

**Scheme of Assessment  
Template  
Academic Year 2022-2023**

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

Qualification and Programme Title(s)	Year(s) of programme
MSc in Sports Cardiology PGDip in Sports Cardiology PGCert in Sports Cardiology	<i>Click here and type</i>

All Schemes of Assessment must comply with:

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

How to use this template:

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

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

1: Overview of marking scheme
Each module has prescribed assessment elements as detailed in the following table(s). All assessment elements are <b>summative</b> unless otherwise indicated. <i>[Insert rows into each table as required, for additional assessment elements and modules. Example of completed table included at Appendix 2.]</i>

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

<b>MSCSC01Y</b> Principles of cardiovascular evaluation of athletes	15	7	Core	2000-3000 word case analysis & literature review		100%	T1	50% pass mark.
<b>MSCSC02Y</b> Practice of cardiovascular evaluation of athletes	15	7	Core	1000-2000 word case analysis		100%	T1	50% pass mark. All summative elements must be passed, including Logbook
				Logbook		Pass/ Fail	T1	
<b>MSCSC03Y</b> Principles of cardiovascular screening	15	7	Core	2000-3000 word screening programme design		100%	T1	50% pass mark.
<b>MSCSC04Y</b> Practice of cardiovascular screening	15	7	Core	1000-2000 word reflective essay		100%	T2	50% pass mark. All summative elements must be passed, including Logbook
				Logbook		Pass/ Fail	T2	
<b>MSCSC05Y</b> Cardiovascular anatomy and physiology	15	7	Core	2000-3000 word literature review		100%	T1	50% pass mark.
<b>ER709X</b> Cardiac rehabilitation of athletes and patients with cardiac disorders	15	7	Core	2000-3000 word cardiac rehabilitation programme critique or design		100%	T3	50% pass mark.
<b>MSCSC06Y</b> Research Project	60	7	Core	10000-15000 word report in the style of a scientific paper		100%	T3	50% pass mark.
<b>MRDM101X</b> Research Methods	15	7	Optional	2000 word Research protocol		100%	T1/ 2	50% pass mark.
<b>MSCSC08Y</b> Emergency Response Planning	15	7	Optional	2000-3000 word reflective essay and critique or design of emergency response plan		100%	T3	50% pass mark.
<b>MSCSC09Y</b> Advanced Management and Genomics of Inherited Cardiac Conditions	15	7	Optional	1500-2500 word clinical case study		100%	T3	50% pass mark.
<b>MSCGM10Y</b> Ethical, Legal and Social Aspects of Genomic Medicine	15	7	Optional	1500-word ethico-legal case analysis and 1500-word critical ethical analysis of one of the issues raised in the case analysis		100%	T2	50% pass mark.

MSCGM11Y Introduction to Counselling for Genomics	15	7	Optional	In-course Communication skills Role Play assessment	50%		T2	50% pass mark. All summative elements must be passed
				Patient Resource and Literature Review	50%		T2	

Year 2								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSC - as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ term/ semester)	ACHIEVING A PASS  (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)

Year 3								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSC - as module outline numbered list)	Weighting % (or Pass/Fail only)	Timing (month/ term/ semester)	ACHIEVING A PASS  (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)

2: Modules - additional regulations (add rows as required)	
Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	Regulation

MSCSC02Y Practice of CV Evaluation	Students must first complete the teaching for MSCSC01Y Principles of CV Evaluation before taking this module.
MSCSC04Y Practice of Screening	Students must first complete the teaching for MSCSC03Y Principles Screening before taking this module.
<i>Click here and type</i>	<i>Click here and type</i>
<i>Click here and type</i>	<i>Click here and type</i>

### 3: Formative Assessments

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

1. All modules have Single Best Answer questions for individual units (lectures/tutorials) that the students complete as part of the follow-up activities. These are on Canvas.
2. All modules include a session towards the end of the teaching week (Thursday or Friday) when students prepare a presentation of their proposed module assignment and present it in front of their peers and tutors in order to get feedback before they start their assignment.
3. For the two practice modules students are offered the opportunity to participate in Sports cardiology and Inherited Cardiac Conditions NHS clinics and in cardiac screenings performed at sporting venues and the community by the charitable organisation Cardiac Risk in the Young. This offers the students the opportunity to get a real-life experience on top of the case-based tutorials that comprise these modules and further enrich their respective logbooks.
4. For the practice modules students are offered the opportunity to complete two Case Based Discussions with a tutor/module lead on one-to-one basis. This is on top of the standard case-based workload of the respective 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]

50% pass mark, there is no compensation between module assessments

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]

Standard set to L7

### 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 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 [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]]

50% pass mark, there is no compensation between modules

#### 6: Year marks (only applicable for programmes >1 year in length)

Confirm if your programme issues an overall **year mark** for each year of the programme [ref: Appendix 1 Assessment Regulations, item 14]

N/A

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

*Click here and type*

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]

*Click here and type*

#### 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)]

*Click here and type*

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]

*Click here and type*

#### 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]

If a student has an outstanding resubmission at progression, we allow them to progress and to submit in the next year by the date set.

#### 9: Award

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

Yes

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]

MSc

The final percentage marks obtained for the 120 credits from taught module assessments weighted for credit value, and the weighted Research Project mark worth 60 credits will be added together and divided by 12 to arrive at a final degree mark for the MSc. Marks will be calculated to one decimal place, 0.5 being rounded up.

PGDip

The Final Diploma Mark will be calculated by adding together the final marks for the core and elective modules weighted according to credit value. The total will then be divided by 8. Marks will be calculated to one decimal place, 0.5 being rounded up.

PGCert

The Final Certificate Mark will be calculated by adding together the marks for 60 credits achieved, weighted for credit value and dividing by 4. Marks will be calculated to one decimal place, 0.5 being rounded up. Where a student has passed more than the minimum number of required modules the modules with the lowest pass marks will be dropped from the calculation of the overall award mark.

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 will be calculated 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]

Click [here](#) and type

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]

Click [here](#) and type

### 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]

Classification is determined by final award mark.

Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]

MSc Sports Cardiology

50-59% - Pass

60-69% - Merit

≥70% - Distinction

PGDip 50-69% - Pass

≥70% - Distinction

PGCert – no classification

≥50% - Pass

### 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)]

Click [here](#) and type

### 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]

Candidates who fail a core module (taking into account second attempts) will fail the degree but may be awarded a Postgraduate Certificate in Sports Cardiology if they fulfil the conditions for this award.

### 13: Exit qualifications

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

Candidates who fail a core module (taking into account second attempts) will fail the degree but may be awarded a Postgraduate Certificate in Sports Cardiology if they fulfil the conditions for this award.

--

<b>14: Reassessment regulations</b>
Confirm the number of reassessment opportunities permitted for each assessment element <i>[ref: Appendix 1 Assessment Regulations, item 6]</i>
1
Explain any limitations for the reassessment of practice-based elements/modules <i>[ref: course materials, module outlines, Canvas, etc]</i>
No limitations, all assessments can be reassessed.
If a reassessment <b>meets</b> the pass standard, confirm the mark capping arrangement for the assessment element and the module <i>[ref: Appendix 1 Assessment Regulations, item 7]</i>
For modules with one assessment, the module is capped. For modules with more than one assessment, the individual assessment is capped, not the whole module.
If a reassessment does <b>not meet</b> the pass standard, confirm how the final mark for the assessment element and module are determined <i>[ref: Appendix 1 Assessment Regulations, item 8]</i>
For modules with one assessment, the module will be given the <50% mark. For modules with more than one assessment, the module mark will be calculated but students will still fail the module even if they have achieved over the pass mark. There is no compensation between assessments.
Explain the regulations and limitations regarding discretionary 3 <sup>rd</sup> attempts at assessment elements/modules for your programme <i>[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]</i>
Not applicable at Postgrad level. Students can submit Mit Circs to discount an attempt but they are not permitted discretionary attempts.

<b>15: Board of Examiners</b>
Explain any additional responsibilities for Boards of Examiners' or procedures for the conduct of meetings, beyond those in the General regulations <i>[ref: General Regulations section 8]</i>
<i>Click here and type</i>
Explain any additional roles or responsibilities of external examiners, beyond those in the General Regulations and Quality Manual <i>[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 13-27]</i>
<i>Click here and type</i>

<b>16: Date of Award</b>
Confirm how the date of award is determined <i>[ref: General Regulations para 2.5(14) and Programme Regulations]</i>
It will be the closest BoE date after all marks have been received and reviewed by the External Examiner. Usually these are the Autumn and Spring BoEs.

## Section B: Policies and procedures

<b>17: Assessment criteria and Marking schemes</b>
Confirm the <b>assessment criteria</b> used for assessments <i>[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.]</i>
<i>Click here and type</i>
Confirm that <b>marking schemes</b> , which explain how marks are allocated to a piece of assessed work, are issued to students (they do not need to be included here) <i>[ref: Quality Manual, Section I QM of Assessment, para 8]</i>
Yes, within every Canvas submission box students are provided with the marking rubric and guidelines.

### 18: Marking Procedures

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

Written assignments are anonymised on Canvas.

Confirm the procedure for 1<sup>st</sup> and 2<sup>nd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> marker?

Taught module assignments will be single marked followed by internal moderation. If there is disagreement between the moderator and marker which cannot be resolved, the course director or deputy director will be asked to moderate. The course director or deputy director may seek an additional opinion from another member of staff with suitable expertise or a member of the Board of Examiners.

Research Projects will be marked by two markers. Markers will mark the work independently. If the marks allocated are within a band of 9, marks will then be averaged to give the final mark. If the marks are further apart than this, or if one mark is a pass and the other a fail, markers will be required to discuss their marks to see if they can agree on a mark. Where an agreed mark cannot be reached, the head of assessment will be asked to moderate. The head of assessment may seek an additional opinion from another member of staff with suitable expertise, or from a member of the Exam Board.

Explain any additional marking procedures not covered above

Candidates who achieve a mark of <50% at first attempt will fail the Research Project. Such candidates will normally be required to re-submit the following year. The Board of Examiners shall determine whether the project may be re-written to address any shortcomings or whether a new project is required for the re-submission. The Board of Examiners may also determine who should act as supervisor for the re-submission. Marks for re-submissions will be capped at 50%.

### 19: Marking practice-based assessments

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

There are two logbooks for the respective practice modules. Marking process is the same as for the rest of the written assignments as in section 18.

### 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]

The moderator will look at all borderline marks (<55%, 60%, 70%), assignments who received >80% and all fails.

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 has full access to all marks and feedback on Canvas. They review a sample/selection and provide comments on the marks and feedback and if they agree with the marks. Comments and questions are then discussed at the Board of Examiners meeting.

### 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]

All marks are released on Canvas once marks are submitted. Students are told they are provisional until ratified by the Board of Examiners.

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

Once ratified at the Board of Examiners, students are contacted to confirm the grades/awards and any changes.

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

All students receive comprehensive feedback to their assignment based on structured rubrics.



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

Not assigned letter grades anymore.

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

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

### Extensions to Assignment deadlines

Requests for extensions to assignment deadlines made up to one week (7 days) prior to the due date should be requested through the Extension Request Form (available on the Documents page). The form should be accompanied by supporting documentation, and submitted to the Course Administrator. Extensions will not normally be granted for more than 4 weeks, and any request for subsequent extensions should be routed through the Mitigating Circumstances process.

Situations (examples) where seeking an extension would be appropriate (if the timing were such to have a significant impact on the assessment/s) include:

Death of someone close (e.g. parents or guardians, children and siblings, a spouse/partner, in-laws, grandparents and grandchildren);  
Illness, accident or hospitalisation, unexpected deterioration in an on-going illness or chronic medical condition.  
Breaks and serious sprains of the normal writing hand/arm;  
Illness of child/relative where the student is the sole carer.  
Trauma as a result of crime (e.g. burglary), requirement to appear in Court as victim/ witness or as part of jury service;  
Domestic crisis such as house fire / significant change to personal circumstances e.g. divorce / separation

Situations (examples) where seeking an extension would NOT be appropriate would include:

Computer or printer failure, corrupt files etc; \*  
Failed travel arrangements;  
Pre-booked holidays/scheduled family commitments, including school holidays  
Normal work pressures (part-time students);  
Lack of preparation for academic study;  
Any requests relating to retrospective events known prior to submission deadlines including forgetting submission/examination dates.  
\*Students are reminded of the importance of making multiple back-up copies of all of electronic files and photocopies of any important printed documents.

Students who miss a submission/presentation deadline without an agreed extension will have a penalty awarded as set out in the Scheme of Assessment. Usually a score of zero will be recorded for the failure to submit at the first deadline and any subsequent submission will be regarded as a second attempt which will only be eligible to receive a maximum mark of 50% (this being the minimum pass mark for work of an acceptable standard).

### Mitigating Circumstances

A request for (i) a deferral to an examination (ii) a deferral of a summative presentation, or (iii) an extension to an assignment deadline made less than one week (7 days) of the due date needs to be sought through a Mitigating Circumstances Form (available on the Documents page). The Mitigating Circumstances Form should be accompanied by supporting documentation, and submitted to the Course Administrator. A Mitigating Circumstances Panel (MCP) (comprising two independent members of academic staff unrelated to the course and with no knowledge of the student concerned) will decide whether the mitigating circumstances should be accepted or not, and make a recommendation to the course's Board of Examiners.

In addition, a student who considers that his or her performance in an examination or assessment has been adversely affected by illness or some other course should similarly submit independent documentary evidence using the Mitigating Circumstances Form to the Course Administrator as soon as possible, and certainly before the date of the final Board of Examiners meeting in line with St. George's, University of London General Regulations (11.11). There is no provision for upgrading or changing a candidate's result or classification on

account of illness or other relevant factors. However, documented mitigating circumstances, agreed at a Board of Examiners, may be taken into account of determining decisions concerning re-entry to examinations and other assessments.

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*]

There are no in person assessments.

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

*Click [here](#) and type*

### **23: Assessment Policies**

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

Use the SGUL Word Count Policy

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

As per SGUL Late Submission Policy. Students who submit work after the authorised extension deadline will be given a zero for that attempt.

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

The course follows the university rules and regulations.

Maintaining confidentiality is part of the marking rubric (available on Canvas) for relevant modules where case-based scenarios may be used (Principles of CV evaluation of athletes MSCSC01Y, Practice of CV evaluation of athletes MSCSC02Y and Practice of CV screening MSCSC04).

### **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	<p><b>Minimum numerical mark (for an assessment element)</b></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><b>Minimum numerical mark (across ≥ 2 assessment elements, taken as a mean)</b></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><b>Compensation</b></p>	<b><i>If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass</i></b> (see items 1 & 2 above), <b><u>no compensation</u></b> is permitted regarding that requirement. The minimum mark <b>must be reached</b> .	<b>No compensation</b> is permitted at module level: the pass mark for the module <b>must be reached for all modules</b> .
4	<p><b>Numerical mark → letter grade formula</b></p>	Alphabetical letter grades will <b>not</b> be used in any part of the summative assessment process and there will be <b>no conversion system</b> from numerical mark to letter grade for an assessment element.	As for Assessment element
5	<p><b>No. decimal places (dp)</b></p> <p>(Appendix 3 provides a worked example)</p>	<b>Assessment elements</b> which are awarded a numerical mark will be rounded to <b>1dp</b>	<p>Module: <b>Modules</b> which are awarded a numerical mark will be rounded to <b>1dp</b></p> <p>Year: In the case of programmes where there is a numerical <b>year</b> mark, the mark will be rounded to <b>1dp</b></p> <p>Award: In the case of programmes where there is a numerical <b>final award</b> mark, the mark will be rounded to <b>1dp</b></p> <p>For final <b>classification</b> purposes, the final award mark is rounded to a <b>whole number</b></p>
6	<p><b>No. auto resit attempts</b></p>	<b>One automatic resit attempt</b> 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)	<b>One automatic resit attempt</b> 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><b>Resit mark capping</b></p>	Following a successful resit of an assessment element, the assessment element mark is <b>capped</b> at the bare numerical pass mark; the	See under Assessment element

Item	Area	Regulation	
		Assessment element	Module
		module mark is <b>not capped</b> at the bare module pass mark.	
8	<b>Highest/latest numerical fail mark</b>	In the case of an assessment element that has been resat and <i>still not reached the minimum mark required to pass</i> , the <b>highest</b> (not the latest) assessment element <b>fail</b> 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 <b>highest</b> (not the latest) module <b>fail</b> mark will apply

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

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

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

Item	Area	Regulation	
		Assessment element	Module
11	<b>Numerical mark versus Pass/Fail only</b>	An assessment element can be marked: (i) with a numerical mark <b>OR</b> (ii) Pass/Fail only	A module can be marked: (i) with a numerical mark <b>OR</b> (ii) Pass/Fail only <b>OR</b> (iii) combination of (i) and (ii) above (if there is >1 assessment element and both types of marking are used)
12	<b>Result determined from numerical mark</b>	The <b>result</b> of the assessment element will be:  <b>Pass</b> if the assessment element mark is $\geq 40\%$ ( $\leq$ L6 modules) or $\geq 50\%$ (for $\geq$ L7 modules)  <b>Fail</b> if the assessment element mark is $<40\%$ ( $\leq$ L6 modules) or $<50\%$ (for $\geq$ L7 modules)	The <b>result</b> of the module will be:  <b>Pass</b> if the module mark is $\geq 40\%$ ( $\leq$ L6 modules) or $\geq 50\%$ (for $\geq$ L7 modules) (the result is <b>Pass only</b> if any minimum marks required for assessment elements or qualifying sets have also been met).  <b>Fail</b> 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) [ <i>“year” means FHEQ level mark</i> ]	The overall <b>year mark</b> (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 <b>award mark</b> 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 <b>award mark</b> for programmes &gt; 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.</p> <p>2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg L4:5:6 = 0:3:7) is decided by the programme and approved through the SGUL committee structure. <b>Ratios are not currently set centrally by SGUL.</b></p> <p>3. Year/Level weightings should comply with one of the following four rationales proposed in <b>UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design</b> (pub Aug 2020) (<i>indicative weightings for three-year degrees</i>):</p> <ol style="list-style-type: none"> <li>Exit velocity (eg 0/0/100)</li> <li>Emphasis on exit velocity (eg 0/33/67)</li> <li>Equal weighting (eg 0/50/50)</li> <li>Level 4 inclusion (eg 10/30/60)</li> </ol>
18	Classification boundaries	<p>Classification bands and boundaries should comply with HE sector convention (%):</p> <p>BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F  MSci: 70 1st, 60 2i, 50 2ii, ≤49 F  UG Dip: 70 Dist, 60 Merit, 40 Pass, ≤39 F  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 (eg essays) are not affected by this rounding rule and the marks will continue to be finalised and held on SITS as a whole number.

#### SITS and onward calculations

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

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

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

#### Worked example

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

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

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

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

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

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

#### **Module marks:**

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

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

#### **Award mark:**

$50/100 \times 58.9 + 50/100 \times 67.8 = 29.45 + 33.9 = 63.35\% \rightarrow$  **63.4% to 1dp**

#### **Classification:**

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

## Appendix 4: Year mark and Award mark

### Year mark

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

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

#### Example:

- Using infinite dps, for ultimate accuracy, consider two “year” marks:  $10.1111\dots + 10.4444\dots = 20.5555\dots = \mathbf{20.6 \text{ to } 1dp}$
- If we round the “year” marks to 2dp and then add, we get:  $10.11 + 10.44 = 20.55 = \mathbf{20.6 \text{ to } 1dp}$   
So rounding the two “year” marks to 2dp, then adding them, and then rounding the result to 1dp, results in exactly the same “award” mark as the more accurate calculation in no.1
- If, on the other hand, we round the two “year” marks to 1dp and then add, we get:  $10.1 + 10.4 = \mathbf{20.5 \text{ to } 1dp}$   
So rounding the two “year” marks to 1dp, and then adding them, results in a slightly different “award” mark to 1dp

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

### Award mark

#### Worked example – calculating an award mark from the module marks

2-year UG programme: year 1 at level 4 and year 2 at level 5 (eg.a Foundation Degree)

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

#### 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.]