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| **Scheme of Assessment**  **Academic Year 20xx-20yy** |

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

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| **Qualification and Programme Title(s)** | **Year(s) of programme** |
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**Schemes of Assessment must comply with:**

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

This template comprises:

* Two sections:
  + Section A Regulatory framework – Assessments, Modules, Progression & Award
  + Section B Policies and procedures
* Guidance on application of regulations, referenced in *[square brackets]* in each section
* Four appendices:
* Appendix 1 – Assessment Regulations *[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]*
* Appendix 2 – Example module assessments table
* Appendix 3 – Examples of application of rounding rules
* Appendix 4 – Examples of calculation of year and award marks

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

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| **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.]* |

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| **Year 1** *(for non-linear programmes, the table may represent a pathway, rather than a year)* | | | | | | | | |
| **Module title & SITS code** | **Credits (no.)** | **Credits (level)** | **Core/Optional** | **Assessment elements**  **(include word count for assignment, length of exam etc)** | **Learning Outcomes**  **Assessed**  **(ref mod proposal list)** | **Weighting %**  **(or P/ F only)** | **General Timing (term/ semstr)** | **ACHIEVING A PASS**  **(confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)** |
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| **Year 2** | | | | | | | | |
| **Module title & SITS code** | **Credits (no.)** | **Credits (level)** | **Core/Optional** | **Assessment elements**  **(include word count for assignment, length of exam etc)** | **Learning Outcomes**  **Assessed**  **(ref mod proposal list)** | **Weighting %**  **(or P/ F only)** | **General Timing (term/ semstr)** | **ACHIEVING A PASS**  **(confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)** |
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| **Year 3** | | | | | | | | |
| **Module title & SITS code** | **Credits (no.)** | **Credits (level)** | **Core/Optional** | **Assessment elements**  **(include word count for assignment, length of exam etc)** | **Learning Outcomes**  **Assessed**  **(ref mod proposal list)** | **Weighting %**  **(or P/ F only)** | **General Timing (term/ semstr)** | **ACHIEVING A PASS**  **(confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module)** |
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| **2: Modules – additional regulations** *(add rows as required)* | |
| 2.1 Confirm any additional requirements to pass the modules listed in the above tables. | |
| **Module title** | **Regulation** |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
| 2.2 Explain how Accreditation of Prior Learning (APL/APEL) is considered and taken account of *[ref: General Regulations 3.7]* | |
| *Click* ***here*** *and type* | |

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| **3: Formative assessments** | |
| 3.1 Explain the opportunities provided for formative assessments *[ref: course materials, module outlines, Canvas, etc]* | |
| **Module title/assmnt element** | **Aim of assessment/type of feedback provided etc** |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
| *Click* ***here*** *and type* | *Click* ***here*** *and type* |
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| **4: Assessment elements** |
| 4.1 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. |
| 4.2 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]* |
| If a minimum numerical mark is required for an assessment element, this will be stipulated in the final column of the table in 1 above. In such a case, the minimum numerical mark required will be 40.0% or 50.0% *[delete as appropriate: 40.0% for L4-6 modules; 50.0% for L7 modules].*  ***If an assessment element (or a group of assessment elements) has such a minimum numerical mark requirement in order to pass*, no** **compensation** is permitted regarding that requirement*.* |
| 4.3 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]* |
| *Click* ***here*** *and type* |

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| **5: Modules** |
| 5.1 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. |
| 5.2 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 11].*] |
| The pass mark for a module will be 40.0% or 50.0% *[delete as appropriate: 40.0% for L4-6 modules; 50.0% for L7 modules].*  **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 ≥40.0% or 50.0% *[delete as appropriate]* (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 <40.0% or 50.0% *[delete as appropriate]* (the result is **Fail** if any minimum marks required for assessment elements or qualifying sets have **not** been met, regardless of whether the module mark overall is a Pass). |

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| **6: Year marks (only applicable for programmes >1 year in length)** |
| 6.1 Confirm if your programme issues an overall **year mark** for each year of the programme *[ref: Appendix 1 Assessment Regulations, item 13]* |
| *Click* ***here*** *and type* |
| 6.2 If your programme issues year marks, explain how the year mark is calculated from the module marks *[ref: Appendix 1 Assessment Regulations, item 13]* |
| *Click* ***here*** *and type* |
| 6.3 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* |

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| **7: Progression (only applicable for programmes >1 year in length)** |
| 7.1 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 14 (& item 9)]* |
| *Click* ***here*** *and type* |
| 7.2 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* |

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| **8: Trailing failed assessments/credits** |
| 8.1 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]* |
| *Click* ***here*** *and type* |

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| **9: Award** |
| 9.1 Confirm if your programme issues an overall **award mark** for the programme *[ref: Appendix 1 Assessment Regulations, item 15/16]* |
| *Click* ***here*** *and type* |
| 9.2 If your programme issues overall award marks, explain how the award mark is calculated from the module marks *[ref: Appendix 1 Assessment Regulations, item 15/16]* |
| All modules must be passed in order to be eligible for the award of the degree. The final **award mark** is the sum of each year’s module marks, weighted by credit value. |
| 9.3 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.** |
| 9.4 For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) *[ref: General Regulations 7.5 and Appendix 1 Assessment Regulations, item 16]* |
| *Click* ***here*** *and type* |
| 9.5 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* |

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| **10: Classification** |
| 10.1 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 40% or 50% *[delete as appropriate]*. |
| 10.2 Confirm the classification boundaries for the award *[ref: Appendix 1 Assessment Regulations, item 17]* |
| *[delete as appropriate]*  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/MPAS/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) |

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| **11: Boundaries and Borderlines** |
| 11.1 Confirm that there are no additional academic requirements that apply at a classification boundary |
| There are no additional academic requirements that apply at a classification boundary.  *[With effect from 2022-23, there are no additional requirements that must be met at classification boundaries in order for a particular classification to be awarded, either for L4-6 qualifications or for L7 qualifications. Prior to 22-23, for some L7 programmes, there were additional academic hurdles (i) particular modules, like research projects at L7, needed to reach the classification threshold* ***separately*** *to the overall mark; and/or (ii) all modules needed to be passed at* ***first attempt*** *for a Distinction overall. Programmes can no longer impose these additional requirements.]* |
| 11.2 Explain the regulations for considering students at a classification borderline *(a borderline zone operates only for undergraduate L6 BSc and undergraduate L7 MSci awards* *[ref: General Regulations para 7.6(b)]* |
| *Click* ***here*** *and type* |

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| **12: Compulsory transfer to other programmes** *(if applicable)* |
| 12.1 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]* |
| *Click* ***here*** *and type* |

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| **13: Exit qualifications** |
| 13.1 Explain the exit qualifications available and the requirements for them *[ref: Programme Regulations, course materials, module outlines, Canvas, etc]* |
| *Click* ***here*** *and type* |

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| **14: Reassessment regulations** |
| 14.1 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). |
| 14.2 Explain any limitations for the reassessment of practice-based elements/modules *[ref: course materials, module outlines, Canvas, etc]* |
| *Click* ***here*** *and type* |
| 14.3 If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module *[ref: Appendix 1 Assessment Regulations, item 7]* |
| Following a successful reassessment of an assessment element, the assessment element mark is **capped** at the bare numerical pass mark of 40.0% or 50.0% *[delete as appropriate: 40.0% for L4-6 modules; 50.0% for L7 modules]*. The module mark however is not capped on reassessment. |
| 14.4 If a reassessment does **not meet** the pass standard, confirm how the final mark for the assessment element and module are determined *[ref: Appendix 1 Assessment Regulations, item 8]* |
| In the case of an assessment element that has been resat and *still not reached the minimum mark required to pass,* the **highest** (*not the latest*) assessment element ***fail*** mark will apply. The module mark will be calculated on the basis of the highest assessment element mark. |
| 14.5 Explain the regulations and limitations regarding discretionary 3rd attempts at assessment elements/modules for your programme *[ref: General Regulations para 4.10, fast-track criteria, and limitations to number of times a student on your programme can be considered during their programme]* |
| *Click* ***here*** *and type* |

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| **15: Board of examiners** |
| 15.1 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]* |
| *Click* ***here*** *and type* |
| 15.2 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]* |
| *Click* ***here*** *and type* |

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| **16: Date of award** |
| 16.1 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

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| **17: Assessment criteria and marking schemes** |
| 17.1 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.]* |
| *Click* ***here*** *and type* |
| 17.2 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]* |
| *Click* ***here*** *and type* |

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| **18: Marking procedures** |
| 18.1 Confirm the arrangements for ensuring candidate anonymity *[ref: General Regulations para 11.6]* |
| *Click* ***here*** *and type* |
| 18.2 Confirm the procedure for 1st and 2nd marking? *[ref: General Regulations paras 11.7-11.9; Quality Manual, Section I QM of Assessment, para 8; 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? |
| *Click* ***here*** *and type* |
| 18.3 Explain how standardisation of marking is achieved across multiple markers |
| *Click* ***here*** *and type* |
| 18.4 Explain any additional marking procedures not covered above |
| *Click* ***here*** *and type* |

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| **19: Marking practice-based assessments** |
| 19.1 Explain any specific procedures for marking practice-based assessment elements/modules *[ref: course materials, module outlines, Canvas, etc]* |
| *Click* ***here*** *and type* |

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| **20: Moderation of marks** |
| 20.1 Confirm the circumstances and procedure for **internally** moderating a set of module marks *[ref: General Regulations section 11.7 and Quality Manual, Section I QM of Assessment, para 8]* |
| *Click* ***here*** *and type* |
| 20.2 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 29-31]* |
| The Quality Manual Section I paras 29 and 31 confirm the extent of an external examiner’s influence in endorsing a set of module marks. Para 30 specially confirms “With the selective sampling of student work, it is unfair for an external examiner to adjust the marks of the limited number of students whose work had been sampled while the majority of the cohort retained the marks assigned by internal markers.” |

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| **21: Release of results and feedback to students** |
| 21.1 Confirm the arrangements for the release of **provisional marks** to students *[ref: General Regulations para 13.1-13.2 and SGUL Feedback Policy]* |
| *Click* ***here*** *and type* |
| 21.2 Confirm the arrangements for the release of **finalised marks** to students *[ref: General Regulations para 13.1-13.2 and SGUL Feedback Policy]* |
| *Click* ***here*** *and type* |
| 21.3 Confirm the arrangements for the provision of **qualitative feedback** to students *[ref: SGUL Feedback Policy]* |
| *Click* ***here*** *and type* |
| 21.4 Confirm that assessment elements and modules are **not** assigned alphabetical letter grades *[ref: Appendix 1 Assessment Regulations, item 4]* |
| *Click* ***here*** *and type* |

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| **22: Extenuating circumstances (deferral) /Failure to attend /Discounting assessments** |
| 22.1 Confirm the extenuating circumstances policy *[ref: General Regulations paras 10.7 & 11.11]* |
| The SGUL extenuating circumstances policy is: [Guidance and FAQs (sharepoint.com)](https://sgul365.sharepoint.com/sites/ExtenuatingCircumstances/SitePages/Guidance-and-FAQs.aspx) |
| 22.2 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]* |
| Fail, 0 marks |
| 22.3 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* |

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| **23: Assessment policies** |
| 23.1 Confirm the word limit policy *[ref: SGUL Word Count Limit Policy for Assignments]* |
| The SGUL word limit policy is: [SGUL word count policy](https://www.sgul.ac.uk/about/governance/policies/word-count-limit) |
| 23.2 Confirm the late submission policy *[ref: SGUL Late Submission Policy for Assignments]* |
| The SGUL late submission policy is: [SGUL late submission policy](https://www.sgul.ac.uk/about/governance/policies/late-submission-policy-for-assignments) |
| 23.3 Confirm the breach of confidentiality policy (if applicable) *[ref: course materials, module outlines, Canvas, etc]* |
| *Click* ***here*** *and type or provide web link* |

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| **24: Student procedures** |
| 24.1 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**

**The SoA OpEx project agreed the following for implementation for all years of all programmes from 2022-23**

| **Item** | **Area** | **Regulation** | | |
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|  |  | **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 40.0% for ≤ L6 modules and 50.0% for ≥ L7 modules | | The pass mark for a module will be 40.0% for ≤ L6 modules and 50.0% 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 40.0% for ≤ L6 modules and 50.0% for ≥ L7 modules | | n/a at module level |
| 3 | **Compensation** | ***If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass*** (see items 1 & 2 above)**, no** **compensation** is permitted regarding that requirement*.* The minimum mark **must be reached**. | | **No** **compensation** is permitted at module level: the pass mark for the module **must be reached for all modules**. |
| 4 | **Numerical mark → letter grade formula** | Alphabetical letter grades will **not** be used in any part of the summative assessment process and there will be **no conversion system** from numerical mark to letter grade for an assessment element. | | As for Assessment element |
| 5 | **No. decimal places (dp)**  *(Appendix 3 provides a worked example)* | **Assessment elements** which are awarded a numerical mark will be rounded to **1dp** | | Module: **Modules** which are awarded a numerical mark will be rounded to **1dp**  Year: In the case of programmes where there is a numerical **year** mark, the mark will be rounded to **1dp**  Award: In the case of programmes where there is a numerical **final award** mark, the mark will be rounded to **1dp**  For final **classification** purposes, the final award mark is rounded to a **whole number** |
| 6 | **No. auto resit attempts** | **One automatic resit attempt** will be permitted at each assessment element that has not met the minimum numerical mark (or a *Pass*, for assessment elements marked Pass/Fail only) | | **One automatic resit attempt** will be permitted at each module that has not met the pass mark at first attempt (in practice this means one automatic resit attempt is permitted at each failed assessment element in the module) |
| 7 | **Resit mark capping** | Following a successful resit of an assessment element, the assessment element mark is **capped** at the bare numerical pass mark; the 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 |
|  | **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. | |

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

| **Item** | **Area** | **Regulation** | |
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|  |  | **Assessment element** | **Module** |
| 10 | **Numerical mark versus Pass/Fail only** | An assessment element can be marked:   1. with a numerical mark   ***OR***   1. Pass/Fail **only** | A module can be marked:   1. with a numerical mark   ***OR***   1. Pass/Fail **only**   ***OR***   1. combination of (i) and (ii) above (if there is >1 assessment element and both types of marking are used) |
| 11 | **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 |
| 12 | **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** |
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|  | **Progression** | |
| 13 | **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 |
| 14 | **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 meeting any assessment requirements of individual modules, plus successfully completing modules that have 0 credits attached to them (if any). |
|  | **Award** | |
| 15 | **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 |
| 16 | **Calculation of award mark**  ***(for programmes >1 year in length)***  *(Appendix 4 provides a worked example)* | 1. The final **award mark** for programmes > 1 year in length is the sum of each year/level’s module marks, weighted by credit value and weighted by the year/level’s contribution to the award.  2. Year/level’s contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg *L4:5:6 = 0:3:7)* is decided by the programme and approved through the SGUL committee structure. ***Ratios are not currently set centrally by SGUL***.  3. Year/Level weightings should comply with one of the following four rationales proposed in **UK Standing Committee for Quality Assessment (UKSCQA):** ***Principles for Effective Degree Algorithm Design*** *(pub Aug 2020) (indicative* weightings for three-year degrees):   1. Exit velocity (eg 0/0/100) 2. Emphasis on exit velocity (eg 0/33/67) 3. Equal weighting (eg 0/50/50) 4. Level 4 inclusion (eg 10/30/60) |
| 17 | **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/MPAS/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F  PG Dip: 70 Dist, 50 Pass, ≤49 F  PG Cert: 50 Pass (not classified)  BSc (non-hons): 40 Pass per mod (not classified)  Grad Cert: 40 Pass per mod (not classified) |

**Appendix 2: Module Assessments - Example table**

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

**Appendix 3: Rounding rules**

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

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

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

**SITS and onward calculations**

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

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

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

**Worked example**

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

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

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

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

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

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

**Module marks:**

Mod 1: 65/100 x 30 + 56.3/100 x 70 = 19.5 + 39.41 = 58.91% → **58.9% to 1dp**

Mod 2: 54/100 x 20 + 71.2/100 x 80 = 10.8 + 56.96 = 67.76% → **67.8% to 1dp**

**Award mark:**

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

**Classification:**

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

**Appendix 4: Year mark and Award mark**

**Year mark**

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

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

**Example:**

1. Using infinite dps, for ultimate accuracy, consider two “year” marks: 10.1111…+ 10.4444… = 20.5555…= **20.6 to 1dp**

2. If we round the “year” marks to 2dp and then add, we get: 10.11 + 10.44 = 20.55 = **20.6 to 1dp**

So rounding the two “year” marks to 2dp, then adding them, and then rounding the result to 1dp, results in exactly the same “award” mark as the more accurate calculation in no.1

3. If, on the other hand, we round the two “year” marks to 1dp and then add, we get: 10.1 + 10.4 = **20.5 to 1dp**

So rounding the two “year” marks to 1dp, and then adding them, results in a slightly different “award” mark to 1dp

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

**Award mark**

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

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

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

**Award mark:**

(58.9 x 37.5/100 x 30/100) + (67.8 x 62.5/100 x 30/100) + (54.4 x 25/100 x 70/100) + (61.5 x 75/100 x 70/100)

= 6.62625 + 12.7125 + 9.52 + 32.2875

= 61.14625

Final award mark = **61.1% to 1dp**

**Classification:**

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

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