

# QA3 Annex G

## Programme design information relating to assessment under the provisions of the New Framework for Assessment: Assessment Regulations: Phase 4 for Continuing Professional Development (CPD) framework programmes

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# Assessment in the programme context

## Scheme of study and scheme of assessment

1. Within the University's Continuing Professional Development (CPD) framework:
  - a. Students register for a programme of study on successful negotiation of a learning contract outlining the choice of units to be taken. This choice of units will represent the 'programme' to be followed by the student in order to gain the desired award.
    - Students studying at undergraduate levels will register for a Certificate of Higher Education, Diploma of Higher Education/Foundation degree, or Bachelor degree with honours. Students will not be permitted to hold more than one of these awards and, where a lower level of award is achieved, that award must be rescinded should the student achieve a higher award.
    - Students studying at postgraduate levels will register for a Postgraduate Certificate, Postgraduate Diploma, or a Master degree. Students will not be permitted to hold more than one of these awards and, where a lower level of award is achieved, that award must be rescinded should the student achieve a higher award.
  2. For the purposes of describing clearly and completely a scheme of study and a scheme of assessment for a programme that is fully compliant with the NFAAR-CPD, it will be sufficient to indicate:
    - a. How the learning contract for a student will:
      - *Either* be based on an individually agreed selection of units within the relevant generic CPD framework structures (as illustrated in Appendix 2: Examples of programme structures), with confirmation of the stages involved;
      - *Or* be based on an individually agreed pattern of study within a postgraduate programme designed to operate within the CPD framework (as illustrated in Appendix 1: Scheme of study and scheme of assessment details), including the qualification aim(s) open to the student for satisfactory completion of the whole or portion(s) of the programme, with confirmation of the stages involved and of the units that, if passed, could be counted towards any lesser award than the target award.
    - b. How the learning contract for a student will set out in advance the requirements for any particular (pre-requisite) units to be completed successfully before others may be undertaken.
    - c. Which units within a learning contract for study for a postgraduate award are of the taught type (or are part of a taught phase of the programme) and which are of the dissertation/project type (or are part of a dissertation/project phase of the programme).
3. For programmes and learning contracts fully compliant with the NFAAR-CPD, clear reference to the centrally-maintained description of the regulations and a succinct tabular definition of the specific programme details will satisfactorily meet points 2.a–c above. Illustrations are provided in Appendix 1: Scheme of study and scheme of assessment details and Appendix 2: Examples of programme structures.
4. In any case where an exemption from a specific provision of the NFAAR-CPD 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

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

- a. Summative assessment in Part 1, where applicable, 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.
  - b. Summative assessment in Part 2, where applicable, 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 any Part 2 results to determine the student's fitness to receive the award associated with the programme.
6. Within CPD framework programmes the generic structures for building a learning contract for undergraduate or for postgraduate study are each defined in terms of three stages as illustrated in Appendix 2: Examples of programme structures.
- a. Each stage can culminate in its own level of award, or may be carried on into further study until the end of Stage 3. Thus:
    - In undergraduate study, Stage 1 culminates in the award of a Certificate of Higher Education or may be subsumed into Stage 2, which culminates in the award of a Diploma of Higher Education or a Foundation degree (as appropriate) or may itself be subsumed into Stage 3, which culminates in the award of a Bachelor degree with honours. This is illustrated in Figure 3: Stages in typical undergraduate study within the generic CPD framework in Appendix 2: Examples of programme structures.
    - In postgraduate study, Stage 1 culminates in the award of a Postgraduate Certificate or may be subsumed into Stage 2, which culminates in the award of a Postgraduate Diploma or may itself be subsumed into Stage 3, which culminates in the award of a Master degree. This is illustrated in Figure 4: Stages in typical postgraduate study within the generic CPD framework in Appendix 2: Examples of programme structures.
  - b. These stages therefore serve primarily to organize study clearly and coherently for the individual student. It will be the need to complete a pre-requisite unit before another can be safely taken, or the accrual of too much supplementary assessment pending that might slow students' progress, rather than arrival at the end of a stage. This is described more fully in Appendix 3: Stage progression:
  - c. The learning contract to be agreed under these generic CPD framework provisions must therefore ensure that the student will take sufficient units at the correct levels to qualify for the award that is sought.
7. Specialist modular programmes may be designed to be delivered and assessed in the CPD framework context, particularly for postgraduate study. Such overall programme requirements are illustrated in Appendix 1: Scheme of study and scheme of assessment details.
- a. Here, it is likely that a single Part 3 stage encompassing all of the study leading to the award will be defined, envisaging that the detail of the concurrent unit load to be undertaken by a student, and the sequence of units that will account for any pre-requisites to be completed before other units are taken, will be agreed in the individual student's learning contract.
  - b. 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.
  - c. In principle, and unless otherwise specified in the individual programme design, similar progression rules will apply, as for the generic CPD structures. This is described more fully in Appendix 3: Stage progression.
8. Neither a part nor a stage will be shorter in duration than one semester.

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

9. With one exception, and unless otherwise exempted from the provisions of the NFAAR-CPD, all units count towards the calculations for an award and all contribute to those calculations in proportion to their credit values within the total for the programme.
10. The exception is in the calculations for the award of a Bachelor degree with honours. The units forming Part 1 (Stage 1) do not count at all. The award calculation is based on Part 2 (Stage 2) units which contribute a total of 32% and Part 3 (Stage 3) units which contribute a total of 68%. Within Part 2, and within Part 3, each unit contributes to the sub-total according to the credit value of the unit within the sub-total. In these calculations, it is the identification of a unit with its stage that counts, rather than the level (FHEQ 4, 5 or 6 ie Certificate, Intermediate, or Honours): however, the learning contract must ensure that appropriate quantities and levels of units are taken overall.
11. These weightings are set out in tabular illustrations in Appendix 4: Unit weightings in the calculation of averages.

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

1. The table below (Figure 1) shows a postgraduate programme such as might be *designed for completely modular delivery* and credit accumulation within the CPD framework context. The order of taking of the units within the overall permitted period of study would be as agreed in the learning contract for each student.
2. More individual CPD unit selections to be built into a learning contract are as described in Appendix 2: Examples of programme structures.

**Figure 1: Table showing a hypothetical five-year part-time CPD framework programme**

<b>Programme code</b>	TXXX-APM27							
<b>Programme title</b>	Public Science Policy							
<b>Award type</b>	Master of Science							
<b>Award title</b>	Public Science Policy							
<b>Mode of Attendance</b>	Part-time							
<b>Length</b>	5 years							
<b>State if coexistent M-level programme</b>	-							
<b>State any designated alternative programme(s)</b>	TXXX-APL02 Public Science Policy (5 years part-time) leading to PG Diploma award							
<b>Approving body and date of approval</b>	Board of Studies for the Faculty of ... 16 January 2010							
<b>Part</b>	<b>Stage</b>	<b>Normal period of study for this Mode</b>		<b>Unit code</b>	<b>Unit title</b>	<b>Unit status</b>	<b>Credits</b>	<b>Taught, or Dissert'n/ project credits</b>
3	1	n/a	n/a	XX50003	Full unit title as formally approved	C	6	TSC
				XX50004	Full unit title as formally approved	C	12	TSC
				XX50103	Full unit title as formally approved	C	6	TSC
				XX50201	Full unit title as formally approved	O Take 6 credits	6	TSC
				XX50202	Full unit title as formally approved		6	TSC
				XX50006	Full unit title as formally approved	C	12	TSC
				XX50008	Full unit title as formally approved	C	6	TSC
				XX50203	Full unit title as formally approved	C	12	TSC
				XX50115	Full unit title as formally approved	C	30	DPC
<b>Assessment weightings and decision references</b>								
<b>Stage</b>	<b>Weighting within programme</b>		<b>NFAAR-CPD 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>	100%		All assessment: Appendix 17					

3. Cross-references to the relevant NFAAR-CPD detailed assessment criteria applicable to any student for learning contracts may be chosen from the samples below (Figure 2):

**Figure 2: Sample cross-reference tables to NFAAR-CPD detailed assessment criteria**

**Undergraduate study leading to Cert HE awards**

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-CPD decisions 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	100%	All assessment: Appendix 11

**Undergraduate study leading to Dipl HE/Foundation degree awards**

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-CPD decisions 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 & 2	100%	All assessment: Appendix 12

**Undergraduate study leading to Bachelor with honours awards**

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-CPD decisions 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	-	All assessment: Appendix 13
Stage 2	32%	All assessment: Appendix 13
Stage 3	68%	All assessment: Appendix 13 & Appendix 14

**Postgraduate study leading to PG Cert awards**

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-CPD decisions 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	100%	All assessment: Appendix 15

**Postgraduate study leading to PG Dipl awards**

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-CPD decisions 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 & 2	100%	All assessment: Appendix 16

**Postgraduate study leading to Master awards**

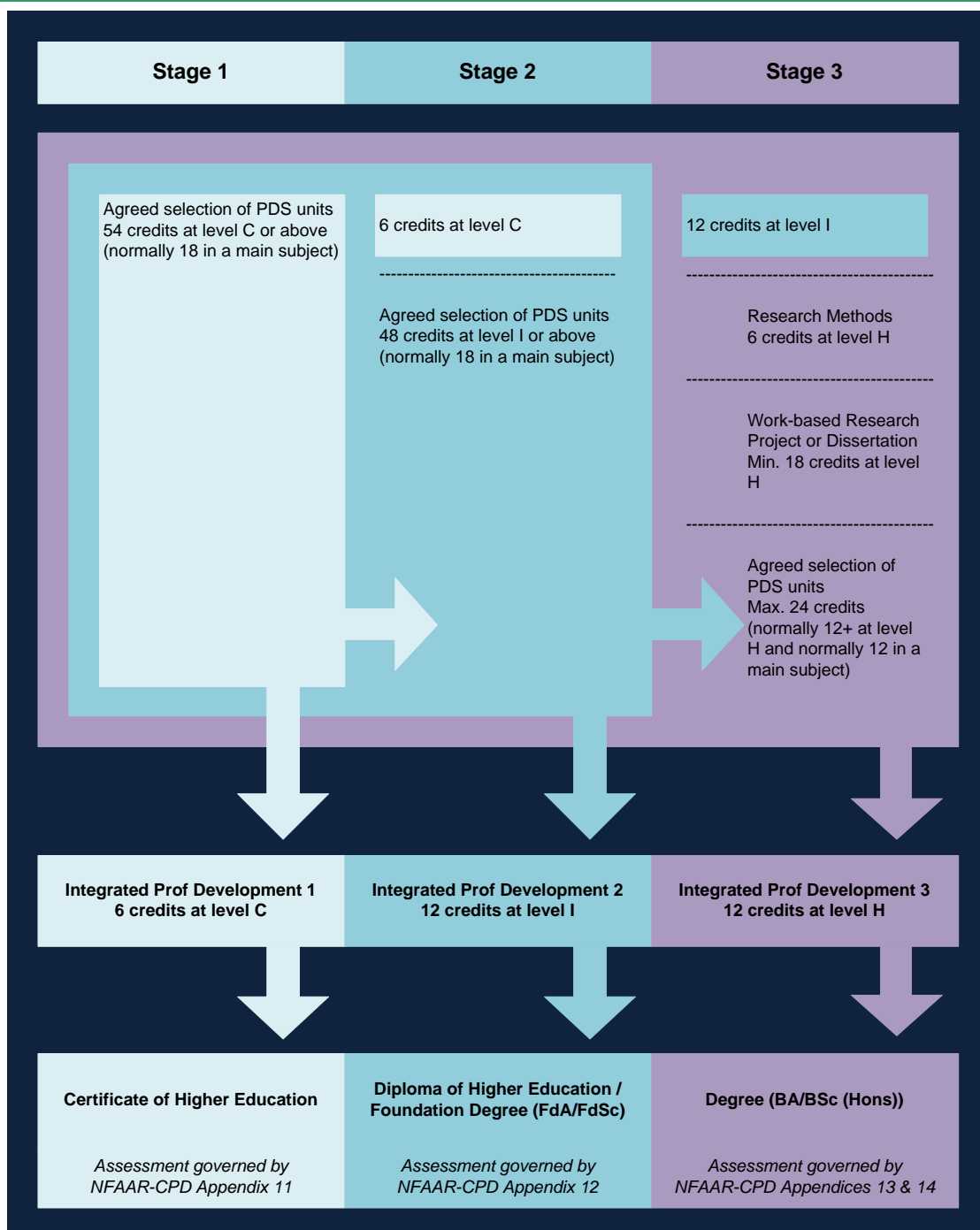
Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-CPD decisions reference See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>
Stage 1-3	100%	All assessment: Appendix 17



## Appendix 2: Examples of programme structures

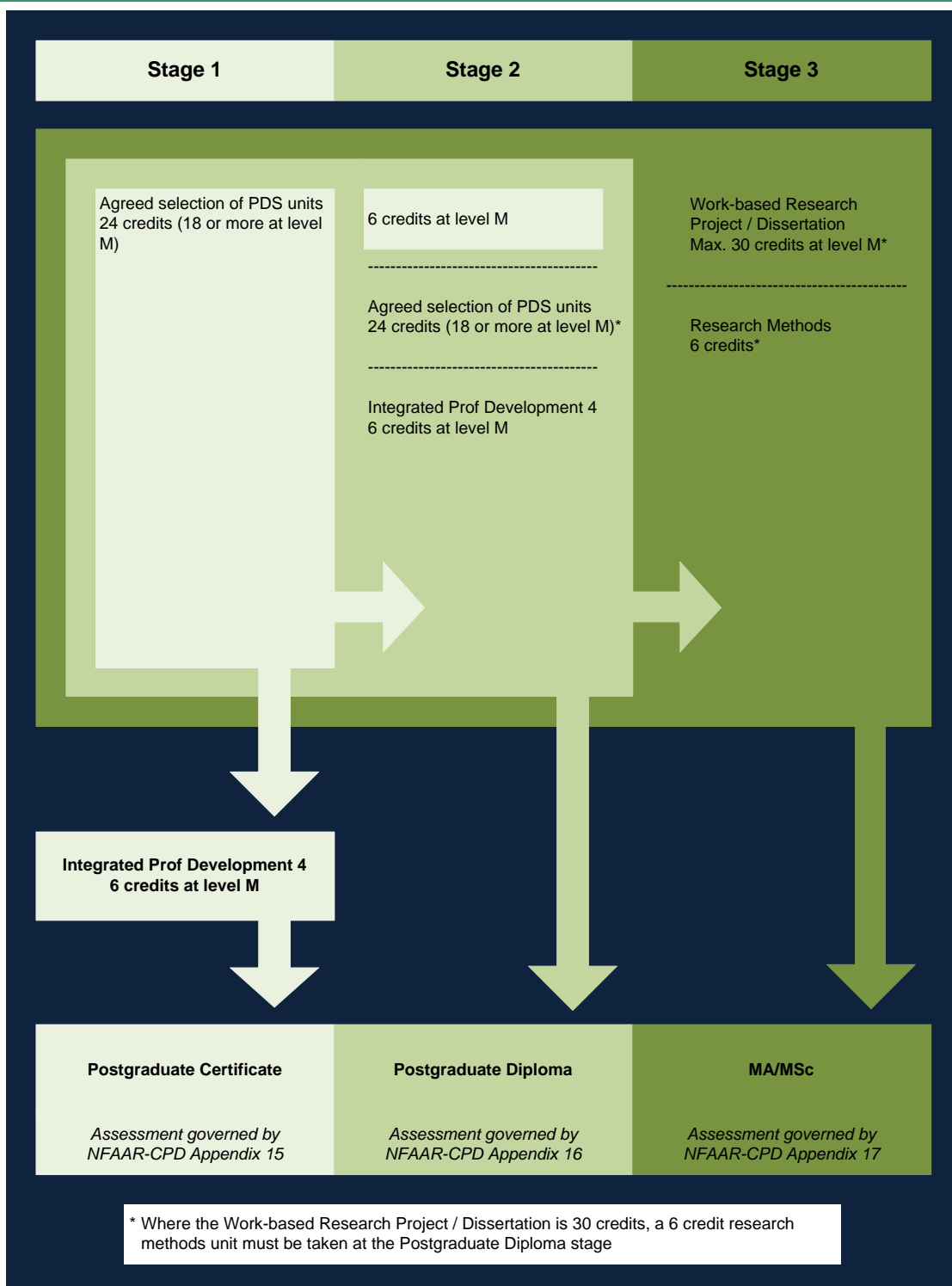
- The diagram below (Figure 3) represents the generic framework for undergraduate study in the CPD context, where an individual learning contract for a student may be made up of a variety of individually selected units from the University's unit offerings.

**Figure 3: Stages in typical undergraduate study within the generic CPD framework**



2. The diagram below (Figure 4) represents the generic framework for postgraduate study in the CPD context, where an individual learning contract for a student may be made up of a variety of individually selected units from the University's unit offerings.

**Figure 4: Stages in typical postgraduate study within the generic CPD framework**



## Appendix 3: Stage progression

1. In the generic CPD framework structures, stages serve primarily to organize study clearly and coherently for the individual student. It will be the need to complete a pre-requisite unit before another can be safely taken, as identified in the learning contract, or the accrual of too much supplementary assessment pending, that might slow students' progress:
  - a. Students will progress at their own rate through the negotiated programme of study and their progression will be measured in terms of unit completion rather than completion of a year of study or stage.
  - b. Students may undertake units for more than one stage concurrently where:
    - All pre-requisites and other conditions have been met;
    - The learning contract states clearly the stage to which each unit will contribute.
  - c. Where a stage requires students to study units at a minimum level, students will have the option of using higher level credits towards the award. Unit credit can only contribute to one award at any time.
  - d. Opportunities for retrieval of failure in units, through supplementary assessment and/or the re-taking of individual units, is governed by limits set in the decision-making criteria:
    - Students who, at any point, have no more than 12 credits' worth of failed units awaiting supplementary assessment may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
    - Students who, at any point, have more than 12 credits' worth of failed units awaiting supplementary assessment, will be required to take supplementary assessment in each failed unit, with a view then to qualifying to proceed to the study of further units.
    - Students who fail units at both main and supplementary assessment attempts will, within the overall duration permitted for study as set in the learning contract be allowed to retake those units. Such units will not count as failed units awaiting supplementary assessment.
2. In specialist modular programmes designed to be delivered and assessed in the CPD framework context, it is likely that a single Part 3 stage encompassing all of the study leading to the award will be defined, envisaging that the detail of the concurrent unit load to be undertaken by a student, and the sequence of units that will account for any pre-requisites to be completed before other units are taken, will be agreed in the individual student's learning contract. In principle, and unless otherwise specified in the individual programme design, similar progression rules will apply, as for the generic CPD structures:
  - a. Students will progress at their own rate through the negotiated programme of study and their progression will be measured in terms of unit completion rather than completion of a year of study or stage.
  - b. Students may undertake units for more than one stage concurrently where:
    - All pre-requisites and other conditions have been met;
    - The learning contract states clearly the stage to which each unit will contribute.
  - c. Where a stage requires students to study units at a minimum level, students will have the option of using higher level credits towards the award. Unit credit can only contribute to one award at any time.
  - d. Opportunities for retrieval of failure in units, through supplementary assessment and/or the re-taking of individual units, is governed by limits set in the decision-making criteria:

- Students who, at any point, have no more than 12 credits' worth of failed units awaiting supplementary assessment may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
  - Students who, at any point, have more than 12 credits' worth of failed units awaiting supplementary assessment, will be required to take supplementary assessment in each failed unit, with a view then to qualifying to proceed to the study of further units.
- e. Students who fail units at both main and supplementary assessment attempts will, within the overall duration permitted for study as set in the learning contract be allowed to retake those units. Such units will not count as failed units awaiting supplementary assessment.

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

Figure 5: Typical generic CPD provision, part and stage designations and weightings

Awards			
Type of award	Part 1	Part 2	Part 3
	Stage 1	Stage 2	Stage 3
CPD programme leading to classified Bachelor degree	-	32%	68%
Type of award	Part 2	Part 3	
	Stage 1	Stage 2	
CPD programme leading to Foundation degree / Dipl HE	50%	50%	
Type of award	Part 3		
	Stage 1		
CPD programme leading to Cert HE	100%		
Type of award	Part 2		Part 3
	Stage 1	Stage 2	Stage 3
CPD programme leading to Master ...	30/90 credits	30/90 credits	30/90 credits
with alternative PG Dipl award from appropriate units ...	30/60 credits	30/60 credits	
or PG Cert award from appropriate units	30/30 credits		
Type of award	Part 2	Part 3	
	Stage 1	Stage 2	
CPD programme leading to PG Dipl ...	30/60 credits	30/60 credits	
with alternative PG Cert award from appropriate units	30/30 credits		
Type of award	Part 3		
	Stage 1		
CPD programme leading to PG Cert	30/30 credits		

**Figure 6: Typical specialist CPD provision, part and stage designations and weightings**

<b>Awards</b>	
<b>Type of award</b>	<b>Part 3</b>
	<b>Stage 1</b>
Programme designed for completely modular delivery and credit accumulation leading to Master within CPD framework...	<b>90/90</b> credits
with alternative PG Dipl award from appropriate units ...	<b>60/60</b> credits
or PG Cert award from appropriate units	<b>30/30</b> credits
<b>Type of award</b>	<b>Part 3</b>
	<b>Stage 1</b>
Programme designed for completely modular delivery and credit accumulation leading to PG Dipl within CPD framework...	<b>60/60</b> credits
with alternative PG Cert award from appropriate units	<b>30/30</b> credits
<b>Type of award</b>	<b>Part 3</b>
	<b>Stage 1</b>
Programme designed for completely modular delivery and credit accumulation leading to PG Cert within CPD framework	<b>30/30</b> credits