St George's
University of London

Scheme of Assessment

Academic Year 2023-2024

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

Qualification and Programme Title(s)	Year(s) of programme
BSc (Honours) Paramedic Science	Year 1 Year 2 Year 3

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 apart from MBBS.]

How to use this template:

- o 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.
- o The template has two sections:
  - Section A Regulatory framework – Assessments, Modules, Progression & Award
  - Section B Policies and procedures
- o 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 & SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (Include word count for assignment, length of exam etc)	Learning Outcomes Assessed	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)
PS401Y Introduction to Paramedic Clinical Care	30	4	C	MCQ (Multiple Choice Question)	1, 3, 4, 6	50%	Oct	Each assessment must be passed separately
				OSPE (Objective Structured Practical Examination)	1, 2, 3, 5, 6, 7	50%	Dec	
PS405X Science for Paramedics 1	15	4	C	MCQ 1	1-7	50%	Dec	
PS406X Science for Paramedics 2	15	4	c	MCQ2	1-7	50%	May	
PS403Y Applied Clinical Care for Paramedics	30	4	C	SAQ (Short Answer Question)	1-6	50%	April	Each assessment must be passed separately
				OSPE	1, 2, 3, 5, 6	50%	May	
PS404Y Paramedic Professional Practice	30	4	C	Presentation	2, 5	40%	Feb	Each assessment must be passed separately
				Reflective Essay	1-6	60%	Mar	
AHP403 Practice Assessment	0	4	C	Hours Elements of Practice Medicines Quiz		PASS/ FAIL	Jun	The PAD is a pass or fail module. Competency must be determined before progression. See section 7

Year 2								
Module title & SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (Include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCE – as module outline numbered list)	Weighting % (Or Pass/Fail only)	Timing (month/ 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)
PS504Y Applied Science for Paramedics	30	5	C	MCQ	1-7	50%	Feb	Each assessment must be passed separately
				SAQ	2-7	50%	Feb	
PS505Y Paramedic Management of Acute and Critical Illness	30	5	C	SAQ	1,2,3,7,8	50%	Mar	Each assessment must be passed separately
				OSPE	4,6	50%	Feb	
PS506Y Assessment and Evaluation of Mental Health in the Out of Hospital setting	30	5	C	Essay	1-7	100%	Jun	
PS507Y Paramedic Professional Practice 2	30	5	C	Presentation & Reflective Essay	1, 2, 3,4,5, 6,7	100%	May	
AHP503	0	5	C	Hours Elements of Practice Medicines Quiz	3-9	PASS/ FAIL	Jun	The PAD is a pass or fail module. Competency must be determined before progression. See section 7

Year 3								
Module title & SITS code	Credits (number)	Credits (level)	Core/Optional	Assessment elements (Include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCE – as module outline numbered list)	Weighting % (Or Pass/Fail only)	Timing (month/ 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)
PS608Y Paramedic Management of Minor Health Problems	30	6	C	SAQ	2-7	50%	Jan	Each assessment must be passed separately
				OSPE	1,3	50%	Feb	
PS604Y Paramedic approach and Management of Hospital Avoidance	30	6	C	Poster Presentation & Oral Defence	1-7	100%	Feb	
PS607Y Evidence Based Practice for Paramedics	30	6	C	Literature Review (4000 words)	1-7	100%	May	
PS609Y Transition to Paramedic Practice	30	6	C	Essay (1500)	1,5,6	40%	Mar	Each assessment must be passed separately
				Interactive Practical Exam	2,3,4,7	60%	Apr	
AHP613 Practice Assessment	0	6	C	Hours Elements of Practice Medicines Quiz	2,3,4,7	PASS/ FAIL	Jun	The PAD is a pass or fail module. Competency must be determined before progression. See section 7

2: Modules – additional regulations
Confirm any additional requirements to pass the modules listed in the above tables.

Module title	Regulation
PS401Y Introduction to Paramedic Clinical Care	Pre-requisites: none Co-requisites: none
PS405X Science for Paramedics 1	Pre-requisites: none Co-requisites: none
PS406X Science for Paramedics 2	Pre-requisites: PS405X Co-requisites: none
PS403Y Applied Clinical Care for Paramedics	Pre-requisites: PS401Y Co-requisites: none
PS404Y Paramedic Professional Practice	Pre-requisites: none Co-requisites: none
AHP403 Practice Assessment	Pre-requisites: none Co-requisites: none
PS504Y Applied Science for Paramedics	Pre-requisites: All Level 4 Modules Co-requisites: none
PS505Y Paramedic Management of Acute and Critical Illness	Pre-requisites: All Level 4 Modules Co-requisites: none
PS506Y Assessment and Evaluation of Mental Health in the Out of Hospital setting	Pre-requisites: All Level 4 Modules Co-requisites: none
PS507Y Paramedic Professional Practice 2	Pre-requisites: All Level 4 Modules Co-requisites: PS404Y
AHP503 Practice Assessment	Pre-requisites: All Level 4 Modules Co-requisites: none
PS608Y Paramedic Management of Minor Health Problems	Pre-requisites: All Level 5 Modules Co-requisites: none
PS604Y Paramedic approach and Management of Hospital Avoidance	Pre-requisites: All Level 5 Modules Co-requisites: none
PS607Y Evidence Based Practice for Paramedics	Pre-requisites: All Level 5 Modules Co-requisites: none
PS609Y Transition to Paramedic Practice	Pre-requisites: All Level 5 Modules Co-requisites: none
AHP613 Practice Assessment	Pre-requisites: All Level 5 Modules Co-requisites: none

3: Formative Assessments

Explain the opportunities provided for formative assessments
Formative/mock assessment opportunities are offered prior to first submission of a summative assessment on all modules to promote student achievement. Formative assessments may range from single page writing samples in academic work to full mock assessments in practical assessments. The type of formative opportunity is at the discretion of the module leader and is done in the best interest of the student in preparation for the assessment. Students are encouraged to make a meaningful attempt at all formative assessments to receive relevant and timely feedback. No marks are allocated to formative assessments. Module leaders will provide details of formative/mock opportunities during the module introduction. Formative opportunities may be offered for 2nd attempt practical assessments, in conjunction with discussions with module leader, but not necessarily for 3rd attempt practical assessments. Summative attempts will serve as formatives for 2nd attempts for written assignments.

4: Assessment elements
For assessment elements awarded a numerical mark, confirm the number of decimal places that the element mark is rounded to [ref: Appendix 1 Assessment Regulations, item 5]
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 (e.g., essays) are not affected by this rounding rule and the marks will continue to be finalised and held on SITS as a whole number.
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]
40% No Compensation
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]
If a minimum numerical mark is required for an assessment element, the minimum numerical mark required will be 40% for ≤ L6 modules

5: Modules
For modules awarded a numerical mark, confirm the number of decimal places that the module mark is rounded to [ref: Appendix 1 Assessment Regulations, item 5]
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 (e.g., essays) are not affected by this rounding rule and the marks will continue to be finalised and held on SITS as a whole number.
For a module awarded a numerical mark, confirm the pass mark required [ref: Appendix 1 Assessment Regulations, item 1] and confirm that no compensation is permitted [ref: Appendix 1 Assessment Regulations, item 3]. [Note: a module can only be passed if any minimum mark requirement for an assessment element(s) has also been met [ref: Appendix 1 Assessment Regulations, item 12]]
40% Pass Mark No compensation

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

Confirm if your programme issues an overall year mark for each year of the programme [ref: Appendix 1 Assessment Regulations, item 14]
No

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

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]
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 [ref: Appendix 1 Assessment Regulations, item 15 (& item 9)]
N/A

If your programme does not issue year marks, explain how it is determined whether a student can progress to the next year of the programme [ref: for example, passing every module in the table in no.1 above]
All modules must normally be passed prior to commencing the following year. All modules must be passed to graduate with a BSc (Hons) Paramedic Science. In exceptional circumstances assessments may be allowed to be 'trailed' i.e., carried over into the following academic year. For this regulation to apply the total number of trailed credits must be 30 credits or less in no more than one module. This will be at the discretion of the Board of Examiners. Students trailing more than one module will normally be required to interrupt pending successful completion of the module assessment, to re-join at the commencement of the following academic year. Students may trail elements of a PAD document from level 4 to 5, and 5 to 6, in conjunction with a clear and timely action plan agreed between the student and the lecture team.

8: Trailing failed assessments/credits

If your programme allows a student to carry failed assessments into the next year of the programme (to be passed whilst enrolled on the next year of the programme), provide details of what is permitted (this may be by number of assessment elements, modules, credits, or by type/method of assessment) [ref: course materials, module outlines, Canvas, etc]
For any module that is trailed into the following year, outstanding assessments must be taken in time for the first exam board of the new term, ideally with assessments being completed within the first four weeks of term. This will be the case for any assessment undertaken, whether an OSPE, written assignment, MCQ, SAQ or presentation. Students being presented to the first board of the term having failed the trailed module will be interrupted, pending a decision at the next exam board. As stated, students failing more than one module at the end of the academic year (and after the first exam board of the new academic year, to be convened before the end of November) will normally be expected to either interrupt or may wish to withdraw from the programme.

9: Award

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

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 award of Honours is calculated as follows: Year 2 (level 5) mark – sum of individual module marks x individual module credits / 120 credits.

Year 3 (Level 6) mark – the same approach is used above with the highest mark enhanced such that it is given additional weighting – (sum of individual module marks x individual module credits + highest mark x 15) / (120+15 credits).

The mean mark for each year is then weighted according to the contribution it makes to the degree classification. Year 2 contributes 30 % and Year 3 contributes 70 % of the total percentage marks.

The weighted average scores for each year are summed to give final overall score = (Yr. 2 mean mark*0.3) + (Yr. 3 mean mark*0.7)

Module marks are to 1dp, and it is these marks (to 1dp) that are used to calculate the award mark

The overall degree mark will be determined by rounding the final score to the nearest whole number, with marks of .50 and above being rounded up and marks of .49 and below being rounded down e.g., 59.4% will be rounded to 59% and 59.6% will be rounded to 60%.

If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to [ref: Appendix 1 Assessment Regulations, item 5]
The award mark is to 1dp

For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) [ref: General Regulation 7.5 and Appendix 1 Assessment Regulations, item 17]
L4:L5:L6 = 0:3:7

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

10: Classification
If your programme issues overall award marks, confirm that the classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number [ref: Appendix 1 Assessment Regulations, item 5]
The award mark (to 1dp) is rounded to a whole number to determine classification [sector assessment guidance makes it clear that rounding should only happen once in the assessment process, i.e., at the end when determining the award classification]

Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]
First class honours (1st) – 70% and above Upper second-class honours (2.1) – 60%-69% Lower second-class honours (2.) – 50%-59% Third class honours (3rd) – 40%-49% Fail – 39% - 0%

11: Boundaries and Borderlines
Explain any requirements that apply at a classification boundary [ref: 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]
Click here and type

Explain the regulations for considering students at a classification borderline [ref: General Regulations para 7.6(b)]
A borderline zone of 1% will be used at all the BSc (Hons) degree classification boundaries, effectively operating at 68.5 (1st), 58.5 (2:1) and 48.5 (2:2) due to rounding. If a student's overall degree mark falls within this borderline zone and the student has achieved at least 60 credits worth of module marks at QAA (Quality Assurance Agency) level 6 in the higher classification band (e.g., higher than 70, 60 or 50 as appropriate), the higher degree classification will be automatically awarded.

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]	
N/A	

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

These awards do not lead to eligibility to apply for registration with the Health and Care Professions Council (HCPC)
These awards shall only be given to students who cease to be registered for the BSc (Hons) Paramedic Science (That is to say, they are exit awards, not ab initio awards or awards that student will automatically gain as they progress to the BSc (Hons) Paramedic Science).

Students may exit the course prior to completion of their degree with the following Intermediate Awards:

Award	Requirements
Undergraduate Certificate of Out of Hospital Care	All level 4 modules completed and passed
Undergraduate Diploma in Out of Hospital Care	All level 4 and level 5 modules completed and passed
Bachelor of Science (Pass degree) in Out of Hospital Care (No ability to register as Paramedic with HCPC))	All level 4 and level 5 modules completed and passed, and 2 modules completed and passed at Level 6. This can also include completion of all credit bearing modules but failure of the practice assessment document.

The course team recognise that some students, having started their paramedic science studies, may not wish to pursue a career as a paramedic. The above alternative awards are available for these students.

These awards may also be granted to those students who have completed all module credits at level 4 or 5 but are unable to complete the Practice Assessment Document for the academic year.

A student awarded the Certificate or Diploma in Out of Hospital Care (with no HCPC registration eligibility) may be given a mark of Merit or Distinction overall, according to the criteria below:
• Merit will be awarded to those students who have attained a mark of more than 60% by the average of all module marks.
• Distinction will be awarded to those students who have attained a mark of more than 70% by the average of all module marks.

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

2 Attempts with the 2nd attempt being capped at the lowest pass mark (40%)

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

For competency assessments, students will be required to repeat only those individual competencies which they have failed at first attempt, i.e., when a student fails one of two OSPE's, they will only resit the failed OSPE. If a single OSPE consists of two components, e.g., an OSPE and a Viva Voce, students who fail will need to complete both elements of the failed assessment. Second dates for competency-based assessments will be available on the assessment calendar at the beginning of the academic year.

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]

If multiple assessments are taken in a module, only the resit assessment is capped at 40% and not the whole module.

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]
The highest assessment element fail mark that applies and that, following resit, the module mark is recalculated on this basis.
Explain the regulations and limitations regarding discretionary 3rd attempts at assessment elements/modules for your programme [ref: General Regulation para 4.10, fast-track criteria, and limitations to number of times a student on your programme can be considered during their programme]
Students are not automatically entitled to a third attempt. Any student who fails a second attempt at an examination will be presented to the next scheduled Board of Examiners and be assessed against the fast-track criteria. The fast-track criteria can be found on the examination and assessment page on Canvas. Students who do not meet the fast-track criteria will be referred to a discretionary panel. Details of the discretionary panel will be sent to the student by the Paramedic Programme Administrator. Information will be provided about application process, and relevant dates. Students who have their module enrolment terminated because of an investigation for an assessment irregularity will not be permitted to re-enrol for, and retake, the same module

15: Board of Examiners
Explain any additional responsibilities for Boards of Examiners' or procedures for the conduct of meetings, beyond those in the General regulations [ref: General Regulations section 8]
In accordance with the General Regulations, the Board of Examiners is responsible for student assessment. The Board is established by the faculty on behalf of the Senate to judge the performance of students and make recommendations to the Senate. The Board of Examiners will meet at least twice per year, although this is a minimum number, and there may be several additional panels to accommodate student numbers. The Board of Examiners will determine the final mark to be awarded to individual candidates for individual modules. Students will be given provisional grades after internal marking and confirmed marks after work has been sampled by External Examiners and marks have been agreed at the relevant Board of Examiners meeting
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

16: Date of Award
Confirm how the date of award is determined [ref: General Regulations para 2.5(14) and Programme Regulations]
The date of the award will be the date of the Board Examiners Meeting

Section B: Policies and procedures

17: Assessment criteria and Marking schemes
Confirm the assessment criteria used for assessments [ref: Quality Manual, Section I QM of Assessment, para 8. The criteria which each programme issues, explaining how different levels of achievement will be rewarded through the allocation of marks, should be inserted separately as an appendix; if there are separate criteria for different types of assessment, include all criteria.]
Student Guidance on Assessment

Students will be provided with comprehensive written guidelines, appropriate to their level, for all written and practical coursework assignments. Assessment Proformas (standard level descriptors) are in place for all written and oral assignments and will be made available to the student prior to assessment.

Where a new assignment or examination is set for the first time, formative opportunities will be made available to students, as well as examples of required academic work.

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]

All marking schemes, rubrics and examination criteria are loaded under the assessment tab on relevant canvas modules at the start of module.

18: Marking Procedures

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

Written work is marked in canvas under the anonymous marking function. Only after moderation is done are the students made known to examiners.

Cases where plagiarism is suspected the anonymity of that student is not maintained, so that further investigations can be made in line with SGUL (Saint George s University of London) Procedure for considering allegations of Assessment Irregularity.

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?

All written work is moderated by a committee of markers, so where a piece of work has been sent for 2nd marking, a discussion between 1st and 2nd marker, as well as moderation committee is had to determine the correct mark for the student.

Explain any additional marking procedures not covered above

N/A

19: Marking practice-based assessments

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

Practical based assessments are marked on a canvas rubric, as well as recorded.

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]

Introduction

This policy sets out the procedure for double marking and moderation of work submitted within the Department of Paramedic Science. Double marking and the moderation of marking is the process that ensures scrutiny of marking takes place to maintain standards of quality and consistency. The main purpose of moderation is to ensure that marking is rigorous, fair, and consistent. Key stages in the marking procedure are:

Markers

Each assessment is reviewed by a 'primary marker.' The primary marker will be responsible for providing, where appropriate, a grade and detailed feedback to the student.

Where required, a 'second marker' will also review and mark the students work. Where work has been marked by both a primary and secondary marker, a discussion between markers will take place to achieve consensus. This second marking process follows the QAA definition of 'independent/double marking' where each examiner makes a separate judgement and in the event of a disagreement a resolution is sought.

Moderators

A 'moderator' will typically sample a selection of work and undertake a review of the student's work, grade and feedback provided by the primary marker. Moderation of marking should be led by the module leader after marking has been initially completed. This will typically take place in a moderation meeting between the module leader and markers at a designated date. The main purpose of moderation in line with the QAA Quality Code will be to:

- Ensure assessment criteria have been applied correctly.
- Moderation focusses on ensuring quality of feedback and not on resolving small differences in marker's grading. The primary marker will typically guide the final mark. However, any significant difference in opinion of marking should be discussed.
- Produce recommendations on any adjustments or changes that should be made to the assessment.
- To sample the work of all markers/assessors within a specific module for academic level and consistency of marking
- To scrutinise all scripts marked 38-42% for consistency of marking and to agree those results.
- To scrutinise all OSCE scoring sheets receiving Fail Marks.
- To scrutinise a minimum sample of 10% of remaining scripts/scoring sheets across markers and mark boundaries to monitor academic level and consistency.
- Where inconsistencies exist, to scrutinise as large a sample of marking of that marker/assessor as the chair of the committee deems necessary to ensure equity and fairness to all students.
- To ensure that markers' feedback reflects the mark awarded and to make amendments where necessary.
- To provide additional feedback, if necessary, to candidates about their work/performance.
- To formulate an accurate list of results for the Assessments Officer from which the results list can be generated.
- To provide a mechanism for feedback to internal markers regarding the level and consistency of marking/assessing.
- To report any suspicions of academic misconduct to the Course Director and Assessment Lead
- To monitor and report on the quality and standard of completion of the Competency Assessment Documents.
- To provide a report to the Board of Examiners concerning the level, consistency, and quality of marking and the strengths and areas for improvement of students' performance.

- To note areas of concern regarding Mentor issues and feedback to the Placements lead.

Moderation sample size

Assessment Type	Second Marking	Moderation
Dissertation at level 6 and above	Not required. A sample of scripts should be 2nd marked.	All failed dissertations should be moderated. A sample from every mark boundary, each marker, and a minimum overall sample of 10% should be moderated.
All other written assignments (including portfolios)	Not required.	All failed dissertations should be moderated. A sample from every mark boundary, each marker, and a minimum overall sample of 10% should be moderated.
Oral examinations (including presentations)	Dual markers preferred or moderation by recording.	All failed examinations should be moderated. A sample from every mark boundary, each marker, and a minimum overall sample of 10% should be moderated. This process will depend on how the marking and examination is recorded.
Objective structured examinations including: OSPEs (Objective Structured Practical Examinations), MCQ exams, short answer exams.	Not required when outcomes predetermined.	All failed assignments should be moderated. A sample from every mark boundary, each marker, and a minimum overall sample of 10% should be moderated.

All marks will be moderated by an External Examiner who will also review a sample of students' work, prior to these being reported to the Chair of the Board of Examiners.

Students may be issued marks for in-course assessments prior to these being confirmed by a meeting of the Board of Examiners. Once the Board of Examiners have confirmed the final marks, these are confirmed marks are confirmed with students via a canvas announcement from programme admin team.

Moderation must take place before marks are released to students.

Constitution

Membership will normally be drawn from lecturers who have participated in the teaching of the module, acted as academic supervisors and/or marked the examination or assignment. For some modules cross-pathway moderation may be necessary. For OSCEs, membership should aim to include all assessors and should take place on the day of the examination to facilitate their attendance.

The module leader and/or pathway leader will normally be present.

The chair of the moderation committee will be decided on by the module leader, course director and examinations lead prior to the day, except for in emergency cases (or similar).

The chair of the committee will act as the administrator of the committee and is responsible for the number and range of scripts/scoring sheets sampled, the accurate recording of results and the business of the committee.

Members of the moderation committee will function within the Terms of Reference and will be bound to strict confidentiality concerning results and all matters discussed at meetings.

The module leader will be responsible for the provision of the moderation report which must be uploaded to the shared drive.
Confirm the extent of an external examiner's influence in endorsing a set of module marks [ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29]
External examiners do not change individual student or module marks but advise on process and mediate deliberation between examiners.

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]
Results of all assessment should be released withing 20 working days, although at times may be quicker for practical examinations.
Confirm the arrangements for the release of finalised marks to students [ref: General Regulations para 13.1 and SGUL Feedback Policy]
Final marks are confirmed after results have been presented at a board of examiners. Paramedic Programmes admin will confirm results via canvas announcement.
Confirm the arrangements for the provision of qualitative feedback to students [ref: SGUL Feedback Policy]
Student will be provided with the average mark for the assessment
Confirm that assessment elements and modules are not assigned alphabetical letter grades [ref: Appendix 1 Assessment Regulations, item 4]
Yes.

22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments
Explain the mitigating circumstances policy [ref: General Regulations paras 10.7 & 11.11]
Students may request an extension to a submission date in specific circumstances. Requests for an extension must be received no later than five working days before a submission date. Students are provided with details about when and how to request an extension, the allowable circumstances and the evidence required in the Assessment Section on Canvas.

Students may make a claim for the consideration of mitigating circumstances in assessment. Students are provided with details about when and how to request consideration of mitigating circumstances, the allowable circumstances and the evidence required in the Assessment Section on Canvas. In accordance with SGUL General Regulations, there is no provision for upgrading or changing a candidate's result or classification on account of illness or other relevant factors. However, documented mitigating circumstances may, with the approval of the Chair of the Board of Examiners, be considered in determining decisions concerning re-entry to examinations, or resubmissions or repeat attempts of assessments. Mitigating circumstances will be presented at the first available informal panel, prior to the Board of Examiners. Dates for informal panels will be provided on Canvas.

Guidance for these processes can be found on Canvas within the Assessment and Feedback section, under extensions and mitigating circumstances.

Extensions to coursework deadlines of 10 working days may be provided in exceptional circumstances (SGUL regulations do allow delays of up to 30 days at the discretion of the programme team). Students must appreciate that extensions to assignment deadlines can influence progression through the exam board or, in certain circumstances, delays to registration.

Examples of exceptional circumstances include:

- A bereavement,
- Serious illness,
- Unanticipated work-related interference (i.e., non-abstraction from and In-Service provider).
- Students with SOSN's are entitled to extensions as per their documentation. Students should still request an extension via the usual route, based upon feedback from students with SOSN's (see

page 12).

Situations where an extension WILL NOT be considered are:

- Computer or printer failure,
- Traffic jams,
- Pre-booked holidays
- Poor planning

If students anticipate missing an assignment submission deadline, they should complete the relevant form.
- For practical exams, including OSPE's, MCQ's, Practical Exams, or any exam that requires attending the University, students must use the Request for Withdrawal from an Examination/OSPE form.
- For any work that is submitted via Canvas, including any written assignments, students must use the Request for Extension of an Assignment Deadline form.

Both forms are available on the Course Document page on Canvas. The completed form should be e-mailed to the relevant year lead (as detailed on the form). The relevant form must be sent to arrive no later than five working days before the submission date.
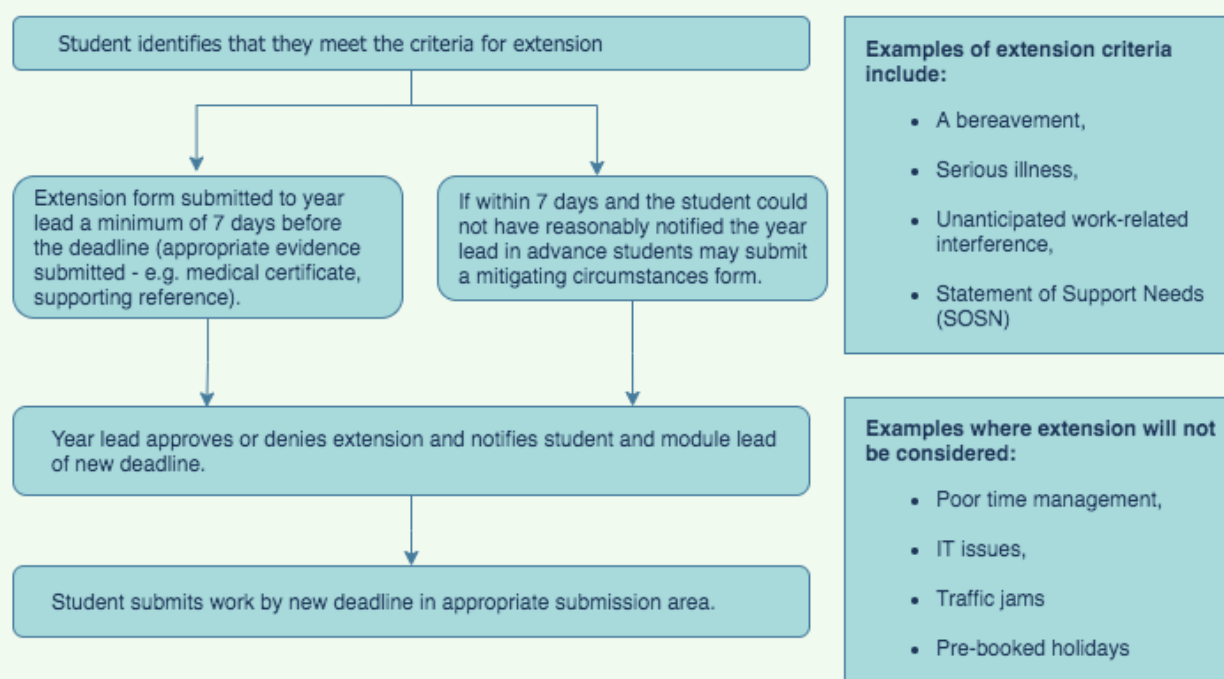
Students must provide evidence to support their request. Examples of evidence may include medical certificates or supporting letters from employers. Failure to provide the required evidence by the final date of the extension will result in a mark of 0 being awarded for any assignment due on that date. Requests for extensions will not be considered after the submission date. Requests for extensions or withdrawal from an exam may not be considered if there is no supporting evidence.

Submitting a form does not guarantee the granting of the request, as this is dependent upon the circumstances, and is at the discretion of the year and module lead. In exceptional circumstances, the Associate Professor or Pastoral Tutor may be involved in the decision.
Unless under extreme circumstances, withdrawals from exam will not be granted on the day of, or day before, any examination.
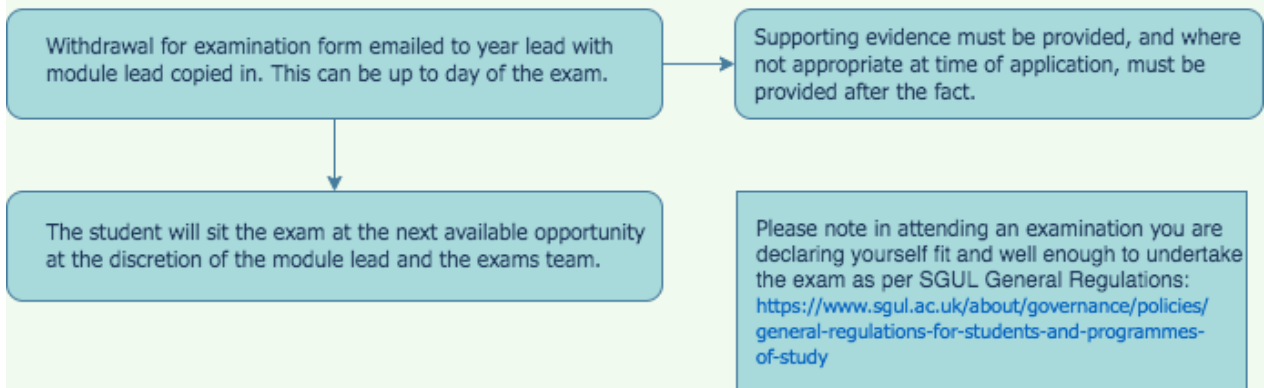
If agreed, the extension date will be confirmed in writing by the year lead.

If students wish to withdraw or request an extension after this date, the process has been simplified, and is now as follows:

Extension procedure for written work

Student identifies that they meet the criteria for extension

Extension form submitted to year lead a minimum of 7 days before the deadline (appropriate evidence submitted - e.g. medical certificate, supporting reference).

If within 7 days and the student could not have reasonably notified the year lead in advance students may submit a mitigating circumstances form.

Year lead approves or denies extension and notifies student and module lead of new deadline.

Student submits work by new deadline in appropriate submission area.

Examples of extension criteria include:

- A bereavement,
- Serious illness,
- Unanticipated work-related interference,
- Statement of Support Needs (SOSN)

Examples where extension will not be considered:

- Poor time management,
- IT issues,
- Traffic jams
- Pre-booked holidays

Request for withdrawal for examinations (OSPE, MCQ, Poster)

Withdrawal for examination form emailed to year lead with module lead copied in. This can be up to day of the exam. → Supporting evidence must be provided, and where not appropriate at time of application, must be provided after the fact.

The student will sit the exam at the next available opportunity at the discretion of the module lead and the exams team.

Please note in attending an examination you are declaring yourself fit and well enough to undertake the exam as per SGUL General Regulations: https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study

Students are advised to red flag the email to demonstrate its urgency. Within the email the following information is required:
- • The module title and code the assignment type
- • The reason for the request
- • Whether relevant documentation is attached or will follow.
- • Why the request could not be made outside of the 5-day deadline

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]
The student will be awarded a 0 mark at first 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
As per SGUL policy

23: Assessment Policies
Confirm the word limit policy [ref: SGUL Word Count Limit Policy for Assignments]
SGUL word limit policy link for details: Word Count Limit Policy for Assignments (sgul.ac.uk)
Confirm the late submission policy [ref: course materials, module outlines, Canvas, etc]
SGUL late submission policy link for details: Late submission policy for assignments (sgul.ac.uk)
Confirm the breach of confidentiality policy (if applicable) [ref: course materials, module outlines, Canvas, etc]
Breach of confidentiality is discussed within the specific modules. The student must not give any patient or Trust identifiers and can only use information that is within the public domain, and not information that can only be accessed by Trust intranets requiring personal sign ins.

24: Student procedures
Student procedures can be found on the SGUL website, 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 2023-24

Item	Area	Regulation	
		Assessment element	Module
1	Minimum numerical mark (for an assessment element)

Numerical Pass mark (for a module) | If a minimum numerical mark is required for an assessment element, the minimum numerical mark required will be 40% for ≤ L6 modules and 50% for ≥ L7 modules | The pass mark for a module will be 40% for ≤ L6 modules and 50% for ≥ L7 modules |
2	Minimum numerical mark (across ≥ 2 assessment elements, taken as a mean)	The minimum numerical mark required for a qualifying set of assessment elements, taken as a mean, will be 40% for ≤ L6 modules and 50% for ≥ L7 modules	n/a at module level
3	Compensation	If an assessment element (or a group of assessment elements) has a minimum numerical mark requirement in order to pass (see items 1 & 2 above), no compensation is permitted regarding that requirement. The minimum mark must be reached.	No compensation is permitted at module level: the pass mark for the module must be reached for all modules.
4	Numerical mark → letter grade formula	Alphabetical letter grades will not be used in any part of the summative assessment process and there will be no conversion system from numerical mark to letter grade for an assessment element.	As for Assessment element
5	No. decimal places (dp)

(Appendix 3 provides a worked example) | Assessment elements which are awarded a numerical mark will be rounded to 1dp | Module: Modules which are awarded a numerical mark will be rounded to 1dp

Year: In the case of programmes where there is a numerical year mark, the mark will be rounded to 1dp

Award: In the case of programmes where there is a numerical final award mark, the mark will be rounded to 1dp

For final classification purposes, the final award mark is rounded to a whole number |
| 6 | No. auto resit attempts | One automatic resit attempt will be permitted at each assessment element that has not met the minimum numerical mark (or a Pass, for assessment elements marked Pass/Fail only) | One automatic resit attempt will be permitted at each module that has not met the pass mark at first attempt (in practice this means one automatic resit attempt is permitted at each failed assessment element in the module) |
| 7 | Resit mark capping | Following a successful resit of an assessment element, the assessment element mark is capped at the bare numerical pass | See under Assessment element |

Item	Area	Regulation	
		Assessment element	Module
		mark; the 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 still not reached the minimum mark required to pass, the highest (not the latest) assessment element fail mark will apply	In the case of a module where one (or more) assessment element has been resat and still not reached the mark required to pass the module, the highest (not the latest) module fail mark will apply

For implementation for year 1 of all programmes from 2023-24 (and on a rolling basis thereafter)

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

Schemes of Assessment should also comply with the following assessment practices (in accordance with HE (Higher Education) sectors 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 ≥ 40% (≤ L6 modules) or ≥ 50% (for ≥ L7 modules)	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).

Item	Area	Regulation	
		Assessment element	Module
		Fail if the assessment element mark is <40% (≤ L6 modules) or <50% (for ≥ L7 modules) Appropriate SITS signal if assessment element not complete	Fail if the module mark is <40% (≤ L6 modules) or <50% (for ≥ L7 modules) Appropriate SITS signal if module not complete
13	Incrementing the attempt number for a resit	The automatic resit attempt at an assessment element is called attempt number 2	The automatic resit attempt at each assessment element is called attempt number 2; it is also called attempt number 2 for the parent module.

Item	Area	Regulation
	Progression	
14	Calculation of year mark (for programmes > 1 year in length) ["year" means FHEQ level mark]	The overall year mark (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value
15	Progression (to next year of programme or to award)	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully completing modules that have 0 credits attached to them (if any).
	Award	
16	Calculation of award mark (for programmes = 1 year in length)	The final award mark for 1-year programmes will be the sum of the year/level's module marks weighted by credit value

17	Calculation of award mark (for programmes >1 year in length)
	
	(Appendix 4 provides a worked example)
		1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.
		
		2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels e.g., 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):
		    a) Exit velocity (e.g., 0/0/100)
		    b) Emphasis on exit velocity (e.g., 0/33/67)
		    c) Equal weighting (e.g., 0/50/50)
		    d) Level 4 inclusion (e.g., 10/30/60)

18	Classification boundaries	Classification bands and boundaries should comply with HE sectors convention (%): BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F MSci: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist., 60 Merit, 40 Pass, ≤39 F UG Cert: 70 Dist., 60 Merit, 40 Pass, ≤39 F MSc/Masters: 70 Dist., 60 Merit, 50 Pass, ≤49 F PG Dip: 70 Dist., 50 Pass, ≤49 F PG Cert: 50 Pass (not classified)

Item	Area	Regulation
	Progression	
		BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)