

## 15. ASSESSMENT OF UNDERGRADUATE AND TAUGHT POSTGRADUATE PROGRAMMES

### 15.1 Scope

(a) These regulations apply to all summative assessments, i.e. assessments used to determine progression or eligibility of an award, approved by Senate, or by any formally-constituted body receiving delegated authority from Senate to undertake such approval.

(b) These regulations do not apply to formative assessment, i.e. assessment not defined in approved schemes of studies but contributing to the student's learning experience. Such formative assessment shall be entirely at the discretion of the appropriate academic Department.

(c) With effect from 1st August 2008, the New Framework for Assessment: Assessment Regulations (NFAAR) will constitute the regulations and procedures applicable to the students defined in Regulation 15.1(d) below who are on the programmes defined in Regulation 15.1(f) below, for whom the following sections of Regulation 15 will not apply:

- (i) all of paragraph 15.2;
- (ii) all of paragraph 15.3;
- (iii) and paragraph 15.4(a) and (b).

The provisions of the new framework will formally be part of the University Regulations, but will be separately produced as a supplement to them entitled, for the time being: *New Framework for Assessment: Assessment Regulations*, and abbreviated as *NFAAR* (<http://www.bath.ac.uk/registry/nfa/#nfaar>).

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

- (i) all new entrants with effect from those joining the first stage of **Phase 1 relevant programmes** in 2008/09, **Phase 2 relevant programmes** in 2010/11, **Phase 3 relevant programmes** in 2011/12, **Phase 4 relevant programmes** in 2011/12, and **Phase 5 relevant programmes** in 2012/13;
- (ii) any continuing students required to repeat the first stage of **Phase 1 relevant programmes** in 2008/09, **Phase 2 relevant programmes** in 2010/11, and **Phase 3 relevant programmes** in 2011/12, **Phase 4 relevant programmes** in 2011/12, and **Phase 5 relevant programmes** in 2012/13;
- (iii) all other continuing students on **Phase 4 relevant Continuing Professional Development framework programmes** in 2011/12.

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

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

- (ii) any students entering **Phase 1 relevant programmes** in 2008/09, **Phase 2 relevant programmes** in 2010/11, **Phase 3 relevant programmes** in 2011/12, **Phase**

**4 relevant programmes** in 2011/12 (other than Continuing Professional Development framework programmes), or **Phase 5 relevant programmes** in 2012/13, with advanced standing (*i.e.*, not starting at the beginning with all other new entrants);

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

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

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

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

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

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

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

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

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

(viii) in Phase 5, all other Foundation degree programmes not listed in NFAAR-FD, Appendix 10.

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

(i) integrated master programmes leading to awards that are not classified;

(ii) Bachelor ordinary programmes already in existence;

(iii) research postgraduate programmes.

## **152 Definitions**

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

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

(c) **Programmes of study** are those compulsory, optional and elective units defined within approved schemes which lead to named awards of the University.

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

(e) **Progress Assessments** are those assessments the results of which contribute to the evaluation of a candidate's fitness to proceed from one year, or part of the programme of study, to the next.

(f) **Supplementary Assessments** are those assessments approved by the appropriate Board of Studies for deferred assessment or retrieval of failure in accordance with the

provisions of approved schemes. Supplementary assessments are regarded as 'final' or 'progress' in accordance with the provision of the individual scheme of study.

(g) **Formative Assessments** are those assessments not defined in approved schemes of studies but contributing to the student's learning experience.

(h) **Summative Assessments** are those assessments defined within approved schemes of studies to test the achievement of learning outcomes. Summative assessments can be either 'final' or 'progress' according to the individual scheme of study.

### 153 Assessment Procedure

(a) Each unit within the University's modularised academic framework has its own assessment requirements which enable a Board of Examiners for Units to determine whether or not a candidate has achieved the intended learning outcomes. A Board of Examiners for Units will be responsible for determining the marks achieved by students taking units under its academic authority. External examiners will be involved in agreeing the marks for any final assessment.

(b) Examinations will be conducted by a Board of Examiners for Units and will be subject to the provisions of Ordinance 15. All examinations will be conducted in English, unless the scheme of study otherwise requires. All other forms of assessment will be submitted in English unless the Board of Studies approves a presentation in another specified language.

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

(d) A student who wishes any individual mitigating circumstances to be taken into account by the Board of Examiners for Programmes should notify the appropriate Director of Studies within three days of the completion of the assessment for which representation is being made and should submit a medical certificate if the circumstances relate to illness or injury.

Where individual mitigating circumstances exist prior to the assessment period, students will normally be expected to have notified the Director of Studies of those circumstances before the start of the assessment period.

Full guidance on the University's principles and procedures for dealing with IMCs and assessment are set out in the document entitled *Individual Mitigating Circumstances & Assessment – Principles & Procedures within & outside the New Framework for Assessment: Assessment Regulations*, abbreviated as IMCA, and associated webpages.

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

submitting the assessed work the student confirms that the work is their own and that any re-use of their own work, or use of the work of others, is referenced appropriately.

(f) Boards of Examiners for Programmes will assess the performance of each student and will make recommendations to the appropriate Board of Studies concerning the progress of each student. These recommendations will be based on the impartial application of the assessment criteria embodied in the scheme of assessment. In the case of students who have failed to satisfy the criteria for progression, a Board of Examiners for Programmes will specify any supplementary assessment that will need to be successfully completed before the student can proceed to the next year or part of their programme of study.

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

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

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

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

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

#### **154 Regulatory Framework**

(a) Detailed policies and guidelines relating to assessment procedures and the conduct of Boards of Examiners are included in the University's Quality Assurance Code of Practice. (<http://www.bath.ac.uk/quality/cop/>)

(b) Schemes of assessment outline the regulations for progression and conferment associated with particular programmes. Schemes of assessment are published by the Departments and are available to students.

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

#### **155 Use of Calculators in Examinations**

1. Candidates are not permitted to bring calculators into examinations unless the

rubric of the examination specifically permits it. In such cases, only calculators approved by the Board of Studies under approved procedures will be permitted.

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

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

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

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

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

### **15.6 Use of Dictionaries in Examinations**

1. Dictionary provision may be made as follows:

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

2. English (only) dictionaries will be present in each examination venue and provided to students upon request during the examination.

3. Electronic dictionaries may only be used in examinations if their use has been approved by the appropriate Board of Studies as a special need for a named individual. The Board of Studies will determine the procedures necessary to ensure that such a named individual does not have an unfair advantage over other students through use of an electronic dictionary.

### **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.
- (c) Extended periods for the completion of studies and/or assessments, up to the maximum period allowed, will only be permitted for students for whom such extension becomes necessary as a result of failure to progress normally within a programme.
- (d) When calculating a student's position in relation to the maximum period for completion of studies and assessments for a specified award, the following definitions and criteria will apply:
- (i) any whole academic year (or whole twelvemonth period, or as necessitated by the structure of a thin-sandwich programme an equivalent pre-arranged period or periods not exceeding twelve months) for which a period of suspension of study has been granted will not be counted;
  - (ii) any individual pattern of study and/or assessment considered for approval by a Board of Studies must fall within the provisions of this regulation.
- (e) For the purposes of this regulation, decisions to grant or deny requests to transfer from one programme to another are considered to be made at the University's discretion. Where a transfer between programmes is permitted, the period already elapsed in the former programme will be counted as elapsed in the latter programme at the point of transfer. A transfer between programmes subject to different maximum periods may only be permitted in accordance with the following provisions:
- (i) a student who transfers to a longer programme may only subsequently transfer back to a shorter programme if the latter can be completed within its maximum period;
  - (ii) a student who, at the point of being considered for transfer from a longer programme to a shorter programme, would be able to complete either within the respective maximum period, must accept the limit of the maximum period for the latter programme;
  - (iii) a student who, at the point of being considered for transfer from a longer programme to a shorter programme, would be able to complete the longer programme within its maximum period but would not be able to complete the shorter programme within its maximum period, may be permitted to transfer and to complete the shorter programme within the longer maximum period;
  - (iv) a student who, at the point of being considered for transfer, would not be able to complete the current programme within its maximum period, will not be permitted to transfer and will only be eligible to be awarded any exit award available from the current programme.
- (f) Three special provisions will apply, as follows:
- (i) a student who, at the start of the 2014/15 academic year, would have exceeded the relevant maximum period of study will be permitted to seek to complete the programme and its assessment as if this regulation did not apply;
  - (ii) a Board of Examiners for Programmes considering a student's eligibility for a final award may determine that an award from a Designated Alternative

- Programme be made without consideration of the maximum period specified for that programme;
- (iii) a Board of Studies may make a recommendation to Senate to agree specific arrangements for any student who might be deemed, for good reason, to be unable to meet the terms of the regulation.

*Amendments to these Regulations are approved by Senate. Any such amendments are identified above and will take effect from the date shown.*

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