

Scheme of Assessment
Biomedical Science MSci Years 3-4
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 |
|--------------------------------------|----------------------|
| Biomedical Science MSci (Hons) | Years 3,4 |

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.]

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.

| Taught Modules | | | | | | | | |
|--|------------------|-----------------|---------------|--|---|---------------------|-------------------|---|
| Module title & SITS code | Credits (number) | Credits (level) | Core/Optional | Assessment elements (include word count for assignment, length of exam etc) | Learning Outcomes Assessed (FHSCCE – as module outline numbered list) | Element Weighting % | Timing (semester) | ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module) |
| Development and Disease (ANA602) | 30 | 6 | 0 | In-course assessment – poster presentation | 3,4,6 | 30 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-6 | 70 | 6 | |
| Images of Anatomy (ANA603) | 30 | 6 | 0 | In-course assessment: Critical Review (60%) Reflective Journal (40%) | 3-5 | 50 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | OSPE (40 mins) | 1-3 | 50 | 6 | |
| Clinically Applied Musculoskeletal Anatomy (ANA604) | 15 | 6 | 0 | In-course assessment – poster presentation | 1-5 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-5 | 70 | 6 | |
| Biology of Cancer (CMB602) | 30 | 6 | 0 | In-course assessment – Oral presentation | 1-6 | 20 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-6 | 80 | 6 | |
| Cell & Molecular Biology (CMB603) | 30 | 6 | 0 | In-course assessment – Literature review (1500 words) | 1-4 | 30 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-4 | 70 | 6 | |
| Genes and Gene Expression in Eukaryotic Cells (CMB604) | 15 | 6 | 0 | In-course assessment – Oral presentation | 1-4 | 20 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-4 | 80 | 6 | |

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|--|----|---|---|---|-----|-----------|---|---|
| Clinical Applications of Genomics in Rare Disease and Cancer (GEN602) | 30 | 6 | 0 | In-course assessment – Patient information leaflet | 1-6 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-6 | 70 | 6 | |
| Human Medical Genetics (GEN603) | 30 | 6 | 0 | In-course assessment – Poster presentation | 1-9 | 20 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-9 | 80 | 6 | |
| Personalised Medicine (GEN604) | 15 | 6 | 0 | In-course assessment – Poster presentation | 1-6 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-6 | 70 | 6 | |
| Conflict & Catastrophe Medicine (GHE602) | 30 | 6 | 0 | In-course assessment – Oral presentation | 1-7 | 30 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-7 | 70 | 6 | |
| Global Health & Comparative Health Systems (GHE604) | 15 | 6 | 0 | In-course assessment – Oral presentation | 1-6 | 25 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Final assessment – Essay (2x1500 words) | 1-5 | 75 | 6 | |
| Global Health Diseases (IMM602) | 30 | 6 | 0 | In-course assessment – Information leaflet | | 20 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | | 80 | 6 | |
| Immunity and Infection (IMM603) | 30 | 6 | 0 | In-course assessment – poster presentation | 1-4 | 20 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-5 | 80 | 6 | |
| Neglected Tropical Diseases (IMM604) | 15 | 6 | 0 | In-course assessment – Oral presentation | 4 | 30 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Final assessment (Open book, 72h) | 1-3 | 70 | 6 | |
| Medical Microbiology (MIC602) | 30 | 6 | 0 | In-course assessment – Molecular detection assay design | 1-6 | 20 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-6 | 80 | 6 | |

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| Cardiovascular & Respiratory Diseases (PPH602) | 30 | 6 | 0 | In-course assessment – Disease-related essay (2000 words) | 1-3 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-3 | 70 | 6 | |
| Science of Reproduction (PPH603) | 30 | 6 | 0 | In-course assessment – Oral presentation | 3 | 30 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-6 | 70 | 6 | |
| Pharmacology & Physiology of Drugs of Abuse (PPH604) | 15 | 6 | 0 | In-course assessment – Critique (1500 words) | 1-4 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-4 | 70 | 6 | |
| Biomedical Research Techniques for Drug Development (PPH605) | 15 | 6 | C | In-course assessment – Critical analysis (2000 words) | 4 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-3 | 70 | 6 | |
| Clinical Neuroscience (PPN602) | 30 | 6 | 0 | In-course assessment – Critical analysis (1000 words) | 1-5 | 20 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-5 | 80 | 6 | |
| Psychology, Psychiatry and the Mind (PPN603) | 30 | 6 | 0 | In-course assessment – Essay (3000 words) | 1-6 | 30 | 6 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (3h) | 1-6 | 70 | 6 | |
| Neuroscience of Sensation & Perception (PPN604) | 15 | 6 | 0 | In-course assessment – Essay (2000 words) | 1-6 | 20 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-6 | 80 | 6 | |
| Experimental Design and Data Analysis (RES602) | 15 | 6 | C | In-course assessment – Data analysis and interpretation | 1-7 | 30 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written examination (2h) | 1-7 | 70 | 6 | |

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|-----------------------------------|----|---|---|--|---------|-----------|---|---|
| Research Proposal (RES702) | 15 | 7 | C | In course assessments: | | | | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | 3-minute scientific rationale and hypothesis (oral presentation) | 1,2 | 10 | 7 | |
| | | | | Grant review committee (discussion, Q&A) | 1-3,5,6 | 15 | 7 | |
| | | | | Research proposal (4 sides A4, Arial 12 point, single spacing) | 1-6 | 70 | 7 | |
| | | | | Reflective writing task (500 words) | 2-6 | 5 | 7 | |

| Research Project Modules | | | | | | | | |
|---------------------------------------|------------------|-----------------|---------------|---|----------------------------|---------------------|-------------------|---|
| Module title & SITS code | Credits (number) | Credits (level) | Core/Optional | Assessment elements (include word count for assignment, length of exam etc) | Learning Outcomes Assessed | Element Weighting % | Timing (Semester) | ACHIEVING A PASS (confirm if an assessment element, or group of elements, must be passed separately to achieve an overall pass for module) |
| Structured Research Projects (CBS601) | 15 | 6 | C | In-course assessment: • Research Proposal, 500 words (10%) • Lab Book (20%) • Poster (40%) | 1-6 | 70 | 5 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Written Exam (1h) | 1-5 | 30 | 6 | |
| Research Project (RES703) | 105 | 7 | C | In-course assessment - Supervisor Mark | 1-6 | 10 | 7,8 | Each assessment element must be passed separately in order to achieve an overall pass for this module |
| | | | | Poster and oral presentation | 1-6 | 20 | 8 | |
| | | | | Dissertation (8000-10000 words) | 1-6 | 70 | 8 | |

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

Confirm any additional requirements to pass the modules listed in the above tables.

| Module title | Regulation |
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3: Formative Assessments

Explain the opportunities provided for formative assessments

Each module will provide the opportunity for formative assessments prior to the summative assessments in that module. Formative assessments may be delivered in a variety of ways, for example, as online feedback quizzes or by traditional assignment and marking by individual assessors.

Feedback for formative assessments will be provided to individual students wherever practicable, for example, through automated feedback of electronic quizzes, or by returning annotated scripts. General feedback for summative assessments will be provided as anonymised and aggregated data for the entire cohort. Aspects of good practice and areas for improvement will be highlighted. Individual feedback for summative assessments will be provided wherever practicable and in a format permissible under the General Regulations.

4: Assessment elements

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

Assessment elements which are awarded a numerical mark will be rounded to **1 decimal place**

For an assessment element, or group of elements, that your programme has determined **must be passed separately**, confirm the minimum mark required and confirm that no compensation is permitted

The minimum numerical mark required to pass an assessment element at **L6** will be **40.0%**.

The minimum numerical mark required to pass an assessment element at **L7** will be **50.0%**.

No compensation is permitted between assessment elements within a module.

Assessment elements may consist of one or more individual assignments (e.g. several lab practicals for an in-course assessment or SBA, SAQ and LAQs of a written examination). It is not a requirement that each assignment is passed in order to achieve a pass for an assessment element, so long as the weighted mark for that assessment element is at least 40% at L6 or 50% at L7.

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

The pass mark will be 40.0% for every element of assessment at L6.

The pass mark will be 50.0% for every element of assessment at L7.

Standard setting may be applied to computer-marked questions (that is, multiple-choice (MCQ), extended matching items (EMI) and single best answers (SBA)), short-answer questions (SAQ), including data analysis and free-text OSPE stations, in order to adjust the whole cohort's marks whilst maintaining the pass mark at 40% (L6) or 50% (L7). This will normally be by the Cohen method, but an alternative, recognised, method could be selected to suit the variables of the assessment.

5: Modules

For modules awarded a numerical mark, confirm the number of decimal places that the module mark is rounded to

Modules which are awarded a numerical mark will be rounded to **1 decimal place**.

For a module awarded a numerical mark, confirm the pass mark required and confirm that no compensation is permitted [**Note:** a module can only be passed if any minimum mark requirement for an assessment element(s) has also been met]

The pass mark for a module will be **40.0% at L6**.

The pass mark for a module will be **50.0% at L7**.

A module can only be passed if a minimum mark of 40.0% at L6 or 50.0% at L7 has been achieved for each assessment element.

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

An overall **year mark** will be issued at the end of each year and is for indicative purposes only to give students feedback on their progress. The year mark itself is NOT used to calculate the final degree award. This is calculated from the weighted module marks at each level (year), combined according to the award algorithm for that programme (see 9.4).

If your programme issues year marks, explain how the year mark is calculated from the module marks

The overall **year mark** is the sum of the year module marks weighted by credit value. Each year has modules totalling 120 credits. Usually, the mark for each module will be multiplied by the credit value of that module and divided by 120.

If your programme issues year marks, confirm the number of decimal places that the year mark is rounded to

The year mark will be rounded to **1 decimal place**.

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

Progression from Year 2 to Year 3 of the MSci Biomedical Science programme is dependent on achieving the pass mark for the year (40%) AND an average weighted mark of 60.0% for Years 1 and 2. Average marks will be calculated by weighting the marks for Year 1 to Year 2 at a ratio of 1:2 (for example, a Y1 mark of 50% and a Y2 mark of 60% would be averaged as $50+(60 \times 2)/3 = 56.7$).

Students enrolled on the Biomedical Science MSci programme who do not achieve a weighted average mark of 60.0% at the end of Year 2, but that have achieved the pass mark for Year 2, will be required to transfer to Year 3 of the BSc (Hons) Biomedical Science programme.

Progression from Year 3 to Year 4 is dependent on achieving a **year mark of 50.0%** for Year 3. It is a requirement for progression that ALL elements of each module must have been passed with a mark of 40.0% or more. Students who complete Year 3 but do not meet the criteria to progress to Year 4 of the MSci programme will be eligible for an exit award as described in **Section 13**.

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

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)

N/A

9: Award

Confirm if your programme issues an overall **award mark** for the programme

Yes, the programme issues an overall award mark.

If your programme issues overall award marks, explain how the award mark is calculated from the module marks

The final **award mark** for the programme 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.

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| Year 1 contributes 10%, Year 2 contributes 20%, Year 3 contributes 30% and Year 4 contributes 40% towards the final award mark. |
| If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to |
| The award mark will be rounded to 1 decimal place . |
| 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) |
| L4:5:6:7 = 1:2:3:4 |
| If your programme does not issue overall award marks, explain how it is determined whether a student can be awarded a qualification |
| N/A |

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| 10: Classification |
| If your programme issues overall award marks, confirm that the classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number |
| The classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number. |
| Confirm the classification boundaries for the award |
| MSci (Hons): 70 1st, 60 2i, 50 2ii, ≤49.9 F |

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| 11: Boundaries and Borderlines |
| Explain any particular requirements that apply at a classification boundary |
| Candidates shall normally stay in the class indicated by their overall award mark rounded to a whole number. They can only be moved up if they fall into one of the borderline categories defined below. |
| Explain the regulations for considering students at a classification borderline |
| Students who achieve BOTH of the following two requirements will automatically be promoted to the next highest degree classification. Students will be identified by the Chair of the Board of Examiners and approved by the exam board. |
| Overall award mark rounded to a whole number=69 (Award mark ≥68.5%) Research project module at L7 with module marks ≥69.0% will be promoted from 2i to 1st. |
| Overall award mark rounded to a whole number=59 (Award mark ≥58.5%) Research project module at L7 with module marks ≥59.0% will be promoted from 2ii to 2i. |

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| 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 |
| N/A |

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| 13: Exit qualifications |
| Explain the exit qualifications available and the requirements for them |
| An intermediate award shall only be given to students who cease to be registered on the Biomedical Science MSci programme (that is to say, it is an exit qualification, not a qualification that students will obtain <i>en route</i> to the Biomedical Science MSci (Hons). |
| Students who have successfully completed Year One of the BSc (Hons) or MSci Biomedical Science programme shall be eligible for the SGUL award of Undergraduate Certificate in Biomedical Science. |
| Students who have successfully completed Years One and Two of the BSc (Hons) or MSci Biomedical Science programme shall be eligible for the SGUL award of Undergraduate Diploma in Biomedical Science. |

Students who have successfully completed Years 1, 2 and 3 of the MSci Biomedical Science programme shall be eligible for the award of BSc (Hons) Science of Biomedicine.

The BSc (Hons) Science of Biomedicine qualification award mark, classification and consideration of students at a classification borderline are as described for the Biomedical Science BSc Year 3 Scheme of Assessment 2022-23.

14: Reassessment regulations

Confirm the number of reassessment opportunities permitted for each assessment

One automatic resit attempt will be permitted at each assessment element that has not met the pass mark of **40.0% at L6 or 50.0% at L7**.

Explain any limitations for the reassessment of practice-based elements/modules

The reassessment shall usually be by the same means as the original assessment.

Reassessment for final assessments will normally be scheduled in the September following the meeting of the Board of Examiners in June.

Reassessment for in-course assessments will normally be scheduled in the August following the meeting of the Board of Examiners in June.

Reassessment for In-Course and Practical assessments will be scheduled at the direction of the Year Chief Examiner in consultation with the responsible examiner for each module.

The Board of Examiners may require that a student defer any re-entry to assessment.

If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module

The mark for any re-entry to assessment shall be capped at the pass mark for that element of assessment (**40.0% at L6, 50.0% at L7**).

The module mark will not be capped at the pass mark.

If a reassessment does **not meet** the pass standard, confirm how the final mark for the assessment element and module are determined

The highest of the marks from assessment or reassessment will be used to determine the final mark for that assessment element.

The highest available assessment element marks will be used to determine the module mark.

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

A candidate who has not passed all required assessments following one re-sit attempt, will be eligible to be considered for a discretionary third attempt at failed assessments, in accordance with the Procedure for consideration for a final discretionary attempt at an assessment, as approved by Senate. Under this procedure, Boards of Examiners will have the authority to approve a discretionary third attempt if a candidate meets programme-specific fast-track criteria.

To be considered for a discretionary, third attempt at Year 3 assessments by the fast-track process, the student must have no more than TWO modules with a module mark below 40.0%.

The offer of a discretionary, third attempt at an assessment by the fast-track process shall be conditional upon evidence of engagement by the student. Specifically, the student must confirm acceptance of the offer (in writing) within 5 working days of notification.

For candidates who do not satisfy the programme-specific fast-track criteria, a Discretionary Panel of Senate will consider the student's application for a discretionary third attempt. Detailed information about process and timescales is published on the Student Procedures section of the SGUL website.

For Year 4 MSci students, a Discretionary Panel of Senate will consider the student's application for a discretionary third attempt. Detailed information about process and timescales is published on the Student Procedures section of the SGUL website.

A student will be permitted to undertake a discretionary third attempt at assessments on only ONE occasion during the entirety of the Biomedical Science BSc or MSci programmes.

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

A student who has failed an assessment shall be permitted to have that attempt discounted where the Board of Examiners are satisfied that one or more of the following conditions have been met:

1. The result was affected by an administrative error
2. The assessment was not conducted in accordance with the Scheme, Regulations and approved procedures of St George's
3. The student's performance had been adversely affected by illness or other relevant factors which either the student had, for good reason, been unable to make known to the Mitigating Circumstances Panel at the appropriate time in accordance with General Regulation 10.4, or which the Mitigating Circumstances Panel had failed properly to take into account.

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

N/A

16: Date of Award

Confirm how the date of award is determined

The date of the Board of Examiners meeting will be the date the award is conferred.

Section B: Policies and procedures

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| 17: Assessment criteria and Marking schemes |
| Confirm the assessment criteria used for assessments |
| Marks awarded for each assessment correspond to the general criteria in the table shown in Appendix 1. |
| Confirm that marking schemes , which explain how marks are allocated to a piece of assessed work, are issued to students (they do <i>not</i> need to be included here) |
| Examiners may separately issue specific marking guidelines, rubrics and descriptions outlining the criteria for marking in-course assessments, essays, Research Project Proposal, Dissertation etc, but in all cases these will correspond to the general mark scheme shown in Appendix 1. |
| 18: Marking Procedures |
| Confirm the arrangements for ensuring candidate anonymity |
| For all supervised examinations, candidates shall be given a candidate number to ensure anonymity during marking. |
| Confirm the procedure for 1 st and 2 nd marking? |
| Confirm the procedure for finalising a student's mark if there is divergence between 1 st and 2 nd marker? |
| Written assessments shall be marked in detail by one assessor, with a second assessor having at least an overview of the work. |
| Written examination components in which an objective scheme for the award of marks is pre-determined (e.g. Short Answer Questions) shall be marked by one assessor. |
| Oral presentations shall be marked by at least two assessors. |
| The research project dissertation should be double marked independently. |
| Where two marks for a candidate diverge significantly, the two assessors will discuss and agree a mark. Where agreement between the two assessors cannot be reached, this shall be referred to the Chief Examiner for the Year (or their nominee) who shall allocate the final mark. |
| Explain any additional marking procedures not covered above |
| Standard setting may be applied to computer-marked questions (that is, multiple-choice (MCQ), extended matching items (EMI) and single best answers (SBA)), short-answer questions (SAQ), including data analysis and free-text OSPE stations, in order to adjust the whole cohort's marks whilst maintaining the pass mark at 40. This will normally be by the Cohen method, but an alternative, recognised, method could be selected to suit the variables of the assessment. |
| Presentations given by students may be audio or video recorded for quality assurance purposes. They will remain confidential and will be available only to responsible examiners or their nominees and to External Examiners during the performance of their duties. |
| 19: Marking practice-based assessments |
| Explain any specific procedures for marking practice-based assessment elements/modules |
| In-course assessments within a module may consist of more than one assignment. The total marks available for each ICA will be divided between the assignments in that module and weighted appropriately. |
| Details of the weightings for individual ICA assignments within each module will be provided at the beginning of the semester in which that module runs and these weightings will be displayed in the relevant Canvas module pages, and/or the Year assessment pages on Canvas. |
| Where additional marking guidelines and rubrics are used for specific assignments, these will be available from the relevant module pages on Canvas. |
| 20: Moderation of marks |
| Confirm the circumstances and procedure for internally moderating a set of module marks |
| Module organisers act as responsible examiners for the module that they coordinate. They have a duty to help ensure the standard and fair conduct of assessments within that module and to assist the Year Chief Examiner in the reporting of results to the Board of Examiners. |
| Module organisers will work with the Year Chief Examiner to moderate marks for assessments within modules. |

Moderation of marks will usually be by sampling (usually 10-20%) of assessments within each grade classification (40-50%, 50-60%, 60-70%, >70%). All assessments that are awarded a failing grade shall have oversight by a second assessor.

Moderation should NOT alter marks of individual students where only a sample of work has been viewed. Marks may be scaled (up or down) for the entire cohort. Differential scaling is permitted.

Moderation may involve comparison of between-assessor variability for the same assessment. Where the responsible examiner is satisfied that there is undue variability between different assessors within the same assessment, marks from individual assessors may be scaled up or down. Differential scaling is permitted. Marks should not be altered for individual students. The responsible examiner may discard the marks from individual assessors and designate another assessor to re-mark the work of all candidates within that group.

In all instances, moderation and standard setting should be discussed and agreed at the exam board.

Confirm the extent of an **external examiner's** influence in endorsing a set of module marks

External examiners (EEs) will moderate the setting of questions in the examinations, moderate the marking of those questions and associated practical examinations.

The EE role is to "provide an overall judgment on student performance and the quality and standard of the programme"*. EEs should NOT alter marks of individual students where only a sample of work has been viewed. If there are minor problems with marking, the EE should request that module coordinators address these "prior to the next running of the module"*. If there are more substantial problems, EEs can recommend that marks be scaled (up or down) for the entire cohort*. Differential scaling is permitted. These changes should be discussed and agreed at the exam board.

*Source: Higher Education Academy External Examiners Handbook 2012

21: Release of results and feedback to students

Confirm the arrangements for the release of **provisional marks** to students

Provisional results for interim module assessments shall be reported to a candidate for their information and guidance. Provisional results provided before a Board of Examiners meeting may be subject to further moderation, made available for External Examiner scrutiny and subject to possible change and approval by the Board.

Feedback on assessments during each module will be provided within 20 working days of the assessment. Where the same assessment is run over several days for operational reasons, the date of the final scheduling of the assessment will be used to determine the date on which feedback will be provided.

Where it is not possible (for good reason) to provide feedback within 20 working days, candidates will be notified of the reason for the delay and given a revised date when feedback will be provided.

Confirm the arrangements for the release of **finalised marks** to students

A candidate's result for each assessment shall be reported to them as soon as possible after the meeting of the Board of Examiners has confirmed the results and in accordance with the Feedback Policy. This will usually be within 3 working days of the meeting of the Board of Examiners.

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

Feedback for formative assessments will be provided to individual students wherever practicable, for example, through automated feedback of electronic quizzes, or by returning annotated scripts.

General feedback for summative assessments will be provided as anonymised and aggregated data for the entire cohort. Aspects of good practice and areas for improvement will be highlighted. Individual feedback for summative assessments will be provided wherever practicable and in a format permissible under the General Regulations.

Confirm that assessment elements and modules are **not** assigned **alphabetical letter grades**

Alphabetical letter grades will **not** be used in any part of the summative assessment process and there will be **no conversion system** from numerical mark to letter grade for an assessment element.

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

Explain the mitigating circumstances policy

Details of the mitigating circumstances policy and FAQs can be accessed under 'Assessments' from the relevant Year Homepage on Canvas.

Current University policies and guidance are available from the Exams homepage: <https://www.sgul.ac.uk/for-students/your-academic-life/exams>

A student who is prevented from completing at the normal time the assessment or part of the assessment towards an award for reason of illness (for which acceptable medical certification from a doctor not related to the student must be provided) or other good cause accepted by the Principal or his or her nominee may, subject to the agreement of the Principal or his or her nominee either:

- (a) Enter the assessment in those elements in which he or she was not able to be examined on the next occasion when the assessment is held in order to complete the assessment; or
- (b) At the discretion of the Chair of the Board of Examiners, be set a special assessment in those elements of the assessment missed as soon as possible and/or be permitted to submit any work prescribed at a date specified. Any special assessment shall usually be in the same format as the assessment missed.

A student who commences an assessment is deeming themselves physically and mentally well enough to enter the assessment.

A candidate who becomes unwell during a supervised assessment, and who cannot complete the assessment, will have the status of that attempt considered on a case-by-case basis by the Board of Examiners.

If a student fails to attend an assessment, having not sought permission to do so, confirm the result of the assessment

A student who is absent from any scheduled assessment and without good cause will be awarded a mark of zero for that assessment.

In determining decisions concerning re-entry to assessment for reasons of mitigating circumstances, the Board of Examiners may deem the affected entry to be **not** valid. Confirm the circumstances under which you would discount a failed assessment on your programme

A student who has failed an assessment shall be permitted to have that attempt discounted where the Board of Examiners are satisfied that one or more of the following conditions have been met:

- I. The result was affected by an administrative error
- II. The assessment was not conducted in accordance with the Scheme, Regulations and approved procedures of St George's
- III. The student's performance had been adversely affected by illness or other relevant factors which either the student had, for good reason, been unable to make known to the Mitigating Circumstances Panel at the appropriate time in accordance with General Regulation 10.4, or which the Mitigating Circumstances Panel had failed properly to take into account

23: Assessment Policies

Confirm the word limit policy

Students who exceed the prescribed word limit for an assessment will have their work marked but markers **will stop marking when the word count exceeds the maximum word count set** for that assignment. Markers will indicate on the text the point at which the limit is reached which is, by definition, where they have stopped marking. Hence, any words written beyond the stipulated limit will not be read by the examiners. No marks will be awarded and no feedback provided for any text beyond the prescribed limit. Although a formal penalty is not applied, a mark will be awarded only for the content up to this point. Assignments which are below the word limit set for an assignment will not attract a specific penalty.

Confirm the late submission policy

For any assignment that is not submitted by the due date, the SGUL Late Submission Policy for Assignments will apply. Details of the policy are available at this URL: <https://www.sgul.ac.uk/about/governance/policies/late-submission-policy-for-assignments>

Confirm the breach of confidentiality policy (if applicable)

N/A

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.sgu.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/student-procedures>

Appendix 1: General Marking Criteria

| Mark (%) | Notes to examiners marking individual pieces of work |
|----------|--|
| 90 - 100 | Well organised and well-expressed answer which is outstanding in all criteria. Demonstrates clear understanding, evidence of independent study and critical evaluation. Covers all aspects of the subject that could reasonably be expected, accurately and in sufficient detail. |
| 80 - 89 | Well organised and well-expressed answer which shows excellent understanding, evidence of independent study <u>and</u> critical evaluation. Covers all aspects of the subject that could reasonably be expected, accurately and in sufficient detail. |
| 70 - 79 | Well organised and well-expressed answer which shows very good understanding, and evidence of independent study <u>or</u> critical evaluation. Covers all major aspects of the subject that could reasonably be expected, accurately and in sufficient detail. |
| 60 - 69 | Generally, well organised and well-expressed answer which shows good understanding. Covers all, or almost all, major aspects of the subject accurately and in sufficient detail. |
| 50 - 59 | Broadly accurate answer covering most of the major aspects of the subject. Lacks some details or contains some errors or is not sufficiently well constructed or argued for a mark of 60-69. |
| 40 - 49 | Incomplete coverage of the subject. Important errors or omissions, or poor presentation. |
| 35 - 39 | Very limited answer. Small amount of correct relevant material presented adequately, or more relevant points but presented poorly. |
| 21 - 34 | Very poor attempt to answer the question, or insufficient correct material, or very poor expression of material. The higher marks in the range should reflect either more relevant points or better presentation. |
| 0 - 20 | No, or almost no, relevant material. If no answer or totally irrelevant, give 0; if one or two points related in any way to the question, give up to 10; if one or two relevant points, give 10-20. |