

Scheme of Assessment Academic Year 2024-2025

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
MRes in BIOMEDICAL SCIENCE	1

All Schemes of Assessment must comply with:

- **General Regulations for Students and Programmes of Study - Section 7 Schemes of Assessment**
- **Assessment Regulations - Appendix 1**
[These regulations were approved by Senate 06/07/21]. They apply to all SGUL-award modular undergraduate (UG) and taught postgraduate (PGT) programmes. In other words, they apply to all programmes with the exception of MBBS.]

How to use this template:

- **New/existing programme:** You can use this template to construct a Scheme of Assessment for a new programme that doesn't currently exist or to represent the outcome of the OpEx Scheme of Assessment project for an existing programme.
- **The template has two sections:**
 - Section A Regulatory framework – Assessments, Modules, Progression & Award
 - Section B Policies and procedures
- The questions include reference to the regulation(s) to be included in the section and/or where relevant guidance may be found.

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

1: Overview of marking scheme

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

Year 1								
Module title	Credits (number)	Credits (level)	Core/Optional	Assessment elements (include word count for assignment, length of exam etc)	Learning Outcomes Assessed (FHSCCE – 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)

Module 1: Research Methods (RM)	15	7	C	Written report (up to 2000 words)		100	Dec	The pass mark is 50%.
Module 2: Statistics	15	7	0	Written examination (85 mins)		100	Feb	The pass mark is 50%.
Module 3: Practical Data Analysis	15	7	0	Two written elements consisting of: Analysis of Qualitative Dataset (1,250 words) Analysis of Quantitative Dataset (1,250 words)		50 50	Feb	The pass mark for each component is 50%.
Module 4: Clinical Trials	15	7	0	Mini trial protocol Written essay (upto 2500 words)		80 20	Jan	The pass mark of each component is 50%.
Module 5: Case Studies in Drug Discovery and Development	15	7	0	Written essay (1500 words)		100	Jan	The pass mark is 50%.
Module 6: Global Governance for Health	15	7	0	Summative oral presentation (10-15 minutes plus 10 minutes for questions) Written essay (upto 2500 words)		25 75	Dec Jan	The pass mark of each component is 50%.
Module 7: Research Project Planning & Management (RPPM)	15	7	C	Written report (up to 2500 words)		100	Mar	The pass mark is 50%.
Module 8: Specialist modules	30	7	C	Two written essays. Choose one title from each category. Write a 1500-word essay for each title. Category A (two titles in general topic) Category B (two titles in more specialised topic)		35 35	Apr	The pass mark for each essay is 50%.
				Oral presentation - critical appraisal of paper (15 mins + 5 min Q&A)		30	Apr	The pass mark is 50%.
Module 9: Research Project	105	7	C	Dissertation (15,000 ~ 25,000 words)		70	Aug	The pass mark is 50%.

				Poster oral presentation (15 mins + 5 min Q&A)		20	Jul	The pass mark is 50%.
				Supervisor's report		10	Aug	The supervisor's report does not have to be passed but does contribute to the final mark.

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

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

Module title	Regulation
Research Project	Candidates must pass the poster presentation and dissertation independently and achieve a mark of $\geq 50\%$ to pass the Research Project module.
Core modules	Candidates must pass one of these modules before proceeding to the Research Project module, and therefore the degree overall. 1) Research Methods 2) Research Project Planning & Management
Specialist modules	Candidates must pass each of the two essays and the oral presentation independently and achieve an overall mark of $\geq 50\%$ to pass the Specialist module. Candidates will be required to pass the module within one specialist pathway from the following list: 1) Infection & Immunity 2) Reproduction & Development 3) Molecular Mechanisms of Cancer 4) Antimicrobial Resistance 5) Clinical Biomedical Research
Optional modules	Candidates must pass one of the optional modules. 1) Statistics 2) Practical Data Analysis 3) Clinical Trials 4) Case Studies in Drug Discovery and Development 5) Global Governance for Health

3: Formative Assessments

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

Students receive formative assessments on oral preparations of their research projects as part of the Research Methods module. Journal club sessions (critical appraisal of paper) are run as part of the Specialist modules, where the students work as a group and receive feedback from the facilitating tutor. All students have a Pathway Lead (an academic staff organising one of the Specialist modules) with whom they can discuss general progress. Progress Reports from students are collected twice during the course (March and June) to provide feedback from their supervisors and monitor progress.

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*]

Assessment elements will be rounded to 1 decimal places, 0.05 being rounded up. Assessment elements which are marked to a whole number (eg. essays) are not affected by this rounding rule.

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]
The pass mark is $\geq 50\%$ with no compensation allowed between assessments within a module.
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
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]
Module marks will be calculated to 1 decimal places, 0.05 being rounded up.
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 is $\geq 50\%$. No compensation is permitted between modules.

6: Year marks (only applicable for programmes >1 year in length)
Confirm if your programme issues an overall year mark for each year of the programme [ref: Appendix 1 Assessment Regulations, item 14]
n/a
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]
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) [ref: course materials, module outlines, Canvas, etc]
n/a

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

If your programme issues overall award marks, explain how the award mark is calculated from the module marks [ref: Appendix 1 Assessment Regulations, item 16/17]
The mark for the Research Project module will be multiplied by 7 for the purposes of determining its contribution to the final award mark. The mark for the Specialist module will be multiplied by 2 for the purposes of determining its contribution to the final award mark. The final percentage marks obtained for the 3 taught module assessments (RM, Statistics, RPPM) and the weighted marks for the Research Project and Specialist module will be added together and divided by 12 to arrive at the overall award mark.
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 marks will be calculated to one decimal place, 0.05 being rounded up.
For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) [ref: General Regulation 7.5 and Appendix 1 Assessment Regulations, item 17]
n/a
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 final classification for the award is determined from the numerical final award mark, rounded to a whole number.
Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]
Candidates who achieve a final award mark of 49.5-59.4% and pass all modules (with an overall average mark of $\geq 49.5\%$) will pass the degree. Candidates who achieve a final award mark of 59.5-69.4% and pass all modules (with an overall average mark of $\geq 49.5\%$) will pass the degree with merit. Candidates who achieve a final award mark of $>69.5\%$ and pass all modules (with an overall average mark of $\geq 49.5\%$) will pass the degree with distinction.

11: Boundaries and Borderlines
Explain any particular requirements that apply at a classification boundary [ref: particular modules, like research projects at L7, that need to reach the classification threshold separately to the overall mark; or modules that need to be passed at first attempt for a distinction]
There is no borderline zone operated at the classification boundaries.
Explain the regulations for considering students at a classification borderline [ref: General Regulations para 7.6(b)]
There is no borderline considered at the classification boundaries.

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

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

Candidates who fail any module at second attempt with a mark less than $\leq 49.4\%$ will fail the degree. A Postgraduate Certificate in Biomedical Science may be offered to candidates if they have successfully completed modules worth at least 60 credits. A Postgraduate Diploma in Biomedical Science may be offered to candidates if they have successfully completed modules worth at least 120 credits.

14: Reassessment regulations

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.

Candidates who achieve a mark of $\leq 49.4\%$ from the dissertation at the first attempt will fail the dissertation and will normally be required to resubmit the following year. The Board of Examiners shall determine whether the dissertation may be re-written to address any shortcomings or whether a new project is required for the re-submission. The Board of Examiners may also determine who should act as supervisor for the resubmission.

Candidates who fail an optional module after two attempts are permitted to replace the module with an alternative module to meet the requirement to achieve MRes degree.

Substitution of compulsory Research Project module, Specialist module or core modules (RM, RPPM) is not permitted.

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

There are no practice-based elements/modules in this course.

If a reassessment **meets** the pass standard, confirm the mark capping arrangement for the assessment element and the module [ref: Appendix 1 Assessment Regulations, item 7]

Following a successful 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.

If a reassessment does **not meet** the pass standard, confirm how the final mark for the assessment element and module are determined [ref: Appendix 1 Assessment Regulations, item 8]

In the case of an assessment element that has been resat and still not reached the minimum mark required to pass, the highest (not the latest) assessment element fail mark will apply.

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]

There are no discretionary 3rd attempts on the programme.

15: Board of Examiners

Explain any additional responsibilities for Boards of Examiners' or procedures for the conduct of meetings, beyond those in the General regulations [ref: General Regulations section 8]

There shall be a Board of Examiners constituted in accordance with the General Regulations for Students and Programmes of Study.

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]

The Examiners may award a course prize to the candidate passing with the highest overall mark in that year. If more than one candidate has a similar overall average mark, the Examiners may determine that the prize is shared between two or more candidates.

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 of the degree or certificate shall be the date of the Board of Examiners meeting at which the award is conferred.

Section B: Policies and procedures

17: Assessment criteria and Marking schemes

Confirm the **assessment criteria** used for assessments [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.]

Detailed Assessment Criteria explaining how different levels of achievement by students will be rewarded through the allocation of marks will be developed by the course team and made available to internal and external examiners as well as to students.

Confirm that **marking schemes**, which explain how marks are allocated to a piece of assessed work, are issued to students (they do *not* need to be included here) [ref: Quality Manual, Section I QM of Assessment, para 8]

Marking schemes explaining how marks are allocated to each piece of assessed work (for a question, a group of questions or a section in an examination paper or presentation) will be developed by the course team and made available to internal and external examiners as well as to students.

18: Marking Procedures

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

With the exception of oral presentations, students submit work using their candidate number as the identifier rather than their name.

Confirm the procedure for 1st and 2nd marking? [ref: General Regulations paras 11.7-11.9, plus any additional procedures for your programme]

Confirm the procedure for finalising a student's mark if there is divergence between 1st and 2nd marker?

Assignments will normally be marked independently by two examiners who will then compare their marks and arrive at an agreed mark. If the marks allocated are within a band of 8, marks will then be averaged to give the final mark. Both first, second and agreed marks should be recorded on the mark sheet. Where an agreed mark cannot be reached, or if the mark difference is greater than 8, or if the mark is borderline pass/fail, or if one mark is a pass and the other a fail, the course director will be asked to moderate and apply the final mark. The course director may seek an additional opinion from another member of academic staff with suitable expertise, or from a member of the Exam Board.

Explain any additional marking procedures not covered above

Students will be asked to provide a copy of slides used in their oral presentation for subsequent review by examiners. External examiners will be invited to attend the presentations or view the recordings of presentation. A resit presentation session will be arranged with a small audience of staff.

Candidates must submit all written assignments. Submissions must be a serious attempt in each case and the examiners reserve the right to reject trivial submissions. Candidates who fail to submit work within reasonable time limits may fail the degree and their registration may be terminated at the examiners' discretion.

19: Marking practice-based assessments

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

n/a

20: Moderation of marks

Confirm the circumstances and procedure for internally moderating a set of module marks [ref: <i>General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29</i>]
Arrangements for internal moderation will comply with requirements of General Regulation 11.7 which stipulates that written assessments, whether conducted under supervised or unsupervised conditions, shall be marked in detail by one Internal Examiner or Assessor, with at least one other Internal Examiner or Assessor having an overview of the work submitted for assessment.
Confirm the extent of an external examiner's influence in endorsing a set of module marks [ref: <i>General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29</i>]
At least one external examiner shall be appointed for each module of the course. The external examiner(s) shall be invited to participate in the setting of assessments and shall have the right to inspect any assessment material for the programme. The detailed duties of external examiners are set out in the Quality Manual.

21: Release of results and feedback to students
Confirm the arrangements for the release of provisional marks to students [ref: <i>General Regulations para 13.1 and SGUL Feedback Policy</i>]
Candidates will be given provisional percentage marks for taught module assessments during the year via email and/or Canvas (as appropriate) within 25 working days (wherever possible) after submission of work.
Confirm the arrangements for the release of finalised marks to students [ref: <i>General Regulations para 13.1 and SGUL Feedback Policy</i>]
Finalised marks will be confirmed via Canvas and email to students as soon as possible after ratification at the Board of Examiners meeting.
Confirm the arrangements for the provision of qualitative feedback to students [ref: <i>SGUL Feedback Policy</i>]
Students receive qualitative feedback via Canvas for all assessments.
Confirm that assessment elements and modules are not assigned alphabetical letter grades [ref: <i>Appendix 1 Assessment Regulations, item 4</i>]
Alphabetical letter grades will not be used in any part of the summative assessment process and there will be no conversion system from numerical mark to letter grade for an assessment element.

22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments
Explain the mitigating circumstances policy [ref: <i>General Regulations paras 10.7 & 11.11</i>]
Students who are unable to attend an assessment or submit an assignment by the given deadline for reasons of illness or other good cause may sit the assessment at an agreed alternative time or submit by an agreed alternative deadline. Requests for deferrals of summative exams/presentations and extensions to assignment deadlines can be submitted via the extensions request route, as long as the exam/deadline is at least 7 days hence. Extension request forms can be accessed via Canvas, should be accompanied by supporting documentation and submitted to the programme administrator. The Course Director will decide whether the extension/deferral request should be accepted or not. Extensions will not normally be granted for more than 4 weeks and any subsequent extensions should be submitted through the mitigating circumstances route. A request for deferrals of summative exams/presentations and extensions to assignment deadlines less than 7 days hence and/or a second extension request should be submitted via the mitigating circumstances route. Students can access mitigating circumstances application forms via Canvas. Applications should be submitted with supporting documentation to the programme administrator. A mitigating circumstances panel (comprising two independent members of academic staff unrelated to the course and with no knowledge of the student concerned) will decide whether the mitigating circumstances should be accepted or not. Further details can be found in the General Regulations (https://www.sgul.ac.uk/about/governance/policies/general-regulations-for-students-and-programmes-of-study).
If a student fails to attend an assessment, having not sought permission to do so, confirm the result of the assessment [ref: <i>General Regulations paras 10.6 & 11.12</i>]
Students who fail to attend an assessment without permission or to submit an assignment by the deadline without permission will be given a zero mark for that attempt.
In determining decisions concerning re-entry to assessment for reasons of mitigating circumstances, the Board of Examiners may deem the affected entry to be not valid [ref: <i>General Regulations para 10.8</i>]. Confirm the circumstances under which you would discount a failed assessment on your programme

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

23: Assessment Policies

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

Individual assignments will have clear word limits or ranges to which students should adhere. Further details regarding the Word Count Limit Policy can be found here:
<https://www.sgul.ac.uk/about/governance/policies/word-count-limit>

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

Students who miss a submission/presentation deadline without an agreed extension will have a penalty awarded as set out in the SGUL Late Submission Policy. Usually, assignments submitted upto 48 hours after the original deadline will receive 10% points reduction. Assignments submitted after 48 hours will receive a score of zero and will be recorded as a failure to submit at the first deadline and any subsequent submission will be regarded as a second attempt which will only be eligible to receive a maximum mark of 50% (this being the minimum pass mark for work of an acceptable standard). Further details can be found at
<https://www.sgul.ac.uk/about/governance/policies/late-submission-policy-for-assignments>

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

Students who submit work which breaks patient/client or practice environment confidentiality will receive a zero mark for that attempt.

24: Student procedures

Student procedures can be found on the SGUL web-site, link below (procedures include the investigation of an examination offence by students or the making of a representation against results)

<https://www.sgul.ac.uk/for-students/your-academic-life/student-conduct-and-compliance/student-procedures>

Appendix 1: SGUL Assessment Regulations

For implementation for all years of all programmes from 2022-23

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

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

For implementation for year 1 of all programmes from 2022-23 (and on a rolling basis thereafter)

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

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

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

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

Item	Area	Regulation
	Progression	
14	Calculation of year mark (for programmes > 1 year in length) [<i>“year” means FHEQ level mark</i>]	The overall year mark (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value
15	Progression (to next year of programme or to award)	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully completing modules that have 0 credits attached to them (if any).
	Award	
16	Calculation of award mark (for programmes = 1 year in length)	The final award mark for 1-year programmes will be the sum of the year/level's module marks weighted by credit value
17	Calculation of award mark (for programmes >1 year in length) (Appendix 4 provides a worked example)	<p>1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award.</p> <p>2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels eg L4:5:6 = 0:3:7) is decided by the programme and approved through the SGUL committee structure. Ratios are not currently set centrally by SGUL.</p> <p>3. Year/Level weightings should comply with one of the following four rationales proposed in UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design (pub Aug 2020) (<i>indicative weightings for three-year degrees</i>):</p> <ol style="list-style-type: none"> Exit velocity (eg 0/0/100) Emphasis on exit velocity (eg 0/33/67) Equal weighting (eg 0/50/50) Level 4 inclusion (eg 10/30/60)
18	Classification boundaries	<p>Classification bands and boundaries should comply with HE sector convention (%):</p> <p>BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F MSci: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist, 60 Merit, 40 Pass, ≤39 F UG Cert: 70 Dist, 60 Merit, 40 Pass, ≤39 F MSc/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F PG Dip: 70 Dist, 50 Pass, ≤49 F PG Cert: 50 Pass (not classified) BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)</p>

Appendix 2: Module Assessments - Example table

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

Appendix 3: Rounding rules

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

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

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

SITS and onward calculations

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

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

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

Worked example

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

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

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

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

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

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

Module marks:

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

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

Award mark:

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

Classification:

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

Appendix 4: Year mark and Award mark

Year mark

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

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

Example:

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

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

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

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

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

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

Award mark

Worked example – calculating an award mark from the module marks

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

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

Award mark:

$(58.9 \times 37.5/100 \times 30/100) + (67.8 \times 62.5/100 \times 30/100) + (54.4 \times 25/100 \times 70/100) + (61.5 \times 75/100 \times 70/100)$

$= 6.62625 + 12.7125 + 9.52 + 32.2875$

$= 61.14625$

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

Classification:

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

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