New Framework for Assessment

Assessment Regulations

Phases 4 & 5 for Foundation degree programmes
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New Framework for Assessment: Assessment Regulations: Phases 4 & 5 for Foundation degree programmes

Introduction

Designation

1. This document will be referred to as the New Framework for Assessment: Assessment Regulations: Phases 4 & 5 for Foundation degree programmes. It will continue to be known as such until the end of transitional arrangements during which some students of the University will have their assessment conducted and awards made under other regulations. At such time, a suitable new title will be chosen.

2. The formal abbreviation for this document will be: NFAAR-FD.

Scope: timing and integration with University Regulation 15

3. With effect from 1 August 2011, the NFAAR-FD will form part of the University’s regulations for the assessment of Undergraduate and Taught Postgraduate programmes, Foundation degree programmes, Honours Year programmes, and Continuing Professional Development (CDP) framework programmes (see Regulation 15, http://www.bath.ac.uk/regulations/). It will constitute the regulations and procedures applicable to the relevant students defined in Regulation 15.1(d) who are on the relevant programmes defined in Regulation 15.1(f), for whom the following sections of Regulation 15 will not apply: 15.2, 15.3, 15.4(a) & (b), and 15.7.

4. The manner of the integration of the NFAAR-FD with Regulation 15 is demonstrated in Appendix 1: Integration of the NFAAR with University Regulation 15. The NFAAR-FD is part of the NFAAR supplement to the University Regulations, and will normally be produced separately from them.

5. The following sections of Regulation 15 will apply to relevant students under the NFAAR-FD: 15.1, 15.4(c), 15.5, and 15.6.

Scope: relationship to University Quality Assurance Code of Practice Statements

6. QA3 Approval of New Programmes of Study relates to the NFAAR-FD in respect of its definitions of quantities and levels of credits required for specified awards.


7. QA6 Placement Learning and Study Abroad relates to the NFAAR-FD in respect of the definitions of types of placements.


8. QA12 External Examining (Taught Provision) relates to the NFAAR-FD in respect of the role of external examiners.


9. QA16 Assessment, Marking and Feedback relates to the NFAAR-FD in respect of detailed descriptions of marking, moderation, and feedback to students.


10. QA28 Conduct of Examinations relates to the NFAAR-FD in respect of detailed procedures for the conduct of examinations.


11. QA35 Assessment Procedures for Programmes not compliant with the New Framework for Assessment relates only to students who are described in the NFAAR-FD as not being relevant students on relevant programmes. For those who are relevant students in NFAAR-
FD terms, QA35 does not apply because all of its appropriate provisions have been included within the NFAAR-FD.


12. QA45 Accreditation of Prior Learning relates to the NFAAR-FD in respect of defining the accreditation of prior learning that may be appropriate if a student is to transfer from one programme to a designated alternative programme.


13. QA53 Examination and Assessment Offences relates to the NFAAR-FD in respect of definitions and procedures concerning examination and assessment offences.


Scope: relevant students

14. For the purpose of defining the students to which the NFAAR-FD is applicable:

a. The following will be the relevant students:
   - All new entrants with effect from those joining the first stage of Phase 4 relevant programmes in 2011/12, and Phase 5 relevant programmes in 2012/13 (Regulation 15.1(d)(i)).
   - Any continuing students required to repeat the first stage of Phase 4 relevant programmes in 2011/12, and Phase 5 relevant programmes in 2012/13 (Regulation 15.1(d)(ii)).

b. The following will not be relevant students:
   - All students already on Phase 4 relevant programmes in 2011/12, or Phase 5 relevant programmes in 2012/13 (Regulation 15.1(e)(i)).
   - Any students entering Phase 4 relevant programmes in 2011/12, or Phase 5 relevant programmes in 2012/13, with advanced standing (i.e., not starting at the beginning with all other new entrants) (Regulation 15.1(e)(ii)).

Scope: relevant programmes

15. For the purpose of defining the programmes to which the NFAAR-FD is applicable:

a. The following will be the Phase 4 relevant programmes:
   - All Foundation degree programmes listed in Appendix 10: NFAAR-FD implementation phasing, and exemptions (Regulation 15.1(f)(v)).

b. The following will be the Phase 5 relevant programmes:
   - All other Foundation degree programmes not listed in Appendix 10: NFAAR-FD implementation phasing, and exemptions (Regulation 15.1(f)(viii)).

c. The following will not be Phase 4 or Phase 5 relevant programmes:
   - All programmes included in other phases of NFAAR provisions: NFAAR-UG, NFAAR-PGT, NFAAR-HY, and NFAAR-CPD.
   - Integrated master programmes leading to awards that are not classified (Regulation 15.1(g)(i)).
   - Bachelor ordinary programmes already in existence (Regulation 15.1(g)(ii)).
   - Research postgraduate programmes (Regulation 15.1(g)(iii)).

16. Only students who have completed the first stage of a relevant programme under the NFAAR-FD, or who have joined a relevant programme with advanced standing since 2011/12 where the rest of the cohort is under NFAAR-FD, will be eligible to continue to be
assessed under the provisions of the NFAAR; students who, having progressed from the first to the second stage (or beyond) of a programme under assessment regulations outwith the NFAAR will continue to be assessed thus.

17. The scope and provisions of the NFAAR-FD may be extended by Senate in due course to include programmes which are not currently relevant programmes, and/or groups of students who are not currently relevant students.

Scope: exemptions

18. Some Phase 4 and Phase 5 relevant programmes may be exempt from compliance with certain provisions of the NFAAR-FD. See Exemptions (paras 85–89 below).

Definitions

19. For the purpose of making the NFAAR-FD clear and unambiguous, terms are defined and used in a way that facilitates the succinct expression and combination of complex ideas. Such usage will be as set out in Appendix 2: Definitions. Lists of definitions relating to programmes of study, to components of assessment, and to assessment procedure, are provided in the introduction to the Appendix. Some of the definitions apply particularly to Foundation degrees programmes as used in the NFAAR-FD, some only to the programmes and awards described in other NFAAR documents. All are included Appendix 2: Definitions, in order to help make such differences clearer, where appropriate.

Principles

20. These regulations are designed to build on traditional good practice in higher education assessment and seek to balance the relevant elements to achieve the aims and requirements established in discussions of principle.

21. The key features thus derived are:

a. Schemes of assessment will be described fully and clearly for students.

b. Programme decision-making documentation will be uniform so far as is possible.

c. Re-assessment and/or the re-taking of units will be permitted within prescribed limits for the retrieval of credit and capped pass marks, in a context where unit failures may be neither condoned nor compensated for.

d. The creation of larger units will continue to be supported, to bring unit-level learning outcomes closer to the programme level.

e. Award decisions will be transparent and formulaic to reduce uncertainty on the part of staff and students, and to reduce the scope for misunderstanding and, ultimately, appeal.

f. The award of a Certificate of Higher Education in appropriate circumstances will continue to reduce the starkness of the options relating to any student who has significant areas of failure in Part 3 of a Foundation degree programme that are not the result of individual mitigating circumstances, in a context where unit failures may be neither condoned nor compensated for.

g. A common approach to the relative weighting parts and stages will be set.

h. Common schemes of study and schemes of assessment will be supported, producing the best fit to needs across the University.

i. Coordinated provisions will apply overall and through common details for related groups of programmes (e.g., full-time and part-time Foundation degrees).
j. The best of programme-level decision-making and academic judgement such as it would routinely have been deployed within the University in the past will be encoded in the NFAAR-FD.

22. Requests for exemptions from specific provisions of the NFAAR-FD, identified as being required to accommodate the special circumstances of a particular programme of study, will be considered and may be approved by the University Learning, Teaching & Quality Committee. See Exemptions (paras 85–89 below).

Assessment in the programme context

Scheme of study and scheme of assessment

23. For the purposes of meeting the requirements of clearly and completely describing a scheme of study and a scheme of assessment for a programme that is fully compliant with the NFAAR-FD, it will be sufficient to indicate:

a. How the specific programme is subdivided into parts and stages.

b. Which, if any, units are required to be passed before progression to a subsequent stage can be determined or permitted.

c. How any designated alternative programmes are related to the programme in question.

24. For programmes fully compliant with the NFAAR-FD, clear reference to the centrally-maintained description of the regulations and a succinct tabular definition of the specific programme details will satisfactorily meet points 23.a–c above. An illustration is provided in Appendix 3: Scheme of study and scheme of assessment details.

25. In any case where an exemption from a specific provision of the NFAAR-FD has been approved for a specific programme, the owning academic department/school must ensure that the scheme of study and/or scheme of assessment include full and clear explanation of the special provisions approved for that programme.

Defining parts and stages

26. The structure of each programme of study for the purpose of setting out its summative assessment will be described in terms of parts and stages, such that:

a. Completion of each stage is determined by the outcomes of summative assessment that is progress assessment and/or final assessment as described below (b & c).

b. Summative assessment in Part 2 will normally be progress assessment and final assessment and will contribute to the calculation for an award in due course as well as being used to determine the student’s fitness to proceed to the next stage of the programme.

c. Summative assessment in Part 3 will normally be used alongside Part 2 results to determine the student’s fitness to receive the award associated with the programme.

27. Frequently occurring programme structures are illustrated in these terms in Appendix 4: Examples of programme structures. In accordance with normal programme and unit creation and modification procedures, upon the recommendation of academic departments/schools and having regard for broad types of programmes, other allocations of parts and stages may be approved.

28. Neither a part nor a stage will be shorter in duration than one semester.

29. Opportunities for retrieval of failure in units, through supplementary assessment and/or the re-taking of individual units, is governed by tiered decision-making for progression dependent upon students’ levels of performance, in broad terms as follows:
a. Students who pass all units will proceed based on decisions after main assessments.

b. Students with modest amounts of marginally failed units after main assessments will have the opportunity to retrieve failure through supplementary assessment, and subsequently through re-takes if necessary.

c. Students with modest amounts of more significant failure in units that are not stage-required units may be able to retrieve them through re-takes in a supplementary study period at the end of the normal programme duration (alongside any similar requirement from a later period of study).

d. Students with a more modest overall level of performance, and failures to retrieve (especially in any stage-required units), will be required to intercalate a supplementary period of study before progressing.

e. Students with a narrow range of failing overall performance will be required either to transfer to a designated alternative programme (if one were available) or to repeat the failed stage with the slate wiped clean, for new marks (i.e., seeking to pass again as at the first attempt (P1), with such an opportunity being available once only for each stage).

30. A summary diagrammatic representation of these supplementary assessment and re-take opportunities is given in Appendix 5: Stage progression.

Assessment weightings in the calculation of averages

31. Within Part 2 and Part 3 assessment for Foundation degree programmes, the contribution of a unit’s assessment to the progression and/or award calculations will normally be directly proportional to the credit-values of the units concerned.

32. The contributions of units to progression and award decisions will be uniform throughout the programme, rather than being associated with the assigned level of the unit: Certificate (C), and Intermediate (I).

33. Contributions from Part 2 and Part 3 summative assessments for Foundation degree programmes may be aggregated in the calculation of specified averages for progression, or for award, decision-making.

34. Further details about units’ credit-weighted values in assessment are set out in Appendix 6: Unit weightings in the calculation of averages.

Stage required units

35. In accordance with normal programme and unit creation and modification procedures, upon the recommendation of academic departments/schools and having regard for the characteristics of FD programmes, units may be classed as stage required units or not stage required units for specified programmes.

36. Any stage required units will be clearly specified in the scheme of study for that programme, and any failure must be retrieved through supplementary assessment or in an intercalated supplementary period of study as appropriate before eligibility for progression to the next stage will be determined or permitted.

Assessment decision-making in general

Rule-based decision-making

37. Progression and award decisions within the NFAAR-FD will be made in accordance with specified ranges of achievement. The only exceptions will be for:

a. Programmes where exemptions from specific provisions of the NFAAR-FD have been granted (in which case similar ranges of achievement will be specified in the relevant programme regulations).
b. Students whose performance has been affected by individual mitigating circumstances accepted as valid and significant by the University (see references in Appendix 9: Individual mitigating circumstances).

Preparations

38. The Head of Department must nominate a secretary/officer to Boards of Examiners for Units and Boards of Examiners for Programmes to ensure that the necessary administrative support and procedural guidance is provided. The Dean must approve this nomination. In addition, the Head of Department should ensure:

a. That the secretary/officer has received adequate training on procedural matters, including the interpretation and application of University regulations.

b. That, in accordance with the schedule established by the Dean, or as agreed in consultation with Academic Registry and the Learning & Teaching Enhancement Office, an observer from the University who is independent of the department/school will be in attendance at Board of Examiners for Units and/or Board of Examiners for Programmes. (The independent observer will normally be an Assistant Registrar (Faculties/School) or equivalent from outside the Faculty/School, or a member of the Academic Registry or Learning & Teaching Enhancement Office.)

39. The Board of Studies will ensure that sufficient Boards of Examiners for Units and Boards of Examiners for Programmes are established to administer its provision effectively.

40. Where a programme of study has substantial input from more than one department/faculty, one Board of Studies should be designated to receive recommendations from the Board of Examiners for Programmes.

41. The Board of Studies will ensure that sufficient Boards of Examiners for Programmes and Boards of Studies will be published at the beginning of the academic year. External examiners should also receive notification of the dates at the beginning of the year. The dates of all Boards of Examiners for Units should be notified to external examiners as soon as they are agreed.

42. The Chair of a Board of Examiners for Units will be the Head of Department or nominated member of staff. The Chair of a Board of Examiners for Units will not normally be the Director of Studies. In addition, membership of each Board of Examiners for Units will include at least one internal examiner representing each unit under consideration (acknowledging that one person might represent more than one unit for which he/she is appointed). External examiners shall be appointed to membership of appropriate Boards of Examiners for Units that will consider final assessments, such that at least one shall be a member of each Board. Where more than one external examiner could be appointed, they may be appointed to Boards of Examiners for Units that will most benefit from their particular area(s) of expertise (for example, by subject/discipline). All members of the Board should declare any possible conflicts of interest.

43. All staff members of Boards of Examiners for Units are expected to attend their meetings (see para. 48 concerning approval for absence). The Chair of each Board of Examiners for Units will be responsible for ensuring that sufficient academic staff are in attendance to carry out its responsibilities effectively, and for the observance of a quorum requirement set at 50% of the membership (rounded up) and excluding external examiners, or two members in addition to the Chair, whichever is the greater. The Chair must undertake adequate training on University regulations and procedures in order to ensure that the Board is conducted in a fair and proper manner.

44. The Chair of the Board of Examiners for Programmes shall normally be the Head of Department for the ‘home’ department of the programme or, in the case of the School of Management, one of the Associate Deans who shall be designated at the time of approving the membership of the Board or, in the case of the Natural Sciences programmes, the Chair of the Programmes Committee. The membership of each Board of Examiners for Programmes must be approved by the Board of Studies at the beginning of each year and should include: a representative group of internal examiners; all appointed programme external examiners (where final assessments will be considered); the Director of Studies;
the nominated Placement Tutor, where the placement year counts towards the degree classification. All members of the Board should declare any possible conflicts of interest.

45. All members of Boards of Examiners for Programmes are expected to attend their meetings (see para. 48 concerning approval for absence). The Chair of each Board of Examiners for Programmes is responsible for ensuring that sufficient academic staff are in attendance to carry out its responsibilities effectively, and for the observance of a quorum requirement set at 50% of the membership (rounded up), or two members in addition to the Chair, whichever is the greater, and always including at least one external examiner where final assessments will be considered. The Chair must undertake adequate training on University regulations and procedures in order to ensure that the Board is conducted in a fair and proper manner.

46. The role of the Board of Examiners for Units may be subsumed by the Board of Examiners for Programmes where a Board of Studies agrees that this is appropriate. This will normally apply where there is no net import or export of units from the programme(s) of study. Where this occurs, the Chair will be responsible for ensuring that the assessment of units and the progression of students are undertaken as separate items of business.

47. The Board of Studies will receive the membership of each Board of Examiners for Units and Board of Examiners for Programmes at the beginning of the academic year.

48. Approval of absence (in, for example, cases of illness, bereavement, or serious disruption of personal life) from either a Board of Examiners for Units or a Board of Examiners for Programmes must be sought from the Head of Department. Staff members of Boards should take all reasonable steps to ensure that attendance at a Board takes the precedence it is due above other University activities, such that the need to seek approval for absence will be avoided. In approving such requests the Head of Department should take account of the quorum requirements set out above (paras 43 and 45) and whether there will be sufficient academic staff in attendance to represent the interests of all students properly. Any staff member of a Board who is given permission to be absent will, where possible and appropriate, be expected to provide input to the deliberations of the Board. External examiners, though appointed to the membership of Boards of Examiners for Units considering final assessments are not required to attend those meetings: they are, however, eligible to attend if they wish to do so and will be expected to provide input to the deliberations of the Boards of Examiners for Units to which they are appointed if they do not attend. External examiners are expected to attend meetings of Boards of Examiners for Programmes considering final assessments.

49. Any student who is requested by her or his Director of Studies to do so must provide an electronic version of a piece of work to be assessed, selected by the Director of Studies, for submission to a service such as the Joint Information Services Committee (JISC) Plagiarism Detection Service (http://www.plagiarismadvice.org/). All assessed coursework will be accompanied by a declaration from the student that the work is their own and that any re-use of their own work, or use of the work of others, is referenced appropriately. Where work is submitted electronically via Moodle the coursework submission page will include a statement indicating that by submitting the assessed work the student confirms that the work is their own and that any re-use of their own work, or use of the work of others, is referenced appropriately.

Decision-making processes and responsibilities: Boards of Examiners for Units

50. Each unit within the University’s modularised academic framework will have its own assessment requirements which enable a Board of Examiners for Units to determine whether or not a candidate has achieved the intended learning outcomes.

51. Boards of Examiners for Units will be responsible for the conduct of all examinations and assessments required to determine whether or not a student has successfully achieved the learning outcomes of the units under their academic authority. In accordance with Ordinance 15, all final assessments will have a designated external examiner in addition to at least one internal examiner. All examinations will be conducted in English, unless the scheme of study requires otherwise. All other forms of assessment will be submitted in English unless the Board of Studies approves a presentation in another specified language.
52. Board of Examiners for Units will be responsible for assuring the academic standards of the units under their academic authority.

53. Boards of Examiners for Units will ensure that the summative assessments for units under their academic authority provide an appropriate level of academic challenge in testing that the learning outcomes have been achieved.

54. Boards of Examiners for Units will be responsible for the overview of the formative assessments for units under their academic authority to ensure that the overall assessment burden is congruent with an effective learning strategy; detailed oversight of this may be delegated to an appropriate Director of Studies.

55. Boards of Examiners for Units will be responsible for determining the marks achieved by students taking units under their academic authority. External examiners will be involved in agreeing the marks for any final assessment. The Board of Examiners for Units will also ensure that the finalised marks for individual units are an accurate reflection of the standards achieved by the candidates. Where the assessments are final assessments and the external examiner(s) in membership of the Board of Examiners for Units does/do not attend, the external examiner(s) will be expected to provide input to the deliberations of the Board.

56. Boards of Examiners for Units will forward unit results to the appropriate Board(s) of Examiners for Programmes, including the formal record of the proceedings of the Board of Examiners for Units and its recommendations and/or decisions.

Decision-making processes and responsibilities: Boards of Examiners for Programmes

57. Boards of Examiners for Programmes will be responsible for considering progression and/or award conferment in respect of students registered on programmes of study under their academic authority. They will take account of individual mitigating circumstances in accordance with the provisions referenced in Appendix 9: Individual mitigating circumstances. External examiners will be involved in reaching all decisions relating to the conferment of awards and the determination of final degree classifications.

58. The Board of Examiners for Programmes has responsibility for the academic standards of the programmes under its authority.

59. The Board of Examiners for Programmes will not alter the marks agreed by a Board of Examiners for Units except in the case of error.

60. There should be sufficient meetings of the Board of Examiners for Programmes to ensure timely feedback to students on their performance at appropriate points in the academic year, as defined in QA16 Assessment, Marking and Feedback. A sub-group of the Board of Examiners for Programmes should meet in order to review the progress of students during the first semester and agree on appropriate counselling for students at risk.

61. Boards of Examiners for Programmes will assess the performance of each student in accordance with the NFAAR-FD and will make recommendations to the appropriate Board of Studies concerning progression and/or award conferment for each student. The Board of Examiners for Programmes will have the discretion to take account of additional evidence in the case of candidates whose performance has been affected by individual mitigating circumstances, in accordance with the provisions referenced in Appendix 9: Individual mitigating circumstances.

62. The Board of Examiners for Programmes will ensure that its recommendations are formally recorded and that these recommendations are passed to the appropriate Board of Studies.

Decision-making processes and responsibilities: Boards of Studies

63. Boards of Studies will be responsible for confirming all decisions relating to student progression and the conferment of awards on the basis of recommendations put forward by the Boards of Examiners for Programmes.
64. Boards of Studies will consider the recommendations of the Board of Examiners for Programmes and will approve decisions on progression and/or award conferment by the authority of Senate. A Board of Studies will not normally approve any recommendation to require a student to withdraw from the University at the end of the first semester. Boards of Studies will be responsible for the publication of their decisions.

65. The Board of Studies should have all the unit marks for the candidates to be considered available at its meeting, in addition to the recommendations of the Boards of Examiners for Programmes.

66. In the event of the recommendations not being approved the results will be referred back to the appropriate Board(s) of Examiners for Programmes for reconsideration. If, after reference back, a Board of Studies is unable to accept the further recommendation of the Board(s) of Examiners for Programmes, it shall determine the matter but shall not without the approval of Senate come to any decisions less favourable to any student than the recommendation of the Board(s) of Examiners for Programmes.

67. A student may seek a review of a Board of Studies’ decision on any of the grounds and according to the procedures given in Regulation 17. Boards of Studies will also be responsible for the consideration of student academic reviews in accordance with the procedures outlined in Regulation 17.

68. If a candidate is prevented by death, illness or other sufficient cause from presenting for, or completing, a final assessment for the Degree, Diploma or Certificate, Senate may, upon the recommendation of the Board of Studies concerned and upon such other conditions as it shall think fit, confer the award of an Aegrotat Degree (with or without Honours), Diploma or Certificate but may not place the candidate in a class or division, in accordance with the procedures for the award of an Aegrotat Degree stated in Ordinances 14.8 and 14.9. See para. 78 below on Aegrotat Degrees in the context of the award of a degree.

Supplementary assessment

69. Detailed provisions concerning supplementary assessment are set out in Appendix 7: Supplementary assessment.

Scaling of marks

70. Detailed provisions concerning the scaling of marks are set out in Appendix 8: Scaling of marks.

Award of credit

71. Credit is gained for successful completion of a unit. This is normally defined as the attainment of an aggregate mark of 40% or more for the summative assessment of the unit. However, individual schemes of assessment may define threshold levels of achievement for individual components of the summative assessment, known as qualifying marks.

72. Credit is also gained on successful re-assessment for a unit. Students who re-take and pass a unit gain the credit for the unit.

73. Where a candidate successfully retrieves failed units in supplementary assessment or through the re-taking of individual units rather than a whole stage, credits will be awarded for the retrieved unit(s) and a maximum mark of 40% will be awarded and used in the calculation for the determination of eligibility for the award of a Foundation degree, or a Certificate of Higher Education if appropriate. Where a candidate successfully retrieves failure by the re-taking of a whole stage, the marks achieved at the second attempt will be recorded on the student’s transcript and used in the calculation for the determination of eligibility for an award. The student’s transcript will show a category of outcome of the supplementary assessment (see Appendix 7: Supplementary assessment).

74. Students are normally permitted only TWO attempts to complete the requirements for an individual unit, unless repeating a whole stage of a programme, or re-taking an individual
Students are not normally required to re-take units for which they have already been awarded credit, unless repeating a whole stage of a programme.

**Awards**

After completion of Part 3-assessed programmes leading to Foundation degree awards, the following award criteria will be used in sequence:

- The appropriate Foundation degree (determined by the provisions for the programme in question) will be awarded to a student who has passed all programme required units amounting to 120 credits.

- A Certificate of Higher Education will be awarded to a student who has passed all the appropriate programme required units amounting to 60 credits.

Neither a Foundation degree nor a Certificate of Higher Education will be classified.

An Aegrotat Degree may be awarded to a candidate covered by the NFAAR-FD who is prevented by illness or other sufficient cause from completing a piece of assessment which contributes to the final classification. Consideration by the Board of Examiners for this type of award should be requested by the candidate and only recommended when it is the collective view of the Board of Examiners that the candidate possesses the same level of knowledge, skills and understanding as would have been demonstrated if the candidate had completed the final assessment. It is therefore implicit that the candidate will have completed a substantial proportion of the final year of study. See para. 68 above, for procedural cross-references to the University Ordinances.

**Publication of pass lists**

When the Board of Studies has approved the recommendations of the Boards of Examiners for Programmes, a list of successful candidates will be posted on the departmental notice board and a copy will be sent to the Student Records & Examinations Office.

All official pass lists will be signed by the Chair of the Board of Studies prior to publication. Where provisional pass lists are published, it must be clear that they are still subject to confirmation by the Board of Studies.

Candidates who are required to sit supplementary examinations, to undertake extra work, or to re-take individual units, and candidates who have failed will be notified individually by the Head of Department or a nominated deputy.

The results of supplementary examinations and assessment will be published on the authority of the Chair of the Board of Studies subject to ratification by the Board.

Marks awarded for examinations, and for all assessments which form part of the approved scheme of studies, will be disclosed to students on an individual basis for all years of assessment, in accordance with the procedures approved by Senate.

**Individual mitigating circumstances**

Detailed provisions concerning individual mitigating circumstances are referenced in Appendix 9: Individual mitigating circumstances.

**Exemptions**

The University Learning, Teaching & Quality Committee is authorized to consider and grant requests for exemptions from specific provisions of the NFAAR-FD.

To preserve the clarity of the NFAAR-FD, the main body of the regulations will not be modified to show the effects of exemptions.
87. Exemptions granted by the University Learning, Teaching & Quality Committee will be listed in Appendix 10: NFAAR-FD implementation phasing, and exemptions. Since they are proposed by departments, faculties, or schools of the University, and will be sought by students from those perspectives, the exemptions will be listed and cross-referenced by the areas concerned. Those departments/schools concerned will be required to describe their exemptions and explain the effects in their programme and assessment documentation.

88. Exemptions will be reviewed from time to time, to establish whether they continue to be necessary, or whether it would be appropriate to modify the main body of the NFAAR-FD.

89. Users of NFAAR documents are advised always to check the list of exemptions in Appendix 10: NFAAR-FD implementation phasing, and exemptions in its online version available via the University Academic Registry web-site at: http://www.bath.ac.uk/registry/nfa/.
Specific assessment criteria: Foundation degree programmes

90. This section concerns both full- and part-time programmes leading to Foundation degree awards or, where appropriate, the award of a Certificate of Higher Education. Common criteria are specified for main assessments in both Part 2 and Part 3, and for supplementary assessments in both Part 2 and Part 3.

Part 2 stage progression criteria for full- or part-time programmes

91. Detailed stage assessment criteria for the main round of assessment are set out in Appendix 11: Foundation degrees / Parts 2 & 3 / All stages / Main assessment.

92. Detailed stage assessment criteria for the supplementary round of assessment are set out in Appendix 12: Foundation degrees / Parts 2 & 3 / All stages / Supplementaries.

Part 3 stage completion and award criteria for full- or part-time programmes

93. Detailed stage assessment criteria for the main round of assessment are set out in Appendix 11: Foundation degrees / Parts 2 & 3 / All stages / Main assessment.

94. Detailed stage assessment criteria for the supplementary round of assessment are set out in Appendix 12: Foundation degrees / Parts 2 & 3 / All stages / Supplementaries.
Appendix 1: Integration of the NFAAR with University Regulation 15

Figure 1: Applicability of sections of Regulation 15 to NFAAR relevant students

<table>
<thead>
<tr>
<th>Regulation 15 (effective from 1 Aug 2014)</th>
<th>Applicability to relevant students under NFAAR (see para. 5 of the main text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. ASSESSMENT OF UNDERGRADUATE AND TAUGHT POSTGRADUATE PROGRAMMES</td>
<td>Does apply</td>
</tr>
<tr>
<td>15.1 Scope</td>
<td>Does apply</td>
</tr>
<tr>
<td>(a) These regulations apply to all summative assessments, i.e. assessments used to determine progression or eligibility of an award, approved by Senate, or by any formally-constituted body receiving delegated authority from Senate to undertake such approval.</td>
<td>Does apply</td>
</tr>
<tr>
<td>(b) These regulations do not apply to formative assessment, i.e. assessment not defined in approved schemes of studies but contributing to the student’s learning experience. Such formative assessment shall be entirely at the discretion of the appropriate academic Department.</td>
<td>Does apply</td>
</tr>
<tr>
<td>(c) With effect from 1 August 2008, the New Framework for Assessment: Assessment Regulations (NFAAR) will constitute the regulations and procedures applicable to the students defined in Regulation 15.1(d) below who are on the programmes defined in Regulation 15.1(f) below, for whom the following sections of Regulation 15 will not apply: (i) all of para. 15.2; (ii) all of para. 15.3; (iii) and para. 15.4(a) and (b). The provisions of the new framework will formally be part of the University Regulations, but will be separately produced as a supplement to them entitled, for the time being: New Framework for Assessment: Assessment Regulations, and abbreviated as NFAAR (<a href="http://www.bath.ac.uk/registry/nfa/#nfaar">http://www.bath.ac.uk/registry/nfa/#nfaar</a>).</td>
<td>Does apply</td>
</tr>
</tbody>
</table>
(d) For the purpose of defining the students to which the new framework for assessment is applicable, the following will be the relevant students:

(i) all new entrants with effect from those joining the first stage of Phase 1 relevant programmes in 2008/09, Phase 2 relevant programmes in 2010/11, Phase 3 relevant programmes in 2011/12, Phase 4 relevant programmes in 2011/12, and Phase 5 relevant programmes in 2012/13;

(ii) any continuing students required to repeat the first stage of Phase 1 relevant programmes in 2008/09, Phase 2 relevant programmes in 2010/11, Phase 3 relevant programmes in 2011/12, Phase 4 relevant programmes in 2011/12, and Phase 5 relevant programmes in 2012/13;

(iii) all other continuing students on Phase 4 relevant Continuing Professional Development framework programmes in 2011/12.

(e) For the purpose of defining the students to which the new framework for assessment is applicable, the following will not be relevant students:

(i) all students already on Phase 1 relevant programmes in 2008/09, Phase 2 relevant programmes in 2010/11, Phase 3 relevant programmes in 2011/12, Phase 4 relevant programmes in 2011/12 (other than Continuing Professional Development framework programmes), or Phase 5 relevant programmes in 2012/13;

(ii) any students entering Phase 1 relevant programmes in 2008/09, Phase 2 relevant programmes in 2010/11, or Phase 3 relevant programmes in 2011/12, Phase 4 relevant programmes in 2011/12 (other than Continuing Professional Development framework programmes), or Phase 5 relevant programmes in 2012/13, with advanced standing (i.e., not starting at the beginning with all other new entrants);

(iii) all students undertaking individual units under the auspices of the Continuing Professional Development framework without being registered for a programme, who are assessed under the Unit Regulations established for that purpose.

(f) For the purpose of defining the programmes to which the new framework for assessment is applicable, the following will be the relevant programmes:

(i) In Phase 1, all first degree programmes leading to Bachelor awards with honours or to Master of Architecture with honours;

(ii) In Phase 1, integrated first degree programmes leading to classified Master awards with honours;

(iii) In Phase 2, postgraduate taught programmes listed in NFAAR-PGT, Appendix 10;

(iv) In Phase 3, all other postgraduate taught programmes not listed in NFAAR-PGT, Appendix 10;

(v) in Phase 4, Foundation degree programmes listed in NFAAR-FD, Appendix 10;

(vi) in Phase 4, all Honours Year programmes leading to Bachelor awards with honours;

(vii) in Phase 4, all Continuing Professional Development (CPD) framework programmes;

(viii) in Phase 5, all other Foundation degree programmes not listed in NFAAR-FD, Appendix 10.
(g) For the purpose of defining the programmes to which the new framework for assessment is applicable, the following will not be **relevant programmes**:

- (i) integrated master programmes leading to awards that are not classified;
- (ii) Bachelor ordinary programmes already in existence;
- (iii) research postgraduate programmes.

<table>
<thead>
<tr>
<th>15.2 Definitions</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) <strong>Units</strong> are discrete components of learning with defined outcomes and assessment. Each unit has a credit weighting which represents its fractional contribution to a student’s notional workload in a full-time academic year of study.</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(b) <strong>Schemes of study</strong> are those documents which set down the approved curriculum, rules, requirements and scheme of assessment for a programme of study.</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(c) <strong>Programmes of study</strong> are those compulsory, optional and elective units defined within approved schemes which lead to named awards of the University.</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(d) <strong>Final Assessments</strong> are those assessments the results of which count in determining the award or the level of the final award (Degree, Diploma or Certificate of the University).</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(e) <strong>Progress Assessments</strong> are those assessments the results of which contribute to the evaluation of a candidate’s fitness to proceed from one year, or part of the programme of study, to the next.</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(f) <strong>Supplementary Assessments</strong> are those assessments approved by the appropriate Board of Studies for deferred assessment or retrieval of failure in accordance with the provisions of approved schemes. Supplementary assessments are regarded as ‘final’ or ‘progress’ in accordance with the provision of the individual scheme of study.</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(g) <strong>Formative Assessments</strong> are those assessments not defined in approved schemes of studies but contributing to the student’s learning experience.</td>
<td>Does not apply</td>
</tr>
<tr>
<td>(h) <strong>Summative Assessments</strong> are those assessments defined within approved schemes of studies to test the achievement of learning outcomes. Summative assessments can be either ‘final’ or ‘progress’ according to the individual scheme of study.</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>
**15.3 Assessment Procedure**

| (a) Each unit within the University's modularised academic framework has its own assessment requirements which enable a Board of Examiners for Units to determine whether or not a candidate has achieved the intended learning outcomes. A Board of Examiners for Units will be responsible for determining the marks achieved by students taking units under its academic authority. External examiners will be involved in agreeing the marks for any final assessment. |
|---|---|
| (b) Examinations will be conducted by a Board of Examiners for Units and will be subject to the provisions of Ordinance 15. All examinations will be conducted in English, unless the scheme of study otherwise requires. All other forms of assessment will be submitted in English unless the Board of Studies approves a presentation in another specified language. |
| (c) Unit results will be forwarded to the appropriate Board(s) of Examiners for Programmes. A Board of Examiners for Programmes will be responsible for determining award classifications and for considering the progression of students registered on programmes of study under its academic authority, taking account of individual mitigating circumstances as it deems appropriate. External examiners will be involved in reaching all decisions relating to the conferment of awards and the determination of final degree classifications. |
| (d) A student who wishes any individual mitigating circumstances to be taken into account by the Board of Examiners for Programmes should notify the appropriate Director of Studies within three days of the completion of the assessment for which representation is being made and should submit a medical certificate if the circumstances relate to illness or injury. Where individual mitigating circumstances exist prior to the assessment period, students will normally be expected to have notified the Director of Studies of those circumstances before the start of the assessment period. |
| (e) Any student who is requested by her or his Director of Studies to do so must provide an electronic version of a piece of work to be assessed, selected by the Director of Studies, for submission to a service such as the Joint Information Services Committee (JISC) Plagiarism Detection Service (http://www.plagiarismadvice.org/). All assessed coursework will be accompanied by a declaration from the student that the work is their own and that any re-use of their own work, or use of the work of others, is referenced appropriately. Where work is submitted electronically via Moodle the coursework submission page will include a statement indicating that by submitting the assessed work the student confirms that the work is their own and that any re-use of their own work, or use of the work of others, is referenced appropriately. |

Does not apply
(f) Boards of Examiners for Programmes will assess the performance of each student and will make recommendations to the appropriate Board of Studies concerning the progress of each student. These recommendations will be based on the impartial application of the assessment criteria embodied in the scheme of assessment. In the case of students who have failed to satisfy the criteria for progression, a Board of Examiners for Programmes will specify any supplementary assessment that will need to be successfully completed before the student can proceed to the next year or part of their programme of study.  

Does not apply

(g) In the case of a student the extent of whose failure precludes the possibility of retrieval by supplementary assessment, a Board of Examiners for Programmes will recommend to the Board of Studies whether the candidate should be required to withdraw from the University or should be required to re-take all of the failed units and their associated assessments or should be required to repeat the failed year of their programme. The Board of Studies will not normally approve any recommendation to require a student to withdraw from the University at the end of the first semester.

Does not apply

(h) Boards of Studies will consider the recommendations of the Board of Examiners for Programmes and will approve decisions on progression and the conferment of awards by the authority of Senate. Boards of Studies will be responsible for the publication of their decisions.

Does not apply

(i) A student may seek a review of a Board of Studies’ decision on any of the grounds listed in Regulation 17. Regulation 17 outlines the review procedures to be adopted in such a case.

Does not apply

(j) If a candidate is prevented by death, illness or other sufficient cause from presenting for, or completing, a final assessment for the Degree, Diploma or Certificate, Senate may confer the award of an Aegrotat Degree (with or without Honours), Diploma or Certificate but may not place the candidate in a class or division. (The procedure for the award of an Aegrotat Degree is stated in Ordinances 14.8 and 14.9).

Does not apply

(k) Only in exceptional circumstances, known and accepted in advance by the Board of Studies, may a final year candidate be permitted to retrieve failure in order to qualify for a classified Honours Degree.

Does not apply

15.4 Regulatory Framework

(a) Detailed policies and guidelines relating to assessment procedures are included in the University’s Quality Assurance Code of Practice. (http://www.bath.ac.uk/learningandteaching/cop/)

Does not apply
(b) Schemes of assessment outline the regulations for progression and conferment associated with particular programmes. Schemes of assessment are published by the Departments and are available to students. Does not apply

(c) The Director of Academic Registry, in consultation with Boards of Studies, may from time to time prescribe the procedure of preparing question papers, invigilation arrangements, and any other matters relating to assessment. These procedures will be published as University Rules. Does apply

### 15.5 Use of Calculators in Examinations Does apply

1. Candidates are not permitted to bring calculators into examinations unless the rubric of the examination specifically permits it. In such cases, only calculators approved by the Board of Studies under approved procedures will be permitted. Does apply

2. Where the rubric specifies the use of University-supplied calculators, candidates should on no account be allowed to use their own calculators even though the model be alleged to be identical to those supplied by the University. Does apply

3. No power supply will be made available to candidates. Does apply

4. Calculators must operate quietly and cause no disturbance to other candidates; invigilators are empowered to remove offending machines. Does apply

5. All forms of instruction manual, operating guide or aide memoire, and written or printed program record or listing, are prohibited. Does apply

Note: In rare instances, where students are permitted to use their own calculators, they use them at their own risk, and no account can be taken by the Examiners of any malfunction. Does apply

### 15.6 Use of Dictionaries in Examinations Does apply

1. Dictionary provision may be made as follows: Does apply

Senate has resolved that all candidates should be allowed access to an English (only) dictionary, except in cases where this is inappropriate because part of the purpose of the examination is to test the use of language. It is the responsibility of the Board of Studies concerned to determine which examinations are excluded from this provision. Does apply

2. English (only) dictionaries will be present in each examination venue and provided to students upon request during the examination. Does apply
3. Electronic dictionaries may only be used in examinations if their use has been approved by the appropriate Board of Studies as a special need for a named individual. The Board of Studies will determine the procedures necessary to ensure that such a named individual does not have an unfair advantage over other students through use of an electronic dictionary. **Does apply**

<table>
<thead>
<tr>
<th>15.7 Maximum period for completion of study and assessment</th>
<th>Applies to NFAAR-UG; Does not apply to NFAAR-PGT, NFAAR-FD, NFAAR-HY, or NFAAR-CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) This regulation limits the period available for the completion of studies and assessments for specified awards, and applies to: (i) students on first-degree programmes assessed under the Phase 1 of the New Framework for Assessment (defined above in paragraph 15.1(d) and (f)); and (ii) students on equivalent programmes assessed outside Phase 1 of the New Framework for Assessment, including those ordinary degree programmes leading to Bachelor awards, but excluding any first-degree programmes assessed under Phase 4 of the New Framework for Assessment for Continuing Professional Development (CPD) framework programmes.</td>
<td>Applies to NFAAR-UG; Does not apply to NFAAR-PGT, NFAAR-FD, NFAAR-HY, or NFAAR-CPD</td>
</tr>
<tr>
<td>(b) This limited period will be the length of the programme in years plus two years, such that the following maximum periods of study will apply unless a specific variation has been sought and granted: (i) Two-year full-time Master of Architecture with honours: four years; (ii) Three-year full-time Bachelor (ordinary): five years; (iii) Three-year full-time Bachelor with honours: five years; (iv) Four-year Bachelor with honours including professional placement and/or study abroad: six years; (v) Four-year full-time Master with honours: six years; (vi) Four-year Master with honours including professional placement and/or study abroad: six years; (vii) Five-year Master with honours including professional placement and/or study abroad: seven years.</td>
<td>Applies to NFAAR-UG; Does not apply to NFAAR-PGT, NFAAR-FD, NFAAR-HY, or NFAAR-CPD</td>
</tr>
<tr>
<td>(c) Extended periods for the completion of studies and/or assessments, up to the maximum period allowed, will only be permitted for students for whom such extension becomes necessary as a result of failure to progress normally within a programme.</td>
<td>Applies to NFAAR-UG Does not apply to NFAAR-PGT, NFAAR-FD, NFAAR-HY, or NFAAR-CPD</td>
</tr>
<tr>
<td>(d) When calculating a student’s position in relation to the maximum period for completion of studies and assessments for a specified award, the following definitions and criteria will apply: (i) any whole academic year (or whole twelvemonth period) for which a period of suspension of study has been granted will not be counted; (ii) any individual pattern of study and/or assessment considered for approval by a Board of Studies must fall within the provisions of this regulation.</td>
<td>Applies to NFAAR-UG; Does not apply to NFAAR-PGT, NFAAR-FD, NFAAR-HY, or NFAAR-CPD</td>
</tr>
</tbody>
</table>
(e) For the purposes of this regulation, decisions to grant or deny requests to transfer from one programme to another are considered to be made at the University’s discretion. Where a transfer between programmes is permitted, the period already elapsed in the former programme will be counted as elapsed in the latter programme at the point of transfer. A transfer between programmes subject to different maximum periods may only be permitted in accordance with the following provisions:

(i) a student who transfers to a longer programme may only subsequently transfer back to a shorter programme if the latter can be completed within its maximum period;

(ii) a student who, at the point of being considered for transfer from a longer programme to a shorter programme, would be able to complete either within the respective maximum period, must accept the limit of the maximum period for the latter programme;

(iii) a student who, at the point of being considered for transfer from a longer programme to a shorter programme, would be able to complete the longer programme within its maximum period but would not be able to complete the shorter programme within its maximum period, may be permitted to transfer and to complete the shorter programme within the longer maximum period;

(iv) a student who, at the point of being considered for transfer, would not be able to complete the current programme within its maximum period, will not be permitted to transfer and will only be eligible to be awarded any exit award available from the current programme.

(f) Three special provisions will apply, as follows:

(i) a student who, at the start of the 2014/15 academic year, would have exceeded the relevant maximum period of study will be permitted to seek to complete the programme and its assessment as if this regulation did not apply;

(ii) a Board of Examiners for Programmes considering a student’s eligibility for a final award may determine that an award from a Designated Alternative Programme be made without consideration of the maximum period specified for that programme;

(iii) a Board of Studies may make a recommendation to Senate to agree specific arrangements for any student who might be deemed, for good reason, to be unable to meet the terms of the regulation.
Appendix 2: Definitions

Introduction

For the purpose of making the NFAAR clear and unambiguous, terms are defined and used in a way that facilitates the succinct expression and combination of complex ideas.

Some of the definitions only apply to particular areas of the NFAAR:

- NFAAR-FD, which covers Foundation degree programmes and awards;
- NFAAR-HY, which covers Honours Year programmes (that lead on from Foundation degree programmes to Bachelor degree awards);
- NFAAR-UG, which covers all first degree programmes leading to Bachelor awards with honours or to Master of Architecture with honours, and all integrated first degree programmes leading to classified Master awards with honours;
- NFAAR-PGT, which covers postgraduate taught programmes; and
- NFAAR-CPD, which covers all types of awards undertaken exclusively within the University’s Continuing Professional Development framework.

All are included here, in order to help make such differences clearer, where appropriate.

Organisation of definitions

Three summaries of the ways in which particular definitions fit together in the assessment context are provided below, followed by the alphabetic list of the definitions themselves.

Definitions relating to programmes of study

Starting with general matters, and moving gradually into more detailed matters, the definitions relating to programmes of study in the assessment context are:

- Broad types of programmes
- Coexistent and stand-alone programmes
- Programme of study
- Designated alternative programme (DAP)
- Scheme of study
- Scheme of assessment
- Programme required unit (PRU)
- Learning contract units (LCU)
- Part
- Stage
- Learning contract units at H-level (LCH)
- Taught-stage(s) credits (TSC)
- Dissertation/project credits (DPC)
- Stage required unit (SRU)
- Block
- Level
- Credit
- Unit
- Placement
- Study abroad
- Designated essential unit (DEU)
- Work-based Research Project (WRP)

Definitions relating to components of assessment

Starting with general matters, and moving gradually into more detailed matters, the definitions relating to the components of assessment are:

- Review
- Board of Studies (BoS)
- Board of Examiners for Programmes (BEP)
- Overall programme average (OPA)
- Programme progression requirement (PPR)
- Overall stage average (OSA)
- No bad-fail
- Dissertation/project average (DPA)
- Taught-stage(s) average (TSA)
- Board of Examiners for Units (BEU)
- Deferred assessment
- Repeat
- Retrieval
- Re-assessment
- Learning contract units awaiting re-assessments (LCR)
- Supplementary assessment
- Final assessment
- Progress assessment
- Summative assessment
- Formative assessment
- Unit
- Designated essential unit (DEU)
- Level
- Credit
- Marks

Definitions relating to assessment procedure

Assessment procedure can best be described in two timelines: a lower-level timeline that relates to events that may occur several times within a programme of study because they happen within every part or stage, and a higher-level timeline that relates to the programme of study overall.

Routine lower-level assessment events (not all will necessarily occur):

- Formative assessment
- Summative assessment (either Progress assessment or Final assessment)
- Deferred assessment
- Boards of Examiners for Units (BEUs)
- Marks
- Board of Examiners for Programmes (BEP)
- Overall stage average (OSA)
- Overall programme average (OPA)
- Taught-stage(s) average (TSA)
- Programme progression requirement (PPR)
- Dissertation/project average (DPA)
- No bad-fail
- UX (Unit for which assessment opportunities are exhausted)
- Condonement and/or compensation
- Credit
- Board of Studies (BoS)
- Retrieval
- Supplementary assessment (followed by new BEUs, BEP, and BoS)
- Repeat
- Review
Higher-level assessment events (not all will necessarily occur):

- Stage
- Summative assessment (either Progress assessment or Final assessment)
- Deferred assessment
- Part
- Supplementary assessment
- Award calculations by stages
- Overall programme average (OPA)
- Condonement and/or compensation
- Classification

**Alphabetic list of definitions**

**Accreditation of prior learning (APL)**

The NFAAR determines the circumstances in which a student may not continue on her/his programme because of weaker performance: this is normally at the end of a stage, but some additional performance conditions in PGT programmes could come into play before the end of a stage. At such a point, there may be a designated alternative programme that might be appropriate as an alternative way forward for the student. If the designated alternative programme is commonly used in this way to receive students from a specified other programme, it may have admission requirements for access to stages other than the initial stage written into its scheme of study. All of the judgements about the appropriateness of admitting the student to that designated alternative programme must be made as admission decisions, and unless the student is to start that programme from the beginning (in which case the normal admission requirements may be the best measure for determining the outcome) or the receiving programme has other admission requirements already specified, it is likely that the judgement will be based on the accreditation of prior learning in the programme the student is leaving.

Similarly, in cases of very high performance, a student might be eligible to transfer to a more demanding programme (e.g., from bachelor to integrated master). Here too, the accreditation of prior learning in the student’s current programme will be the area of judgement as to whether the student should transfer.

For both types of move, the receiving programme should define the requirements for admission with, or without, advanced standing in the new programme. The principles and procedures for APL are set out in QA45.

**Alternative, or exit, award**

For some programmes, there may be an alternative, or exit, award available to those who do not meet the requirements for the specified normal award. In the NFAAR-UG context, this might take the form of a Certificate of Higher Education or Diploma of Higher Education, or it might be a more generally titled programme that does not carry the professional accreditation approved for the specific programme. In the NFAAR-PGT context, a student aiming for a Master award might be able to be awarded a Postgraduate Diploma or a Postgraduate Certificate. In the NFAAR-FD context, a Certificate of Higher Education may be available if a Foundation degree cannot be attained, and in the NFAAR-CPD context the award aim can be agreed as part of the student’s learning contract.

In some circumstances, it might be possible for students transferring to less demanding programmes to regain the original programme if subsequent performance is at an appropriate standard.

**Assessment and credit weightings**

See Overall programme average and Overall stage average.

**Award calculations by stages**

In the NFAAR-UG context, units are normally weighted in award calculations by their location in parts and stages, rather than by their level; this applies also to Bachelor with honours awards in the NFAAR-CPD context. Similarly, in the single-part regulations of the NFAAR-PGT context, units normally carry their credit-weighted value towards an award calculation, regardless of their individual level. Elsewhere, in the NFAAR-FD, NFAAR-HY, and NFAAR-CPD other than for Bachelor with honours awards, units normally carry their credit-weighted value towards an award calculation.

See also Level.

**Block**

This is the term used in SAMIS, the University’s Student & Applicant Management Information System, to denote a period, within an academic year (often of an academic year), which carries elements of teaching, learning, and assessment.

**Board of Examiners for Programmes (BEP)**

Sometimes colloquially referred to as a Programme Board, this is expressly not associated only with individual programmes. The preservation of academic standards may be better achieved by judging results from a range of related programmes, rather than by narrowly focusing on a single programme.

Unit results are forwarded to the appropriate Board(s) of Examiners for Programmes (BEPs). BEPs are responsible for determining award classifications and for considering the progression of students registered on programmes of study under their academic authority, taking account of individual mitigating circumstances as they deem appropriate. External examiners are involved in reaching all decisions relating to the conferment of awards and the determination of final degree classifications.

BEPs assess the performance of each student and make recommendations in accordance with the NFAAR to the appropriate Board(s) of Studies concerning the progress of and/or award conferment for each student.

**Board of Examiners for Units (BEU)**

Sometimes colloquially referred to as a Unit Board, these are expressly not associated only with individual units. The preservation of academic standards may be better achieved by judging results from a range of related units, rather than by narrowly focusing on a single unit.

Board of Examiners for Units (BEUs) are responsible for determining the marks achieved by students taking units under their academic authority. External examiners are involved in agreeing the marks for any final assessment.

**Board of Studies (BoS)**

It is the Board of Studies which is responsible for all of the detailed implementation of academic study and assessment, and for the determination of awards to successful students for the departments and programmes within its area.

Boards of Studies consider the recommendations of the Board of Examiners for Programmes and make decisions on progression and the conferment of awards by the authority of Senate.
Broad types of programmes

The University recognizes that three broad types of programmes lead to the awards covered by the NFAAR. Each is the product of long tradition in UK higher education, and as such their assessment patterns are familiar and reliable indicators of the standards expected of graduates.

Many of the University’s programmes are closely or completely aligned with the requirements for practice in a professional context. The assessment requirements for programmes in this category are likely to stipulate that almost all, or all, assessments must be passed to qualify for the award of the appropriate degree. Such programmes can be found particularly in the NFAAR-UG and NFAAR-PGT contexts when professional requirements are important, and also in the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD contexts.

Many other programmes are associated with those academic disciplines in which specific areas of study are individually less necessary to qualify for the award of the appropriate degree. Assessment requirements for these programmes are therefore concerned to establish that, across a range of study areas, the overall profile of achievement justifies the award of the degree. Examples of such programmes can be found particularly in the NFAAR-UG context, and also in some of the NFAAR-HY programmes.

In between, there are programmes that may be associated with an area of professional practice or may be more general in nature. They have in common that some specific, key learning outcomes must be met in order to qualify for the award of the appropriate degree. Examples of such programmes can be found particularly in the NFAAR-UG and NFAAR-PGT contexts, and also in some of the NFAAR-HY programmes.

The main difference related to assessment arising from these broad types of programmes is found in the requirements for many or some units to be passed. These requirements are transparent and evident in individual schemes of study and assessment through the identification of designated essential units.

C1

This abbreviation is used in the detailed assessment criteria appendices to denote units for which the results are condonable first attempts against a pass mark of 40%, therefore with a mark no lower than 35% and no higher than 39%. C1 cannot be applied to designated essential units since they must be passed. In the NFAAR-PGT context, dissertation/project-type units must also be passed and therefore cannot be C1.

Within the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD contexts, all units must ultimately be passed; C1 cannot be applied to units in programmes in these areas.

See also C2, C2(3), P1, P2, P2(3), P3, P4, UX, Designated essential units, and Dissertation/project credits.

C2

This abbreviation is used in the detailed assessment criteria appendices to denote units for which the results are condonable at the second attempt against a pass mark and with marks gained as described in Appendix 7: Supplementary assessment of the relevant NFAA document (NFAAR-UG, NFAAR-PGT, NFAAR-FD, NFAAR-HY, NFAAR-CPD). C2 cannot be applied to designated essential units since they must be passed. In the NFAAR-PGT context, dissertation/project-type units must also be passed and therefore cannot be C2.

Within the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD contexts, all units must ultimately be passed; C2 cannot be applied to units in programmes in these areas.

See also C1, C2(3), P1, P2, P2(3), P3, P4, UX, Designated essential units, and Dissertation/project credits.

Classification

The honours degrees currently covered by the NFAAR-UG, and by the NFAAR-HY and relevant sections of the NFAAR-CPD provisions, can all lead to classified awards, meaning that an indicator of overall performance is applied. Strict minimum thresholds for each honours class help to ensure the maintenance of standards. Full details of the calculation methods are provided in the NFAAR-UG, the NFAAR-HY, and the relevant sections of the NFAAR-CPD.

In the NFAAR-PGT context, and in relevant sections of the NFAAR-CPD provisions, in addition to passing and qualifying for an award, the awards may be made with merit or with distinction. Here, too, strict minimum thresholds for the merit and distinction classes help to ensure the maintenance of standards. Full details of the calculations methods are provided in the NFAAR-PGT, and the relevant sections of the NFAAR-CPD.

Coexistent programmes (see also Stand-alone programmes)

This concept applies only in the NFAAR-UG, where the Master-level awards are from integrated first-degree Master programmes.

In a number of departments of the University, integrated Master with honours programmes leading to classified awards are offered alongside related Bachelor with honours programmes. In some cases, teaching may be shared in the early years of study, but in all cases the Master with honours programmes carry the student beyond the learning outcomes of Bachelor with honours programmes through a longer overall period of study to higher learning outcomes at Master level.

Where a department offers both sorts of programmes in a way that treats them as related, students might be permitted to move from the Bachelor to the Master programme if performance is very good, or might be required to move from the Master to the Bachelor programme if performance indicates that this would be more fitting. To distinguish these arrangements from other sorts of linked or related programmes, these are described as coexistent programmes.
In some departments, an integrated Master programme might be offered without there being a parallel Bachelor programme running alongside, or in a way that does not treat the two programmes as closely related. Where necessary to distinguish assessment options and outcomes, these programmes are described as stand-alone programmes.

**Credit**

In relation to a programme of study, credit is mainly a measure of relative workload. For most first degree programmes covered by NFAAR-UG, a full academic year’s work will be represented as 60 ECTS (European Credit Transfer System) credits, and individual units within the total required for that period will be specified as being 3, 6, 12, or a multiple of 6 credits, representing an approximate division of the work required to complete them. For most Master programmes covered by NFAAR-PGT, a full twelve months’ work will be represented as 90 ECTS (European Credit Transfer System) credits. While some Foundation degree and Honours Year programmes are undertaken full-time, many have part-time equivalents where the same total credit is spread over a longer period. In the NFAAR-CPD context, an individual learning contract may specify the overall units and credits required, and period available, for a particular level of award to be gained.

In relation to assessment, credit is generally a representation of the granting of recognition for the successful completion of a unit. This is most obviously true of degree programmes based on credit accumulation. Other types of programmes are more concerned with credit as a measure of relative workload, will grant recognition for work done as part of a wider assessment of achievement, and may require that the process be completed within a specified period.

**Deferred assessment**

This term is used to denote assessment which is the candidate’s first attempt at a later date than is normal for that assessment as the result of consideration of special circumstances which either prevented her/his assessment at the normal time, or seriously compromised that attempt. Marks gained in deferred assessment will be used in overall stage average, overall programme average, taught-stage average, and any award calculations.

See also Supplementary assessment.

**Designated alternative programme (DAP)**

This term is used to denote programmes which are available as alternatives to pursuing the student’s present programme. In cases of very high performance, a student might be eligible to transfer to a more demanding programme (e.g., from bachelor to integrated master); in cases of weaker performance in the NFAAR-UG context, an ordinary degree programme, or a less-demanding programme not carrying professional accreditation, might be available. In the NFAAR-PGT context, a student aiming for a Master award might be able to transfer to a Postgraduate Diploma programme. In the NFAAR-FD context, a Certificate of Higher Education may be available if a Foundation degree cannot be attained, and in the NFAAR-CPD context the award aim can be agreed as part of the student’s learning contract.

**Condonement and/or compensation**

In balancing the use of credit gained for achieving unit learning outcomes and the overall consideration of programme learning outcomes, compensation is the term used to describe a situation where good performance in one area may allow poor performance in another to be disregarded. Thus failing a unit might be condoned if there is compensating higher level performance elsewhere in the student’s profile and the failure is not in a designated essential unit. Individual mitigating circumstances accepted by the Board of Examiners for Programmes may also allow poor performance to be condoned and credit awarded.

Compensation and the condonement of marginal failure in individual units are not allowed in the more credit-accumulating contexts of the NFAAR-FD and the NFAAR-CPD.

**Designated essential unit (DEU)**

Units may be required to be taken within the design of a programme of study, but designated essential units (DEUs) are those which must be passed in order to qualify to proceed with a programme or to receive its normal award at the end. Marginal failure in such units cannot be condoned.

**Director of Studies**

In some contexts (in the NFAAR-FD, NFAAR-HY, and NFAAR-CPD), a Programme Leader carries out the same functions as a Director of Studies.

See also Programme Leader.

**Dissertation/project average (DPA)**

Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The calculation of eligibility for awards with merit or with distinction depends on performance in each of these phases meeting the relevant threshold. The DPA is the summary term for the contribution from the latter type where it exists as a later event chronologically, and is also used to summarize the assessment contribution from that type of activity when the relevant units run in parallel with taught units contemporaneously. It is calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

See also Supplementary assessment and Taught stage(s) average (TSA).

**Dissertation/project credits (DPC)**

Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The unit(s) falling into the latter phase are summarized as dissertation/project credits. In some Master programmes, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the DPC credits come from units that are defined as being of the dissertation/project type.

See also Taught-stage(s) credits.

**Exit award**

See Alternative, or exit, award.

**Factors in award decision-making**

In line with the distinctions drawn in describing broad types of programmes, decision-making about awards may not focus on the accumulation of credit alone. In addition to considering credits awarded, other elements indicating levels of performance may also be used in specified circumstances, including the passing of designated essential units, overall programme averages, and the profile of a student’s achievements.
In the NFAAR-UG context, the criteria for award decision-making, apart from the consideration of individual mitigating circumstances, are balanced between features such as overall programme average, the performance in Part 3 units, and the requirement to pass designated essential units. The first two of these features also apply to first degree awards in the NFAAR-CPD context, where all units must be passed and so there is no need for designated essential units to be identified.

In the NFAAR-PGT context, there are different requirements which reflect the more concentrated Master-level study in a shorter full-time period (or its part-time equivalent(s)). For Master awards, for example, the calculation of eligibility for awards with merit or with distinction depends on performance meeting the relevant thresholds for the overall programme, and for the taught phase and the dissertation/project phase.

In the NFAAR-FD and the NFAAR-CPD contexts, all units must be passed, so there is no need for designated essential units to be identified.

In the NFAAR-HY context, features such as the overall programme average and performance in the Work-based Research Project are important in determining awards.

**Final assessment**

Final assessments are those assessments the results of which count in determining the award or the level of the final award (Degree, Diploma or Certificate of the University).

**Formative assessment**

Formative assessments are those assessments not defined in approved schemes of studies but contributing to the student’s learning experience. Such formative assessment is entirely at the discretion of the appropriate academic department/school.

**Head of Department**

In some contexts (in the NFAAR-FD, NFAAR-HY, and NFAAR-CPD), the Head of the Learning Partnerships Office carries out the same functions as a Head of Department.

See also Head of Learning Partnerships Office.

**Head of Learning Partnerships Office**

In some contexts (in the NFAAR-FD, NFAAR-HY, and NFAAR-CPD), the Head of the Learning Partnerships Office carries out the same functions as a Head of Department.

See also Head of Department.

**Learning contract units at H-level (LCH)**

In the NFAAR-CPD, these are Honours (H-level) units which a student has agreed to take as part of the agreed learning contract.

**Learning contract units awaiting re-assessment (LCR)**

In the NFAAR-CPD, these are the units which a student has agreed to take as part of the agreed learning contract which have been failed at the main assessment and are now awaiting supplementary assessment.

**Learning contract units (LCU)**

In the NFAAR-CPD, these are the units which a student has agreed to take as part of the agreed learning contract.

**Level**

Programmes of study of the types described in this section consist of units with levels in the range Certificate (C), Intermediate (I), Honours (H), and Master (M). The University specifies minimum quantities of credit at appropriate levels for programmes leading to specified awards (see QA3, at http://www.bath.ac.uk/quality/documents/QA3.pdf).

In the NFAAR-UG context, it is common, but not compulsory, that units of a given level should fall in a particular stage of a programme. Thus, in a three-year full-time programme leading to the degree of Bachelor with honours, there might be some I-level and some H-level units in each of years 2 and 3; this might occur, for example, because the relevant units are offered in alternate years and students will be quite capable of taking them in either their Part 2 or Part 3 periods of study.

All units taken in Stage 3 of the three-year full-time programme leading to the degree of Bachelor with honours will normally be equally weighted in the degree calculation, no matter what level of unit is involved. In other words, since such provisions are made in the design stages of programmes, and since the pattern of provision is known to both the programme designers and the students on the programme, there is no adjustment for the level of unit taken in a particular stage of a programme.

In the NFAAR-PGT context, almost all units are required to be at Master-level, but the small proportion of units that may not be at Master-level will normally be weighted equally towards the calculation for an award. Here, too, this is known in the design stages of programmes, as well as being known to students on the programmes.

C- and I-level units are designed into the appropriate stages of full- and/or- part-time programmes in the NFAAR-FD context, as are H-level units in the NFAAR-HY context.

In NFAAR-CPD programmes, the levels and credit-quantities of units required are specified either in programme details or in individual learning contracts.

**Marks**

Marks are a tool in using academic judgement to evaluate the performance of a student in a particular area of work. The clarity and transparency of the aggregation of unit results towards the making of an award within the NFAAR encourages the proper concentration of attention on students’ performance in the units they have chosen to take. Marks may be used to help to calibrate judgement about the point at which a student has met the normal minimum learning outcomes for a unit, or, below that, a minimum point for the condonement of a marginal fail in a unit that is not a designated essential unit, or the NFAAR-PGT context, a dissertation/project unit.

Using marks in an aggregated way, through averages for stages or a whole programme, allows overall performance to be judged in a suitable variety of ways, tempered by the invariable need to pass designated essential units.

See also Deferred assessment, Supplementary assessment, and Qualifying marks.

**New Framework for Assessment:**

**Assessment Regulations (NFAAR, NFAAR-UG, NFAAR-PGT, NFAAR-FD, NFAAR-HY, NFAAR-CPD)**

The New Framework for Assessment is about providing assessment regulations in clear and common framework contexts. The first phase of this
work came into force from August 2008 for first degree programmes, as described in the NFAAR-UG. The second and third phases of the introduction of such framework regulations apply from August 2010 and August 2011 for groups of PGT programmes as described in the NFAAR-PGT. The fourth and fifth phases applies to Foundation degree programmes, Honours Year programmes, and Continuing Professional Development framework programmes from August 2011 and August 2012 as described in the NFAAR-FD, NFAAR-HY, and NFAAR-CPD respectively. These titles and abbreviations will be used until the end of transitional arrangements during which some students of the University will have their assessment conducted and awards made under other regulations. At such time, a suitable new title will be chosen.

No bad-fail

This concept is used formally in the NFAAR-PGT context to summarize the idea that, at the programme level, no unit may have a result lower than 35% in the overall award calculation.

The term is also used informally within the University in relation to the qualifying marks within unit assessments.

See also Qualifying marks.

Overall programme average (OPA)

In the NFAAR-UG, this is the term used to denote the mean average mark across all summative assessments in all stages of Part 2 and Part 3 of a programme, calculated according to the weightings of the constituent units and parts (or any other scheme specifically approved for the purpose), as gained at the first attempt (i.e., not marks gained in supplementary assessment, unless taken as deferred assessment).

In the NFAAR-PGT, this is the term used to denote the mean average mark across all summative assessments in all stages of Part 4 of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt (i.e., not marks gained in supplementary assessment, unless taken as deferred assessment).

In the NFAAR-HY, this is the term used to denote the mean average mark across all summative assessments in all stages of Part 3 of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

In the NFAAR-CPD programmes leading to Bachelor with honours degrees, this is the term used to denote the mean average mark across all summative assessments in all stages of Part 2 and Part 3 of a programme, calculated according to the weightings of the constituent units and parts (or any other scheme specifically approved for the purpose), as gained at the first attempt (i.e., not marks gained in supplementary assessment, unless taken as deferred assessment).

In the NFAAR-CPD postgraduate programmes (leading to Postgraduate Certificate/Diploma or to Master awards), this is the term used to denote the mean average mark across all summative assessments in all stages of Part 2 (where appropriate) and Part 3 of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

Overall stage average (OSA)

In the NFAAR-UG, this is the term used to denote the mean average mark across all summative assessments in a stage of a programme, in whatever part that stage falls, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt (i.e., not marks gained in supplementary assessment, unless taken as deferred assessment).

In the NFAAR-PGT, this is the term used to denote the mean average mark across all summative assessments in a stage of a programme, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable for re-taken units or following supplementary assessment (unless taken as deferred assessment). It is this value that is used in determining eligibility to undertake a related Honours Year programme, where appropriate.

See also Supplementary assessment.

P1

This abbreviation is used in the detailed assessment criteria appendices to denote units passed at the first attempt against a pass mark described in Appendix 7: Supplementary assessment of the relevant NFA document (NFAAR-UG, NFAAR-PGT, NFAAR-FD, NFAAR-HY, NFAAR-CPD).

See also C1, C2, C2(3), P2, P2(3), P3, P4, and UX.

P2

This abbreviation is used in the detailed assessment criteria appendices to denote units passed at the second attempt against a pass mark described in Appendix 7: Supplementary assessment of the relevant NFA document (NFAAR-UG, NFAAR-PGT, NFAAR-FD, NFAAR-HY, NFAAR-CPD).

See also C1, C2, C2(3), P1, P2(3), P3, P4, and UX.

P2(3)

This abbreviation is used in the detailed assessment criteria appendices of the NFAAR-UG to denote units passed at the second attempt or at the third (second supplementary) attempt — in the relatively rare circumstances where a third attempt is permitted —
In other groups of programmes, the balance of such provisions is applied to reach similar ends by different means.

In the NFAAR-CPD context, the continuing professional development aims of the programmes are met by providing opportunities to manage study contributing to an award that may extend over a longer period. Individual learning contracts define the study to be undertaken. Here, there is no condonement of even marginally-failed units, but there are no limits on the re-taking of individual failed units. This helps to ensure that learning is securely built over longer periods. Otherwise, Part 1 study covers that which is used only to determine the student’s fitness to proceed to the rest of the programme; Part 2 study covers that which will contribute to the calculation for an award in due course, but will not see the completion of all that is required for the award; and Part 3 study will be the last to be taken by the student before the calculation for an award. Where a greater award is being sought, the CPD framework also normally provides for lesser awards to be made if the full programme is not completed successfully.

In the NFAAR-FD context, all of the shorter study for a Foundation degree counts towards the award in due course, so Part 2 study covers that which will contribute to the calculation for an award in due course, but will not see the completion of all that is required for the award; and Part 3 study is designed to be the last to be taken by the student before, the calculation for an award. Such programmes can often be taken part-time. Here too, there is no condonement of even marginally-failed units, but individual failed units may be re-taken or retrieved in supplementary assessment within limits. A Certificate of Higher Education award may be made in appropriate circumstances if the full programme is not completed successfully.

In the NFAAR-HY context, the short period of study that allows a Foundation degree graduate to reach a Bachelor with honours award requires a differently balanced provision of assessment. It constitutes Part 3 study that will contribute to, and will be the last to be taken by the student before, the calculation for an award. Re-assessment is less common here, and is permitted only in specified circumstances. Some condonement of failed units is allowed where the overall programme learning outcomes will have been met.

See Appendix 4: Examples of programme structures for relevant diagrammatic examples.

**Placement**

In the NFAAR-UG context, two types of placement are distinguished within the University’s sandwich programmes. For the purposes of assessment regulations, the relevant distinguishing feature is that while all placement units must include a mechanism for assessing appropriately the learning outcomes of the placement, the enhanced variety also carries ‘assessed work in relation to the placement that contributes directly and non-trivially to the degree classification’.

Any placements in other NFAAR contexts are defined more fully by the relevant programme regulations.

**Programme Leader**

In some contexts (in the NFAAR-FD, NFAAR-HY, and NFAAR-CPD), a Programme Leader carries out the same functions as a Director of Studies.

See also Director of Studies.
Programme of study
Programmes of study are those compulsory, optional and elective units defined within approved schemes which lead to named awards of the University.

Programme progression requirement (PPR)
In the NFAAR-PGT context, some programmes have separate stages for taught, and then for dissertation/project, units. Normally, where two stages occur in sequence like this, there is a requirement for a given average mark (the taught-stage(s) average — TSA) to be achieved to allow progression to the dissertation/project stage. The minimum such requirement for the TSA is 40%, so the programme progression requirement allows this minimum, or any higher requirement set particular programme regulations, to be identified for comparison with the TSA figure.

See also Taught-stage(s) average.

Programme required unit (PRU)
In the NFAAR-PGT context, there may sometimes be the opportunity to undertake study which is not required for progression or award decisions within the programme. The concept of programme required units (PRUs) allows easy reference to those units which are part of the determination of progression or award decisions.

In the NFAAR-FD context, programme required units (PRUs) allow easy reference to those units which are required for progression or award decisions within the programme. The concept of programme required units (PRUs) in the NFAAR-PGT, no trailing stages occur in sequence like this, there is a requirement for a given average mark (the taught-stage(s) average — TSA) to be achieved to allow progression to the dissertation/project stage. The minimum such requirement for the TSA is 40%, so the programme progression requirement allows this minimum, or any higher requirement set particular programme regulations, to be identified for comparison with the TSA figure.

See also Taught-stage(s) average.

Progress assessment
Progress assessments are those assessments the results of which contribute to the evaluation of a candidate’s fitness to proceed from one stage of the programme of study, to the next.

Qualifying marks
A qualifying mark is an ‘additional’ pass mark used for individual assessment components as well as the usual overall unit pass mark. They are usually used to ensure that students attempt every component of an assessment, or, for example, to prevent students passing by doing very well in the coursework but failing the examination. They are irrelevant to units that are completely assessed by one method. They are frequently used to enforce a limit (often known as a ‘bad fail’ rule) on the extent to which performance in one component of assessment can compensate for that in another, and are set lower than the overall unit pass mark. (It should be noted that the term no bad-fail rule is also used in the NFAAR-PGT context to summarize the idea that, at the programme level, no unit may have a result lower than 35% in the overall award calculation.)

For students covered by the NFAAR-UG, an example would be a unit that comprising 50% coursework and 50% examination, each with qualifying marks of 35%. If a student achieves 80% and 20% respectively (i.e. a weighted average of 50%), the overall unit result would be a fail, due to the coursework failing the qualifying mark, and the mark would be capped to 39%. In the NFAAR-UG context, if this result required supplementary assessment to be undertaken, this fail mark would be carried forward into overall stage average, overall programme average, and any award calculations (unless taken as deferred assessment); in the NFAAR-PGT context, it would be possible to achieve a maximum mark of 40% at supplementary assessment.

R1
In the NFAAR-FD, this identifies a unit where the degree of failure is modest (≥30%) and where the units is not one that is required to be passed before progression to the next stage could be safely allowed. Students demonstrating performance in this range would, subject to meeting other related criteria such as a minimum overall stage average, be deemed to have a reasonable chance of being successful in supplementary assessment before the start of the next academic period. Beyond this range, students would be required to repeat the failed units (or possibly to repeat the entire stage of study).

See also Overall stage average (OSA), and Stage required unit (SRU).

Re-assessment
This is a label used to cover all of the cases where the assessment for a unit (or part of it) is attempted again, without re-taking the teaching and learning of the unit.

Repeat
This term is used to denote the undertaking again of the teaching and assessment for a unit or units in the next appropriate academic period, without yet progressing to the next stage of the programme.

Exception in circumstances specifically approved (such as some provisions for individual mitigating circumstances, or progression to placements in the NFAAR-UG, or in relation to units that are not stage required units (SRUs) in the NFAAR-PGT), no trailing of failed units to be repeated alongside the requirements of a new stage is permitted.

Repeating individual failed units is not normally permitted within the NFAAR-UG or the NFAAR-HY contexts. Where the repeat of an entire stage is permitted in the NFAAR-UG or in the NFAAR-FD, the marks gained on repeating the entire stage will be reported to the student for feedback purposes and will be used in the overall stage average, in the overall programme average, and in any award calculation.

The repeating of stages is not normally permitted within the NFAAR-PGT.

The repeating of individual failed units is permitted in specific provisions of the NFAAR-FD and NFAAR-CPD — contexts where all units must be passed and no condonement of even marginally-failed units is allowed.

Retrieval
This is a label used for the general concept of getting back from failure in some units to a path which could lead on to success overall. It is used in more general contexts where the method of retrieval (e.g., supplementary assessment, re-sitting the assessment, re-taking the unit) does not need to be, or is not yet, specified.

Review
A student may seek a review of a Board of Studies’ decision on any of the grounds listed in Regulation 17. Regulation 17 outlines the review procedures to be adopted in such a case.

Scheme of assessment
Schemes of assessment outline the regulations for progression and conferment associated with particular programmes. Schemes of assessment are published by the departments/schools concerned and are available to students.
Scheme of study

Schemes of study are those documents which set down the approved curriculum, rules, requirements and scheme of assessment for a programme of study.

Stage

This term allows for easier comparison of programmes which might be studied on a full-time or a part-time basis, and for some which have a more flexible duration of study. The general principle is that stages should be defined first, and that only then will the periods over which they are studied be specified. The concept is particularly helpful in establishing how assessment arrangements fall within the programme.

In practice, within the NFAAR-UG, for most existing full-time first degree programmes, stages correspond to years of study. Considering the simple case of a three-year programme leading to a BSc award, the first year will be termed as Stage 1, the second year as Stage 2, and the final year as Stage 3: each stage would match the Part designations described above.

The significance of the stage concept is that stages can remain the same for part-time students who study over longer periods. If the same BSc programme were undertaken on a part-time basis over six years, each stage might last for two years. The designation of stages allows students at corresponding points on the full-time and part-time versions of programmes to be treated in the same manner for the same purposes.

Sometimes, however, full- and part-time programmes leading to the same award (e.g., a particular Foundation degree) will be separately designed and the stages will not be precisely equivalent. Such designs will take account of the need to offer equitable assessment opportunities.

The stage concept also facilitates the clearer description of programmes where significantly distinct activities occur within a year of study, or where one component straddles two years. Both such events occur commonly in thin-sandwich programmes in the NFAAR-UG context.

In the NFAAR-PGT context, stages may be used to differentiate important separate phases within a year of full-time study, such as two semesters of taught units being distinct from the summer period when a dissertation/project unit is undertaken. Where such distinctions are not important, perhaps because the two types of study occur simultaneously, in parallel, separate stages would not be defined. In the NFAAR-PGT context, stages are also important for establishing the equivalent moments for assessment decision-making in full-time and part-time programmes.

In contexts where modular delivery and credit-accumulation are important, such as the NFAAR-CPD, stages may be more important in providing clarity and coherence in programme structures, such that the longer periods of study and assessment can be better managed.

See Appendix 4: Examples of programme structures for relevant diagrammatic examples.

Stage required unit (SRU)

In some NFAAR-PGT and some NFAAR-FD programmes, separate stages may be identified, but only certain units might be defined as needing to halt progression to the next stage, pending supplementary assessment. Such units would be identified as stage required units (SRUs).

A typical full-time two-stage Master-aiming programme would comprise a first stage of two semesters of taught units, followed by a second stage in the summer period containing the dissertation/project unit. It is possible that just one taught unit — a dissertation-preparation unit, perhaps — would need to be passed before progression to stage 2 could be permitted. Any other single-unit failure from stage 1 might be retrievable by supplementary assessment taken alongside the dissertation/project unit during the summer period.

Thus, the definition of SRUs within programme regulations will determine stage completion requirements, and which units requiring supplementary assessment must be retrieved before progression is permitted.

In this NFAAR-PGT context, a SRU is different from a DEU: the former must be passed before progressing to the next stage, while failure in the latter if not also a SRU, might be retrieved in supplementary assessment alongside the study of the next stage.

Stand-alone programmes (see also Coexistent programmes)

In some departments, an integrated Master programme might be offered without there being a parallel Bachelor programme running alongside, or in a way that does not treat the two programmes as closely related. Where necessary to distinguish assessment options and outcomes, these programmes are described as stand-alone programmes.

Study abroad

Periods of study abroad fall into two categories: those which substitute for, and those which are supplementary to, normal academic study.

Periods of study abroad that substitute for normal academic study in the programme are treated as being such normal academic study for the purposes of progress and final assessment.

Periods of study abroad that are supplementary to normal academic study in the programme are treated as placement periods and are classed as standard or enhanced for assessment purposes.

Summative assessments

Summative assessments are those assessments defined within approved schemes of studies to test the achievement of learning outcomes. They are assessments used to determine progression, or eligibility for an award approved by Senate or by any formally-constituted body receiving delegated authority from Senate to undertake such approval. Summative assessments can be either Final assessments or Progress assessments according to the individual scheme of study.

Supplementary assessment

Supplementary assessments are those assessments approved by the appropriate Board of Studies for deferred assessment or retrieval of failure in accordance with the provisions of approved schemes. Supplementary assessments are regarded as Final assessments and/or Progress assessments in accordance with the provision of the individual scheme of study.

Within the NFAAR-UG, this term is normally used for the opportunity to retrieve failure before the start of the next stage of a programme.

Within the NFAAR-PGT, where study is predominantly or exclusively at a single (Master) level, the term may be more variably used dependent
upon the requirements for stage completion, as determined by stage required units (SRUs). The existence of SRUs, as well as the extent of unit failures and their severity, will also influence access to supplementary assessment in the NFAAR-FD context.

Within the NFAAR-CPD, having more than a specified limit of supplementary assessment outstanding will prevent the student starting on study for further units.

In the NFAAR-UG context, and in relation to undergraduate programmes within the NFAAR-CPD (leading to Certificate/Diploma of Higher Education, Foundation degree, or Bachelor with honours), unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, students will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but the original failure marks will be used in the overall stage average, in the overall programme average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used in the overall stage average, in the overall programme average, and in any award calculation.

In the NFAAR-UG context, there are some relatively rare circumstances in which students may suspend study for a third (second supplementary) attempt to retrieve failure in order to qualify to proceed on a stand-alone programme of study.

In the NFAAR-PGT and the NFAAR-HY contexts, and in relation to postgraduate programmes within the NFAAR-CPD (leading to Postgraduate Certificate/Diploma, or Master), unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, students will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used (as appropriate) in the overall stage average, in the overall programme average, the taught-stage(s) average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used (as appropriate) in the overall stage average, in the overall programme average, taught-stage(s) average, and in any award calculation.

In the NFAAR-FD context, unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, or to re-take units as for the first time, students will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the overall stage average, in the overall programme average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used in the overall stage average, in the overall programme average, and in any award calculation.

See also Deferred assessment and Qualifying marks.

Taught-stage(s) average (TSA)

Many Master programmes covered by the NFAAR-PGT and within the NFAAR-CPD have a taught phase followed by a dissertation/project phase. The calculation of eligibility for awards with merit or with distinction depends on performance in each of these phases meeting the relevant threshold. The TSA is the summary term for the contribution from the former type where it exists as an earlier event chronologically, and is also used to summarize the assessment contribution from that type of activity when the relevant units run in parallel with dissertation/project units contemporaneously. It is calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

See also Dissertation/project average (DPA) and Supplementary assessment.

Taught-stage(s) credits (TSC)

Many Master programmes covered by the NFAAR-PGT and within the NFAAR-CPD have a taught phase followed by a dissertation/project phase. The unit failing into the former phase are summarized as taught-stage credits. In some Master programmes, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the TSC credits come from units that are defined as being of the taught type.

See also Dissertation/project credits.

Unit

Units are discrete components of learning with defined outcomes and discrete assessment. Each unit has a credit weighting which represents its fractional contribution to a student’s notional workload in a full-time academic year of study.

Each unit within the University’s modularised academic framework has its own assessment requirements which enable a Board of Examiners for Units to determine whether or not a candidate has achieved the intended learning outcomes.

UX

In the NFAAR-FD, this signifies a failed unit (<40%) for which all retrieval and re-take attempts have been exhausted. In such an event, no further attempt at assessment, nor any repeat of a stage, will be permitted.

In this context, the maximum number of attempts would be a first main and supplementary assessment, and a re-take main and supplementary assessment: these four opportunities might be reduced in circumstances where the student’s performance precludes an opportunity to undertake supplementary assessment.

All retrieval and re-take attempts will have been exhausted for a unit:

a. Not passed (P4) at a re-take supplementary assessment;

b. Not passed (P3) at a re-take main assessment where the unit mark is not R1 (i.e., <30%).

The count up to UX is re-started for a student who is required to repeat an entire stage.

See also P1, P2, P3, P4, and R1.

Whole stage repeat (WSR)

In the NFAAR-UG, in all stages of Parts 1 and 2, students who fail a unit within set limits at the first attempt are normally given a chance to retrieve that failure through supplementary assessment: this is what is meant by “only TWO attempts”. Failure beyond those limits will result in more serious immediate consequences. In Part 3, supplementary assessment for the retrieval of failure is only available for designated essential units that might have been failed within set limits: thus the “only TWO attempts” is here only available for DEUs.
In some circumstances, students in Part 1 or Part 2 stages of a programme governed by the NFAAR-UG might be required to repeat the whole stage to retrieve a failing performance that falls within set limits. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only, with effect from any stage undertaken (whether for the first or a subsequent time) in the academic year 2011/12.

In Part 3 of programmes governed by the NFAAR-UG, whole stage repeats for the retrieval of failure are not permitted (unless as an appropriate outcome after consideration of individual mitigating circumstances).

Whole stage repeats are not permitted in programmes governed by the NFAAR-PGT or the NFAAR-HY (unless as an appropriate outcome after consideration of individual mitigating circumstances).

Whole stage repeats are not relevant in the NFAAR-CPD context, and are therefore not part of the decision-making parameters there.

A wider range of progression decision tools is available in the NFAAR-FD context. Where a whole stage repeat is permitted here, it is also available once only.

Work-based Research Project (WRP)

In the NFAAR-HY, the Work-based Research Project unit has a particular role to play in determining the honours classification. Performance at specified levels in this unit can contribute to a higher classification being awarded in circumstances where such a classification would not be achieved through the overall programme average alone.

See also Overall programme average (OPA)
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Appendix 3: Scheme of study and scheme of assessment details

Figure 2: Table showing a hypothetical two-year full-time programme

<table>
<thead>
<tr>
<th>Programme code</th>
<th>UDAS-AFF01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme title</td>
<td>Sustainable Development Sciences</td>
</tr>
<tr>
<td>Award type</td>
<td>Foundation degree in Science</td>
</tr>
<tr>
<td>Award title</td>
<td>Sustainable Development Sciences</td>
</tr>
<tr>
<td>Mode of Attendance</td>
<td>Full-time</td>
</tr>
<tr>
<td>Length</td>
<td>2 years</td>
</tr>
<tr>
<td>State if coexistent M-level programme</td>
<td>-</td>
</tr>
<tr>
<td>State any designated alternative programme(s)</td>
<td>-</td>
</tr>
<tr>
<td>Approving body and date of approval</td>
<td>Board of Studies for the Faculty of … 16 January 2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part</th>
<th>Stage</th>
<th>Normal period of study for this Mode</th>
<th>Unit code</th>
<th>Unit title</th>
<th>Unit status</th>
<th>Credits</th>
<th>SRU status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>Yr 1</td>
<td>XX10006</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>12</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td>Yr 1</td>
<td>XX10008</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 1</td>
<td>XX10348</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 1</td>
<td>XX10416</td>
<td>Full unit title as formally approved</td>
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<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 1</td>
<td>XX10016</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 1</td>
<td>XX10206</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 1</td>
<td>XX10104</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>SRU</td>
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<tr>
<td></td>
<td>2</td>
<td>Yr 2</td>
<td>XX20326</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>12</td>
<td>-</td>
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<td></td>
<td></td>
<td>Yr 2</td>
<td>XX20347</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 2</td>
<td>XX20348</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 2</td>
<td>XX20416</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 2</td>
<td>XX20217</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 2</td>
<td>XX20236</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr 2</td>
<td>XX20114</td>
<td>Full unit title as formally approved</td>
<td>C</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

Assessment weightings and decision references

<table>
<thead>
<tr>
<th>Stage</th>
<th>Weighting within programme</th>
<th>NFAAR-FD decisions reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a></td>
<td></td>
</tr>
<tr>
<td>Stage 1</td>
<td>60 / 120 credits (1/2)</td>
<td>Main assessment: Appendix 11</td>
</tr>
<tr>
<td></td>
<td>Supplementary assessment: Appendix 12</td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>60 / 120 credits (1/2)</td>
<td>Main assessment: Appendix 11</td>
</tr>
<tr>
<td></td>
<td>Supplementary assessment: Appendix 12</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Examples of programme structures

Figure 3: Parts and stages in typical Foundation degree programmes

Traditional description of two-year full-time programme leading to a hypothetical Foundation degree

More precise description of two-year full-time programme leading to a hypothetical Foundation degree, for SAMIS (blocks) and assessment purposes (parts and stages)

Traditional description of three-year part-time programme leading to a hypothetical Foundation degree

More precise description of three-year part-time programme leading to a hypothetical Foundation degree, for SAMIS (blocks) and assessment purposes (parts and stages)

KEY

P&FA = Progress & final assessment
FA = Final assessment
AY = Academic year
Figure 4: Equivalent parts and stages in full-time and part-time programmes

Traditional description of two-year full-time programme leading to a hypothetical Foundation degree

More precise description of two-year full-time programme leading to a hypothetical Foundation degree, for SAMIS (blocks) and assessment purposes (parts and stages)

Precise description of equivalent separately designed three-year part-time programme leading to a hypothetical Foundation degree, for SAMIS (blocks) and assessment purposes (parts and stages)

**KEY**

- P&FA = Progress & final assessment
- FA = Final assessment
- AY = Academic year

AY 2008/09
- Year 1 = Block 1
- Stage 1
- Part 1
- Stage 2
- Part 2
- Stage 3
- Part 3

AY 2009/10
- Year 2 = Block 2
- Stage 1
- Part 1
- Stage 2
- Part 2
- Stage 3
- Part 3

AY 2010/11
- Year 3 = Block 3
- Stage 1
- Part 1
- Stage 2
- Part 2
- Stage 3
- Part 3

AY 2011/12
- Year 4 = Block 4
- Stage 1
- Part 1
- Stage 2
- Part 2
- Stage 3
- Part 3

AY 2012/13
- Year 5 = Block 5
- Stage 1
- Part 1
- Stage 2
- Part 2
- Stage 3
- Part 3

AY 2013/14
- Year 6 = Block 6
- Stage 1
- Part 1
- Stage 2
- Part 2
- Stage 3
- Part 3
Appendix 5: Stage progression

1. Some aspects of stage progression requirements are illustrated in Figure 5.

---

**Figure 5: Stage progression routes for different levels of achievement**

<table>
<thead>
<tr>
<th>Stage progression, distinguishing opportunities to retrieve lesser failure through supplementary assessment and more significant failure in re-take year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NFAAR-FD regulations allow for proportions of retrieval through supplementary assessment or through re-takes in all years of study, dependent upon the extent and severity of failure. The deferral of re-takes is allowed in cases of modest amounts of failure, such that this can be consolidated at the end of the programme more efficiently. This facilitates the equitable treatment of both full- and part-time study. Only the route to the final FD award is shown here; it is possible to exit with a Cert HE in appropriate circumstances.</td>
</tr>
</tbody>
</table>

---

**KEY**

- **P & FA** = Progress & Final Assessment
- **FA** = Final Assessment
- **Stage assessment (incl. any supplementary assessment for less significant failures) must be completed for progression to next stage**
- **Where appropriate, failed stage assessment may be deferred for later retrieval, allowing progression meanwhile to next stage**
- **Stage assessment (incl. any re-takes for more significant failures) must be completed for progression to next stage**

- **Stage 1 re-takes if appropriate**
- **Stage 2**
- **Stage 1 and/or 2 re-takes if appropriate**
- **Award**

---

Retrieving failure in individual units through supplementary assessment or through partial stage re-takes is for the award of credit only, with a cap of 40% on marks gained. Only the requirement to repeat an entire stage wipes the slate clean such that new marks will be gained in all units undertaken.

---

2. Stages may be defined according to the different needs of full- or part-time programmes, but, the principle being adopted is that each stage must be successfully completed before progression to the next will be permitted.

3. However, it is possible, by defining some units as stage required units (SRUs) and others as non-SRUs, to ensure that progression would be held up, pending a successful outcome for
units which *are* required for progression to be safe, while for some units (the non-SRUs) it would be acceptable to retrieve failure subsequently.

4. Limiting the extent of SRUs within a programme made up of separate stages will not mean that students may proceed with significant proportions of failure outstanding, since that possibility will always be limited by the existence other aspects of the progression rules (such as the overall stage average, or the degree of failure of a unit).

5. A tabulation of the possible best outcomes where units are not passed is given in Figure 6. This shows the range of outcomes focusing on a single unit and its status, before consideration of the overall performance in the stage/programme and on other units is taken into account. In particular, it illustrates the potential for exhausting the opportunities for retrieval of unit failure(s)

Figure 6: Potential best outcomes, where units are not passed

<table>
<thead>
<tr>
<th>Attempt status</th>
<th>Target pass status (and max. mark)</th>
<th>SRU status</th>
<th>Unit mark</th>
<th>Unit assessment exhausted (UX)?*</th>
<th>Other influences on judgement of failed unit, and best overall outcome(s)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>First taking of unit, main assessment (includes once-only repeats of an entire stage)</td>
<td>P1</td>
<td>Non-SRU</td>
<td>30-39% (R1, not P1)</td>
<td>No</td>
<td>Depends on overall performance in stage and other units: Attempt supplementary assessment for P2 before progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. mark = 100%</td>
<td>&lt;30% (below R1, not P1)</td>
<td>No</td>
<td>Depends on overall performance in stage and other units: Repeat each failed unit (once only) in supp stage Repeat all failed units (once only) before progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRU</td>
<td>&lt;40% (Fail, not P1)</td>
<td>No</td>
<td>Depends on overall performance in stage and other units: Repeat each failed unit (once only) in supp stage Repeat all failed units (once only) before progression</td>
</tr>
<tr>
<td>First taking of unit, supplementary assessment (includes once-only repeats of an entire stage)</td>
<td>P2</td>
<td>Non-SRU</td>
<td>&lt;40% (Fail, not P2)</td>
<td>No</td>
<td>Depends on overall performance in stage and other units: Repeat each failed unit (once only) in supp stage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. mark = 40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRU</td>
<td>&lt;40% (Fail, not P2)</td>
<td>No</td>
<td>Depends on overall performance in stage and other units: Repeat all failed units (once only) before progression</td>
</tr>
<tr>
<td>Second taking of unit (individual re-takes), main assessment</td>
<td>P3</td>
<td>Non-SRU</td>
<td>30-39% (R1, not P3)</td>
<td>No</td>
<td>Depends on overall performance in stage and other units: Attempt supplementary assessment for P4 before progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. mark = 40%</td>
<td>&lt;30% (below R1, not P3)</td>
<td>Yes</td>
<td>Depends on overall performance in programme: Consideration for possible Cert HE award Consideration for possible transfer to DAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRU</td>
<td>&lt;40% (Fail, not P3)</td>
<td>Yes</td>
<td>Depends on overall performance in programme: Consideration for possible Cert HE award Consideration for possible transfer to DAP</td>
</tr>
<tr>
<td>Second taking of unit (individual re-takes), supplementary assessment</td>
<td>P4</td>
<td>Non-SRU</td>
<td>&lt;40% ( Fail, not P4)</td>
<td>Yes</td>
<td>Depends on overall performance in programme: Consideration for possible Cert HE award Consideration for possible transfer to DAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. mark = 40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRU</td>
<td>&lt;40% (Fail, not P4)</td>
<td>Yes</td>
<td>Depends on overall performance in programme: Consideration for possible Cert HE award Consideration for possible transfer to DAP</td>
</tr>
</tbody>
</table>

* All retrieval and re-take attempts will have been exhausted for a unit either (a) not passed (P4) at a re-take supplementary assessment, or (b) not passed (P3) at a re-take main assessment where the unit mark is not R1.

** Where performance on other units and in overall stage averages is lower, other outcomes (such as failure and withdrawal) could apply. See main decision appendices 11 & 12 for full details.
Appendix 6: Unit weightings in the calculation of averages and awards

Figure 7: Typical unit weightings towards averages and awards

<table>
<thead>
<tr>
<th>Type of award</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Stage 2</td>
<td></td>
</tr>
<tr>
<td>2-year full-time programme leading to Foundation degree ...</td>
<td>60/120 credits</td>
<td>60/120 credits</td>
</tr>
<tr>
<td>with alternative Cert HE award from appropriate units</td>
<td>60/60 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of award</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Stage 2</td>
<td>Stage 3</td>
</tr>
<tr>
<td>3-year part-time programme (where a+b+c = 120 credits) leading to Foundation degree ...</td>
<td>a/120 credits</td>
<td>b/120 credits</td>
</tr>
<tr>
<td>with alternative Cert HE award from appropriate units</td>
<td>60/60 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of award</th>
<th>Part 2</th>
<th>Part 3</th>
<th>Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Stage 2</td>
<td>Stage 3</td>
<td>Stage 4</td>
</tr>
<tr>
<td>4-year part-time programme leading to Foundation degree ...</td>
<td>30/120 credits</td>
<td>30/120 credits</td>
<td>30/120 credits</td>
</tr>
<tr>
<td>with alternative Cert HE award from appropriate units</td>
<td>60/60 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7: Supplementary assessment

1. This appendix references and/or summarizes the detailed provisions concerning supplementary assessment.

2. Supplementary assessments relating to NFAAR-FD contexts are defined in Appendix 2: Definitions in the following terms:

   Supplementary assessments are those assessments approved by the appropriate Board of Studies for deferred assessment or retrieval of failure in accordance with the provisions of approved schemes. Supplementary assessments are regarded as Final assessments and/or Progress assessments in accordance with the provision of the individual scheme of study.

   [...] The existence of SRUs, as well as the extent of unit failures and their severity, will also influence access to supplementary assessment in the NFAAR-FD context.

   [...] In the NFAAR-FD context, unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, or to re-take units as for the first time, students will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the overall stage average, in the overall programme average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used in the overall stage average, in the overall programme average, and in any award calculation.

   See also Deferred assessment and Qualifying marks.

3. Normally, students study a unit and take the assessments associated with it. Subject to the constraints within the progression and award rules of the NFAAR-FD, if the student does not pass at this first attempt at the assessment, a second attempt to satisfy the assessment requirements for the units will be permitted. Supplementary assessments will be taken at the student’s normal examination venue, in the normal end-of-stage supplementary assessment periods. In the NFAAR-FD, supplementary assessments are to be understood within the range of opportunities to retrieve failure in any particular unit(s) and/or stage, as illustrated in Appendix 5: Stage progression, and Figure 6: Potential best outcomes, where units are not passed.

   a. The main assessment events that are a student’s first attempt to meet the requirements for passing (P1) the units of a stage occur at the end of the relevant period of study (semester, or academic year). Subject to the overall level of performance achieved by the student in the relevant stage as well as the degree of failure in the failed unit(s) (i.e., not worse than R1, below 30%), units not passed (P1) at this point may be required to be retrieved through supplementary assessment and if successfully retrieved will become P2 passes.

   b. If the student’s performance overall in the relevant stage, or in the particular failed unit(s), is not at the required level, supplementary assessment will be deemed to be inappropriate and the student will be required either:

      • To re-take individual unit(s), in which case success at the next main assessment will result in their becoming P3 passes. (Should supplementary assessment then be required, if the P3 status is not achieved and the mark obtained is within the R1 range (≥30%), a P4 pass might be obtained; however, if the main assessment mark is not in the R1 range the unit’s assessment opportunities will be immediately deemed to be exhausted (UX)).

      • To repeat the entire stage, if it has not already been repeated, with the P1-P4 counter re-started and with the opportunity to gain new marks as well as credit for all units in the stage.

4. Supplementary assessment will normally be required to be passed before progression to the next stage of the programme is permitted. However, where the failed unit is not a stage required unit (SRU) and where the student’s level of achievement is appropriate, progression the next stage will be permitted and the failed units will be re-taken in a supplementary period of study. Further information is given in para. 29 of the main NFAAR-FD text, and in Appendix 5: Stage progression.
5. Information about the award of credits and the use of marks after the successful retrieval of failed units in supplementary assessment is given (alongside that for re-taken units and repeat stages) in para. 73 of the main NFAAR-FD text, in Appendix 5: Stage progression, Figure 6, and in the definitions for Overall programme average (OPA), Overall stage average (OSA), Qualifying marks, Supplementary assessment (see Appendix 2: Definitions). Students will receive information about the marks achieved in supplementary assessment for the retrieval of failure through the student record system, and will be informed by their departments/schools of the significance of particular mark ranges according to the provisions of para. 10 below, or any other approved range.

6. Formal University transcripts will show the marks achieved in deferred assessment.

7. Where a student on a FD programme successfully retrieves failure, credit will be awarded for the retrieved unit and a maximum mark of 40% will be awarded and used in the calculation for the determination of eligibility for a Foundation degree. (The same will apply to marks gained in individual unit re-takes whether in the main assessments or in supplementary assessments.) The exit summary transcript will not show marks achieved in supplementary assessment taken for the retrieval of failure, but will show a category of outcome (Pass after supplementary assessment; Condoned pass after supplementary assessment; Fail after supplementary assessment). The full transcript will show marks achieved in supplementary assessment taken for the retrieval of failure together with a category of outcome as described above.

8. Deferred assessment is a particular form of supplementary assessment opportunity, and is described in the definitions for Deferred assessment, Overall programme average (OPA), Overall stage average (OSA), Qualifying marks, Supplementary assessment (see Appendix 2: Definitions). Deferred assessment will, where possible, take the same form as the original assessment.

9. The responsibility for notifying a student of a requirement to undertake supplementary assessment is described in para. 81 of the main NFAAR-FD text.

10. Publication of supplementary assessment results is described in para. 82 of the main NFAAR-FD text.

11. The normal period for supplementary assessment in the form of examinations is in late August/early September as specified in the appropriate academic year chart.

12. Unless an exemption from this provision of the NFAAR-FD is approved for particular circumstances, the values represented by the codes P2 and P4 in the detailed decision-making criteria for supplementary assessment for the retrieval of failure will be as follows:

   a. The normal pass mark for a supplementary assessment will be 40%, in common with the P1 and P3 values used for the main assessments.

   b. The alternative pass mark where mandatory extra work is required (whereby the student has to re-work an examination paper in her/his own time) will be 70% (which if gained will result in the use of the capped normal pass mark of 40% being used in the calculation for the determination of eligibility for a Foundation degree, with the category of outcome (Pass after supplementary assessment) used on the transcripts.
Appendix 8: Scaling of marks

1. To satisfy the requirement that Boards of Examiners for Units will ensure that the finalised marks for individual units are an accurate reflection of the standards achieved by the candidates (para. 55 of the main NFAAR-FD text), the Boards may routinely analyse assessment data for skewed or unrepresentative features. Scaling should only be carried out in exceptional circumstances. Examples of such exceptional circumstances might include: the scaling of an entire unit’s results if it had not been assessed on a basis comparable to that of other units; the scaling of the results for one group taking an assessment against that of another group if the first group’s opportunity had been abnormally different (such as, a fire alarm in one examination venue but not in another where the same examination was being taken).

2. Scaling should be undertaken only after full consideration of a prescribed set of statistical data that could support the decision. These should include:
   a. A comparative review of the sets of unit marks awarded over the previous three-year period (where possible). This review would normally include:
      • The average mark before and after the proposed group moderation with comparative data from previous years,
      • The standard deviation before and after the proposed group moderation with comparative data from previous years;
   b. A review of unit marks including averages and standard deviation awarded across the programme in the same year for that cohort of students;
   c. Custom and practice with respect to how the Board of Examiners for Units has dealt with similar cases in previous years;
   d. Consideration of any unusual or structural mitigating circumstances that might have contributed to a significant change to the mark distribution (e.g., a change in lecturer, particular acknowledged problems with a particular question or questions on an examination paper, recorded complaints from students about the style or delivery of a particular unit).

3. Where a decision is taken to scale the marks of students affected by abnormal assessment circumstances, the scaling must be applied to all students so affected. Such a group may be a sub-set of the whole unit cohort if other students were not affected by the abnormal assessment circumstances.

4. Where a decision is taken to scale marks which contribute to the degree classification, the External examiner should be informed of the full circumstances of the case.

5. The consideration of all the available statistical data and the reasons for scaling should be clearly discussed at the Board of Examiners for Units. The reasons for the scaling, the statistical data and other information taken into account in the Board of Examiners for Units in reaching its decision should be fully recorded in the minutes of the Board.

6. A decision to scale marks should be reported to the Board of Examiners for Programmes and to the Board of Studies.

For additional procedural requirements and detail determined by the University Learning Teaching & Quality Committee, see http://www.bath.ac.uk/registry/registry.bho/assessment/scaling-guidance-20121031.pdf
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Appendix 9: Individual mitigating circumstances

1. With effect from 2 November 2009, the principles and procedures governing consideration of individual mitigating circumstances in relation to assessments are set out in *Individual Mitigating Circumstances & Assessment: Principles & Procedures within & outside the New Framework for Assessment: Assessment Regulations*, abbreviated as IMCA.

2. All students and staff requiring information about individual mitigating circumstances and assessment should consult the IMCA document and other associated information.

Appendix 10: NFAAR-FD implementation phasing, and exemptions

Phase 4 and Phase 5 relevant programmes for implementation of NFAAR-FD

1. The following programmes are included in the Phase 4 implementation of NFAAR-FD:
   a. Full-time Foundation degree programmes as listed below:
      - UDAS-DFF02 : FdSc Sport (Coaching)
      - UDAS-DFF03: FdSc Sport (Health & Fitness)
      - UDAS-DFF04 : FdSc Applied Computing
      - UDAS-HFF02 : FdSc Sport (Sports Therapy)
      - UDAS-LFF02 : FdSc Applied Computing
      - UDAS-LFF03 : FdSc Sport (Coaching)
      - UDAS-QFF01: FdSc Sport (Health & Fitness)
      - UDAS-WFF01 : FdSc Applied Computing
      - UDAS-WFF02 : FdA Creative Digital Media
   b. Part-time Foundation degree programmes as listed below:
      - UDAS-DPF04 : FdSc Applied Computing
      - UDAS-LPF02 : FdSc Applied Computing
      - UDAS-WPF01 : FdSc Applied Computing

2. All other Foundation degree programmes will be included in the Phase 5 implementation of NFAAR-FD.

List of areas with exemptions

3. Exemptions proposed by the following areas have been granted:
   a. Bridgwater College, Foundation Degree in Engineering Systems (see Bridgwater College, below).
   b. Chichester College, Foundation Degree in Engineering Systems (see Chichester College, below).

Brief descriptions of exemptions granted

Bridgwater College

4. Learning Partnerships documentation will contain fuller details, but in summary the Foundation Degree in Engineering Systems delivered at Bridgwater College is exempted from the provisions of the NFAAR-FD and its scheme of assessment is as described in the relevant programme regulations. (Exemption granted by University Learning, Teaching & Quality Committee, 10 July 2012.)

Chichester College

5. Learning Partnerships documentation will contain fuller details, but in summary the Foundation Degree in Engineering Systems delivered at Chichester College is exempted from the provisions of the NFAAR-FD and its scheme of assessment is as described in the
relevant programme regulations. (Exemption granted by University Learning, Teaching & Quality Committee, 27 March 2012.)
Appendix 11: Foundation degrees / Parts 2 & 3 / All stages / Main assessment

1. This appendix relates to the detailed stage assessment criteria for:
   - Degree programmes leading to Foundation degree awards, and
   - Part 2 and Part 3 decisions with stages comprising any total number of credits, at
   - The close of the main assessment period.

2. The following abbreviations and rules apply in these detailed criteria (for fuller descriptions see: Appendix 2: Definitions):
   - DAP = designated alternative programme.
   - OSA = overall stage average.
   - PRU = programme required unit.
   - SRU = stage required unit.
   - P1 = “passed 1st attempt” and means ≥ 40%.
   - R1 = “retrievable 1st attempt” and means ≥ 30% in units that are not SRUs.
   - P2 = “passed 2nd attempt” and means capped 40%.
   - P3 = “passed at re-take 1st attempt” and means capped 40%.
   - P4 = “passed at re-take 2nd attempt” and means capped 40%.
   - UX = Failed unit (<40%) for which all retrieval and re-take attempts have been exhausted. (In main assessment, any unit not passed (P3) at a re-take main assessment where the unit mark is not R1 becomes UX.)

3. The following detailed assessment criteria will be applied in sequence at the end of a stage (before any supplementary assessment) in respect of compulsory or optional/elective units (but excluding extra-curricular units).

4. After due consideration of the results by the Board of Examiners for Programmes and in the absence of any relevant individual mitigating circumstances, a student who:
   a. In a normal (non-partial-repeat) stage has passed (P1) all units and has passed (P1/P2/P3/P4) all programme required units (PRUs) will be awarded the appropriate Foundation degree.
   b. In a partial-repeat stage has passed (P3) all units and has passed (P1/P2/P3/P4) all programme required units (PRUs) will be awarded the appropriate Foundation degree.
   c. In a normal (non-partial-repeat) stage has passed (P1) all units, will be permitted to proceed to the next stage of the programme.
   d. In a partial-repeat stage has passed (P3) all units, will be permitted to proceed to the next stage of the programme.
   e. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 50.00% and has only R1 failures, will be required to take supplementary assessment in each failed unit before the start of the next academic stage with a view then to qualifying to proceed to the next academic stage of the programme.
f. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 50.00% and has at least one failure outside the R1 definition of which at least one is a stage required unit (SRU), will be required to take supplementary assessment in each failed unit before the start of the next academic stage with a view then to qualifying to proceed to the next academic stage of the programme.

g. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 50.00% and has at least one failure outside the R1 definition but no failed stage required units (SRUs), will be required to repeat each failed unit in a supplementary stage of study at the end of the programme.

h. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 40.00% and has only R1 failures, will be required to take supplementary assessment in each failed unit before the start of the next academic stage with a view then to qualifying to proceed to the next academic stage of the programme.

i. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 40.00% and has at least one failure outside the R1 definition, will be required to repeat each failed unit in an intercalated supplementary stage of study before the start of the next normal academic stage of the programme with a view then to qualifying to proceed to the next academic stage of the programme.

j. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has achieved an overall stage average (OSA) below 40.00% but at least 30.00%, will be considered for and may be permitted if the student wishes to transfer to any designated alternative programme (DAP) on the terms specified in its transfer requirements, or otherwise will be required to repeat the whole stage (teaching and assessment) in the next appropriate academic period, with a view then to qualifying to proceed to the next stage of the programme.

k. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has achieved an overall stage average (OSA) below 30.00%, will be considered for and may be permitted if the student wishes to transfer to any designated alternative programme (DAP) on the terms specified in its transfer requirements, or otherwise will be required to withdraw from the programme and from the University.

l. Has at least one failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has passed (P1/P2/P3/P4) all appropriate programme required units (PRUs) will be awarded a Certificate of Higher Education.

m. Has at least one failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has not passed (P1/P2/P3/P4) all appropriate programme required units (PRUs) for the award of a Certificate of Higher Education, will be considered for and may be permitted if the student wishes to transfer to any designated alternative programme (DAP) on the terms specified in its transfer requirements, or otherwise will be required to withdraw from the programme and from the University.

5. The above decision-making process is illustrated as a flowchart below in Figure 8.
Figure 8: Foundation degrees / Parts 2 & 3 / All stages / Main assessment

Key & notes
- DAP = designated alternative programme.
- OSA = overall stage average.
- PRU = programme required unit.
- SRU = stage required unit.
- P1 = “passed 1st attempt” and means ≥40%.
- R1 = “retrievable 1st attempt” and means ≥30% in units that are not SRUs.
- P2 = “passed 2nd attempt” and means capped 40%.
- P3 = “passed at re-take 1st attempt” and means capped 40%.
- P4 = “passed at re-take 2nd attempt” and means capped 40%.
- UX = Failed unit (<40%) for which all retrieval and re-take attempts have been exhausted.

In main assessment, any unit not passed (P3) at a re-take main assessment where the unit mark is not R1 becomes UX.
Appendix 12: Foundation degrees / Parts 2 & 3 / All stages / Supplementaries

1. This appendix relates to the detailed stage assessment criteria for:
   - Degree programmes leading to Foundation degree awards, and
   - Part 2 and Part 3 decisions with stages comprising any total number of credits, at
   - The close of the supplementary assessment period.

2. The following abbreviations and rules apply in these detailed criteria (for fuller descriptions see: Appendix 2: Definitions):
   - DAP = designated alternative programme.
   - OSA = overall stage average.
   - PRU = programme required unit.
   - SRU = stage required unit.
   - P1 = “passed 1st attempt” and means ≥ 40%.
   - R1 = “retrievable 1st attempt” and means ≥ 30% in units that are not SRUs.
   - P2 = “passed 2nd attempt” and means capped 40%.
   - P3 = “passed at re-take 1st attempt” and means capped 40%.
   - P4 = “passed at re-take 2nd attempt” and means capped 40%.
   - UX = Failed unit (<40%) for which all retrieval and re-take attempts have been exhausted. (In supplementary assessment, any unit not passed (P4) at a re-take supplementary assessment becomes UX.)

3. The following detailed assessment criteria will be applied in sequence at the end of a stage (after any supplementary assessment) in respect of compulsory or optional/elective units (but excluding extra-curricular units).

4. After due consideration of the original and supplementary assessment results by the Board of Examiners for Programmes and in the absence of any relevant individual mitigating circumstances, a student who:
   a. In a normal (non-partial-repeat) stage has passed (P2) all supplementary assessments and has passed (P1/P2/P3/P4) all programme required units (PRUs) will be awarded the appropriate Foundation degree.
   b. In a partial-repeat stage has passed (P4) all supplementary assessments and has passed (P1/P2/P3/P4) all programme required units (PRUs) will be awarded the appropriate Foundation degree.
   c. In a normal (non-partial-repeat) stage has passed (P2) all supplementary assessments, will be permitted to proceed to the next stage of the programme.
   d. In a partial-repeat stage has passed (P4) all units, will be permitted to proceed to the next stage of the programme.
   e. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 50.00% and has at least one failure which is a stage required unit (SRU), will be to repeat each failed unit in an intercalated supplementary stage of study before the start of the next normal academic stage of the programme with a view then to qualifying to proceed to the next academic stage of the programme.
f. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has an overall stage average (OSA) of at least 50.00% and has at least one failure but no failed stage required units (SRUs), will be required to repeat each failed unit in a supplementary stage of study at the end of the programme.

g. Has no failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has at least one failure, will be required to repeat each failed unit in an intercalated supplementary stage of study before the start of the next normal academic stage of the programme with a view then to qualifying to proceed to the next academic stage of the programme.

h. Has at least one failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) but has passed (P1/P2/P3/P4) all appropriate programme required units (PRUs) will be awarded a Certificate of Higher Education.

i. Has at least one failed unit (<40%) for which all retrieval and re-take attempts have been exhausted (UX) and has not passed (P1/P2/P3/P4) all appropriate programme required units (PRUs) for the award of a Certificate of Higher Education, will be considered for and may be permitted if the student wishes to transfer to any designated alternative programme (DAP) on the terms specified in its transfer requirements, or otherwise will be required to withdraw from the programme and from the University.

5. The above decision-making process is illustrated as a flowchart below in Figure 9.
Figure 9: Foundation degrees / Parts 2 & 3 / All stages / Supplementaries

Key & notes
- DAP = designated alternative programme.
- OSA = overall stage average.
- PRU = programme required unit.
- SRU = stage required unit.
- P1 = “passed 1st attempt” and means ≥ 40%.
- R1 = “retrievable 1st attempt” and means ≥ 30% in units that are not SRUs.
- P2 = “passed 2nd attempt” and means capped 40%.
- P3 = “passed at re-take 1st attempt” and means capped 40%.
- P4 = “passed at re-take 2nd attempt” and means capped 40%.
- UX = Failed unit (<40%) for which all retrieval and re-take attempts have been exhausted.

In supplementary assessment, any unit not passed (P4) at a re-take supplementary assessment becomes UX.