

# The New Framework for Assessment — NFAAR-UG

An introduction for students, in the form of frequently-asked questions



This document provides an introduction to the rules for the assessment of the University's main undergraduate (UG) programmes by answering frequently-asked questions about how your assessment decisions are made.

It relates to the *New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes*, abbreviated as *NFAAR-UG*.

Since these are *only* answers to frequently-asked questions, this document is not a substitute for reading either your programme handbook, or the NFAAR-UG\* document itself, where necessary.

The table of contents on the right shows the topics covered here and, if you are using this document electronically, you may be able to click on them to jump to a page.

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\* <http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf>

## What is the NFA?

1. NFA stands for *New Framework for Assessment*. It contains the common regulations for assessment across a range of programme types in the University.
2. The set of common regulations for the main ranges of first-degree (undergraduate — UG) programmes is known as the *New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes*, abbreviated as *NFAAR-UG*, and available to view or download (<http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf>).
3. When it was first introduced for these UG programmes, in the 2008/09 academic year, the NFA was the result of a lengthy process of consideration aimed at identifying, describing, and then codifying best practice in the way degree programmes have traditionally been structured and assessed at the University of Bath.
4. The adoption of the NFA means that the periods of study that make up a degree programme, and the relationship between these periods of study, are broadly the same across the University's academic areas (departments and School of Management).
5. It also means that examiners across the University will apply the same rules to determine your progression through your programme of study and, eventually, to determine your degree classification.
6. By expressing and applying these rules in a clear and consistent way, using the same terminology across the University, the NFA makes it easier for students to understand how decisions about academic progress and achievement are reached.
7. In particular, by setting out a clear and transparent set of rules for how degrees are awarded and classified, the NFA gives students the tools to measure their own performance and progress in relation to the academic decision points within their programmes of study.

## A new framework for assessment Briefing note no. 9



### **New Framework for Assessment: Assessment Regulations (NFAAR) approved by Senate**

After detailed consideration by the Quality Assurance Committee, Senate approved the full NFAAR document on 9 April 2008. The full document is now publicly accessible on the web via: <http://www.bath.ac.uk/registry/nfa/index.htm>.

### **On-going work on mitigating circumstances and supplementary assessment**

While some work continues on mitigating circumstances and supplementary assessment procedures, the regulations have been designed to allow results from this work to be plugged in before 1 August 2008 — subject to consideration and approval by the Quality Assurance Committee and Senate. This approach means that key parts of the document, to which departmental and programme handbooks need to provide links, can be made available now (see **Features of the new regulations**, in main panel).

### **Contacts**

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### **Features of the new regulations**

Most immediately important among the features of the new regulations is that there are separate appendices for each of the end-of-stage decision points. These have been separated out for publication as individual PDF documents, such that departmental and programme handbooks will be able to make *links* directly to them — thus avoiding the need for fully-compliant programmes to have those details re-written into their own documents. They should *not* be copied into other documents, and *links should always be to these originals* (not to departmental copies that might become out of date). Additional provisions have been made to facilitate this work in departments, for their programme specifications, programme regulations, and programme handbooks. The sample tabulation of a programme structure fully compliant with the new framework for assessment, with descriptions of parts and stages, etc., which appeared in [Briefing note no. 7](#) has been extended. There is now a small additional table from which hyperlinks to the decision-making appendices can be made:

Assessment, weighting and decision-making		
Stage	Weighting within programme	NFAAR document reference (see <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a> )
Stage 1	10%	NFAAR document Appendix 1: Progression to assessment 40-49 (10)
Stage 2	20%	NFAAR document Appendix 2: Progression to assessment 50-59 (20)
Stage 3	30%	NFAAR document Appendix 3: Progression to assessment 60-69 (30)
Stage 4	40%	NFAAR document Appendix 4: Progression to assessment 70-79 (40)

For full details, see "Assessment in the programme context" and Appendix 3 in the NFAAR document.

Formally, the NFAAR now becomes a supplement to the University Regulations, and will help to provide greater clarity for students and staff by combining elements once specified in individual programmes' schemes of assessment with the provisions of University Regulation 15 and the most relevant of the University's Quality Assurance Code of Practice Statements, QA35 Assessment Procedures.

### **Further support for Directors of Studies**

A general presentation of the new framework for assessment will now be prepared, so that it can be used by Directors of Studies in introducing students to the NFAAR. This will be part of the effort to ensure that the NFAAR is not re-written or expressed differently in different places, and that consistent interpretation is facilitated.

Briefing note no. 9  
JH (14 Apr 2008)

<http://www.bath.ac.uk/registry/registry.bho/assessment/>

One of the series of Briefing notes that accompanied the adoption of the NFA. These are still available, alongside all the relevant committee documentation (<http://www.bath.ac.uk/registry/registry.bho/assessment/index.htm>).

## Does the NFAAR-UG apply to me?

8. If you started your programme in or after 2008/09, and you are a student:

- on a first-degree programme lasting three-years or longer leading to a Bachelor degree; or
- on integrated programme leading to a Master degree; or
- on the Master of Architecture programme;

this is the introduction for you.

9. Your assessment regulations are set out in the *New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes*, abbreviated as *NFAAR-UG*, and available to view or download (<http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf>).

10. Since the introduction of the NFA concept in the 2008/09 academic year, the regulations have been expanded to cover areas beyond the main first-degree, or undergraduate, programmes.

11. Separate NFA documents cover different assessment rules that apply to:

- a. Postgraduate taught programmes (<http://www.bath.ac.uk/registry/nfa/nfaar-pgt.pdf>).
- b. Foundation degree programmes (<http://www.bath.ac.uk/registry/nfa/nfaar-fd.pdf>).
- c. Honours Year programmes (<http://www.bath.ac.uk/registry/nfa/nfaar-hy.pdf>).
- d. Programmes operating within the University's Continuing Professional Development (CPD) framework (<http://www.bath.ac.uk/registry/nfa/nfaar-cpd.pdf>).

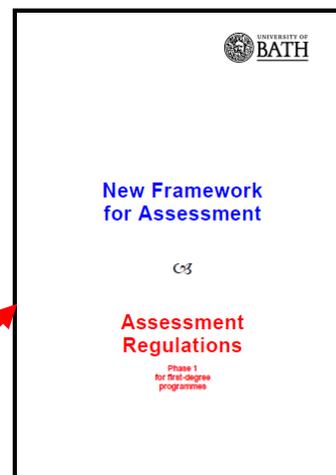
12. All of the formal information about the NFA is available from the University web-site (<http://www.bath.ac.uk/registry/nfa/>).



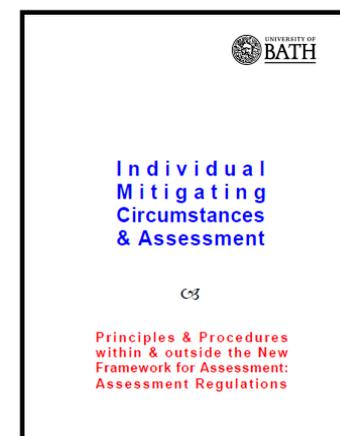
The screenshot shows the University of Bath Registry website. The header includes the University of Bath logo and navigation links: 'UoB: home | a-z | contact' and a search box. Below the header, there are links for 'text view', 'A A A', and 'Home'. The main content area is titled 'New Framework for Assessment' and includes a 'Registry Home' section with links to 'New Framework for Assessment: Assessment Regulations' and 'A new framework for assessment: Index of consultation and implementation documents available to the University community'. The main heading is '1. Introduction' with a triangle icon. The text below explains that the page provides information about the University's New Framework for Assessment (NFA) and its implementation in phases to groups of University programmes. A summary paragraph states that the NFA was introduced for all first-degree programmes leading to Bachelor awards with honours or to Master of Architecture with honours, and integrated first-degree programmes leading to classified Master awards with honours, for students starting at the beginning of such programmes in the academic year 2008/09 (Phase 1). On the right side, there is a 'News' section with links to 'University News', 'Individual Mitigating Circumstances (IMCs)', and 'Related links' with links to 'International Office' and 'Student Records & Examinations'. At the bottom right, there is a 'Contact' section with the phone number '+44 (0) 1225 383512' and a link to 'Contact the Registry'.

## Which are the key sources of information?

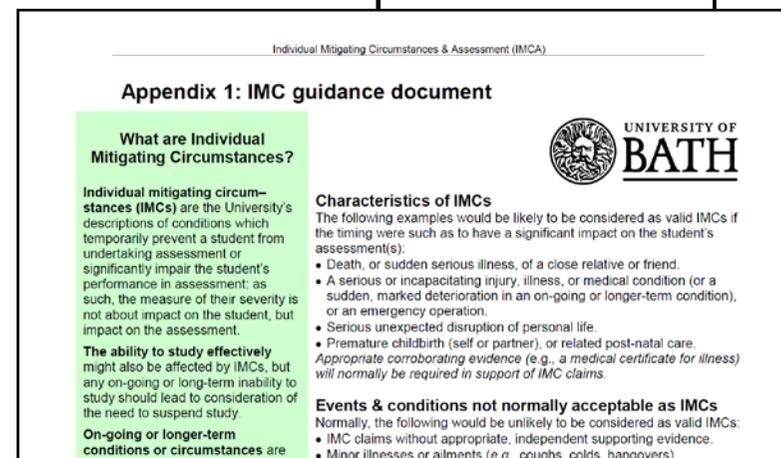
13. If you are thinking about your study and assessment, there are two main written sources of information.
- Your **programme handbook** will include information about the structure of your programme of study, including the units you will study in each period, and any *special* information about the way you will be assessed. It also includes signposts to other key sources of information you may need to consult.
  - The ***New Framework for Assessment: Assessment Regulations: Phase 1 for first-degree programmes (NFAAR-UG)*** describes the University's common regulations for assessment in these programmes — and includes a list (Appendix 10) of the few exemptions from the general rules that apply to particular programmes of study. It covers all the general rules for assessment in your programme and in lots of other programmes, so there are some simple ways to get to the detail you might be looking for.
  - Your programme handbook, or the Programme & Unit Catalogues on the University web-site (<http://www.bath.ac.uk/catalogues/>), will allow you to follow directions to the rules that apply to the assessment of *your* Stage of *your* programme. So, for example, if you were on the first year of a three-year Bachelor of Science programme, you might be pointed to Appendix 11 of the NFAAR-UG (<http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-11.pdf>).
14. Your **Director of Studies** is the key *person* you might need to ask about your study or assessment (<http://www.bath.ac.uk/dos/>).
15. Your programme handbook will also tell you about the steps you need to take promptly if, for example, you are unwell at the time of your examinations, or if your assessments are affected by ***individual mitigating circumstances (IMCs)***.



The full NFAAR-UG can be downloaded (<http://www.bath.ac.uk/registry/nfa/index.htm>). Appendix 10 lists exemptions from the general rules for particular programmes.



For information about Individual Mitigating Circumstances and assessment, see <http://www.bath.ac.uk/registry/imc/>.



## How do I find out how I'll be assessed this year?

16. Start with your **programme handbook** and the description of the structure of your programme. Both it, and the Programme & Unit Catalogues (<http://www.bath.ac.uk/catalogues/>), will allow you to follow directions to the rules that apply to the assessment of *your* Stage of *your* programme.
17. Locate the directions to the relevant assessment regulations for the Stage of your programme that you are interested in.
18. Follow the link to get to the part of the NFAAR-UG document that has the assessment regulations for your Stage in it. In addition to the full document on the University web-site, these links can take you to a specific Appendix.
19. In all cases, you will find the assessment regulations explained in text form, followed by an equivalent representation in the form of a flowchart.
20. Remember that your programme handbook will also tell you about the steps you need to take promptly if, for example, you are unwell at the time of your examinations, or if your assessments are affected by **individual mitigating circumstances (IMCs)**.

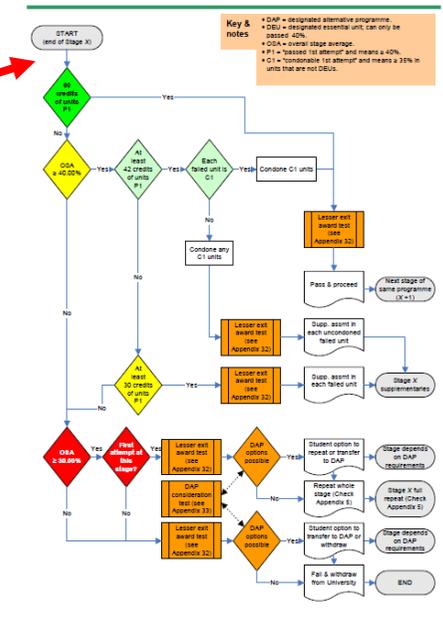
Programme code		LXXX-AKB01							
Programme title		Sustainable Development Sciences							
Award type		Bachelor of Science with honours							
Award title		Sustainable Development Sciences							
Mode of Attendance		Thick sandwich							
Length		4 years							
State if coexistent M-level programme									
State any designated alternative programmes		LXXX-AFB04 Sustainable Development Sciences (3-yr full-time) leading to BSc (Ordinary) award							
Approving body and date of approval		Board of Studies for the Faculty of ... 16 January 2008							
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	
1	1	Yr 1 AY	XX10346	Full unit title as formally approved	C	24	DEU		
		Yr 1 AY	XX10348	Full unit title as formally approved	C	12	DEU		
		Yr 1 Sem 1	XX10416	Full unit title as formally approved	C	12	-		
		Yr 1 Sem 2	XX10206	Full unit title as formally approved	C	6	-		
		Yr 1 Sem 2	XX10104	Full unit title as formally approved	C	6	-		
		Yr 2 AY	XX20236	Full unit title as formally approved	C	24	DEU		
2	2	Yr 2 AY	XX20358	Full unit title as formally approved	C	12	-		
		Yr 2 Sem 1	XX20421	Full unit title as formally approved	C	6	-		
		Yr 2 Sem 1	XX20333	Full unit title as formally approved	C	6	DEU		
		Yr 2 Sem 2	XX20543	Full unit title as formally approved	C	12	-		
		Yr 3 AY	XX20919	Full unit title as formally approved	C	60	-	Enhanced	
		Yr 4 AY	XX30421	Full unit title as formally approved	O	12	DEU		
3	4	Yr 4 Sem 1	XX30406	Full unit title as formally approved	O	12	DEU		
		Yr 4 Sem 1	XX30203	Full unit title as formally approved	O	12	-		
		Yr 4 Sem 1	XX30101	Full unit title as formally approved	O	12	-		
		Yr 4 Sem 1	XX30543	Full unit title as formally approved	C	6	-		
		Yr 4 Sem 2	XX30358	Full unit title as formally approved	C	30	DEU		
		Assessment weightings and decision references							
		Stage	Weighting within programme	NFAAR-UG decisions reference See: <a href="http://www.bath.ac.uk/nfaar-ug/">http://www.bath.ac.uk/nfaar-ug/</a>					
		Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12					
Stage 2	24%	Main assessment: Appendix 19 Supplementary assessment: Appendix 20							
Stage 3	8%	Main assessment: Appendix 19 Supplementary assessment: Appendix 20							
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28							

**Appendix 11: First degree / Parts 1 & 2 / Stand-alone / 60-credit stages / Main assessment**

1. This appendix relates to the detailed stage assessment criteria for:

- First degree programmes leading to Bachelor awards with honours or to Master of Architecture with honours and integrated first degree stand-alone programmes leading to classified Master awards with honours, and
- Part 1 and Part 2 decisions with 60-credit stages, at
- The close of the main assessment period.

Figure 9: First degree / Parts 1 & 2 / Stand-alone / 60-credit stages / Main assessment



## How do the different types of units fit together?

21. You can find useful information about programmes and units, and the way programmes are structured, in the Programme & Unit Catalogues (<http://www.bath.ac.uk/catalogues/information/students/>).
22. Units can be:
  - a. **Compulsory Units.** A compulsory unit is a unit which must be taken by all students on a particular programme of study. Units which are compulsory for students on some programmes may be optional for students on others.
  - b. **Optional Units.** Some programmes allow students to choose a specified number of the units for a given semester or year from a list. For example, 24 credits of the semester might be made up of compulsory units but the remaining 6 must be chosen from a list of units containing both 3- and 6-credit units. These are called optional units.
  - c. **Designated Essential Units (DEUs).** Within the NFA, particular units within a programme may be identified as DEUs: these are units which must be passed in order to qualify to proceed with the programme or to receive its normal award at the end; marginal failure in such units cannot be condoned (see para. 34).
23. Within set limits, if you fail units in Part 3 assessments (generally, your final year — see para. 28) you will be permitted to retrieve the failure through supplementary assessment. Beyond the set limits, failures in Part 3 cannot be retrieved.
24. Within a given Stage of your programme (see para. 30), the relative size of the unit will normally contribute that proportion of the marks for that Stage. A 6-credit unit in a 60-credit Stage will normally contribute one-tenth of the marks for that Stage.
25. See **What counts towards my degree result, and how?** (paras 26–33) for more information about how the different Parts and Stages contribute to your assessment.

The screenshot shows the University of Bath's Programme & Unit Catalogues website. The page is titled "Programme & Unit Catalogues - Information for Students". The navigation menu includes "text view", "A A A", "Catalogues Home", "2012/13 Catalogues", "For Students", "For Staff", and "Glossary". The main content area is titled "Programme & Unit Catalogues - Information for Students" and contains a list of links: "Programme & Unit Catalogues", "Index of Catalogues", "Glossary of Terms", "Information for Students", and "Information for Staff". A red arrow points from the text in the document to the "Information for Students" link in the screenshot. The right sidebar features the SAMIS logo and "Related links" including "2010/11 Programme & Unit Catalogues" and "Important information about choosing optional units for 2010/11".

## What counts towards my degree result, and how?

26. The phases of UG programmes are normally divided into three Parts. Assessments in Part 1 will *not* count towards your degree result, though obviously you will have to do well enough in them to progress. Assessments in Part 2 and in Part 3 *do* count towards your degree result.

27. Part 1 is most commonly equivalent to the first year of a full-time UG programme.

28. The final year is most commonly what is labelled as Part 3, with the middle years comprising Part 2.

29. Generally, the contribution of Part 2 assessments will be different from Part 3 assessments. To take the case of a three-year programme leading to a Bachelor award, the middle year (Part 2) will commonly contribute 32% of the marks towards your degree result, whereas the final year (Part 3) will contribute 68% of the marks. These are known as weightings.

30. Parts have Stages within them. In the middle two years of a four-year Bachelor programme with a professional placement in the third year, the second year in the University might be Stage 2 and the third year on placement might be Stage 3.

31. Placement periods often have particular weightings attached to them, but otherwise, the units within a Stage will generally contribute marks to your degree result in proportion to their credit-value. Thus, within Stage 2, a 12-credit unit will be worth twice as much as a 6-credit unit.

32. The University uses these credits (normally amounting to 60 each year in a UG programme) to indicate approximately the proportions of your total workload.

33. There is more information about the weighting of Parts and Stages in the Appendix 6 of the NFAAR-UG document, and in the section of the NFAAR-UG entitled "Assessment weightings in the calculation of averages".

There are some exceptions, such as the BSc in Architecture which is different in order to match the requirements for professional accreditation of the programme.

If, in this three-year degree example, you passed every one of your second-year assessments with a mark of 53% but improved in your final year and passed every one of your final-year assessments with 64%, the calculation would work out like this:

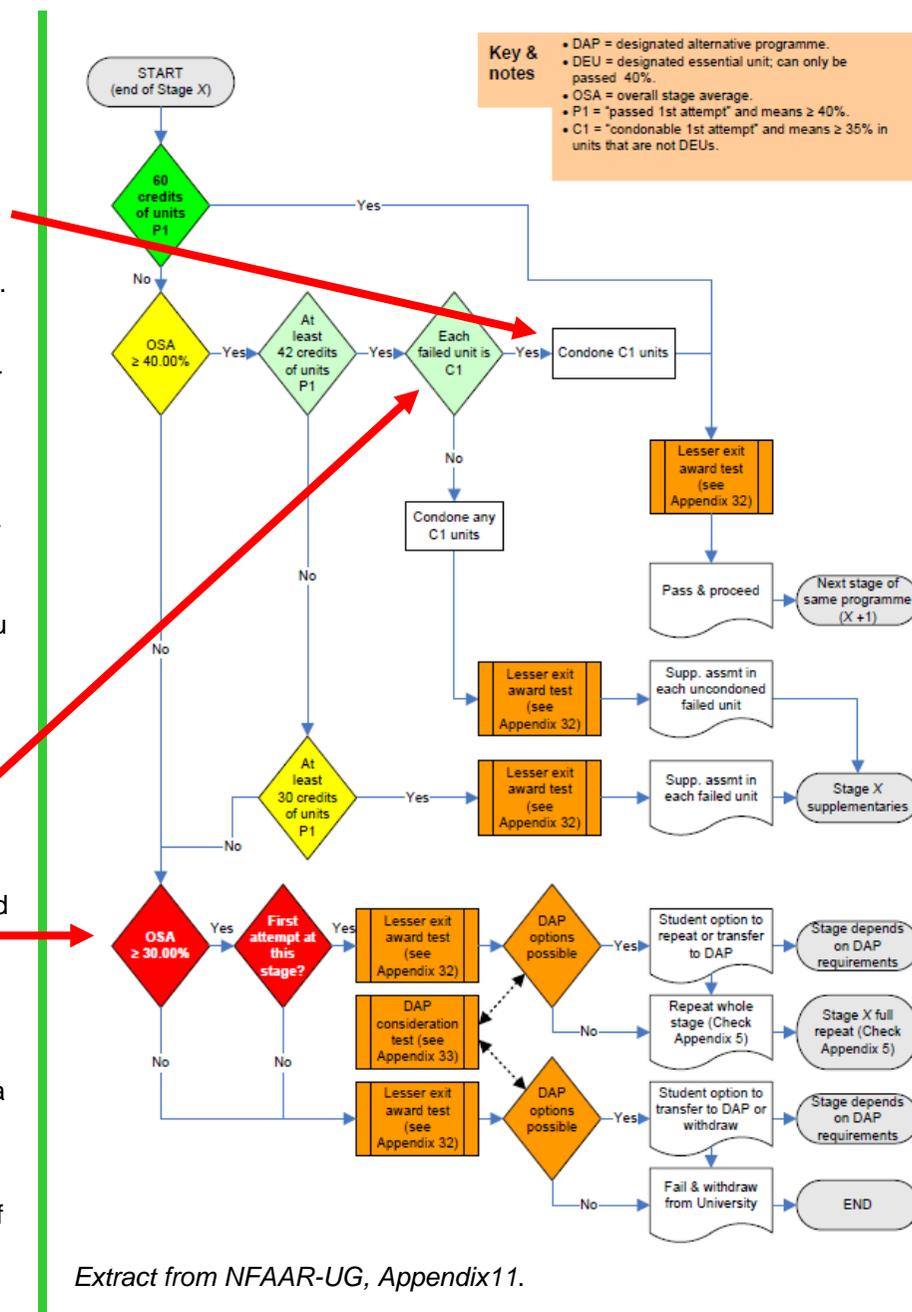
$$\begin{aligned}(53 \times 0.32) + (64 \times 0.68) &= 16.96 + 43.52 \\ &= 60.48 \\ &= \text{Second class honours, upper division (2.1)}\end{aligned}$$

A 6-credit unit in a Stage comprising 60 credits can be expected to take up about 10% of a typical student's workload. Using the 32:68 proportions of the above three-year Bachelor programme, a 6-credit unit in a non-placement Stage in Part 2 will contribute less than a 6-credit unit in Part 3:

$$\begin{aligned}6/60 \times 0.32 &= 0.032 \text{ of the total marks available for the degree;} \\ 6/60 \times 0.68 &= 0.068 \text{ of the total marks available for the degree.}\end{aligned}$$

## What happens if I fail something?

34. First, it's worth explaining that we use the verb *to condone* in association with marginally failed units which can be tolerated. So, if your overall performance is very good, marginal failure (35%-39%) in a unit, or failure in some final year units, might be condonable.
35. The rest of the answer to this question can depend on a number of things.
- In some programmes, there are units called *Designated Essential Units (DEUs* — see para. 22.c), and these must be passed in order to qualify to proceed with a programme or to receive its normal award at the end. Even marginal failure in such units cannot be condoned. So long as some overall limits are not exceeded, you would have an opportunity to retrieve failure in such a unit in supplementary assessment. (DEUs are distinct from *compulsory* or *optional* units in your programme of study.)
  - Ultimately you will not be able to proceed on your programme if you do not pass all units (normally at 40%) or — in non-DEUs — if you do not reach a minimum condonable threshold standard of 35%. See **Why might I have to repeat a Stage?** (p. 12)
  - If you marginally fail non-DEUs worth a small number of credits, you might be allowed to progress without supplementary assessment, depending upon your general level of performance.
  - Supplementary assessment is only available within set limits — and would not be permitted if you fail too many credits.
36. In practice, it is best to look at the detailed rules for *your* Stage of *your* programme. If you were a first-year student on three-year Bachelor programme, you would be directed (from your handbook or the Programme & Unit Catalogues — <http://www.bath.ac.uk/catalogues/>) to a specific NFAAR-UG appendix to show how your assessment decisions would be made. In each such appendix, there is a text-based explanation followed by a flowchart. The example on the right would be typical of the main assessment for the year in this case. It shows how different levels of overall performance are balanced against units failed, in terms of access to supplementary assessment or to repeating a Stage.



Extract from NFAAR-UG, Appendix 11.

## Why are the rules for my programme different?

37. Your programme might be different because it has to operate with an exemption from the common rules. Sometimes these are the consequence of having professional accreditation for a programme. Exemptions of this type are listed in Appendix 10 of the NFAAR-UG document, and details would be provided by your department, generally referenced in your programme handbook.
38. Beyond the relatively few exemptions mentioned above, there are some differences between programmes. Some are obvious: programmes have placements or do not, programmes lead to Master awards rather than Bachelor awards, and some are longer than the normal minimum of three years of full-time study.
39. However, even within programme-types that lead to the same sort of award (e.g., Bachelor) and that last for the same period (e.g., three years) there are some necessary distinctions to be made, and these have been allowed for within the common language used by the NFAAR-UG.
40. The **broad types of programmes** recognized by the University are described in the quotation on the right. *Designated Essential Units* (DEUs — see para. 22.c) are the means whereby the special requirements to pass particular units are identified in the relevant programmes. As a counterpart to the requirement to pass all of these units, they are the only type of unit where failure in the final year is allowed to be retrieved through supplementary assessment. Whether a unit is a DEU is a separate matter from whether units in a programme are *compulsory* or *optional* (see para. 22).
41. A particular unit might be a DEU in one programme but not in another. If it is a DEU in your programme, you will need to pass it at 40%; if it is not a DEU in your programme you might, in some circumstances, be able to progress with a mark of 35% or more, or in the final part of the programme you might be able to be awarded a degree without having passed that particular unit.
42. By means such as these, the University aims to establish a general balance between the requirements of different broad types of programmes in its portfolio of undergraduate programmes.

## 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 [...] when professional requirements are important [...].

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 [...].

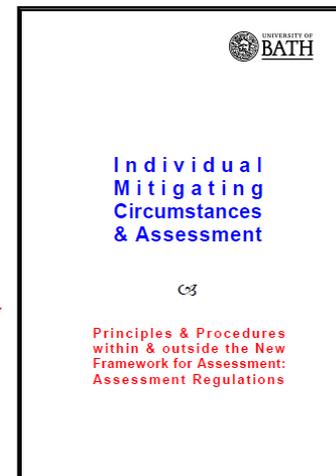
In between, there are programmes that may be associated with an area of professional practice or may be more general in nature. They have in common that some specific, key learning outcomes must be met in order to qualify for the award of the appropriate degree. Examples of such programmes can be found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

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.

*Extract from NFAAR-UG, Appendix 2, Definitions*

## What are the OSA and OPA?

43. These abbreviations stand, respectively, for *Overall Stage Average* and *Overall Programme Average*.
44. In the NFAAR-UG, the OSA 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 — see paras 46–48).
45. In the NFAAR-UG, the OPA 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 — see paras 46–48).
46. As indicated above, if you fail a unit and have to retrieve that failure through supplementary assessment, you will have to keep the original failing marks in the calculations for the OSA and OPA.
47. If you are permitted, during the supplementary assessment period, a deferred attempt at the first assessment for a unit (because, for example, you were prevented from taking it through illness and submitted an IMC claim that has been accepted as valid), you would be allowed to carry forward the mark you achieved towards the OSA and OPA calculations.
48. A deferred attempt at supplementary assessment for the retrieval of failure would still mean carrying the original first-attempt failing marks into the OSA and OPA calculations.
49. You can see a simple example of how the OSAs stack up into an OPA in the section about **What counts towards my degree result, and how?** (paras 26–33).



## Are there differences in the way that units are assessed?

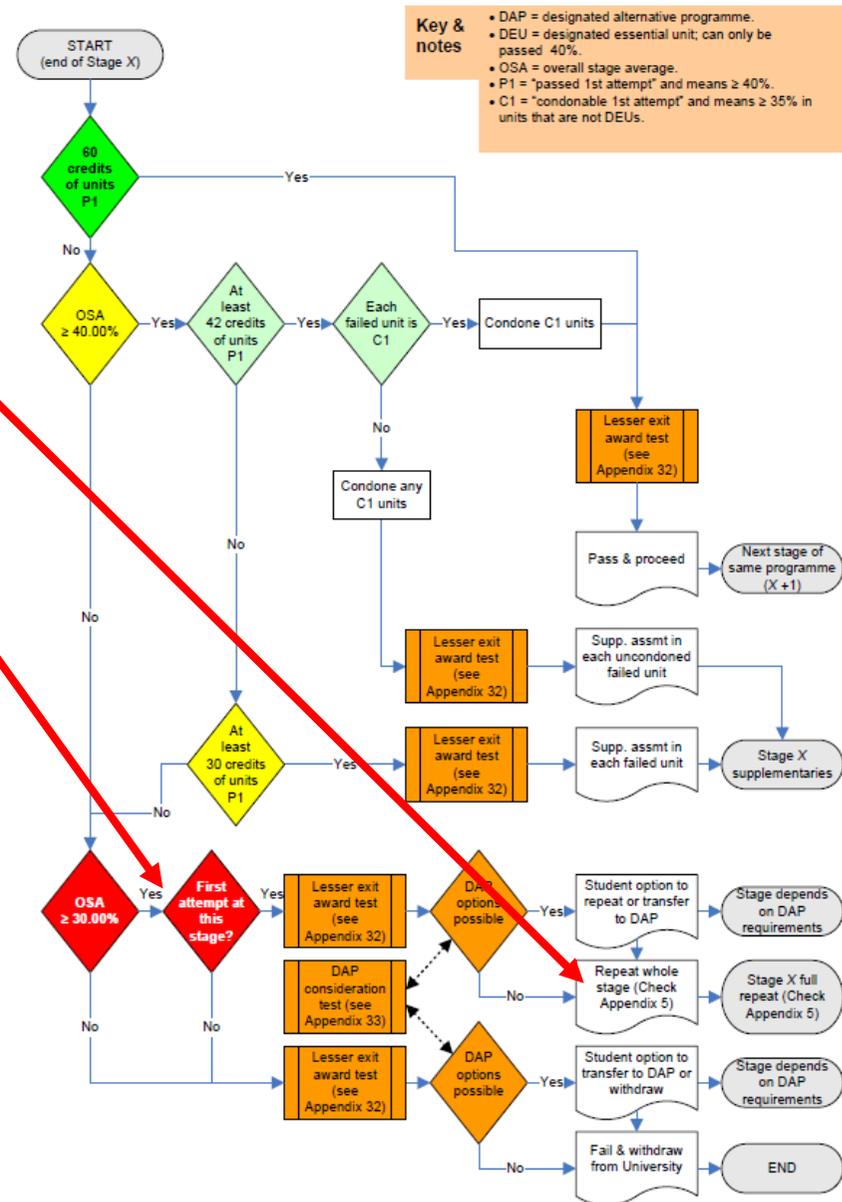
50. Yes. The most obvious differences are that some units might be assessed wholly by formal examinations while others might be wholly assessed through coursework. There are other varieties too.
51. Most commonly, you have to reach an overall pass mark of 40% across the assessments for a unit, but in some cases there might be component parts of the unit that you must pass, or in which you must reach a set minimum in order to pass the unit overall. These special sub-unit thresholds are known as *Qualifying marks*.
52. The unit descriptions, in the Programme & Unit Catalogues on the web (<http://www.bath.ac.uk/catalogues/>), give details of the methods used for supplementary assessment for the retrieval of failure. Often this is a “like-for-like” assessment, whereby an examination will be re-assessed through a further examination. Sometimes, a different *overall* form of assessment will replace all of the first assessment requirements, and passing that will result in a pass for the unit.
53. A particular form of supplementary assessment is known as *Mandatory Extra Work*. This term is used where the form of supplementary assessment for the unit requires students to work through the examination paper from the initial assessment and achieve a pass mark of 70% as a complete replacement of all elements of the initial assessment. If such a unit is not a Designated Essential Unit (see para. 22.c), then the condonable threshold (equivalent to the 35% in a normal non-DEU assessment) is 60%.



An example would be a unit 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) — see paras 44 & 45.

## Why might I have to repeat a Stage?

54. Programmes assessed under the NFAAR-UG are designed to require satisfactory completion of whole Stages, rather than allowing the gradual accumulation of credit for individual units.
- The flowchart on the right gives an example of the ways in which repeating a Stage might become necessary, using the decision-making that occurs after the main assessment in Part 1 in a typical Bachelor degree programme.
  - In this example, if your Overall Stage Average fell in the range 30.00%–39.99%, or if you had a higher Overall Stage Average but had failed too many units, you might have to repeat the Stage. Normal fees are payable for repeating a Stage.
55. University rules embodied in the NFAAR-UG only allow you to repeat a Stage once (where repeating is permitted at all). However, if you are a student for whom it is accepted that there are valid and significant individual mitigating circumstances (IMCs) that have led to the failure of your Stage, the failed Stage will not advance the count of your attempts at the Stage. So, if you failed a first attempt because of valid and significant IMCs, you would be permitted a new first attempt; and if you failed a second attempt because of valid and significant IMCs, you would be permitted a new second attempt.
56. There could be circumstances in which you could not take advantage of the University's rules allowing a Stage to be repeated.
- You might have exhausted the funding support for which you were eligible, or have run out of time (see **Is there an overall time limit for the completion of my studies?**)
  - Or, for example, if you are an international student studying at the University, you must have a valid visa, and the period for your study in the UK is likely to be limited: if repeating a Stage would mean you could not then complete in time (even if you were successful in your repeated Stage), you would not be allowed to take it. Consult the International Student Advice Team for specialist guidance (<http://www.bath.ac.uk/international/advice/isat.html>).



Extract from NFAAR-UG, Appendix 11.

## What are coexistent and stand-alone programmes?

57. 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.
58. 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 Master programmes are described as coexistent programmes.
59. 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.
60. Your programme handbook will make it clear if you are on a coexistent programme, and will lead to you specific decision-making appendices of the NFAAR-UG that cover the rules for those programmes.
61. The NFAAR-UG prescribes the rules for being required to move from a coexistent Master programme to a related Bachelor programme. Promotion from a Bachelor programme to a Master programme is governed by specific programme regulations.

### Appendix 15: First degree / Part 1 / Coexistent / 60-credit stages / Main assessment

1. This appendix relates to the detailed stage assessment criteria for:
  - Integrated first degree coexistent programmes leading to classified Master awards with honours, and
  - Part 1 decisions with 60-credit stages, at
  - The close of the main assessment period.

## Is there an overall time limit for the completion of my studies?

62. Yes. The University sets out these time limits in Regulation 15.7.
63. Regulation 15.7 also deals with how changes in the maximum period for completion of study and assessment are calculated in the event of your changing from one programme to another.
64. If you are an international student studying at the University, you must have a valid visa, and the period for your study in the UK is likely to be limited also by the terms of your visa.
65. You might need to consider these limits if, for example, you have to repeat a Stage (see **Why might I have to repeat a Stage?** (paras 54–56)).

### 15.7 Maximum period for completion of study and assessment

(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.

(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.

*Extract from Regulation 15.7 as printed in NFAAR-UG, Appendix 1.*

## Can I progress without yet having passed everything?

66. There are some occasions when the general rules about completing outstanding assessment requirements are varied. For example:
- a. If, because of valid and accepted individual mitigating circumstances (IMCs), you have not had a second assessment opportunity, you can complete the assessment requirements for up to 12 credits of affected non-Designated Essential Units (DEUs) in the next Stage of her/his programme. (Otherwise you would need to suspend study and undertake the outstanding assessments with a view to qualifying to proceed subsequently.) If you attempt to retrieve the failures in this way, you must meet the requirements for those assessments *and* those for the subsequent year before progressing any further. See NFAAR-UG, Appendix 31 (<http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-31.pdf>).
  - b. Stage assessment (including any supplementary assessment) from an academic Stage can in some circumstances be successfully completed during a placement period. Programme regulations may specify otherwise, and if so they must detail the procedures and judgements that will be used to determine progression. See NFAAR-UG, Appendix 5 (not available separately, see <http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf>).
  - c. Sometimes, an academic Stage may be repeated after a placement period that normally follows it. See NFAAR-UG, Appendix 5 (not available separately, see <http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf>).
  - d. Within certain limits, if you are on a stand-alone programme and have failed supplementary assessment up to 18 credits in a 60-credit Stage (or 9 in a 30-credit Stage), you will be allowed to suspend for reassessment of the failed units only. It is a permissive provision, and you may choose not to take it up. See NFAAR-UG, Appendix 34 (<http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-34.pdf>).

### Appendix 31: Limited trailing of IMC-related assessments

1. This appendix relates to specific provisions approved by the University Senate at its meeting on 12 June 2013 for immediate availability for use in a narrow range of circumstances.

### Appendix 5: Stage progression

Figure 6: Stage progression, and placements or study abroad

#### Stage progression, distinguishing the requirements relating to academic stages from those relating to placement stages

In accordance with the provisions of para. 29, unless otherwise specified in particular programme regulations, it is not required that stage assessment (incl. any supplementary assessment) from an academic stage be successfully completed before a student embarks on a placement period. Programme regulations may specify such requirements, and if they are specified must detail the procedures and judgements that will be used to determine progression.

Subject only to arrangements made to deal with any mitigating circumstances, it is required that all academic stage assessment, and any placement stage assessment, be successfully completed to permit progression to the next academic stage of a programme.

### Appendix 34: Consideration for suspension for retrieval

1. This appendix relates to consideration for a period of suspension of study, during which failed units (within limits) might be retrieved before progression to the next stage of a programme. The relevant principles are:
  - A continuing student on a stand-alone programme who has failed supplementary assessment up to 18 credits in a 60-credit stage (or 9 in a 30-credit stage) will be allowed to suspend for reassessment of the failed units only. The marks gained in the further attempt at supplementary assessment will not contribute to the overall stage average (OSA) nor, where appropriate, to the overall programme average (OPA). This provision becomes effective from the 2014/15 academic year. It is a permissive provision, and if the student chooses not to take it up, the following provision would apply.

## Can I receive an award even if I don't complete my studies?

67. The University has, with effect from the 2014/15 academic year, made provision for exit awards for those who do not complete studies leading to the first degrees covered by NFAAR-UG.
68. This general provision may be prohibited in some specific programme regulations.
69. The exit awards in question are a Certificate of Higher Education (Cert HE) and a Diploma of Higher Education (Dipl HE). They are not named according to the programme you were on.
70. You must pass all of the units required to count towards these exit awards.
71. Full details are given in NFAAR-UG, Appendix 32 (<http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-32.pdf>).

### **Appendix 32: Consideration for award of CertHE/DiplHE**

1. This appendix relates to the detailed award assessment criteria for:
  - Certificate of Higher Education (CertHE) awards, or
  - Diploma of Higher Education (DiplHE) awards.