

# QA3 Annex E

## Programme design information relating to assessment under the provisions of the New Framework for Assessment: Assessment Regulations: Phases 4 & 5 for Foundation degree programmes

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# Assessment in the programme context

## Scheme of study and scheme of assessment

1. For the purposes 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.
2. 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 1.a–c above. An illustration is provided in [Appendix 1: Scheme of study and scheme of assessment details](#)~~Appendix 1: Scheme of study and scheme of assessment details~~.
3. 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

4. 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.
5. Frequently occurring programme structures are illustrated in these terms in Appendix 2: 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.
6. Neither a part nor a stage will be shorter in duration than one semester.
7. 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).
8. A summary diagrammatic representation of these supplementary assessment and re-take opportunities is given in [Appendix 3: Stage progression](#).

#### **Assessment weightings in the calculation of averages**

- 9. 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.
- 10. 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: FHEQ 4 and 5 (*i.e.* Certificate (C), and Intermediate (I)).
- 11. 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.
- 12. Further details about units' credit-weighted values in assessment are set out in [Appendix 4: Unit weightings in the calculation of averages](#).

#### **Stage required units**

- 13. 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.
- 14. 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.

# Appendix 1: Scheme of study and scheme of assessment details

Figure 1: Table showing a hypothetical two-year full-time programme

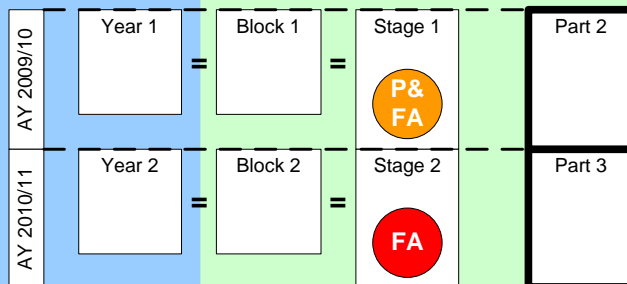
<b>Programme code</b>	UDAS-AFF01							
<b>Programme title</b>	Sustainable Development Sciences							
<b>Award type</b>	Foundation degree in Science							
<b>Award title</b>	Sustainable Development Sciences							
<b>Mode of Attendance</b>	Full-time							
<b>Length</b>	2 years							
<b>State if coexistent M-level programme</b>	-							
<b>State any designated alternative programme(s)</b>	-							
<b>Approving body and date of approval</b>	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	SRU status
		Yr	Sem					
2	1	Yr 1	AY	XX10006	Full unit title as formally approved	C	12	-
		Yr 1	AY	XX10008	Full unit title as formally approved	C	12	-
		Yr 1	AY	XX10348	Full unit title as formally approved	C	12	-
		Yr 1	Sem 1	XX10416	Full unit title as formally approved	C	6	-
		Yr 1	Sem 1	XX10016	Full unit title as formally approved	C	6	-
		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	SRU
3	2	Yr 2	AY	XX20326	Full unit title as formally approved	C	12	-
		Yr 2	AY	XX20347	Full unit title as formally approved	C	12	-
		Yr 2	AY	XX20348	Full unit title as formally approved	C	12	-
		Yr 2	Sem 1	XX20416	Full unit title as formally approved	C	6	-
		Yr 2	Sem 1	XX20217	Full unit title as formally approved	C	6	-
		Yr 2	Sem 2	XX20236	Full unit title as formally approved	C	6	-
		Yr 2	Sem 2	XX20114	Full unit title as formally approved	C	6	-
<b>Assessment weightings and decision references</b>								
<b>Stage</b>	<b>Weighting within programme</b>	<b>NFAAR-FD decisions reference</b> See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>						
<b>Stage 1</b>	60 / 120 credits (1/2)	Main assessment: Appendix 11 Supplementary assessment: Appendix 12						
<b>Stage 2</b>	60 / 120 credits (1/2)	Main assessment: Appendix 11 Supplementary assessment: Appendix 12						

## Appendix 2: Examples of programme structures

Figure 2: Parts and stages in typical Foundation degree programmes

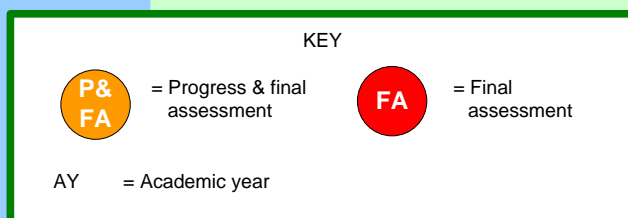
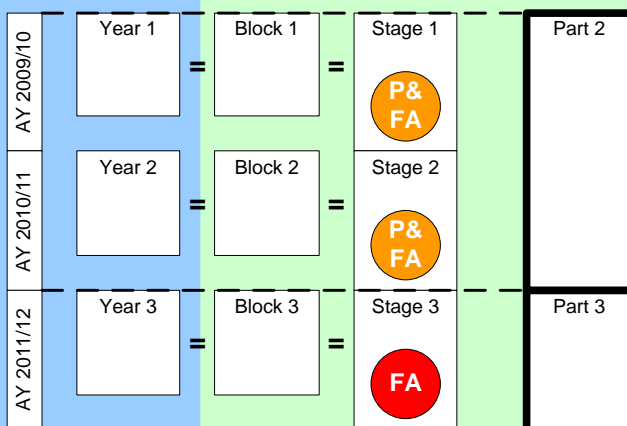
Traditional description of two-year full-time programme leading to a hypothetical Foundation degree

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

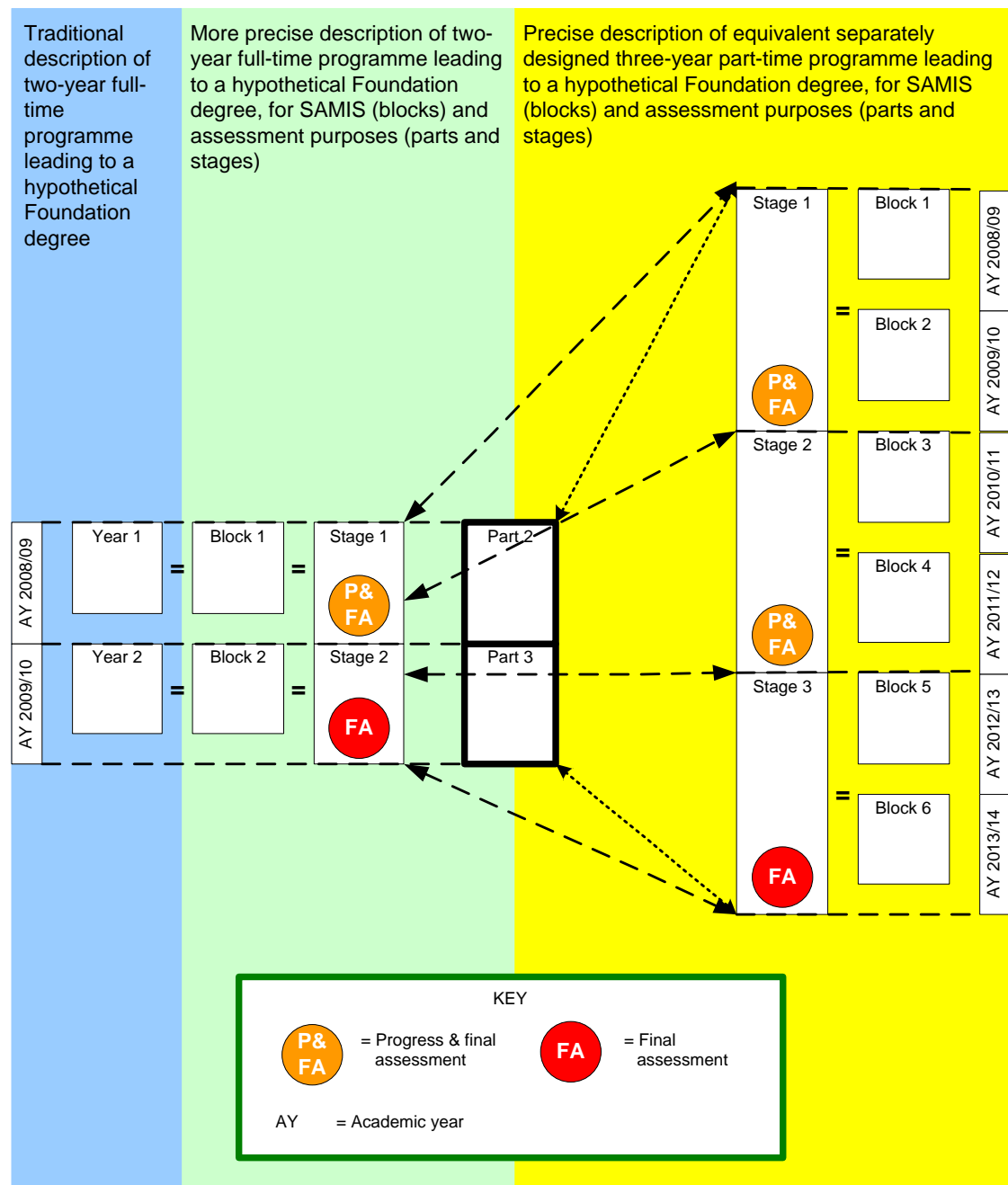


Traditional description of three-year part-time programme leading to a hypothetical Foundation degree

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



**Figure 3: Equivalent parts and stages in full-time and part-time programmes**



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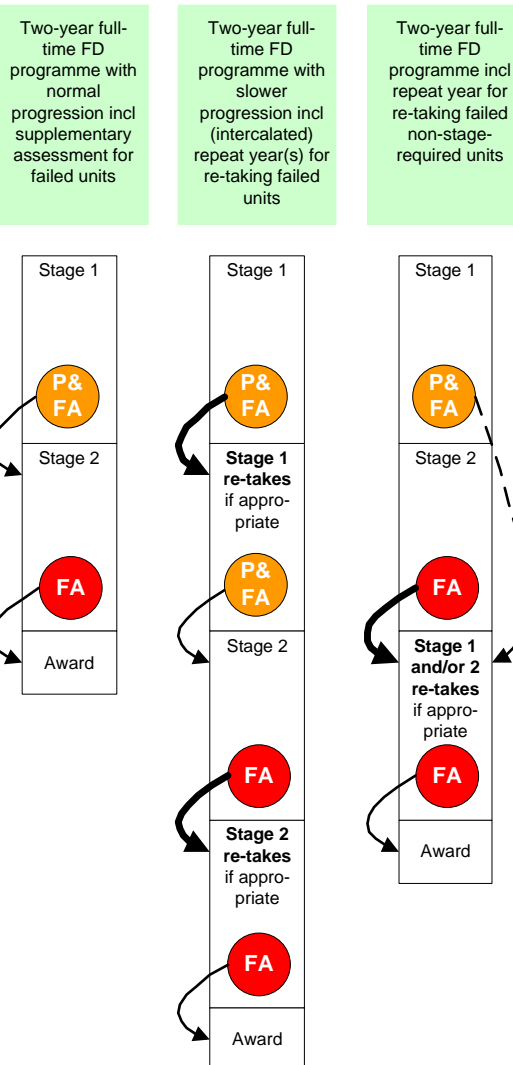
## Appendix 3: Stage progression

- Some aspects of stage progression requirements are illustrated in [Figure 4](#).

**Figure 4: Stage progression routes for different levels of achievement**

**Stage progression, distinguishing opportunities to retrieve lesser failure through supplementary assessment and more significant failure in re-take year(s)**

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.



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.

- 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.
- 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 5](#). 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 5: Potential best outcomes, where units are not passed**

Attempt status	Target pass status (and max. mark)	SRU status	Unit mark	Unit assessment exhausted (UX)?*	Other influences on judgement of failed unit, and best overall outcome(s)**
First taking of unit, main assessment (includes once-only repeats of an entire stage)	<b>P1</b> Max. mark = 100%	Non-SRU	30-39% (R1, not P1)	No	<b>Depends on overall performance in stage and other units:</b> Attempt supplementary assessment for P2 before progression
			<30% (below R1, not P1)	No	<b>Depends on overall performance in stage and other units:</b> Repeat each failed unit (once only) in supp stage Repeat all failed units (once only) before progression
		SRU	<40% (Fail, not P1)	No	<b>Depends on overall performance in stage and other units:</b> Attempt supplementary assessment for P2 before progression Repeat all failed units (once only) before progression
First taking of unit, supplementary assessment (includes once-only repeats of an entire stage)	<b>P2</b> Max. mark = 40%	Non-SRU	<40% (Fail, not P2)	No	<b>Depends on overall performance in stage and other units:</b> Repeat each failed unit (once only) in supp stage
		SRU	<40% (Fail, not P2)	No	<b>Depends on overall performance in stage and other units:</b> Repeat all failed units (once only) before progression
Second taking of unit (individual re-takes), main assessment	<b>P3</b> Max. mark = 40%	Non-SRU	30-39% (R1, not P3)	No	<b>Depends on overall performance in stage and other units:</b> Attempt supplementary assessment for P4 before progression
			<30% (below R1, not P3)	Yes	<b>Depends on overall performance in programme:</b> Consideration for possible Cert HE award Consideration for possible transfer to DAP
		SRU	<40% (Fail, not P3)	Yes	<b>Depends on overall performance in programme:</b> Consideration for possible Cert HE award Consideration for possible transfer to DAP
Second taking of unit (individual re-takes), supplementary assessment	<b>P4</b> Max. mark = 40%	Non-SRU	<40% (Fail, not P4)	Yes	<b>Depends on overall performance in programme:</b> Consideration for possible Cert HE award Consideration for possible transfer to DAP
		SRU	<40% (Fail, not P4)	Yes	<b>Depends on overall performance in programme:</b> Consideration for possible Cert HE award Consideration for possible transfer to DAP
<p>* 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.</p> <p>** 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 &amp; 12 for full details.</p>					

## Appendix 4: Unit weightings in the calculation of averages

Figure 6: Typical unit weightings towards averages and awards

Foundation degree / Certificate in Higher Education awards				
Type of award	Part 2		Part 3	
	Stage 1	Stage 2	Stage 2	Stage 2
2-year full-time programme leading to Foundation degree ...	60/120 credits	60/120 credits		
with alternative Cert HE award from appropriate units	60/60 credits			

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

Type of award	Part 2			Part 3
	Stage 1	Stage 2	Stage 3	Stage 4
4-year part-time programme leading to Foundation degree ...	30/120 credits	30/120 credits	30/120 credits	30/120 credits
with alternative Cert HE award from appropriate units	60/60 credits			

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