

Appendix 3: Concepts & terms within & outside the NFA

1. This appendix relates to the equivalence of assessment concepts and terms within and outside the New Framework for Assessment (see: <http://www.bath.ac.uk/registry/nfa>).
2. While in transition between assessments managed outside and within the New Framework for Assessment, the University seeks to ensure that equivalent parameters and procedures will apply to IMC claims submitted by all of its students. Since the New Framework for Assessment offers convenient and brief terminology which is likely in due course to apply across the entire range of the University's assessments, the parameters and procedures identified in relation to the treatment of IMCs here are expressed in those terms, and are related to non-NFA provisions by means of a translation table (see Table 1, below). While it is expected that the translations of concepts thus provided will work smoothly in all cases, any exceptions in respect of non-NFA contexts should be checked against the translation table to identify the principles by which those exceptional cases should be managed.

Table 1: Translation table for NFAAR concepts to non-NFA contexts

Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
C1	Used for units which can be judged to be condonable at the first attempt, meaning $\geq 35\%$ in units that are not DEUs (<i>q.v.</i>). Within the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD, all units must ultimately be passed; C1 cannot be applied to units in programmes in these areas.	Used for units which can be judged to be condonable at the first attempt, meaning at least equal to any threshold prescribed in the relevant programme regulations for units that are not DEUs (<i>q.v.</i>), where condonement is allowed.
C2	Used for units which can be judged to be condonable at the second attempt, meaning $\geq 35\%$ in units that are not DEUs (<i>q.v.</i>) for all cases apart from "mandatory extra work" where 60% is used. Within the more credit-accumulating contexts of the NFAAR-FD and NFAAR-CPD, all units must ultimately be passed; C2 cannot be applied to units in programmes in these areas.	Used for units which can be judged to be condonable at the second attempt meaning at least equal to any threshold prescribed in the relevant programme regulations for units that are not DEUs (<i>q.v.</i>), where condonement is allowed.
C2(3)	Used exclusively with the NFAAR-UG for units which can be judged to be condonable at the second attempt (or third attempt where permitted), meaning $\geq 35\%$ in units that are not DEUs (<i>q.v.</i>) for all cases apart from "mandatory extra work" where 60% is used.	Not applicable.
<i>Compensation of condonable failures rule</i>	In the NFAAR-PGT context, marginal failure marks of 35%-39% in other than designated essential units (DEUs) in no more than 20% of the taught stage credits (TSC) will be condoned (C1 or C2) and will not stop a student from continuing study for the current award aim. Compensation and the condonement of marginal failure in individual units are not allowed in postgraduate taught programmes in the more credit-accumulating context of the NFAAR-CPD.	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), there is a general 20% maximum threshold of credits of the taught element of the programme that can be awarded by compensation. Any detail about the extent of condonable failure would be defined explicitly in programme regulations.

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Designated essential units (DEUs)	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.	Units which, according to the relevant programme regulations, must be passed because they are critical for progression on the programme or for the gaining of the appropriate award.
<i>Dissertation/project average (DPA) rule</i>	In the NFAAR-PGT context, the dissertation/project unit (or the average for them if there are more than one) (DPA) must be at least 40% (P1 or P2) for satisfactory completion of the requirements for that stage (or group of units of that type) (DPC). For postgraduate taught programmes within the more credit-accumulating context of the NFAAR-CPD, all units must ultimately be passed.	The dissertation/project units must be passed (or the average for them if there are more than one must be at least 40%).
Dissertation/project credits (DPCs)	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. IMC-related problems must normally be dealt with by means of deadline extensions. The same distinction is also relevant in the NFAAR-CPD context. See also the <i>Dissertation/project average (DPA) rule</i> .	Dissertation/project units as described in the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm). IMC-related problems must normally be dealt with by means of deadline extensions.
<i>Maximum retrieval rule</i>	In the NFAAR-PGT context, no more than 18 credits for taught units (TSC) towards a Master or a Postgraduate Diploma award, and no more than 12 credits for taught units (TSC) towards a Postgraduate Certificate award, may be retrieved after failure by means of passing supplementary assessment (P2 or C2).	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), there is a general rule that a student will normally be permitted to retrieve failures in up to 12 credits towards to the award of a Postgraduate Certificate and up to 18 credits towards to the award of a Postgraduate Diploma.

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Overall programme average (OPA)	<p>In the NFAAR-UG context, and in NFAAR-CPD programmes leading to Bachelor with honours degrees: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>) and Part 3 (<i>q.v.</i>) 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>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>In the NFAAR-PGT context: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 4 (<i>q.v.</i>) 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).</p> <p>In the NFAAR-HY context: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 3 (<i>q.v.</i>) 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).</p> <p>In the NFAAR-CPD context for all programmes other than those leading to Bachelor with honours degrees: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>, where appropriate) and Part 3 (<i>q.v.</i>) 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).</p> <p>In the NFAAR-FD: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>) and Part 3 (<i>q.v.</i>) 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).</p>	<p>For undergraduate programmes: the mean average mark across all summative assessments in all stages (<i>q.v.</i>) of Part 2 (<i>q.v.</i>, where appropriate) and Part 3 (<i>q.v.</i>) of a programme, calculated according to the weightings of the constituent units and parts prescribed in the relevant programme regulations, as gained at the first attempt (<i>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>For postgraduate taught programmes: the mean average mark across all summative assessments in all stages 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).</p>

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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Overall stage average (OSA)	<p>In the NFAAR-UG context: 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>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>In the NFAAR-PGT context: 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 following supplementary assessment (unless taken as deferred assessment).</p> <p>In the NFAAR-FD context: 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 following supplementary assessment (unless taken as deferred assessment).</p>	<p>For undergraduate programmes: the mean average mark across all summative assessments in a stage of a programme, in whatever part that stage falls, calculated according to the relevant programme regulations, as gained at the first attempt (<i>i.e.</i>, not marks gained in supplementary assessment, unless taken as deferred assessment).</p> <p>For postgraduate taught programmes: the mean average mark across all summative assessments in a stage of a programme, calculated according to the relevant programme regulations, 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).</p>
P1	Used for a unit passed at the first attempt, meaning $\geq 40\%$.	Used for a unit passed at the first attempt, meaning $\geq 40\%$, or as otherwise prescribed in the relevant programme regulations.
P2	Used for a unit passed at the second attempt, meaning $\geq 40\%$ for all cases apart from "mandatory extra work" where 70% is used.	Used for a unit passed at the second attempt according to any thresholds prescribed in the relevant programme regulations.
P2(3)	Used exclusively within the NFAAR-UG for a unit passed at the second attempt (or third attempt where permitted), meaning $\geq 40\%$ for all cases apart from "mandatory extra work" where 70% is used.	Not applicable.
P3	In the NFAAR-FD context, used for re-taken units passed at the first attempt against the appropriate pass mark described in Appendix 7: Supplementary assessment of the NFAAR-FD.	In the Foundation Degree Assessment Regulations governing programmes outside the scope of the NFAAR-FD, capped pass marks are prescribed for repeated units.
P4	In the NFAAR-FD context, used for re-taken units passed at the second attempt against the appropriate pass mark described in Appendix 7: Supplementary assessment of the NFAAR-FD.	In the Foundation Degree Assessment Regulations governing programmes outside the scope of the NFAAR-FD, capped pass marks are prescribed for repeated units.
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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Part 1	That part of a first-degree programme where summative assessment will normally be progress assessment and will be used only to determine the student's fitness to proceed to the next stage of the programme.	That part of a first-degree programme where summative assessment is a progress assessment rather than a final assessment.
Part 2	That part of a first-degree programme where summative assessment 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.	That part of a first-degree programme where summative assessment is both a progress assessment and a final assessment.
Part 3	That part of a first-degree programme where summative final assessment will normally be used alongside Part 2 (<i>q.v.</i> , where appropriate) results to determine the student's fitness to receive the award associated with the programme.	That part of a first-degree programme where summative assessment is a final assessment only rather than having any progress assessment aspect.
Part 4	In the NFAAR-PGT context, the entire postgraduate taught programme periods are labelled as Part 4. Throughout these programmes, assessment is used to contribute to decisions about eligibility for the qualification aim, progression, and upon completion of the programme for the award. Part 4 is distinguished from Part 2 (<i>q.v.</i>) and Part 3 (<i>q.v.</i>) assessments because different rules govern, for example, supplementary assessment, and the aggregation of marks towards an award calculation. Postgraduate taught programmes offered within the NFAAR-CPD context are defined in terms of Part 2 (where appropriate) and Part 3.	All parts of postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm). Summative assessment is used to contribute to decisions about eligibility for the qualification aim, progression, and upon completion of the programme for the award.
Promotion to class/grade above	Within the NFAAR-UG and the NFAAR-HY classified honours degrees, and in NFAAR-CPD programmes leading to Bachelor with honours degrees, this phrase means the ability to promote a student by one class (<i>e.g.</i> , from Second class honours Upper division to First class honours). Within the NFAAR-PGT, and in NFAAR-CPD postgraduate taught programmes, this means the ability to promote a student to the grade above (Pass to Merit, Merit to Distinction) provided it would be no more than the equivalent of an uplift of 10% of the marks for the programme as a whole.	The opportunity outside the NFAAR is for promotion requiring no more than the equivalent of an uplift of 10% of the marks for the programme as a whole (<i>e.g.</i> , in a postgraduate taught programme from a master's award passed at >60.00% to the award of a master with Distinction – <i>i.e.</i> , 70.00%; in programmes leading to the award of a bachelor ordinary degree, the equivalent promotion might lead to an award with Merit).
Stage	Completion of each stage is determined by the outcomes of summative assessment that is progress assessment and/or final assessment.	A portion of a programme at the end of which summative assessment takes place, as defined in the relevant programme regulations.
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Term/ Abbreviation	Brief description of meaning within NFAAR	Brief equivalent definition for non-NFA contexts
Stage required units (SRUs and non-SRUs)	In some NFAAR-FD and NFAAR-PGT programmes, separate stages may be identified, but only certain units might be defined as needing to halt progression to the next stage, if failed, pending supplementary assessment. Such units would be identified as stage required units (SRUs). Non-SRUs might be retrieved in supplementary assessment alongside the study of the next stage.	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), any such distinction would be defined explicitly in programme regulations; otherwise the general principles of the Postgraduate Commonality Rules would apply. In Foundation degree programmes, the relevant programme regulations would identify any such units.
Taught-stage(s) average (TSA)	Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The calculation of eligibility for degree awards with merit or with distinction depends on performance in each of these phases meeting the relevant threshold, in addition to consideration of the overall programme average (OPA). 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). The same distinction is also relevant in NFAAR-CPD programmes.	In postgraduate taught programmes that are governed by the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm), this is the average mark specified in the appropriate programme regulations, which must be at least 40% across the summative assessments comprising the diploma stage, and which allows progression to the dissertation/project (master) phase of the programme.
Taught-stage(s) credits (TSC)	Many Master programmes covered by the NFAAR-PGT have a taught phase followed by a dissertation/project phase. The units falling into the former phase are summarized as taught stage(s) credits. In some Master programmes, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the TSCs come from units that are defined as being of the taught type. The same distinction is also relevant in the NFAAR-CPD context. See also Taught stage(s) average (TSA).	Taught units as described in the Postgraduate Commonality Rules (see http://www.bath.ac.uk/student-records/sreo.bho/pgcommonality.htm).