

Scheme of Assessment Template Academic Year 2022-2023

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
MSc Clinical Neuroscience Practice	<i>Click here and type</i>

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 (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)

Foundations of Clinical Neuroscience	30	7	Core	3-hour exam (combination of SBAs, SAQs and LAQs)	All	70%	Jan	Grade for both elements must be 50% or above.
				Essay (2,000 words)	1, 4, 6, 7	30%	Dec	
Clinical Neuropsychology	30	7	Both*	Group presentation (30 min including 15 min discussion)	All	25%	Mar	Grade for all elements must be 50% or above.
				Reflective account of group presentation (1,500 words)	1-6	25%	April	
				Essay (3,500 words)	1-6	50%	May	
Health Service Delivery for the Neurosciences	30	7	Both\$	1-hour exam (LAQs)	1-6	30%	Jun	Grade for all elements must be 50% or above.
				Essay (2,500 words)	1-4,6,8	40%	July	
				Group presentation and report (1,500 words)	All	30%	July	
Clinical placement	15	7	Both*	Supervisor report	1-6	Pass /Fail	July	Pass supervisor's report
				Reflective report (1,500 words)	All	100 %	July	Grade on reflective report must be 50% or above.
Dissertation	60	7	Core	Dissertation proposal (1,000 words)	1,2	Pass /Fail	Jan	Pass dissertation proposal
				Dissertation (10,000 words)	All	85%	Aug	Grade for dissertation report and presentation must be 50% or above.
				Poster and oral presentation	3	15%	July	
Comparative Health Systems	15	7	Optional	Presentation (max 12 slides; 20 mins narration)	All	25%	April	Grade for all elements must be 50% or above.
				Essay (3,000 words)	All	75%	May	
Culture & Mental Health	15	7	Optional	Individual Oral Presentation (15 minutes)	All	50%	April	Grade for all elements must be 50% or above.
				Exercise in Research proposal development (2,000 words)	All	50%	May	
Personalised Medicine	15	7	Optional	Seen open written assignment (1,500 words)	All	100 %	April	Overall grade must be 50% or above
Clinical Trials	15	7	Optional	GCP exam	All	20%	Nov	Grade for all elements must be 50% or above.
				Mini trial protocol (2,000 words)	All	80%	Jan	
Population Health Research	15	7	Optional	Data analysis project	All	100 %	May	Grade must be 50% or above
Case Studies in Drug Discovery & Development	15	7	Optional	Essay	All	100 %	Jan	Grade must be 50% or above
Fundamentals of Human Genetics & Genomics	15	7	Optional	Essay	All	70%	Oct	Grade for all elements must be 50% or above.
				Exam	All	30%	Oct	

Statistics	15	7	Optional †	Exam (SAQs)	All	100%	Feb	Grade must be 50% or above
Practical Data Analysis	15	7	Optional †	Written report presenting analysis of a dataset (quantitative) or a transcript (qualitative) (2,000 words)	All	100%	Feb	Grade must be 50% or above
Research Methods	15	7	Optional †	Research proposal (2,000 words)	All	100%	Jan	Grade must be 50% or above
Critical Appraisal	15	7	Optional †	Written critique (2,500 words)	All	100%	April	Grade must be 50% or above

* Core for psychology track students; optional for others

\$ Core for qualified healthcare professionals; optional for others

† Students must take at least one of these modules

2: Modules – additional regulations (add rows as required)	
Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	Regulation
<i>Click here and type</i>	<i>Click here and type</i>
<i>Click here and type</i>	<i>Click here and type</i>
<i>Click here and type</i>	<i>Click here and type</i>
<i>Click here and type</i>	<i>Click here and type</i>

3: Formative Assessments
Explain the opportunities provided for formative assessments [ref: course materials, module outlines, Canvas, etc]
<p>Foundations of Clinical Neuroscience: Formative assessment opportunities will include (a) examination-style questions (e.g. via Canvas quizzes and e-learning tools including Mentimeter) and (b) staff feedback on the student's essay plan (December) and writing sample (January).</p> <p>Clinical Neuropsychology: Formative assessment opportunities will include (a) peer feedback during group work task, (b) peer and facilitator feedback on clinical skills workshops, and (c) staff feedback on 500-word outline of essay.</p> <p>Health Service Delivery for the Neurosciences: Formative assessment opportunities will include (a) peer feedback during group work task, (b) peer and facilitator feedback on service development skills workshop, and (c) staff feedback on 500-word outline of essay.</p> <p>Clinical Placement: Formative feedback will be provided by clinical supervisors throughout the placement in relation to completion of specific tasks as well as more global feedback in regular supervision meetings.</p> <p>Dissertation: Students will obtain formative feedback from their dissertation supervisor in meetings throughout the course of the project, and via email. Students will be permitted to receive comments on one written draft of their 10,000-word dissertation (either as one document or per major section of the report, i.e. introduction, method, results, discussion)</p>

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]
<p>Foundations of Clinical Neuroscience: As per regulations, one decimal place.</p> <p>Clinical Neuropsychology: As per regulations, one decimal place.</p> <p>Health Service Delivery for the Neurosciences: As per regulations, one decimal place.</p> <p>Clinical Placement: As per regulations, one decimal place.</p> <p>Dissertation: As per regulations, one decimal place.</p>

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]

Foundations of Clinical Neuroscience: Mark of at least 50% on the written exam **and** the essay.
Clinical Neuropsychology: Mark of at least 50% on all three summative assessments.
Health Service Delivery for the Neurosciences: Mark of at least 50% on all three summative assessments.
Clinical Placement: Pass grade on the supervisor's report **and** a mark of at least 50% on the reflective report.
Dissertation: Pass grade must be obtained on the dissertation proposal **and** a mark of at least 50% on the final dissertation.

No compensation across assessments will be permitted.

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]

Foundations of Clinical Neuroscience: Standard L7 pass mark is 50%
Clinical Neuropsychology: Standard L7 pass mark is 50%
Health Service Delivery for the Neurosciences: Standard L7 pass mark is 50%
Clinical Placement: Standard L7 pass mark is 50%
Dissertation: Standard L7 pass mark is 50%

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]

Foundations of Clinical Neuroscience: As per regulations, one decimal place.
Clinical Neuropsychology: As per regulations, one decimal place.
Health Service Delivery for the Neurosciences: As per regulations, one decimal place.
Clinical Placement: As per regulations, one decimal place.
Dissertation: As per regulations, one decimal place.

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]]

Foundations of Clinical Neuroscience: 50%
Clinical Neuropsychology: 50%
Health Service Delivery for the Neurosciences: 50%
Clinical Placement: 50%
Dissertation: 50%

No compensation across modules will be permitted.

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 <i>[ref: for example passing every module in the table in no.1 above]</i>
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) <i>[ref: course materials, module outlines, Canvas, etc]</i>
N/A

9: Award
Confirm if your programme issues an overall award mark for the programme <i>[ref: Appendix 1 Assessment Regulations, item 16/17]</i>
Yes
If your programme issues overall award marks, explain how the award mark is calculated from the module marks <i>[ref: Appendix 1 Assessment Regulations, item 16/17]</i>
The final award mark will be the sum of the year/level's module marks weighted by credit value
If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
The final award mark will be rounded to a one decimal place
For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) <i>[ref: General Regulation 7.5 and Appendix 1 Assessment Regulations, item 17]</i>
N/A
If your programme does not issue overall award marks, explain how it is determined whether a student can be awarded a qualification <i>[ref: for example passing every module in the table in no.1 above]</i>
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 <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
The classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number.
Confirm the classification boundaries for the award <i>[ref: Appendix 1 Assessment Regulations, item 18]</i>
70 Distinction, 60 Merit, 50 Pass, ≤49 Fail

11: Boundaries and Borderlines
Explain any particular requirements that apply at a classification boundary <i>[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]</i>
Students must pass all modules that are mandatory for them (these differ according to whether they are on the psychology or HCP track).
Explain the regulations for considering students at a classification borderline <i>[ref: General Regulations para 7.6(b)]</i>
There are no established SGUL regulations for borderline marks at MSc level. No special rules will apply to students with borderline grades.

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]

Students can voluntarily transfer to PGCert or PGDip within the same programme. Students who fail a compulsory module (Foundations and Dissertation for all students, Neuropsychology and Placement for psychology students, Service delivery for HCPs) including at reassessment will leave the programme or be transferred to PGCert or PGDip within the same programme.

13: Exit qualifications

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

MSc requirements: 180 credits, Pass overall, and Pass or higher in all compulsory modules.

PGDip: 120 credits and Pass overall

PGCert: 60 credits and Pass overall

14: Reassessment regulations

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

One reassessment will be permitted for written examinations, essays, reports and presentations. Dissertations that achieve a mark of <50% will be allowed one resubmission after revisions.

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

Clinical placements cannot be repeated.

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

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

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]

3rd discretionary attempts are not permitted at PGT level. In exceptional circumstances (e.g. a HCP being unable to sit a reassessment due to a major incident which they are obliged to attend), this would be considered a deferred 2nd attempt. The Board of Examiners will take advice from Senate on the procedure to be followed as per General Regulations para 4.10.

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]

None

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

Confirm how the date of award is determined [ref: General Regulations para 2.5(14) and Programme Regulations]

Awards will be conferred when the student is deemed by the Board of Examiners (BoE) to have passed all the necessary elements of the programme and achieved sufficient credits. The date of the award is the date of the BoE 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.]

Detailed assessment criteria will be developed by the PLT between January and September 2023. Assessment criteria will be based on the extent to which students demonstrate the ILOs in their assessed work. We will articulate 7-8 domains across the programme using SEEC criteria for Level 7 as a key guide, and set out Fail, Pass, Merit and Distinction standards for each.

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]

The assessment criteria will be made available in an accessible and student-friendly format so that students and assessors can use them transparently.

18: Marking Procedures

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

For written exams and essays, assessors will receive papers for marking via the SGUL online platform which anonymises papers.

For dissertations and presentations it may not be possible to maintain candidate anonymity but submissions will be by candidate number.

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?

Dissertations will be double marked. The 1st and 2nd marker will meet to agree a final mark. If the two assessors cannot agree then a 3rd marker will be appointed.

Explain any additional marking procedures not covered above

Click here and type

19: Marking practice-based assessments

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

TBC

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]

Dissertations will be double marked as they form 1/3 of the total credits in the programme. Other summative assessments will be marked by one assessor, with a second assessor reviewing all fails and moderating a sample of 10% (or at least 2 if <20) of papers drawn from across the grade range. Presentations will either be marked by a panel, or if single marked, a sample of video recordings will be moderated.

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 will review a sample of marking from a range of assessments e.g. essays, short answer questions, dissertations to ensure the accuracy and fairness of marking including the effectiveness of the

approach to internal moderation. If the external examiner decides that there is a substantial problem, for example notably harsh or lenient marking, they may ask to see a larger sample to consider the extent of the problem. In consultation with the Course Director or Chief Examiner, the external examiner may ask for student work to be remarked or re-moderated (with or without prior adjustment of the assessment criteria). The external examiner may alternatively recommend the scaling up or down of marks for a cohort. In this instance, the external examiner and the Course Director or Chief Examiner will then make a recommendation to the Examination Board for discussion and approval.

The external examiner's role is to advise the Board of Examiners on the process being used for assessing students and parity with sector standards rather than to decide on individual marks.

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]

10. When feedback (including marks and grades) is provided before a Board of Examiners meeting, it will be identified as:

- provisional
- subject to further moderation (if appropriate)
- available for External Examiner scrutiny
- subject to possible change and approval by the Board.

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

A candidate's result for each assessment will be reported to them as soon as possible after the meeting of the Board of Examiners has confirmed the results and in accordance with the SGUL Feedback Policy. Where a certificate, diploma or degree is recommended for award, such notification shall be provisional until the award is made by the Principal or Principal's nominee (as per General Regulations for Students and Programmes of Study paragraph 17.2).

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

Feedback on formative assessment will be given in time for students to make use of it prior to summative assessment.

Summative feedback via Speedgrader will provide qualitative feedback against the pre-stated assessment criteria.

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

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: General Regulations paras 10.7 & 11.11]

The Board of Examiners will follow the policies set out in SGUL General Regulations paragraphs 10.7 and 11.11.

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 Board of Examiners will follow the policies set out in SGUL General Regulations paragraphs 10.6 and 11.12.

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

The student would need to present mitigating circumstances which in the opinion of the Board of Examiners met the threshold for discounting a failed assessment. It is difficult to pre-judge every eventuality that might qualify for such mitigation. We would inform students at the start of the programme that such requests would only be granted in exceptional circumstances; for example, a student employed as a HCP who missed, or was unable to prepare for, an exam because of a major incident that their employing NHS trust required them to attend.

23: Assessment Policies
Confirm the word limit policy <i>[ref: SGUL Word Count Limit Policy for Assignments]</i>
Word limits are set out above for specific assignments. In accordance with SGUL word limit policy, examiners will stop marking at the limit. No word limit applies unless stated above or explicitly advised to students when the assignment is set.
Confirm the late submission policy <i>[ref: course materials, module outlines, Canvas, etc]</i>
Late submissions will be accepted only if the assessor is informed of extenuating circumstances before the deadline and a new submission date agreed. If the student does not submit the work by the revised submission date, or does not accept a reasonable revised submission date, then they will fail the assessment.
Confirm the breach of confidentiality policy (if applicable) <i>[ref: course materials, module outlines, Canvas, etc]</i>
TBC
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.]