



Scheme of Assessment

Template

Academic Year 2024-2025

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 (Hons) Radiotherapy and Oncology	Year 1

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

1: Overview of marking scheme

Each module has prescribed assessment elements as detailed in the following table(s). All assessment elements are summative unless otherwise indicated. *[Insert rows into each table as required, for additional assessment elements and modules. Example of completed table included at Appendix 2.]*

Year 1								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc.)	Learning Outcomes Assessed 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)
Essentials of Radiotherapy (TRA401)	30	4	C	OSPE (90 mins)	1-5	100	T1	Must be passed
Anatomy, Physiology and Imaging 1 (TRA402)	30	4	C	OSPE (90 mins)	1-5	100	T3	Must be passed
Science and Technology (RAD401)	15	4	C	Examination (SBA) (90 mins)	1-5	100	T3	Must be passed
Principles and Practice of Radiotherapy 1 (TRA403)	30	4	C	Examination (120 mins)	1-5	60	T3	Each assessment element must be passed separately to achieve a pass for the module
				Poster presentation (20 mins)	1-5	40		
Clinical Introduction to Practice (TRA404)	15	4	C	OSPE (90 mins)	1-5	60	T2 & 3	Each assessment element must be passed separately to achieve a pass for the module
				Performance Assessment	1-5	40		

2: Modules – additional regulations (add rows as required)	
Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	Regulation
Essentials of Radiotherapy	OSPE: <ol style="list-style-type: none"> 1. The assessment will consist of multiple short answer or task-based stations. 2. The questions will be devised by the course team, in consultation with internal and external examiners.
Anatomy, Physiology and Imaging 1	OSPE: <ol style="list-style-type: none"> 1. The assessment will consist of multiple short answer stations. 2. The questions will be devised by the course team, in consultation with internal and external examiners.
Science and Technology	Examination: <ol style="list-style-type: none"> 1. The examination will consist of multiple choice and/or single best answer questions. 2. The paper will include 60 questions in one section to test both general physical science content and discipline specific content. 3. The questions will be devised by the course team, in consultation with internal and external examiners.
Principles and Practice of Radiotherapy 1	Examination: <ol style="list-style-type: none"> 1. The examination will consist of two sections, A and B. The marking scheme will be on Canvas. 2. The questions will be devised by the course team, in consultation with internal and external examiners. Poster presentation: <ol style="list-style-type: none"> 3. The topic and presentation questions will be devised by the course team, in consultation with internal and external examiners.
Clinical Introduction to Practice	OSPE: <ol style="list-style-type: none"> 1. In order for a candidate to be permitted to sit this assessment a minimum attendance for the term of 90% will be required, measured by attendance within MyKnowledgeMaps (MKM). 2. Should a student contest the accuracy of the attendance and wish to appeal the decision not to be allowed to sit they will need to provide evidence of additional attendance. 3. Any candidate prevented from entering this assessment for reasons of poor attendance will be considered to have made an attempt at the assessment and will be awarded a mark of zero. 4. The OSPE will consist of multiple short answer or task-based stations. 5. The stations will be devised by the course team, in consultation with internal and external examiners. Performance assessment: <ol style="list-style-type: none"> 6. During each main clinical placement the student will be assessed for the achievement of professional attributes according to defined criteria. 7. Achievement of criteria will be determined by not less than two clinical supervisors, one of whom will be a clinical assessor, and indicated through the MKM system. 8. The percentage mark arrived at for individual performance assessments will be summed and a mean derived.
Explain how Accreditation of Prior Learning (APL/APEL) is considered and taken account of [ref: General Regulations 3.7]	
Exemption from assessment elements or modules on the basis of prior learning is considered through a separate procedure managed through the Course Director. Exemptions will not amount to more than one-half of the course of study and assessments leading to the degree. The equivalent credits will be awarded for the exempted modules.	

3: Formative Assessments

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

Opportunities for formative assessments are notified to students through course materials and Canvas, the learning environment.

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:

- 0.05 or greater is rounded up
- 0.04 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 numerical mark is required for an assessment element, the minimum numerical mark required will be 40%

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]

N/A

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:

- 0.05 or greater is rounded up
- 0.04 or less is rounded down
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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 12]]

The pass mark for a module will be 40.0%

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 $\geq 40.0\%$ (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 $< 40.0\%$ (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 <i>[ref: Appendix 1 Assessment Regulations, item 14]</i>
A year mark is issued for year 1 of the programme. This mark is provided for the information of the student and to determine progression to year 2 of the programme.
6.2 If your programme issues year marks, explain how the year mark is calculated from the module marks <i>[ref: Appendix 1 Assessment Regulations, item 14]</i>
The year 1 mark is the sum of the year's module marks weighted by credit value. If a candidate has been exempted from any module through APL/APEL, the credit value of the module is excluded from the year mark calculation.
6.3 If your programme issues year marks, confirm the number of decimal places that the year mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
Year marks are rounded to 1dp.

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 <i>[ref: Appendix 1 Assessment Regulations, item 15 (& item 9)]</i>
All year 1 modules will normally be required to be passed before progressing to year 2. The year 1 mark to 1dp is rounded to a whole number. The pass mark required to progress to year 2 is 40.0%.
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 <i>[ref: for example passing every module in the table in no.1 above]</i>
N/A

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) <i>[ref: course materials, module outlines, Canvas, etc.]</i>
<ol style="list-style-type: none"> 1. Under exceptional circumstances, and with the agreement of the Board of Examiners, a candidate may enter year 2 of the programme without successfully completing the coursework assessment (not examination) of not more than one year 1 module. 2. This progression would be conditional on the successful completion of the outstanding element by a date specified by the Board of Examiners. 3. The submission date for any outstanding course work assessment will be decided by the Board of Examiners or their nominee. 4. Where the candidate has the coursework of more than one module outstanding, or any examination, then they will be prevented from progressing until they successfully complete all the outstanding elements of assessment. 5. Where these elements are awaiting a second re-assessment the candidate will be required to re-enter the programme the following academic year.

9: Award
9.1 Confirm if your programme issues an overall award mark for the programme [ref: Appendix 1 Assessment Regulations, item 16/17]
See Scheme of Assessment for year 3.
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 16/17]
See Scheme of Assessment for year 3.
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]
See Scheme of Assessment for year 3.
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 17]
L4:5:6 = 0:3:7 The marks from year 1 modules do not contribute to calculation of the award.
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]
N/A

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]
See Scheme of Assessment for year 3
10.2 Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]
BSc (hons):
70-100 First Class Honours 60-69 Second Class Honours (Upper Division) 50-59 Second Class Honours (Lower Division) 40-49 Third Class Honours 0-39 Fail
Year 1 assessment elements and modules are marked to the same scale.

11: Boundaries and Borderlines
11.1 Explain any particular requirements that apply at a classification boundary [ref: particular modules, like research projects at L7, that need to reach the classification threshold separately to the overall mark; or modules that need to be passed at first attempt for a distinction]
There are <u>no</u> additional academic requirements that apply at a classification boundary.
11.2 Explain the regulations for considering students at a classification borderline [ref: General Regulations para 7.6(b)]

See Scheme of Assessment for year 3.

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.]

N/A

13: Exit qualifications

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

Pass year 1: UG Certificate in Radiotherapy and Oncology Studies

Pass year 2: UG Diploma in Radiotherapy and Oncology Studies

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.]

None

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]

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.

14.4 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 (second attempt) 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.

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]

Failure at reassessment (second attempt) will normally lead to termination of a student's registration.

Notwithstanding the above, a Discretionary Panel appointed by the Senate shall have the discretion, where special circumstances are adduced, to allow a candidate a third and final attempt at the assessment for any module or part thereof. Any second reassessment would be undertaken on the next occasion the assessment is held.

[Procedure for Consideration for a Final Discretionary Attempt at an Assessment \(sgul.ac.uk\)](http://sgul.ac.uk)

The Board of Examiners shall have the discretion, where special circumstances are adduced, to allow a candidate to recommence the year of study at the end of which the failure occurred.

Candidates recommencing the year of study

1. When a year of study is recommenced, any marks previously achieved by the candidate (including any marks at or above the pass mark) for that year will normally be disregarded.
2. All module assessments for the year will be attempted as if for the first time.
3. During the recommenced year the candidate will be in attendance.
4. When the candidate has recommenced the year on the recommendation of the Board of Examiners the scheme of work for the year will apply to the candidate as if they were attempting the year for the first time, including the right to a "second sit" when permitted in the scheme.
5. When the candidate has recommenced the year contrary to the recommendations of the Board of Examiners only one attempt at the assessments is allowed and, in this case, it is in effect a discretionary third sit of the year while in attendance.
6. Any failure at reassessment will normally lead to termination of a student's registration.

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]*

None

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]*

None

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 students will be the date of the meeting of the Board of Examiners that ratifies the final year assessment results.

Section B: Policies and procedures

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.]
Assessment criteria are published in the student course handbook at a general level. Specific criteria for each assessment are available on Canvas under the module.
17.2 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) [ref: Quality Manual, Section I QM of Assessment, para 8]
Marking schemes for each assessment element are issued to students on Canvas.
18: Marking Procedures
18.1 Confirm the arrangements for ensuring candidate anonymity [ref: General Regulations para 11.6]
Students are issued with a candidate number which is used when entering their assessments.
18.2 Confirm the procedure for 1 st and 2 nd marking? [ref: General Regulations paras 11.7-11.9, plus any additional procedures for your programme]
Confirm the procedure for finalising a student's mark if there is divergence between 1 st and 2 nd marker?
Where assessment elements are marked by two examiners (blind double marking, non-blind double marking or single marker with oversight by a second marker), they will compare their marks and agree on an overall mark. If, for any reason, agreement cannot be reached the Chair of the Board of Examiners, or their nominee, shall decide how the overall mark is determined.
18.3 Explain any additional marking procedures not covered above
None
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.]
Covered in no. 2 above
20: Moderation of marks
20.1 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]
All work including examinations, is moderated by a member of the course team (often the module lead). All fails are moderated along with a range of submissions from within grade boundaries including submissions with highest and lowest marks. Any assessment highlighted by the marker as a 'concern' will be moderated in addition. All submissions are available for review by the moderator.
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 28-29]

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."

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 and SGUL Feedback Policy]

Provisional marks are released on Canvas as soon as available after internal moderation, within working hours and mindful of other commitments the cohort may have. For example, they are not released just prior to another assessment or late on Friday afternoon. For SBA and OSPEs this is within 10 working days. For other assessments this is within 20 working days.

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

Finalised marks are released to students by the administration team via email, normally within 5 working days of the Board of Examiners.

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

Qualitative feedback is released with provisional marks on Canvas via in text and general comments and, in addition, for coursework an assessment specific rubric is annotated on Canvas.

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

Alphabetical letter grades are not used in any part of the summative assessment process: there is no conversion system from numerical mark to letter grade for an assessment element and there is no conversion system from numerical mark to letter grade for a module.

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

22.1 Confirm the extenuating circumstances policy [ref: General Regulations paras 10.7 & 11.11]

Extenuating circumstances is the new term for mitigating circumstances. This process allows students to tell the university of their situation in a confidential manner, and the university can then help to ensure the student is supported appropriately.

First watch the video on the Extenuating Circumstances (EC) Process 24/25: [LINK](#)

Download and read the guidance document: [LINK](#)

Go to the EC portal to apply: [LINK](#)

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]

The candidate will fail the assessment and a mark of zero will be awarded.

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

Extenuating circumstances especially around mental illness where the student was deemed unfit to request mitigation, or evidence with medical certificates or endorsements, may deem an entry to be not valid. This would be discussed with the external examiner and agreed by the Board of Examiners.

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](#)

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

The SGUL late submission policy is: [SGUL late submission policy](#)

Time late	Penalty applied	Calculation
≤ 48 hours	10 percentage points deduction	Deduction of 10 percentage points: Mark of 68% → 68 - 10 = 58%
> 48 hours	0 marks awarded	

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

The SGUL policy applies. A mark of zero is awarded if a student identifies a staff member or patient by name. The assessment is capped at 40% if a student identifies an NHS Trust or a university by name.

24: Student procedures

24.1 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 2024-25

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

Item	Area	Regulation	
		Assessment element	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 <i>still not reached the minimum mark required to pass</i> , the highest (not the latest) assessment element fail mark will apply	In the case of a module where one (or more) assessment element has been resat and <i>still not reached the mark required to pass the module</i> , the highest (not the latest) module fail mark will apply
	Module		
9	<p>Modules outside the FHEQ credit system [i.e. modules that have 0 credits attached to them]</p> <p>(The Regulation does <i>not</i> apply to a Professional Training Year within a programme.)</p>	<p>Modules that have 0 credit attached to them, but which are still hurdles that need to be passed by a student for progression:</p> <p>(i) should be limited to the following assessment types: portfolios, skills portfolios, Practice Assessment Docs (PADs), placements, and foundation hurdle modules.</p> <p>(ii) should be marked Pass/Fail only.</p> <p>(iii) should have no additional workload requirement of their own, but represent work done in other (credit-bearing) modules.</p>	

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

Item	Area	Regulation	
		Assessment element	Module
10	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)
11	Result determined from numerical mark	The result of the assessment element will be: Pass if the assessment element mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) Fail if the assessment element mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules) Appropriate SITS signal if assessment element not complete	The result of the module will be: Pass if the module mark is $\geq 40\%$ (\leq L6 modules) or $\geq 50\%$ (for \geq L7 modules) (the result is Pass only if any minimum marks required for assessment elements or qualifying sets have also been met). Fail if the module mark is $<40\%$ (\leq L6 modules) or $<50\%$ (for \geq L7 modules) 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	
	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	

Item	Area	Regulation	
		Assessment element	Module
16	<p>Calculation of award mark (for programmes >1 year in length)</p> <p><i>(Appendix 4 provides a worked example)</i></p>	<p>1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.</p> <p>2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg L4:5:6 = 0:3:7) is decided by the programme and approved through the SGUL committee structure. Ratios are not currently set centrally by SGUL.</p> <p>3. Year/Level weightings should comply with one of the following four rationales proposed in UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design (pub Aug 2020) (indicative weightings for three-year degrees):</p> <ol style="list-style-type: none"> Exit velocity (e.g. 0/0/100) Emphasis on exit velocity (e.g. 0/33/67) Equal weighting (e.g. 0/50/50) Level 4 inclusion (e.g. 10/30/60) 	
17	Classification boundaries	<p>Classification bands and boundaries should comply with HE sector convention (%):</p> <p>BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F MSci: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist., 60 Merit, 40 Pass, ≤39 F UG Cert: 70 Dist., 60 Merit, 40 Pass, ≤39 F MSc/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)</p>	

Appendix

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:

- 0.05 or greater is rounded up
- 0.04 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.

SITS and onward calculations

Appendix

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

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

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

Worked example

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

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

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

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

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

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

Module marks:

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

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

Award mark:

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

Classification:

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

Appendix

Appendix 4: Year mark and Award mark

Year mark

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

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

Example:

- Using infinite dps, for ultimate accuracy, consider two “year” marks: $10.1111... + 10.4444... = 20.5555... = 20.6$ to 1dp
- 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
- If, on the other hand, we round the two “year” marks to 1dp and then add, we get: $10.1 + 10.4 = 20.5$ to 1dp
So rounding the two “year” marks to 1dp, and then adding them, results in a slightly different “award” mark to 1dp

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

Award mark

Worked example – calculating an award mark from the module marks

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

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

Award mark:

$$\begin{aligned}
 & (58.9 \times 37.5/100 \times 30/100) + (67.8 \times 62.5/100 \times 30/100) + (54.4 \times 25/100 \times 70/100) + (61.5 \times 75/100 \times 70/100) \\
 & = 6.62625 + 12.7125 + 9.52 + 32.2875 \\
 & = 61.14625 \\
 & \text{Final award mark} = \mathbf{61.1\% \text{ to 1dp}}
 \end{aligned}$$

Classification:

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

Appendix

[**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.]