 = Pass   ≥60-69 = Merit   ≥70+ Distinction.

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]*
Candidates will pass the course with an **MSc Occupational Therapy (Pre-registration) with Distinction** if they: • Pass all 11 modules.   • Achieve a Final Award Mark of ≥70%;   Candidates will pass the course with an **MSc Occupational Therapy (Pre-registration) with Merit** if they: • Pass all 11 modules.   • Achieve a Final Award Mark of ≥60% and <70%.   Candidates will pass the course with an **MSc Occupational Therapy (Pre-registration) 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]*
Not applicable

13: Exit qualifications

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

If a candidate has achieved 60 or more credits, they may be considered for a Postgraduate Certificate in Healthcare Studies at the discretion of the Board of Examiners

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

If a candidate has achieved 120 or more credits, and has passed all the practice placements, except for the Year 2 module Research in Practice (60 credits) they may be considered for a Postgraduate Diploma in Occupational Therapy (Pre-registration) at the discretion of the Board of Examiners.

If a candidate has achieved 180 or more credits, but has not been successful in practice placement, they may be considered for a Postgraduate MSc in Healthcare Studies at the discretion of the Board of Examiners.

14: Reassessment regulations

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

One automatic resit attempt will be permitted at each assessment element that has not met the minimum numerical mark (or a Pass, for assessment elements marked Pass/Fail only). With respect to assignments, candidates who receive a mark of <50% will fail the assignment and will be given a deadline for resubmission at the next available opportunity, following ratification of the fail mark by the Board of Examiners. 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.

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

We will need to abide by the professional standards issued by the Royal College of Occupational Therapists (2019) for the assessment and re-assessment of practice-based placements. These are the relevant sections:

6.4.1 Learners who fail a practice-based learning component on substantiated grounds of fitness to practise concerns must be denied a retrieval attempt.

6.4.2 Completed hours of a failed practice-based learning component do not count towards the overall minimum requirement of 1000 practice-based learning hours.

6.4.3 Learners are withdrawn from a preregistration programme if they fail their second attempt at any practice-based learning component.

If the Royal College of Occupational Therapists changes these standards, the programme will be required to adopt the new standards.

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]*

Marks will be capped at 50% for University-based assessments. For practice placements a successful reassessment would be awarded a pass.

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

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

There is no provision for discretionary or third attempts at assessment elements.

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 *[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 13-27]*

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.

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 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.]*

Each module has its own specific assessment criteria, the students are notified of this via Canvas. The level 7 marking rubric is used for all university-based assessments and is the module Canvas page.

Separate placement documentation is completed for four practice placements, the students must successfully complete a minimum of 1000 hours of assessed placement.

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 guidelines, criteria and rubric are provided at the start of each module and available on the relevant Canvas page.

18: Marking Procedures

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

Where anonymity is possible, students submit their assignments to Canvas and the markers do not see their individual names until the release of the marks.
This is not possible for oral presentations.

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?

There are two members of staff in each module. They are each allocated a set number of assignments to mark. Double marking occurs for all fails, plus a sample of other graded work. If two markers cannot agree on a mark, a third marker is assigned.

All sample of module assignments is reviewed by external examiners.

Explain any additional marking procedures not covered above
Placements are marked by practice educators. In the case of a failing student, a member of the occupational therapy team will advise and support a practice educator.

19: Marking practice-based assessments

Explain any specific procedures for marking practice-based assessment elements/modules *[ref: course materials, module outlines, Canvas, etc]*
Practice based assessments are marked by the designated practice educator. These are pass/fail only and the practice placement handbook provides information as to the marking criteria and learning outcomes the student needs to achieve.

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]*
Each module is internally moderated by a member of the occupational therapy programme team, after first and second marking and prior to the release of the marks to students. Assignments are moderated across markers and grade boundaries. In addition to this, a sample is provided for external examiner review.

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]*
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 and presented to the Board of Examiners for discussion and a decision. At the Board of Examiners, external examiners can 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 *[ref: General Regulations para 13.1 and SGUL Feedback Policy]*
Provisional marks are released to students for all university-based modules, 20 working days after submission for written assignments, 10 working days for presentations.

Confirm the arrangements for the release of **finalised marks** to students *[ref: General Regulations para 13.1 and SGUL Feedback Policy]*
These are released after review by the external examiner and ratification at the examination board.

Confirm the arrangements for the provision of **qualitative feedback** to students *[ref: SGUL Feedback Policy]*
There is a marking rubric, qualitative feedback and in text comments for university-based assignments.

Confirm that assessment elements and modules are **not** assigned alphabetical letter grades *[ref: Appendix 1 Assessment Regulations, item 4]*
Marks are out of 100, with 50% being the minimum pass mark, for all university-based modules

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

Explain the mitigating circumstances policy *[ref: General Regulations paras 10.7 & 11.11]*
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 *[ref: General Regulations paras 10.6 & 11.12]*
This will be classed as a fail for the first attempt, with a mark of 0 (zero). This could be pending any retrospective mitigating circumstances 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 *[ref: General Regulations para 10.8]*. 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 *[ref: SGUL Word Count Limit Policy for Assignments]*
The SGUL word count limit for assignments applies. This policy is made available to students via Canvas
Confirm the late submission policy *[ref: course materials, module outlines, Canvas, etc]*
Submission dates are published at the start of the academic year, and students are made aware at the start of each module, with reminders through each module. The SGUL late submission policy is: SGUL late submission policy
Confirm the breach of confidentiality policy (if applicable) *[ref: course materials, module outlines, Canvas, etc]*
If a student breaches confidentiality (name of patient/service user, member of staff, practice placement site or organisation), this will be an automatic failure.

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

Appendix 1: SGUL Assessment Regulations

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

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

Item	Area	Regulation	
		Assessment element	**Module**
7	**Resit mark capping**	Following a successful resit of an assessment element, the assessment element mark is **capped** at the bare numerical pass mark; the module mark is **not capped** at the bare module pass mark.	See under Assessment element
8	**Highest/latest numerical *fail* mark**	In the case of an assessment element that has been resat and *still not reached the minimum mark required to pass,* the **highest** (*not the latest*) assessment element *fail* mark will apply	In the case of a module where one (or more) assessment element has been resat and *still not reached the mark required to pass the module,* the **highest** (*not the latest*) module *fail* mark will apply

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)

Item	Area	Regulation	
		Assessment element	Module
12	**Result determined from numerical mark**	The **result** of the assessment element will be: **Pass** if the assessment element mark is ≥ 40% (≤ L6 modules) or ≥ 50% (for ≥ L7 modules) **Fail** if the assessment element mark is <40% (≤ L6 modules) or <50% (for ≥ L7 modules) **Appropriate SITS signal** if assessment element not complete	The **result** of the module will be: **Pass** if the module mark is ≥ 40% (≤ L6 modules) or ≥ 50% (for ≥ L7 modules) (the result is **Pass** *only if* any minimum marks required for assessment elements or qualifying sets have also been met). **Fail** if the module mark is <40% (≤ L6 modules) or <50% (for ≥ L7 modules) **Appropriate SITS signal** if module not complete
13	**Incrementing the attempt number for a resit**	The automatic resit attempt at an assessment element is called attempt number 2	The automatic resit attempt at each assessment element is called attempt number 2; it is also called attempt number 2 for the parent module.

Item	Area	Regulation
	Progression	
14	**Calculation of year mark (for programmes > 1 year in length)** *["year" means FHEQ level mark]*	The overall **year mark** (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value
15	**Progression (to next year of programme or to award)**	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully completing modules that have 0 credits attached to them (if any).
	Award	
16	**Calculation of award mark** *(for programmes = 1 year in length)*	The final **award mark** for 1-year programmes will be the sum of the year/level's module marks weighted by credit value
17	**Calculation of award mark** *(for programmes >1 year in length)* *(Appendix 4 provides a worked example)*	1. The final **award mark** for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award. 2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg *L4:5:6 = 0:3:7)* is decided by the programme and approved through the SGUL committee structure. *Ratios are not currently set centrally by SGUL*. 3. Year/Level weightings should comply with one of the following four rationales proposed in **UK Standing Committee for Quality Assessment (UKSCQA):** *Principles for Effective Degree Algorithm*

Item	Area	Regulation
	Progression	

		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
				Practice Placement	1-6	0 (Pass /Fail)	Apr/ May	

							an overall pass for this module

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.]