

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

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
PGCert Healthcare Research Skills and Methods	1

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 **summative** unless otherwise indicated. *[Insert rows into each table as required, for additional assessment elements and modules. Example of completed table included at Appendix 2.]*

Year 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 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)
MRDM101X Research Methods	15	7	C	2,000 word Research Protocol following HRSM-specific guidance	2, 3, 4, 5	100 %	T2, Jan	>=50% on summative essay
				Formative Research Protocol Presentation, 10 minutes + questions	1, 2, 3, 4	N/A	T1, Dec	
MRDM102X Statistics	15	7	O*	SAQ Examination, 80 minutes	1, 2, 3, 4, 5	100 %	T2, Feb	>=50% on summative exam
MRDM103X Critical Appraisal	15	7	C	2,500 word Written Paper Critique		100 %	T2, Apr	>=50% on summative essay
MRDM104X Research Project Planning and Management	15	7	O	Written summative comprising: 1,500 word Legal and Ethical review (50%) 500 words Research Keypoints (30%) Research risk assessment (20%)	1, 2, 3, 4, 5	100 %		>=50% on summative essay
MRDM105X Practical Data Analysis	15	7	O*	2,000 word Written Assignment, one of: <ul style="list-style-type: none"> Analysis of Qualitative Dataset (100%) Analysis of Quantitative Dataset (100%) 	1, 2, 3, 4	100 %		>=50% on summative essay
MCP7103X Implementation and Improvement Science	15	7	O	2,500 word Reflective Essay	1, 2, 3, 4	100 %		>=50% on summative essay
				Formative Group Presentation (20 minutes)				

MCP7104X Negotiated Independent Learning	15	7	0	2,000 word Learning Portfolio, comprising:	1, 2, 3, 4	100 %		>=50% on learning portfolio
				<ul style="list-style-type: none"> * CPD record (no word restriction) (20%) * Reflective Account (80%) 				
				Formative Group Presentation (20 minutes)				

O* Restricted option choice. One (and only one) of MRDM102X or MRDM105X must be selected for this programme.

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 modules Reflective Narrative	<p>Completion of a reflective narrative summarising the learning experience on each module undertaken is required for course completion. This will be captured within their portfolio through a pro-forma per module, prompting students to reflect on a key piece of knowledge, cognitive skill, practical skill or transferable skill they have learned through the teaching and formative assessments, why and how they plan to take that learning forward.</p> <p>The aims of these individualised narratives are not to be arduous, time-consuming or to be summative assessments, but as formative assessments to help students to form the habit of continuous self-reflection practice, to appreciate their own progress, assess their individual learning gaps, and therefore ultimately to build their self-confidence and personal effectiveness as a successful healthcare researcher.</p>
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3: Formative Assessments

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

MRDM101X – Formative presentations (15 minutes + questions). Canvas assignment page with written guidance.

MRDM102X – Formative Q&A sessions following lectures with exam-style questions. Resources uploaded to Canvas.

MRDM103X – Facilitated Journal Clubs in Term 2, listed on timetables in Canvas and discussed in preceding module lectures.

MRDM104X - There are no specific formative assessments. Formative interaction is through supervisors on research management topics (for students working in the lab) or the module leader if no research activity.

MRDM105X – There are no specific formative assessments. Teaching is delivered as interactive workshops enabling students to test their knowledge and the module leader to identify student who may require additional support.

MCP7103x - Formative presentations (20 minutes + questions). Canvas assignment page with written guidance.

MCP7104x - Formative presentations (10 minutes + questions). Canvas assignment page with written guidance.

4: Assessment elements

For assessment elements awarded a numerical mark, confirm the number of decimal places that the element mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
No module contains assessment elements that must be passed separately. All components are submitted together and a single mark is awarded for each module summative. Each module comprises only one assessment element. The nature of the assessments means that they are generally marked to a whole number. In the case of any of the assessments which result in decimal places, the assessment will be marked to 1dp.
For an assessment element, or group of elements, that your programme has determined must be passed separately , confirm the minimum mark required <i>[ref: Appendix 1 Assessment Regulations, items 1 & 2]</i> and confirm that no compensation is permitted <i>[ref: Appendix 1 Assessment Regulations, item 3]</i>
N/A
Confirm if the pass mark for any assessment element is standard-set (pre-normalisation to the L6 or L7 % scale) <i>[ref: Appendix 1 Assessment Regulations, item 1]</i>
N/A

5: Modules

For modules awarded a numerical mark, confirm the number of decimal places that the module mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
Module marks are rounded to 1 d.p.
For a module awarded a numerical mark, confirm the pass mark required <i>[ref: Appendix 1 Assessment Regulations, item 1]</i> and confirm that no compensation is permitted <i>[ref: Appendix 1 Assessment Regulations, item 3]</i> . [Note: a module can only be passed if any minimum mark requirement for an assessment element(s) has also been met <i>[ref: Appendix 1 Assessment Regulations, item 12]</i>]
>=50%. No compensation is permitted 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 <i>[ref: Appendix 1 Assessment Regulations, item 14]</i>
No, as a single year programme this is not necessary
If your programme issues year marks, explain how the year mark is calculated from the module marks <i>[ref: Appendix 1 Assessment Regulations, item 14]</i>
N/A
If your programme issues year marks, confirm the number of decimal places that the year mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
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 <i>[ref: Appendix 1 Assessment Regulations, item 15 (& item 9)]</i>
Single year (PT) programme without progression points
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 <i>[ref: for example passing every module in the table in no.1 above]</i>
N/A

8: Trailing failed assessments/credits

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

9: Award

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

An overall mark is issued for the programme.

If your programme issues overall award marks, explain how the award mark is calculated from the module marks [ref: Appendix 1 Assessment Regulations, item 16/17]

The final mark is the mean of the 4 equally weighted module marks.

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 mark is rounded to 1 decimal place (n.n5 being rounded up)

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]

N/A (single year programme)

If your programme does **not** issue overall award marks, explain how it is determined whether a student can be awarded a qualification [ref: for example passing every module in the table in no.1 above]

N/A (award mark is given)

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 final classification for the award is determined from the numerical final award mark

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

Candidates who achieve a final mark of 50.0-100% and pass the required combination of core and elective modules and pass the Portfolio element will PASS the PGCert.

No Merit or Distinction classifications are formally awarded.

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)]

No borderline zone is implemented. The award mark to 1dp is rounded to a whole number, 50% and over awarded the Certificate.

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]

No transfer options are available. Student who do not meet the conditions for PGCert award will be given a transcript detailing any credit obtained during their registration.

13: Exit qualifications

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

There are no exit qualifications on this course.

14: Reassessment regulations

Confirm the number of reassessment opportunities permitted for each assessment element <i>[ref: Appendix 1 Assessment Regulations, item 6]</i>
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)
Explain any limitations for the reassessment of practice-based elements/modules <i>[ref: course materials, module outlines, Canvas, etc]</i>
The Statistics exam is arranged as a first sitting in February and a resit in May. The resit exam is suitable for a first attempt, although in this case a resit, if required, will not be available until the following February.
If a reassessment meets the pass standard, confirm the mark capping arrangement for the assessment element and the module <i>[ref: Appendix 1 Assessment Regulations, item 7]</i>
Reassessments are capped at 50.0%
If a reassessment does not meet 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>
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
Explain the regulations and limitations regarding discretionary 3 rd 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>
There are no discretionary 3 rd attempts on the programme.

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 <i>[ref: General Regulations section 8]</i>
The Winter board meeting will consider the Principal's Prize for outstanding achievement within the cohort of the immediately preceding academic year, which will usually be determined by highest overall mark. The prize award will be deferred to the next board meeting only if fewer than two thirds of the cohort are eligible for PGCert award at the time of the Winter meeting.
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>
No additional roles or responsibilities

16: Date of Award

Confirm how the date of award is determined <i>[ref: General Regulations para 2.5(14) and Programme Regulations]</i>
The date of the award of the degree, diploma or certificate shall be the date of the Board of Examiners meeting at which the award is conferred.

Section B: Policies and procedures

17: Assessment criteria and Marking schemes

Confirm the assessment criteria 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>
Assessment Criteria explaining how different levels of achievement by students will be rewarded through the allocation of marks vary by module, but we also provide overarching guidance for achievement at Level 7, appended to this document.

Confirm that **marking schemes**, which explain how marks are allocated to a piece of assessed work, are issued to students (they do *not* need to be included here) [ref: *Quality Manual, Section I QM of Assessment, para 8*]
Marking schemes consistent with the rubrics used for marking, or the marking rubric itself, are made available to students the corresponding Canvas assessment page

18: Marking Procedures

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

Wherever possible, students submit work using their student ID as the identifier rather than their name.

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?

For all modules, assignments will be marked by one examiner and moderated, usually by the module lead. If for any reason agreement cannot be reached, the work will be reviewed by an experienced third marker; in the event of continued disagreement, the External Examiner will be asked to review.

Explain any additional marking procedures not covered above

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19: Marking practice-based assessments

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

Not applicable to PGCert HRSM

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*]

Module leaders will be asked to moderate marking on each module. Where the module leader is not available, or has first marked on the module, an experienced internal examiner who has not conducted first marking on the module will be required to moderate.

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 role of the external examiner includes:

- i. reporting on the standards of student performance as compared to standards within other UK institutions;
- ii. reporting on the fairness and reliability of the assessment process and moderating between examiners if there is a marking disparity.

The external examiner is a full member of the Board of Examiners and is required annually to submit a written report on this assessment process.

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*]

Before provisional (unratified) marks are issued to students, marks will be internally moderated by the Module Leader or member of the marking team to ensure parity with other postgraduate courses. Provisional marks will be released, whenever possible, within 25 working days of the student's submission deadline. In the event of a failing grade, a formal resubmission will not be set up until the grade is 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*]

Finalised marks will be confirmed via Canvas and email notification to students as soon as possible after ratification at the Board of Examiners meeting.

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

Students receive qualitative feedback via Canvas for all assessments.

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

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

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

Students who are unable to attend an assessment or submit an assignment by the given deadline for reasons of illness or other good cause may sit the assessment at an agreed alternative time or submit by an agreed alternative deadline. Requests for deferrals of summative exams/presentations and extensions to assignment deadlines can be submitted via the extensions request route, as long as the exam/deadline is at least 7 days hence. Extension request forms can be accessed via Canvas, should be accompanied by supporting documentation and submitted to the programme administrator. The administrator and/or Course Director will decide whether or not the extension/deferral request is accepted. Extensions will not normally be granted for more than 4 weeks and any subsequent extensions should be submitted through the mitigating circumstances route. A request for deferrals of summative exams/presentations and extensions to assignment deadlines less than 7 days hence and/or a second extension request should be submitted via the mitigating circumstances route. Students can access mitigating circumstances application forms via Canvas. Applications should be submitted with supporting documentation to the programme administrator. A mitigating circumstances panel (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. Further details can be found in the General Regulations (<https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study>).

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]

Students who fail to attend a summative assessment without permission or to submit an assignment by the deadline without permission will be given a zero for that attempt.

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

A failed assessment on the programme may be discounted if the student can demonstrate that there was an administrative or procedural error, or that there were mitigating circumstances they could not reasonably convey to the course team at the time.

23: Assessment Policies

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

A maximum word limit is set for most assignments. Students are advised that when a word limit is set, they should ensure any work submitted does not exceed this limit. The maximum word limit is stipulated on the Canvas submission page.

The word count is defined as any and all words included in the text of the assignment (counted electronically by the word processing programme). The word count will INCLUDE all text, including (but not limited to):

- the main body of text (including headings)
- all citations (both in and out of brackets)
- text boxes
- tables and graphs
- figures and diagrams
- footnotes and endnotes

- questions set by the Module Leader*

(*Where the assignment has to include specific questions set by the Module Leader, the word limit will have been set to allow for inclusion of the specified questions.)

Students who exceed the prescribed word limit will have their work marked but markers *will stop marking when the word count exceeds the maximum word count set for that assignment.*

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

Late submissions will be marked at 0% unless accompanied by approved Mitigating Circumstances

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

The course confidentiality policy is detailed in the course handbook. Breaches are assigned to three categories of severity, with penalties of a 0% mark for high risk breaches, a 50% mark cap for medium risk and advice in feedback for low risk breaches.

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

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

For implementation for year 1 of all programmes from 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 <i>not</i> apply to a Professional Training Year within a programme.)	Modules that have 0 credit attached to them, but which are still hurdles that need to be passed by a student for progression: (i) should be limited to the following assessment types: portfolios, skills portfolios, Practice Assessment Docs (PADs), placements, and foundation hurdle modules; (ii) should be marked Pass/Fail only; (iii) should have no additional workload requirement of their own, but represent work done in other (credit-bearing) modules.
	Award	
10	Credit enhancement (SGUL General Regulation 7.6(a) - applies to BSc programmes, which are modular and FHEQ credit rated)	The SGUL credit enhancement regulation is removed .

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

Item	Area	Regulation	
		Assessment element	Module
11	Numerical mark versus Pass/Fail only	An assessment element can be marked: (i) with a numerical mark OR (ii) Pass/Fail only	A module can be marked: (i) with a numerical mark OR (ii) Pass/Fail only OR (iii) combination of (i) and (ii) above (if there is >1 assessment element and both types of marking are used)
12	Result determined from numerical mark	The result of the assessment element will be: Pass if the assessment element mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) Fail if the assessment element mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)	The result of the module will be: Pass if the module mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) (the result is Pass only if any minimum marks required for assessment elements or qualifying sets have also been met). Fail if the module mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules)

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

Item	Area	Regulation
	Progression	
14	Calculation of year mark (for programmes > 1 year in length) [<i>“year” means FHEQ level mark</i>]	The overall year mark (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value
15	Progression (to next year of programme or to award)	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully completing modules that have 0 credits attached to them (if any).
	Award	
16	Calculation of award mark (for programmes = 1 year in length)	The final award mark for 1-year programmes will be the sum of the year/level's module marks weighted by credit value
17	Calculation of award mark (for programmes >1 year in length) (Appendix 4 provides a worked example)	<p>1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.</p> <p>2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels 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.</p> <p>3. Year/Level weightings should comply with one of the following four rationales proposed in UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design (pub Aug 2020) (<i>indicative weightings for three-year degrees</i>):</p> <ol style="list-style-type: none"> Exit velocity (eg 0/0/100) Emphasis on exit velocity (eg 0/33/67) Equal weighting (eg 0/50/50) Level 4 inclusion (eg 10/30/60)
18	Classification boundaries	<p>Classification bands and boundaries should comply with HE sector convention (%):</p> <p>BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F 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:

1. Using infinite dps, for ultimate accuracy, consider two “year” marks: $10.1111\dots + 10.4444\dots = 20.5555\dots = 20.6$ 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	$45/120 \times 100 = 37.5\%$	58.9% to 1dp	
Yr 1/L4	Module 2	75	$75/120 \times 100 = 62.5\%$	67.8% to 1dp	
Year 2					70%
Yr 2/L5	Module 3	30	$30/120 \times 100 = 25\%$	54.4% to 1 dp	
Yr 2/L5	Module 4	90	$90/120 \times 100 = 75\%$	61.5% to 1 dp	

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.]

Assessment Criteria, General

The pass mark for all assessment components is 50%. To achieve a pass each assignment must reflect within it the following Level 7 attributes:

- An outline knowledge of the scope and main areas of the subject(s) and its links with related subjects, and a more extensive knowledge of some of the key areas.
- An understanding of the major theories, principles and concepts.
- Familiarity with some of the routine materials, techniques and practices of the subject.
- Skills for the gathering, basic analysis, and presentation of routine information, ideas, concepts and quantitative and qualitative data within a clearly defined context.
- Ability to use knowledge of the subject and its techniques in a routine manner to evaluate and formulate a range of arguments and solutions to problems and issues of a routine nature;
 - communicate the results of their study and other work accurately and reliably, and within structured and coherent arguments;
 - undertake further learning within a structured and managed environment;
 - apply their subject-related and transferable skills in contexts where individuals may have some limited personal responsibility, but the criteria for decisions and the scope of the task are well defined.

All assignments (reports, essays, presentations, research proposals, examinations etc.) will be marked out of 100 and graded as below:

70-100	Excellent
65-69	Very Good
60-64	Good
50-59	Pass
40-49	Fail
0-39	Serious Fail (to include 0 marks for non-submission without an agreed extension)

Where a module has more than one component, each component must be passed with a minimum mark of at least 50%

Log of Changes

22-23 New SoA created using OpEx template.

23-24 Statistics exam duration extended from 70 to 80 minutes (approved by TPCC 7 July 2023)