

Scheme of Assessment Academic Year 2024-25

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
Postgraduate Certificate in Healthcare and Biomedical Education	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 (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)
THE704 Principles of Healthcare and Science Education	15	7	C	Part A: 700-word revised and annotated Teaching Statement and Part B: 2000-word Critical Evaluative Report	1, 2, 3	Pass	Feb	The single assessment element must be passed to pass the module
THE705 Practising Healthcare and Science Education	30	7	C	Case Study evidencing and justifying an effective teaching design intervention (Poster and 10-minute Oral Presentation)	1, 2, 5	Pass	Apr	All three assessment elements must be passed to pass the module
				Summative Teaching Observation inclusive of required paperwork	2, 3, 5	Pass	Jun	

				and 300-word reflection				
				Reflective Analysis and justified revision of an assessment task and feedback approach (from own practice or from provided examples) (1500 words)	4, 5	Pass	Jun	
THE706 Continuing Professional Learning in Healthcare and Science Education	15	7	C	Part A: 700-word revised personal Teaching Statement demonstrating the development of professional identity as an outcome of learning during the programme and Part B: 2000-word proposal for a small-scale project to undertake and evaluate a proposed intervention (or enhancement) in practice	1, 2, 3	Pass	Aug	The single assessment element must be passed to pass the module

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

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

Module title	Regulation
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3: Formative Assessments

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

THE704 Principles of Healthcare and Science Education includes 2 formative assessment tasks – the Teaching Statement submitted prior to, and peer reviewed as part of, Teaching Block 1 and Microteaching. Both formative tasks provide an opportunity for reciprocal peer feedback to inform future assessments. Microteaching also provides a formative opportunity for summative Teaching Observation in THE705.

THE705 Practising Healthcare and Science Education includes 1 formative peer review of the proposal for the Poster and Oral Presentation. Discussion and feedback during Teaching Block 2 supports the development of the third module assessment. The Teaching Observation includes developmental feedback discussion with the observer.

THE706 Continuing Professional Learning in Healthcare and Science Education, there are 2 formative submission points with peer and tutor feedback in advance of the final assessment submission. The Teaching Statement is developed from the formative and summative task in THE704.

THE704 includes the opportunity for students to submit and receive feedback on a full or partial draft from their allocated PGCert HBE Tutor prior to submission. They may also submit two further full or partial drafts during the course for feedback from their PGCert HBE Tutor.

All assessment elements are submitted with an “interactive cover sheet” where students are asked to self-assess their work, identify specific areas for feedback and explain how they have responded to previous formative and summative feedback on drafts or previous submitted work. This is designed to promote self-regulation and decision-making about how to use feedback.

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 are not awarded a numerical mark.

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]*

All assessment elements must achieve a pass. There is no compensation between assessment elements.

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]*

Not applicable.

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]*

Modules are not awarded a numerical mark.

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]*]**

Not applicable

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]*

Not applicable

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

Not applicable

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]*

Not applicable

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)]

Not applicable

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]

Not applicable

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]

Not applicable

9: Award

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

Not applicable

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]

Not applicable

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]

Not applicable

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]

Not applicable

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]

To be awarded the qualification, a student must pass all the assessment elements for all modules as summarised in the table in no. 1 above.

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]

Not applicable

Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 18]

Not applicable

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>
Not applicable
Explain the regulations for considering students at a classification borderline <i>[ref: General Regulations para 7.6(b)]</i>
Not applicable
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 <i>[ref: Programme Regulations, course materials, module outlines, Canvas, etc]</i>
Not applicable
13: Exit qualifications
Explain the exit qualifications available and the requirements for them <i>[ref: Programme Regulations, course materials, module outlines, Canvas, etc]</i>
There are no exit qualifications for this award.
14: Reassessment regulations
Confirm the number of reassessment opportunities permitted for each assessment element <i>[ref: Appendix 1 Assessment Regulations, item 6]</i>
Students are entitled to one automatic resit for each assessment element.
Explain any limitations for the reassessment of practice-based elements/modules <i>[ref: course materials, module outlines, Canvas, etc]</i>
Not applicable
If a reassessment meets the pass standard, confirm the mark capping arrangement for the assessment element and the module <i>[ref: Appendix 1 Assessment Regulations, item 7]</i>
All assessments are awarded pass only and there is no capping arrangements for reassessment for assessment elements or the module.
If a reassessment does not meet the pass standard, confirm how the final mark for the assessment element and module are determined <i>[ref: Appendix 1 Assessment Regulations, item 8]</i>
All assessment elements must be passed.
Explain the regulations and limitations regarding discretionary 3 rd attempts at assessment elements/modules for your programme <i>[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]</i>
There is no provision for a further discretionary 3 rd attempt for an assessment element.

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 <i>[ref: General Regulations section 8]</i>
Advance HE Fellowship is integrated into assessment at D1 Associate Fellow (THE704 only) and D2 Fellow (PG Certificate). The Board of Examiners awards academic credit and Fellowship at the same point in line with accreditation policy.
Explain any additional roles or responsibilities of external examiners, beyond those in the General Regulations and Quality Manual <i>[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 13-27]</i>
Not applicable

16: Date of Award
Confirm how the date of award is determined <i>[ref: General Regulations para 2.5(14) and Programme Regulations]</i>
The date of the award is determined on the basis of the date of the final Board of Examiners that ratifies the pass result for the award.

Section B: Policies and procedures

17: Assessment criteria and Marking schemes
Confirm the assessment criteria used for assessments <i>[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.]</i>
The assessment criteria for all assessment elements are included in Appendix 1 below.
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) <i>[ref: Quality Manual, Section I QM of Assessment, para 8]</i>
No numerical marks are allocated to a part of or whole piece of assessed work. All criteria are weighted equally.

18: Marking Procedures
Confirm the arrangements for ensuring candidate anonymity <i>[ref: General Regulations para 11.6]</i>
Anonymous marking is not enabled in the course on all assessments on the basis of the developmental and practice-based nature of some assessment elements. No assessment elements are supervised assessments.
Confirm the procedure for 1 st and 2 nd marking? <i>[ref: General Regulations paras 11.7-11.9, plus any additional procedures for your programme]</i> Confirm the procedure for finalising a student's mark if there is divergence between 1 st and 2 nd marker?
The course operates a single marking and moderation of a sample of work for assessment.
Explain any additional marking procedures not covered above
Not applicable

19: Marking practice-based assessments
Explain any specific procedures for marking practice-based assessment elements/modules <i>[ref: course materials, module outlines, Canvas, etc]</i>
Not applicable

20: Moderation of marks
Confirm the circumstances and procedure for internally moderating a set of module marks <i>[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29]</i>
All fail work and a 5% sample of all other work is moderated internally by the Module Lead or another nominated internal assessor. Moderation does not result in the change of result for individual students. Where there is perceived to be inconsistency between one or more internal assessors for the cohort as a whole, remarking or further moderation of some or all work may be implemented.
Confirm the extent of an external examiner's influence in endorsing a set of module marks <i>[ref: General Regulations section 9 and Quality Manual, Section I QM of Assessment, paras 28-29]</i>
The external examiner will review a minimum 5% sample of all work submitted for each module. The role of the external examiner is to check that pass/fail judgements are commensurate with national norms and advise on the consistency between internal assessors. The external examiner will not adjust the grades for individual participants or assessment elements. If there is perceived to be a substantial concern about internal assessment decisions, the external examiner, in consultation with the Course Director, may request remarking of part or all the cohort.
21: Release of results and feedback to students
Confirm the arrangements for the release of provisional marks to students <i>[ref: General Regulations para 13.1 and SGUL Feedback Policy]</i>
Provisional grades assessment elements are released to students within 25 working days of the advertised submission deadline.
Confirm the arrangements for the release of finalised marks to students <i>[ref: General Regulations para 13.1 and SGUL Feedback Policy]</i>
Finalised grades are released to students immediately after the meeting of the relevant Board of Examiners.
Confirm the arrangements for the provision of qualitative feedback to students <i>[ref: SGUL Feedback Policy]</i>
Written qualitative feedback is provided on all written assessments via Canvas within 25 working days of the advertised submission deadline. Oral qualitative feedback for the Summative Teaching Observation is provided immediately or shortly after the observation and written feedback within 25 days of the observation.
Confirm that assessment elements and modules are not assigned alphabetical letter grades <i>[ref: Appendix 1 Assessment Regulations, item 4]</i>
Alphabetical letter grades are not used in any part of the summative assessment process.
22: Mitigating circumstances (deferral) /Failure to attend /Discounting assessments
Explain the mitigating circumstances policy <i>[ref: General Regulations paras 10.7 & 11.11]</i>
Any student unable to submit an assessment element by the advertised deadline for illness or other good cause will be permitted to request an extension on the assessment deadline.
If a student fails to attend an assessment, having not sought permission to do so, confirm the result of the assessment <i>[ref: General Regulations paras 10.6 & 11.12]</i>
If a student does not submit an assessment element and has not requested an extension will be deemed to have failed the assessment.
In determining decisions concerning re-entry to assessment for reasons of mitigating circumstances, the Board of Examiners may deem the affected entry to be not valid <i>[ref: General Regulations para 10.8]</i> . Confirm the circumstances under which you would discount a failed assessment on your programme

A failed assessment may be discounted if evidence is provided to explain why an extension could not be reasonably requested in advance of the advertised submission deadline. This may include, for example, a bereavement, personal or close family accident or other illness or unforeseen incident. Normal workload or other foreseeable issues are not justifiable reasons for not requesting an extension in advance and will not be valid as a reason to discount a failed assessment.

23: Assessment Policies

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

The word count for each written assessment is stated in the individual assessment brief. The reference list is not included in the word count. The assessment complies with the St George's Word Count Limit Policy. Please note that for work that exceeds the prescribed word limit, the work will be marked but markers will stop marking when the word count exceeds the maximum word count set for that assignment. Participants should provide an accurate word count on the assessment Cover Sheet for each submission.

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

Work submitted on the same day as the advertised submission deadline will be accepted and assessed in the normal way at the discretion of the Module Lead.

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

Not applicable

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 Assessment Criteria

Written Assessment Criteria

Knowledge and understanding

Pass	Not yet passed
Selects and describes key theoretical approaches and frameworks relevant to the topic with a good level of accuracy.	Selects and describes some or no theoretical concepts, principles or approaches but may lack knowledge and understanding of key areas or show inaccuracies.
Demonstrates critical judgement in the selection of theory, principles or approaches and research outcomes to understand educational practice.	Demonstrates limited or no critical judgement in the selection of theory, principles or approaches and research outcomes to understand educational practice.

Analysis and evaluation

Pass	Not yet passed
Demonstrates a relevant and sound analysis of potentially complex issues to reach well-substantiated conclusions about the effectiveness of educational practice.	Demonstrates some analysis of issues but reaches inconsistent or unsound conclusions.
Provides evidence of the ability to evaluate evidence and claims critically.	Provides limited evidence of the ability to evaluate evidence and claims critically.

Reflection and professional development

Pass	Not yet passed
Evidences consistent capacity to investigate and learn from experience to identify, tackle, solve and critically reflect on challenges or issues in educational practice.	Evidences limited or no capacity to identify, tackle and solve challenges or issues in educational practice.
Proposes innovative and/or well-justified enhancements to educational practice.	Proposes limited or no enhancements to educational practice or with areas of weakness.
Demonstrates critical reflective practice, through collaboration with colleagues if relevant, and identifies areas for own development, drawing critically on scholarly, sector and professional best practice.	Demonstrates limited or no critical reflective practice and identifies some or no areas for own development with limited reference to scholarly, sector and professional best practice.

Organisation and scholarship

Pass	Not yet passed
Presented as a direct response to the assessment task with high degree of precision.	Insufficient response to the assessment task.
Argument is well-developed, demonstrating coherence and criticality.	Some clarity of argument but lacks coherence and criticality.
A good standard of academic writing throughout.	Some inconsistencies in the standards of academic writing.
Academic conventions for citation and referencing followed consistently.	Academic conventions for citation and referencing are inconsistent or citations and references are inaccurate or incomplete.

Demonstration of PSF

Met	Not yet met
The stated PSF Dimensions for the assessment are explicitly referenced in the text and claims are demonstrated.	Reference to the stated PSF Dimensions is limited or missing in the text and some or no claims are not yet demonstrated.

Teaching Observation Criteria

Dimension of the PSF	Met	Not yet met
V1 respect individual learners and diverse groups of learners		
V2 promote engagement in learning and equity of opportunity for all to reach their potential		
V5 collaborate with others to enhance practice		
K1 how learners learn, generally and within specific subjects		
K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study		
K4 appropriate use of digital and/or other technologies and resources for learning		
A1 design and plan learning activities and/or programmes		
A2 teach and/or support learning through appropriate approaches and environments		
A4 support and guide learners		
A5 enhance practice through own continuing professional development		