

Scheme of Assessment

Academic Year 2024-2025

Each programme of study shall have a Scheme of Assessment (SoA) for each major stage (eg year), 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
PGCert Healthcare Research Skills and Methods	1

Schemes of Assessment must comply with:

- **General Regulations** for Students and Programmes of Study - Section 7 Schemes of Assessment
- **Assessment Regulations** - Appendix 1

This template comprises:

- Two sections:
 - **Section A Regulatory framework – Assessments, Modules, Progression & Award**
 - **Section B Policies and procedures**
- Guidance on application of regulations, referenced in [square brackets] in each section
- Four appendices:
 - Appendix 1 – Assessment Regulations [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]
 - Appendix 2 – Example module assessments table
 - Appendix 3 – Examples of application of rounding rules
 - Appendix 4 – Examples of calculation of year and award marks

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 (FHSC – 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)

MRDM101X Research Methods	15	7	C	2,000 word Research Protocol following HRSM-specific guidance	2, 3, 4, 5	100 %	T2, Jan	>=50% on summative essay
				Formative Research Protocol Presentation, 10 minutes + questions	1, 2, 3, 4	N/A	T1, Dec	
MRDM102X Statistics	15	7	O*	SAQ Examination, 85 minutes	1, 2, 3, 4, 5	100 %	T2, Feb	>=50% on summative exam
MRDM103X Critical Appraisal	15	7	C	2,500 word Written Paper Critique		100 %	T2, Apr	>=50% on summative essay
MRDM104X Research Project Planning and Management	15	7	O	Written summative comprising: 1,500 word Legal and Ethical review (50%) 500 words Research Keypoints (30%) Research risk assessment (20%)	1, 2, 3, 4, 5	100 %		>=50% on summative essay
MRDM105X Practical Data Analysis	15	7	O*	Two written elements consisting of: - Analysis of Qualitative Dataset (1,250 words) (50%) - Analysis of Quantitative Dataset (1,250 words) (50%)	1, 2, 3, 4	100 %		Each element will have a 50% weighting, and final assessment mark will be calculated using these weightings. Pass ≥ 50% on final assessment mark
MCP7103X Implementation and Improvement Science	15	7	O	2,500 word Reflective Essay	1, 2, 3, 4	100 %		>=50% on summative essay
				Formative Group Presentation (20 minutes)				
MCP7104X Negotiated Independent Learning	15	7	O	2,000 word Learning Portfolio, comprising: * CPD record (no word restriction) (20%) * Reflective Account (80%)	1, 2, 3, 4	100 %		>=50% on learning portfolio
				Formative Group Presentation (20 minutes)				

O* Restricted option choice. One (and only one) of MRDM102X or MRDM105X must be selected for this programme.

2: Modules – additional regulations (add rows as required)	
2.1 Confirm any additional requirements to pass the modules listed in the above tables.	
Module title	Regulation

All modules Reflective Narrative	Completion of a reflective narrative summarising the learning experience on each module undertaken is required for course completion. This will be captured within their portfolio through a pro-forma per module, prompting students to reflect on a key piece of knowledge, cognitive skill, practical skill or transferable skill they have learned through the teaching and formative assessments, why and how they plan to take that learning forward. The aims of these individualised narratives are not to be arduous, time-consuming or to be summative assessments, but as formative assessments to help students to form the habit of continuous self-reflection practice, to appreciate their own progress, assess their individual learning gaps, and therefore ultimately to build their self-confidence and personal effectiveness as a successful healthcare researcher.
2.2 Explain how Accreditation of Prior Learning (APL/APEL) is considered and taken account of <i>[ref: General Regulations 3.7]</i>	
Accreditation of Prior Learning will be considered by the course committee (February meeting, or by email circulation). Credit transfer from SGUL modules undertaken in the prior 7 years will be approved by the course directors.	

3: Formative assessments	
3.1 Explain the opportunities provided for formative assessments <i>[ref: course materials, module outlines, Canvas, etc]</i>	
Module title/assmnt element	Aim of assessment/type of feedback provided etc
MRDM101X	Formative presentations (15 minutes + questions). Canvas assignment page with written guidance.
MRDM102X	Q&A sessions following lectures with exam-style questions. Resources uploaded to Canvas. Formative examination (85 minutes) set on Canvas.
MRDM103X	Facilitated Journal Clubs in Term 2, listed on timetables in Canvas and discussed in preceding module lectures.
MRDM104X	There are no specific formative assessments. Formative interaction is through supervisors on research management topics (for students working in the lab) or the module leader if no research activity.
MRDM105X	There are no specific formative assessments. Teaching is delivered as interactive workshops enabling students to test their knowledge and the module leader to identify student who may require additional support.
MCP7103X	Formative presentations (20 minutes + questions). Canvas assignment page with written guidance.
MCP7104X	Formative presentations (10 minutes + questions). Canvas assignment page with written guidance.

4: Assessment elements
4.1 For assessment elements awarded a numerical mark, confirm the number of decimal places that the element mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
No module contains assessment elements that must be passed separately. All components are submitted together and a single mark is awarded for each module summative.
This is the mark that will be used for calculation of the module mark.
4.2 For an assessment element, or group of elements, that your programme has determined must be passed separately , confirm the minimum mark required <i>[ref: Appendix 1 Assessment Regulations, items 1 & 2]</i> and confirm that no compensation is permitted <i>[ref: Appendix 1 Assessment Regulations, item 3]</i>
If a minimum numerical mark is required for an assessment element, this will be stipulated in the final column of the table in 1 above. In such a case, the minimum numerical mark required will be 50.0%
If an assessment element (or a group of assessment elements) has such a minimum numerical mark requirement in order to pass, no compensation is permitted regarding that requirement.
4.3 Confirm if the pass mark for any assessment element is standard-set (pre-normalisation to the L6 or L7 % scale) <i>[ref: Appendix 1 Assessment Regulations, item 1]</i>
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5: Modules
5.1 For modules awarded a numerical mark, confirm the number of decimal places that the module mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
Modules which are awarded a numerical mark will be rounded to 1dp .
In finalising a mark to 1dp, the normal rules of rounding will apply: .05 or greater is rounded up .04 or less is rounded down This is the mark that will be used for calculation of the award mark.
5.2 For a module awarded a numerical mark, confirm the pass mark required <i>[ref: Appendix 1 Assessment Regulations, item 1]</i> and confirm that no compensation is permitted <i>[ref: Appendix 1 Assessment Regulations, item 3]</i> . [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 11].]
The pass mark for a module will be 50.0%
No compensation is permitted at module level: the pass mark for the module must be reached for all modules .
The result of the module will be:
Pass if the module mark is $\geq 50.0\%$ the result is Pass <i>only if</i> any minimum marks required for assessment elements or qualifying sets have also been met);
Fall if the module mark is $< 50.0\%$ (the result is Fall if any minimum marks required for assessment elements or qualifying sets have not been met, regardless of whether the module mark overall is a Pass).
6: Year marks (only applicable for programmes >1 year in length)
6.1 Confirm if your programme issues an overall year mark for each year of the programme <i>[ref: Appendix 1 Assessment Regulations, item 13]</i>
NA
6.2 If your programme issues year marks, explain how the year mark is calculated from the module marks <i>[ref: Appendix 1 Assessment Regulations, item 13]</i>
NA
6.3 If your programme issues year marks, confirm the number of decimal places that the year mark is rounded to <i>[ref: Appendix 1 Assessment Regulations, item 5]</i>
NA
7: Progression (only applicable for programmes >1 year in length)
7.1 If your programme issues year marks, explain how it is determined whether a student can progress to the next year of the programme <i>[ref: Appendix 1 Assessment Regulations, item 14 (& item 9)]</i>
NA
7.2 If your programme does not issue year marks, explain how it is determined whether a student can progress to the next year of the programme <i>[ref: for example passing every module in the table in no.1 above]</i>
NA
8: Trailing failed assessments/credits
8.1 If your programme allows a student to carry failed assessments into the next year of the programme (to be passed whilst enrolled on the next year of the programme), provide details of what is permitted (this may be by number of assessment elements, modules, credits, or by type/method of assessment) <i>[ref: course materials, module outlines, Canvas, etc]</i>
NA
9: Award

9.1 Confirm if your programme issues an overall award mark for the programme [ref: Appendix 1 Assessment Regulations, item 15/16]
An overall mark is issued for the programme.
9.2 If your programme issues overall award marks, explain how the award mark is calculated from the module marks [ref: Appendix 1 Assessment Regulations, item 15/16]
All modules must be passed in order to be eligible for the award of the degree. The final award mark is the sum of each year's module marks, weighted by credit value.
9.3 If your programme issues overall award marks, confirm the number of decimal places that the award mark is rounded to [ref: Appendix 1 Assessment Regulations, item 5]
The final award mark is rounded to 1dp .
9.4 For programmes that are >1 year in length, confirm the award algorithm (ratio between levels/years of the programme, for example L4:5:6 = 0:3:7) [ref: General Regulations 7.5 and Appendix 1 Assessment Regulations, item 16]
NA
9.5 If your programme does not issue overall award marks, explain how it is determined whether a student can be awarded a qualification [ref: for example passing every module in the table in no.1 above]
NA

10: Classification
10.1 If your programme issues overall award marks, confirm that the classification is determined from the overall award mark (rounded to 1dp) rounded to a whole number [ref: Appendix 1 Assessment Regulations, item 5]
The award mark to 1dp is rounded to a whole number. The pass mark for the award is 50%
10.2 Confirm the classification boundaries for the award [ref: Appendix 1 Assessment Regulations, item 17]
PG Cert: 50 Pass (not classified)

11: Boundaries and Borderlines
11.1 Confirm that there are no additional academic requirements that apply at a classification boundary
There are <u>no</u> additional academic requirements that apply at a classification boundary. [With effect from 2022-23, there are <u>no additional requirements</u> that must be met at classification boundaries in order for a particular classification to be awarded, either for L4-6 qualifications or for L7 qualifications. Prior to 22-23, for some L7 programmes, there were additional academic hurdles (i) particular modules, like research projects at L7, needed to reach the classification threshold separately to the overall mark; and/or (ii) all modules needed to be passed at first attempt for a Distinction overall. Programmes can no longer impose these additional requirements.]
11.2 Explain the regulations for considering students at a classification borderline (a borderline zone operates only for undergraduate L6 BSc and undergraduate L7 MSci awards [ref: General Regulations para 7.6(b)])
No borderline zone is implemented.

12: Compulsory transfer to other programmes (if applicable)
12.1 Explain the regulations regarding the compulsory transfer of students to an alternative pathway/programme on account of not achieving the required marks [ref: Programme Regulations, course materials, module outlines, Canvas, etc]
No transfer options are available. Student who do not meet the conditions for PGCert award will be given a transcript detailing any credit obtained during their registration.

13: Exit qualifications
13.1 Explain the exit qualifications available and the requirements for them [ref: Programme Regulations, course materials, module outlines, Canvas, etc]
There are no exit qualifications on this course.

14: Reassessment regulations
14.1 Confirm the number of reassessment opportunities permitted for each assessment element <i>[ref: Appendix 1 Assessment Regulations, item 6]</i>
One automatic resit attempt will be permitted at each assessment element that has not met the minimum numerical mark (or a Pass, for assessment elements marked Pass/Fail only).
14.2 Explain any limitations for the reassessment of practice-based elements/modules <i>[ref: course materials, module outlines, Canvas, etc]</i>
The Statistics exam is arranged as a first sitting in February and a resit in May. The resit exam is suitable for a first attempt, although in this case a resit, if required, will not be available until the following February.
14.3 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>
Following a successful reassessment of an assessment element, the assessment element mark is capped at the bare numerical pass mark of 50.0%.
14.4 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>
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. The module mark will be calculated on the basis of the highest assessment element mark.
14.5 Explain the regulations and limitations regarding discretionary 3 rd attempts at assessment elements/modules for your programme <i>[ref: General Regulations para 4.10, fast-track criteria, and limitations to number of times a student on your programme can be considered during their programme]</i>
There are no discretionary 3 rd attempts on the programme.
15: Board of examiners
15.1 Explain any additional responsibilities for Boards of Examiners' or procedures for the conduct of meetings, beyond those in the General Regulations <i>[ref: General Regulations section 8]</i>
The Summer board meeting will consider the Principal's Prize for outstanding achievement within the cohort of the immediately preceding academic year, which will usually be determined by highest overall mark. The prize award will be deferred to the next board meeting only if fewer than two thirds of the cohort are eligible for PGCert award at the time of the Summer meeting.
15.2 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>
No additional roles or responsibilities
16: Date of award
16.1 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 to successful candidates will be the date of the meeting of the Board of Examiners that ratifies the results.

Section B: Policies and procedures

17: Assessment criteria and marking schemes
17.1 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>
Assessment Criteria explaining how different levels of achievement by students will be rewarded through the allocation of marks vary by module, but we also provide overarching guidance for achievement at Level 7 via Canvas course home page.

17.2 Confirm that marking schemes , which explain how marks are allocated to a piece of assessed work, are issued to students (they do <i>not</i> need to be included here) [ref: <i>Quality Manual, Section I QM of Assessment, para 8</i>]
Marking schemes consistent with the rubrics used for marking, or the marking rubric itself, are made available to students the corresponding Canvas assessment page for all written assignments. The Statistics SAQ exam does not release a marking scheme.

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18: Marking procedures
18.1 Confirm the arrangements for ensuring candidate anonymity [ref: <i>General Regulations para 11.6</i>]
Wherever possible, students submit work using their student ID as the identifier rather than their name. Wherever possible, Canvas will be set to anonymise submissions to the markers.
18.2 Confirm the procedure for 1 st and 2 nd marking? [ref: <i>General Regulations paras 11.7-11.9; Quality Manual, Section I QM of Assessment, para 8; 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? For all modules, assignments will be marked by one examiner and moderated, usually by the module lead. If for any reason agreement cannot be reached, the work will be reviewed by an experienced third marker; in the event of continued disagreement, the External Examiner will be asked to review.
18.3 Explain how standardisation of marking is achieved across multiple markers
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18.4 Explain any additional marking procedures not covered above
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19: Marking practice-based assessments
19.1 Explain any specific procedures for marking practice-based assessment elements/modules [ref: <i>course materials, module outlines, Canvas, etc</i>]
NA

20: Moderation of marks
20.1 Confirm the circumstances and procedure for internally moderating a set of module marks [ref: <i>General Regulations section 11.7 and Quality Manual, Section I QM of Assessment, para 8</i>]
Module leaders will be asked to moderate marking on each module. Where the module leader is not available, or has first marked on the module, an experienced internal examiner who has not conducted first marking on the module will be required to moderate.
20.2 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 29-31</i>]
The Quality Manual Section I paras 29 and 31 confirm the extent of an external examiner's influence in endorsing a set of module marks. Para 30 specially confirms "With the selective sampling of student work, it is unfair for an external examiner to adjust the marks of the limited number of students whose work had been sampled while the majority of the cohort retained the marks assigned by internal markers."

Commented [MJP4]: Previous: The role of the external examiner includes:
i.reporting on the standards of student performance as compared to standards within other UK institutions;
ii.reporting on the fairness and reliability of the assessment process and moderating between examiners if there is a marking disparity.
The external examiner is a full member of the Board of Examiners and is required annually to submit a written report on this assessment process.

21: Release of results and feedback to students
21.1 Confirm the arrangements for the release of provisional marks to students [ref: <i>General Regulations para 13.1-13.2 and SGUL Feedback Policy</i>]
Before provisional (unratified) marks are issued to students, marks will be internally moderated by the Module Leader or member of the marking team to ensure parity with other postgraduate courses. Provisional marks will be released, whenever possible, within 25 working days of the student's submission deadline . In the event of a failing grade, a formal resubmission will not be set up until the grade is ratified by the board of examiners.
21.2 Confirm the arrangements for the release of finalised marks to students [ref: <i>General Regulations para 13.1-13.2 and SGUL Feedback Policy</i>]
Finalised marks will be confirmed via Canvas and email notification to students as soon as possible after ratification at the Board of Examiners meeting.

21.3 Confirm the arrangements for the provision of qualitative feedback to students [ref: SGUL Feedback Policy]
Students receive qualitative feedback via Canvas for all assessments.
21.4 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: Extenuating circumstances (deferral) /Failure to attend /Discounting assessments
22.1 Confirm the extenuating circumstances policy [ref: General Regulations paras 10.7 & 11.11]
The SGUL extenuating circumstances policy is: Guidance and FAQs (sharepoint.com)
22.2 If a student fails to attend an assessment, having not sought permission to do so, confirm the result of the assessment [ref: General Regulations paras 10.6 & 11.12]
Fail, 0 marks
22.3 In determining decisions concerning re-entry to assessment for reasons of mitigating circumstances, the Board of Examiners may deem the affected entry to be not valid [ref: General Regulations para 10.8]. Confirm the circumstances under which you would discount a failed assessment on your programme
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 they could not reasonably be expected to convey to the course team at the time.
23: Assessment policies
23.1 Confirm the word limit policy [ref: SGUL Word Count Limit Policy for Assignments]
The SGUL word limit policy is: SGUL word count policy
23.2 Confirm the late submission policy [ref: SGUL Late Submission Policy for Assignments]
The SGUL late submission policy is: SGUL late submission policy
23.3 Confirm the breach of confidentiality policy (if applicable) [ref: course materials, module outlines, Canvas, etc]
The course confidentiality policy is detailed in the course Canvas homepage. Breaches are assigned to three categories of severity, with penalties of a 0% mark for high risk breaches, a 50% mark cap for medium risk and advice in feedback for low risk breaches.
24: Student procedures
24.1 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

The SoA OpEx project agreed the following for implementation for all years of all programmes from 2022-23

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

Item	Area	Regulation	
		Assessment element	Module
8	Highest/latest numerical fail mark	In the case of an assessment element that has been resat and <i>still not reached the minimum mark required to pass</i> , the highest (not the latest) assessment element fail mark will apply	In the case of a module where one (or more) assessment element has been resat and <i>still not reached the mark required to pass the module</i> , the highest (not the latest) module fail mark will apply
	Module		
9	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.	

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

Item	Area	Regulation	
		Assessment element	Module
10	Numerical mark versus Pass/Fail only	An assessment element can be marked: (i) with a numerical mark OR (ii) Pass/Fail only	A module can be marked: (i) with a numerical mark OR (ii) Pass/Fail only OR (iii) combination of (i) and (ii) above (if there is >1 assessment element and both types of marking are used)
11	Result determined from numerical mark	The result of the assessment element will be: Pass if the assessment element mark is $\geq 40\%$ ($\leq$ L6 modules) or $\geq 50\%$ (for $\geq$ L7 modules) Fail if the assessment element mark is $<40\%$ ($\leq$ L6 modules) or $<50\%$ (for $\geq$ L7 modules) Appropriate SITS signal if assessment element not complete	The result of the module will be: Pass if the module mark is $\geq 40\%$ ($\leq$ L6 modules) or $\geq 50\%$ (for $\geq$ L7 modules) (the result is Pass only if any minimum marks required for assessment elements or qualifying sets have also been met). Fail if the module mark is $<40\%$ ($\leq$ L6 modules) or $<50\%$ (for $\geq$ L7 modules) Appropriate SITS signal if module not complete
12	Incrementing the attempt number for a resit	The automatic resit attempt at an assessment element is called attempt number 2	The automatic resit attempt at each assessment element is called attempt number 2; it is also called attempt number 2 for the parent module.

Item	Area	Regulation
Progression		
13	Calculation of year mark (for programmes > 1 year in length) ["year" means FHEQ level mark]	The overall year mark (more accurately FHEQ level mark, though in practice likely to be the same at SGUL) is the sum of the year/level's module marks weighted by credit value
14	Progression (to next year of programme or to award)	Progression (to the next year of the programme or to the award) will be based on getting the pass mark for the year/level, plus successfully meeting any assessment requirements of individual modules, plus successfully completing modules that have 0 credits attached to them (if any).
Award		
15	Calculation of award mark (for programmes = 1 year in length)	The final award mark for 1-year programmes will be the sum of the year/level's module marks weighted by credit value
16	Calculation of award mark (for programmes >1 year in length) (Appendix 4 provides a worked example)	1. The final award mark for programmes > 1 year in length is the sum of each year/level's module marks, weighted by credit value and weighted by the year/level's contribution to the award. 2. Year/level's contribution to the award: the weighting attached to an award algorithm (that is, the ratio between levels 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. 3. Year/Level weightings should comply with one of the following four rationales proposed in UK Standing Committee for Quality Assessment (UKSCQA): Principles for Effective Degree Algorithm Design (pub Aug 2020) (indicative weightings for three-year degrees): - 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)
17	Classification boundaries	Classification bands and boundaries should comply with HE sector convention (%): BSc (hons): 70 1st, 60 2i, 50 2ii, 40 3rd, ≤39 F MSci: 70 1st, 60 2i, 50 2ii, ≤49 F UG Dip: 70 Dist, 60 Merit, 40 Pass, ≤39 F UG Cert: 70 Dist, 60 Merit, 40 Pass, ≤39 F MSc/MPAS/Masters: 70 Dist, 60 Merit, 50 Pass, ≤49 F PG Dip: 70 Dist, 50 Pass, ≤49 F PG Cert: 50 Pass (not classified) BSc (non-hons): 40 Pass per mod (not classified) Grad Cert: 40 Pass per mod (not classified)

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

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

Award mark:

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

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:

- Using infinite dps, for ultimate accuracy, consider two "year" marks: $10.1111... + 10.4444... = 20.5555... = 20.6$ to 1dp
- If we round the "year" marks to 2dp and then add, we get: $10.11 + 10.44 = 20.55 = 20.6$ to 1dp
So rounding the two "year" marks to 2dp, then adding them, and then rounding the result to 1dp, results in exactly the same "award" mark as the more accurate calculation in no.1
- If, on the other hand, we round the two "year" marks to 1dp and then add, we get: $10.1 + 10.4 = 20.5$ to 1dp
So rounding the two "year" marks to 1dp, and then adding them, results in a slightly different "award" mark to 1dp

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

Award mark

Worked example – calculating an award mark from the module marks

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

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