



UNIVERSITY OF
BATH

New Framework for Assessment



Assessment Regulations

**for CPD through online provision:
Postgraduate Online Courses (NFAAR-PGOLC)**

This is version 002 of the NFAAR-PGOLC, published with effect from 10 September 2019. NFAAR-PGOLC was first published with effect from 1 April 2019. It is derived from wider Continuing Professional Development (CPD) assessment regulations to express concisely the regulations applying to those studying in this context through online provision.

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Assessment Regulations for CPD through online provision: Postgraduate Online Courses

Introduction

Designation

1. This document will be referred to as the Assessment Regulations for Postgraduate Online Courses. It is derived from and sits within the wider assessment regulations for continuing professional development courses. Those are the Assessment Regulations: Phase 4 for Continuing Professional Development (CPD) framework programmes (NFAAR-CPD). This document is a variant of those wider provisions, designed to express the specific regulations applying to students studying in this context through online provision.
2. The formal abbreviation for this document will be: *NFAAR-PGOLC*.

Scope

3. The NFAAR-PGOLC takes effect for relevant students with effect from 1 April 2019. It applies to students on courses specifically described as functioning within this part of the assessment framework.
4. Regulation 15 sets the general regulatory context for the Assessment of Undergraduate and Taught Postgraduate programmes (<http://www.bath.ac.uk/regulations/>). Starting in 2019, the University is gradually changing its terminology from *programme* to *course*. This document uses *course*, but some contextual documentation and provisions will still describe *programmes*, meaning the same level of such structures.
5. Within Regulation 15, the following provisions do not apply to students assessed under NFAAR-PGOLC:
 - 15.2, since it sets out definitions which are all described fully in Appendix 1: Definitions of NFAAR-PGOLC; and
 - 15.7, since it sets out maximum periods for completion of study and assessment for first-degree students.
6. Within Regulation 15:
 - 15.1 sets out matters of scope which include which students and programmes/courses fall under NFAAR-PGOLC as a specific variant of NFAAR-CPD;
 - 15.3 sets out matters of Assessment Procedure which are described more fully in QA3 Approval of New Programmes of Study (for programme/course design considerations), QA35 Assessment Procedures for Taught Programmes of Study, and QA12 External Examining (Taught Provision);
 - 15.4(a) makes a cross-reference in more general terms to the University's Quality Assurance Code of Practice. (<http://www.bath.ac.uk/quality/cop/>);
 - 15.4 (b) sets out how schemes of assessment outline the regulations for progression and conferment associated with particular programmes/courses (such schemes of assessment are published by the Departments and are available to students and would include details of any exemptions from the provisions of the NFAAR-PGOLC);
 - 15.4(c) sets out how detailed procedural matters are specified in University Rules; and
 - 15.5 and 15.6 set out provisions for the use of calculators and dictionaries in University examinations.

Definitions

7. For the purpose of making the NFAAR-PGOLC clear and unambiguous, terms are defined and used in a way that facilitates the succinct expression and combination of complex ideas. Such usage will be as set out in Appendix 1: Definitions. Lists of definitions relating to courses of study, to components of assessment, and to assessment procedure, are provided in the introduction to the Appendix. The definitions given here apply particularly to the online courses covered by the NFAAR-PGOLC.

Principles

8. These regulations are designed to build on traditional good practice in higher education assessment and seek to balance the relevant elements to achieve the aims and requirements established in discussions of principle.
9. The key features thus derived, and modified in accordance with the outcomes of reviews of best practice, are:
 - a. Schemes of assessment will be described fully and clearly for students.
 - b. Course decision-making documentation will be uniform so far as is possible.
 - c. Re-assessment for the retrieval of credit and/or capped pass marks as appropriate, and the re-taking of units, will be permitted within prescribed limits, in a context where unit failures may be neither condoned nor compensated for.
 - d. The creation of larger units will continue to be supported, to bring unit-level learning outcomes closer to the course level.
 - e. Award decisions will be transparent and formulaic to reduce uncertainty on the part of staff and students, and to reduce the scope for misunderstanding and, ultimately, appeal.
 - f. The award of a lesser qualifications in appropriate circumstances will continue to reduce the starkness of the options relating to any student who has significant areas of failure in the more demanding parts of courses that are not the result of individual mitigating circumstances, in a context where unit failures may be neither condoned nor compensated for.
 - g. Common schemes of study and schemes of assessment will be supported, producing the best fit to needs across the University.
 - h. Coordinated provisions will apply overall and through common details for related groups of courses (e.g., postgraduate online courses).
 - i. The best of course-level decision-making and academic judgement such as it would routinely have been deployed within the University in the past will be encoded in the NFAAR-PGOLC.

Assessment decision-making in general

Structure of courses

10. The general design and structure of courses of this type derive from the postgraduate courses in the general CPD framework described in QA3 Approval of New Programmes of Study, Annex G — CPD programmes (<http://www.bath.ac.uk/quality/documents/QA3-Annex-G-CPD.pdf>). Course regulations will specify the details for individual courses and the students taking them.
11. Specialist modular courses designed to be delivered and assessed in the PGOLC context generally define all of the study leading to the award as a whole. The individual student's learning contract will include the agreed 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. 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:

- a. Students who, at any point, have no more than 20 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.
- b. Students who, at any point, have more than 20 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.
- c. 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.

Assessment weightings in the calculation of averages

12. Unless otherwise exempted from the provisions of the NFAAR-PGOLC, 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 course.

Specific assessment criteria

13. Detailed assessment criteria for the main and supplementary assessments for courses leading to Postgraduate Certificate awards are set out in Appendix 2: PG online study to PG Cert award.
14. Detailed assessment criteria for the main and supplementary assessments for courses leading to Postgraduate Diploma awards are set out in Appendix 3: PG online study to PG Dipl award.
15. Detailed assessment criteria for the main and supplementary assessments for courses leading to Master awards are set out in Appendix 4: PG online study to Master award.

Award of credit

16. Starting in 2019, the University is gradually changing its terminology from credit expressed according to the European Credit Transfer & Accumulation System (ECTS) to the Credit Accumulation & Transfer Scheme (CATS). This document uses CATS, but some contextual documentation and provisions will still describe ECTS. In general terms, one ECTS credit is equivalent to two CATS credits.
17. Credit is gained for successful completion of a unit. This is normally defined as the attainment of an aggregate mark of 40% or more for the summative assessment of the unit. However, individual schemes of assessment may define threshold levels of achievement for individual components of the summative assessment, known as qualifying marks.
18. Credit is also gained on successful re-assessment for a unit. Students who re-take and pass a unit gain the credit for the unit.
19. Where a candidate successfully retrieves failed units in supplementary assessment, credits will be awarded for the retrieved unit(s) and a maximum unit mark of 40% will be awarded and used in the calculation for the determination of eligibility for an award.
20. The student's transcript will show a category of outcome of the supplementary assessment (see para. 29).
21. Where a candidate successfully retrieves failure by the re-taking of a unit, the marks achieved at the second attempt will be recorded on the student's transcript and used in the calculation for the determination of eligibility for an award (see para. 29).

22. Students are normally permitted only TWO attempts to complete the requirements for an individual unit, unless re-taking a unit, in which cases further attempts may be made in accordance with the relevant provisions.
23. Students are not normally required or permitted to re-take units for which they have already been awarded credit under NFAAR-PGOLC provisions.

Supplementary assessment

24. Supplementary assessments relating to NFAAR-PGOLC contexts are defined in Appendix 1: Definitions in the following terms:

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 assessments and/or Progress assessments in accordance with the provision of the individual scheme of study.

Within the NFAAR-PGOLC, having more than a specified limit of supplementary assessment outstanding will prevent the student starting on study for further units.

In the NFAAR-PGOLC context, unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, students will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used (as appropriate) in the overall stage average, in the overall course average, the taught-stage(s) average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used (as appropriate) in the overall stage average, in the overall course average, taught-stage(s) average, and in any award calculation.

See also Deferred assessment and Qualifying marks.

25. Normally, students study a unit and take the assessments associated with it. Subject to the constraints within the progression and award rules of the NFAAR-PGOLC, if the student does not pass at this first attempt at the assessment, a second attempt to satisfy the assessment requirements for the units will be permitted.
26. Supplementary assessment in excess of the specified limit of 20 credits (or where a pre-requisite unit must be passed before a particular further unit can be taken) will normally be required to be passed before progression to the study of further units is permitted.
27. Information about the award of credits and the use of marks after the successful retrieval of failed units in supplementary assessment is given in para. 19, and in the definitions for *Overall course average (OCA)*, *Qualifying marks*, *Supplementary assessment* (see Appendix 1: Definitions). Students will receive information about the marks achieved in supplementary assessment for the retrieval of failure through the student record system, and will be informed by their departments/schools of the significance of particular mark ranges according to the provisions of para. 31, or any other approved range.
28. Formal University transcripts will show the marks achieved in deferred assessment.
29. Where a student on a course assessed under NFAAR-PGOLC successfully retrieves failure, credit will be awarded for the retrieved unit and a maximum unit mark of 40% will be awarded and used in the calculation for the determination of eligibility for a Postgraduate Certificate, Postgraduate Diploma, or Master degree with Merit or with Distinction if appropriate. The exit summary transcript will not show marks achieved in supplementary assessment taken for the retrieval of failure, but will show a category of outcome (Pass after supplementary assessment; Fail after supplementary assessment). The full transcript will show marks achieved in supplementary assessment taken for the retrieval of failure together with a category of outcome as described above.
30. Deferred assessment is a particular form of supplementary assessment opportunity, and is described in the definitions for *Deferred assessment*, *Overall course average (OCA)*, *Qualifying marks*, *Supplementary assessment* (see Appendix 1: Definitions). Deferred assessment will, where possible, take the same form as the original assessment.
31. The responsibility for notifying a student of a requirement to undertake supplementary assessment is described in QA35 Assessment Procedures for Taught Programmes of Study.

32. Publication of supplementary assessment results is described in QA35 Assessment Procedures for Taught Programmes of Study.
33. Course schemes of study will set out the timing and form of supplementary assessment opportunities.
34. Unless an exemption from this provision of the NFAAR-PGOLC is approved for particular circumstances, the values represented by the code P2 in the detailed decision-making criteria for supplementary assessment for the retrieval of failure will be as follows:
 - a. The normal pass mark for a supplementary assessment will be 40%, in common with the P1 value used for the main assessments.
 - b. The alternative pass mark where mandatory extra work is required (whereby the student has to re-work an examination paper in her/his own time) will be 70% (which if gained will result in the use of the capped normal unit pass mark of 40% being used in the calculation for the determination of eligibility for postgraduate awards, with the category of outcome (Pass after supplementary assessment) used on the transcripts).

Award of a Postgraduate Certificate

35. Where the learning contract is defined by a specific course designed for delivery and assessment within the PGOLC framework leading to a specific named award:
 - a. A Postgraduate Certificate with distinction will be awarded to a student who has passed all learning contract units worth 60 credits, and has an overall course average (OCA) of at least 70.00%.
 - b. A Postgraduate Certificate with merit will be awarded to a student who has passed all learning contract units worth 60 credits, and has an overall course average (OCA) of at least 60.00%.
 - c. A Postgraduate Certificate will be awarded to a student who has passed all learning contract units worth 60 credits.

Award of a Postgraduate Diploma

36. Where the learning contract is defined by a specific course designed for delivery and assessment within the PGOLC framework leading to a specific named award:
 - a. A Postgraduate Diploma with distinction will be awarded to a student who has passed all learning contract units worth 120 credits, and has an overall course average (OCA) of at least 70.00%.
 - b. A Postgraduate Diploma with merit will be awarded to a student who has passed all learning contract units worth 120 credits, and has an overall course average (OCA) of at least 60.00%.
 - c. A Postgraduate Diploma will be awarded to a student who has passed all learning contract units worth 120 credits.

Award of a Master degree

37. Where the learning contract is defined by a specific course designed for delivery and assessment within the PGOLC framework leading to a specific named award:
 - a. The degree of Master (of Arts or of Science, as appropriate) with distinction will be awarded to a student who has passed all learning contract units worth 180 credits, and has all of (i) an overall course average (OCA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) a taught stage(s) average (TSA) of at least 60.00%.

- b. The degree of Master (of Arts or of Science, as appropriate) with merit will be awarded to a student who has passed all learning contract units worth 180 credits, and has all of (i) an overall course average (OCA) of at least 60.00%, (ii) a dissertation/project average (DPA) of at least 60.00%, and (iii) a taught stage(s) average (TSA) of at least 50.00%.
- c. The degree of Master (of Arts or of Science, as appropriate) will be awarded to a student who has passed all learning contract units worth 180 credits, and has both a dissertation/project average (DPA) of at least 40.00% and an overall course average (OCA) of at least 40.00%.

Aegrotat awards

- 38. An Aegrotat Degree, Diploma or Certificate may be awarded to a candidate covered by the NFAAR-PGOLC who is prevented by illness or other sufficient cause from completing a piece of assessment which contributes to the final classification. Consideration by the Board of Examiners for this type of award should be requested by the candidate and only recommended when it is the collective view of the Board of Examiners that the candidate possesses the same level of knowledge, skills and understanding as would have been demonstrated if the candidate had completed the final assessment. It is therefore implicit that the candidate will normally have completed a substantial proportion of the final year of study. (See University Ordinances, 14.8 and 14.9.)

Individual mitigating circumstances

- 39. The principles and procedures governing consideration of individual mitigating circumstances in relation to assessments are set out in *Individual Mitigating Circumstances & Assessment: Principles & Procedures within & outside the New Framework for Assessment: Assessment Regulations*, abbreviated as *IMCA*.
- 40. All students and staff requiring information about individual mitigating circumstances and assessment should consult the IMCA document and other associated information.

See: *Individual Mitigating Circumstances & Assessment: Principles & Procedures within & outside the New Framework for Assessment: Assessment Regulations*, <http://www.bath.ac.uk/registry/imc/>.

Exemptions

- 41. The University Learning, Teaching & Quality Committee is authorized to consider and grant requests for exemptions from specific provisions of the NFAAR-PGOLC.
- 42. To preserve the clarity of the NFAAR-PGOLC, the main body of the regulations will not be modified to show the effects of exemptions. A supporting document containing course-specific detail of exemptions will be published alongside the regulations.

Appendix 1: Definitions

Introduction

For the purpose of making the NFAAR clear and unambiguous, terms are defined and used in a way that facilitates the succinct expression and combination of complex ideas.

This list is specific to the NFAAR-PGOLC within the general provisions for continuing professional development.

Organisation of definitions

Three summaries of the ways in which particular definitions fit together in the assessment context are provided below, followed by the alphabetic list of the definitions themselves.

Definitions relating to courses of study

Starting with general matters, and moving gradually into more detailed matters, the definitions relating to courses of study in the assessment context are:

- Broad types of courses
- Course of study
- Scheme of study
- Scheme of assessment
- Learning contract units (LCU)
- Taught-stage(s) credits (TSC)
- Dissertation/project credits (DPC)
- Level
- Credit
- Unit

Definitions relating to components of assessment

Starting with general matters, and moving gradually into more detailed matters, the definitions relating to the components of assessment are:

- Review
- Board of Studies (BoS)
- Board of Examiners for Courses (BEC)
- Overall course average (OCA)
- Dissertation/project average (DPA)
- Taught-stage(s) average (TSA)
- Board of Examiners for Units (BEU)
- Deferred assessment
- Repeat
- Retrieval
- Re-assessment
- Learning contract units awaiting re-assessments (LCR)
- Supplementary assessment
- Final assessment
- Progress assessment
- Summative assessment
- Formative assessment
- Unit
- Level
- Credit
- Marks

Definitions relating to assessment procedure

Assessment procedure can best be described in two timelines: a lower-level timeline that relates to events that may occur several times within a course of study, and a higher-level timeline that relates to the course of study overall.

Routine lower-level assessment events (not all will necessarily occur):

- Formative assessment
- Summative assessment (either Progress assessment or Final assessment)
- Deferred assessment
- Boards of Examiners for Units (BEUs)
- Marks
- Board of Examiners for Courses (BEC)
- Overall course average (OCA)
- Taught-stage(s) average (TSA)
- Dissertation/project average (DPA)
- Credit
- Board of Studies (BoS)
- Retrieval
- Supplementary assessment (followed by new BEUs, BEC, and BoS)
- Repeat
- Review

Higher-level assessment events (not all will necessarily occur):

- Summative assessment (either Progress assessment or Final assessment)
- Deferred assessment
- Supplementary assessment
- Overall course average (OCA)
- Classification

Alphabetic list of definitions

Academic appeal

Students may appeal against decisions made by a Board of Studies, relating to their academic progress or an award, on any of the grounds listed in Regulation 17. Regulation 17 outlines the procedures to be adopted in such a case.

Alternative, or exit, award

In the NFAAR-PGOLC context, a student aiming for a Master award might be able to be awarded a Postgraduate Diploma or a Postgraduate Certificate.

Assessment and credit weightings

See *Overall course average*.

Board of Examiners for Courses (BEC)

Sometimes colloquially referred to as a Course Board, this may not be associated only with individual courses. The preservation of academic standards may be better achieved by judging results from a range of related courses, rather than by narrowly focusing on a single course.

Unit results are forwarded to the appropriate Board(s) of Examiners for Courses (BECs). BECs are responsible for determining award classifications and for considering the progression of students registered on courses of study under their academic authority, taking account of individual mitigating circumstances

as they deem appropriate. External examiners are involved in reaching all decisions relating to the conferment of awards and the determination of final degree classifications.

BECs assess the performance of each student and make recommendations in accordance with the NFAAR to the appropriate Board(s) of Studies concerning the progress of and/or award conferment for each student.

Starting in 2019, the University is gradually changing its terminology from *programme* to *course*. This document uses *course*, but some contextual documentation and provisions will still describe *programmes*, meaning the same level of such structures.

Board of Examiners for Units (BEU)

Sometimes colloquially referred to as a Unit Board, these may not be associated only with individual units. The preservation of academic standards may be better achieved by judging results from a range of related units, rather than by narrowly focusing on a single unit.

Board of Examiners for Units (BEUs) are responsible for determining the marks achieved by students taking units under their academic authority. External examiners are involved in agreeing the marks for any final assessment.

Board of Studies (BoS)

It is the Board of Studies which is responsible for all of the detailed implementation of academic study and assessment, and for the determination of awards to successful students for the departments and courses within its area.

Boards of Studies consider the recommendations of the Board of Examiners for Courses and make decisions on progression and the conferment of awards by the authority of Senate.

Boards of Studies are responsible for the publication of their decisions.

Broad types of courses

The University recognizes that three broad types of courses 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.

The courses offered within the credit-accumulating NFAAR-PGOLC context are part of one type, where all units must be passed to qualify for the award of the appropriate degree.

Classification

In the NFAAR-PGOLC context, in addition to passing and qualifying for an award, the awards may be made with merit or with distinction. Strict minimum thresholds for the merit and distinction classes help to ensure the maintenance of standards. Full details of the calculations methods are provided in the NFAAR-PGOLC.

Credit

In relation to a course of study, credit is mainly a measure of relative workload. For most Master courses covered by NFAAR-PGOLC, a full course will be represented as 180 CATS credits — equivalent to 90 ECTS credits. An individual learning contract may specify the overall units and credits required, and period available, for a particular level of award to be gained.

In relation to assessment, credit is generally a representation of the granting of recognition for the successful completion of a unit. This is most obviously true of degree courses based on credit accumulation.

Starting in 2019, the University is gradually changing its terminology from credit expressed according to the European Credit Transfer & Accumulation System (ECTS) to the Credit Accumulation & Transfer Scheme (CATS). This document uses CATS, but some contextual documentation and provisions will still describe ECTS. In general terms, one ECTS credit is equivalent to two CATS credits.

Deferred assessment

This term is used to denote assessment which is the candidate's first attempt at a later date than is normal for that assessment as the result of consideration of special circumstances which either prevented her/his assessment at the normal time, or seriously compromised that attempt. Marks gained in deferred assessment will be used in overall stage average, overall course average, taught-stage average, and any award calculations.

See also *Supplementary assessment*.

Designated alternative course (DAC)

This term is used to denote courses which are available as alternatives to pursuing the student's present course. In the NFAAR-PGOLC context, a student aiming for a Master award might be able to transfer to a Postgraduate Diploma course.

Dissertation/project average (DPA)

Many Master courses covered by the NFAAR-PGOLC have a taught phase followed by a dissertation/project phase. The calculation of eligibility for awards with merit or with distinction depends on performance in each of these phases meeting the relevant threshold. The DPA is the summary term for the contribution from the latter type where it exists as a later event chronologically, and is also used to summarize the assessment contribution from that type of activity when the relevant units run in parallel with taught units contemporaneously. It is calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

See also *Supplementary assessment* and *Taught stage(s) average (TSA)*.

Dissertation/project credits (DPC)

Many Master courses covered by the NFAAR-PGOLC have a taught phase followed by a dissertation/project phase. The unit(s) falling into the latter phase are summarized as dissertation/project credits. In some Master courses, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the DPC credits come from units that are defined as being of the dissertation/project type.

See also *Taught-stage(s) credits*.

Exit award

See *Alternative, or exit, award*.

Factors in award decision-making

In the NFAAR-PGOLC context, there are different requirements which reflect the more concentrated Master-level study in a shorter full-time period (or its

part-time equivalents). For Master awards, for example, the calculation of eligibility for awards with merit or with distinction depends on performance meeting the relevant thresholds for the overall course, and for the taught phase and the dissertation/project phase.

Final assessment

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).

Formative assessment

Formative assessments are those assessments not defined in approved schemes of studies but contributing to the student's learning experience. Such formative assessment is entirely at the discretion of the appropriate academic department/school.

Learning contract units (LCU)

In the NFAAR-PGOLC, these are the units which a student has agreed to take as part of the agreed learning contract.

Learning contract units awaiting re-assessment (LCR)

In the NFAAR-PGOLC, these are the units which a student has agreed to take as part of the agreed learning contract which have been failed at the main assessment and are now awaiting supplementary assessment.

Level

The University specifies minimum quantities of credit at appropriate levels for courses leading to specified awards (see QA3, at <http://www.bath.ac.uk/quality/documents/QA3.pdf>).

In NFAAR-PGOLC courses, the levels and credit-quantities of units required are specified either in course details or in individual learning contracts.

Marks

Marks are a tool in using academic judgement to evaluate the performance of a student in a particular area of work. The clarity and transparency of the aggregation of unit results towards the making of an award within the NFAAR encourages the proper concentration of attention on students' performance in the units they have chosen to take. Marks may be used to help to calibrate judgement about the point at which a student has met the normal minimum learning outcomes for a unit.

Using marks in an aggregated way, through averages for stages or a whole course, allows overall performance to be judged in a suitable variety of ways.

See also *Deferred assessment*, *Supplementary assessment*, and *Qualifying marks*.

New Framework for Assessment: Assessment Regulations (NFAAR, NFAAR-UG, NFAAR-PGT, NFAAR-FD, NFAAR-HY, NFAAR-CPD, NFAAR-PGOLC)

The New Framework for Assessment is about providing assessment regulations in clear and common framework contexts. The NFAAR-PGOLC, published with effect from 1 April 2019, is derived from wider CPD assessment regulations to express concisely the regulations applying to those studying in this context through online provision.

Overall course average (OCA)

In the NFAAR-PGOLC postgraduate courses (leading to Postgraduate Certificate/Diploma or to Master awards), this is the term used to denote the mean average mark across all summative assessments of a course, calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

See also *Supplementary assessment*.

P1

This abbreviation is used in the detailed assessment criteria appendices to denote units passed at the first attempt against a pass mark of 40%, therefore with a mark greater than or equal to 40%.

See also P2.

P2

This abbreviation is used in the detailed assessment criteria appendices to denote units passed at the second attempt against a pass mark described in paras 24–34.

See also P1.

Programme/course of study

Programmes/courses of study are those compulsory, optional and elective units defined within approved schemes which lead to named awards of the University.

Starting in 2019, the University is gradually changing its terminology from *programme* to *course*. This document uses *course*, but some contextual documentation and provisions will still describe *programmes*, meaning the same level of such structures.

Progress assessment

Progress assessments are those assessments the results of which contribute to the evaluation of a candidate's fitness to proceed from one stage of the course of study, to the next.

Qualifying marks

A qualifying mark is an 'additional' pass mark used for individual assessment components as well as the usual overall unit pass mark. They are usually used to ensure that students attempt every component of an assessment, or, for example, to prevent students passing by doing very well in the coursework but failing the examination. They are irrelevant to units that are completely assessed by one method. They are frequently used to enforce a limit (often known as a 'bad fail' rule) on the extent to which performance in one method of assessment can compensate for that in another, and are set lower than the overall unit pass mark.

Re-assessment

This is a label used to cover all of the cases where the assessment for a unit (or part of it) is attempted again, without re-taking the teaching and learning of the unit.

Repeat

This term is used to denote the undertaking again of the teaching and assessment for a unit or units in the next appropriate academic period, without yet progressing to the next stage of the course.

The repeating of individual failed units is permitted in specific provisions of the NFAAR-PGOLC where all units must be passed.

Retrieval

This is a label used for the general concept of getting back from failure in some units to a path which could lead on to success overall. It is used in more general contexts where the method of retrieval (e.g., supplementary assessment, re-sitting the assessment, re-taking the unit) does not need to be, or is not yet, specified.

Scheme of assessment

Schemes of assessment outline the regulations for progression and conferment associated with particular courses. Schemes of assessment are published by the departments/schools concerned and are available to students.

Scheme of study

Schemes of study are those documents which set down the approved curriculum, rules, requirements and scheme of assessment for a course of study.

Summative assessments

Summative assessments are those assessments defined within approved schemes of studies to test the achievement of learning outcomes. They are assessments used to determine progression, or eligibility for an award approved by Senate or by any formally-constituted body receiving delegated authority from Senate to undertake such approval. Summative assessments can be either Final assessments or Progress assessments according to the individual scheme of study.

Supplementary assessment

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 assessments and/or Progress assessments in accordance with the provision of the individual scheme of study.

Within the NFAAR-PGOLC, having more than a specified limit of supplementary assessment outstanding will prevent the student starting on study for further units.

In the NFAAR-PGOLC context, unless specifically granted the opportunity to take assessment as for the first time at a supplementary assessment point, students will have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used (as appropriate) in the overall stage average, in the overall course average, the taught-stage(s) average, and in any award calculation. Where the assessment is taken as for the first time, the marks gained will be used (as appropriate) in the overall stage average, in the overall course average, taught-stage(s) average, and in any award calculation.

See also *Deferred assessment* and *Qualifying marks*.

Taught-stage(s) average (TSA)

Many Master courses covered by the NFAAR-PGOLC have a taught phase followed by a dissertation/project phase. The calculation of eligibility for awards with merit or with distinction depends on performance in each of these phases meeting the relevant threshold. The TSA is the summary term for the contribution from the former

type where it exists as an earlier event chronologically, and is also used to summarize the assessment contribution from that type of activity when the relevant units run in parallel with dissertation/project units contemporaneously. It is calculated according to the weightings of the constituent units (or any other scheme specifically approved for the purpose), as gained at the first attempt, or, where appropriate, according to the rules concerning the maximum mark awardable following supplementary assessment (unless taken as deferred assessment).

See also *Dissertation/project average (DPA)* and *Supplementary assessment*.

Taught-stage(s) credits (TSC)

Many Master courses covered by the NFAAR-PGOLC have a taught phase followed by a dissertation/project phase. The unit falling into the former phase are summarized as taught-stage credits. In some Master courses, the two types of units (taught, and dissertation/project) run in parallel, contemporaneously. In this case, the TSC credits come from units that are defined as being of the taught type.

See also *Dissertation/project credits*.

Unit

Units are discrete components of learning with defined outcomes and discrete 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.

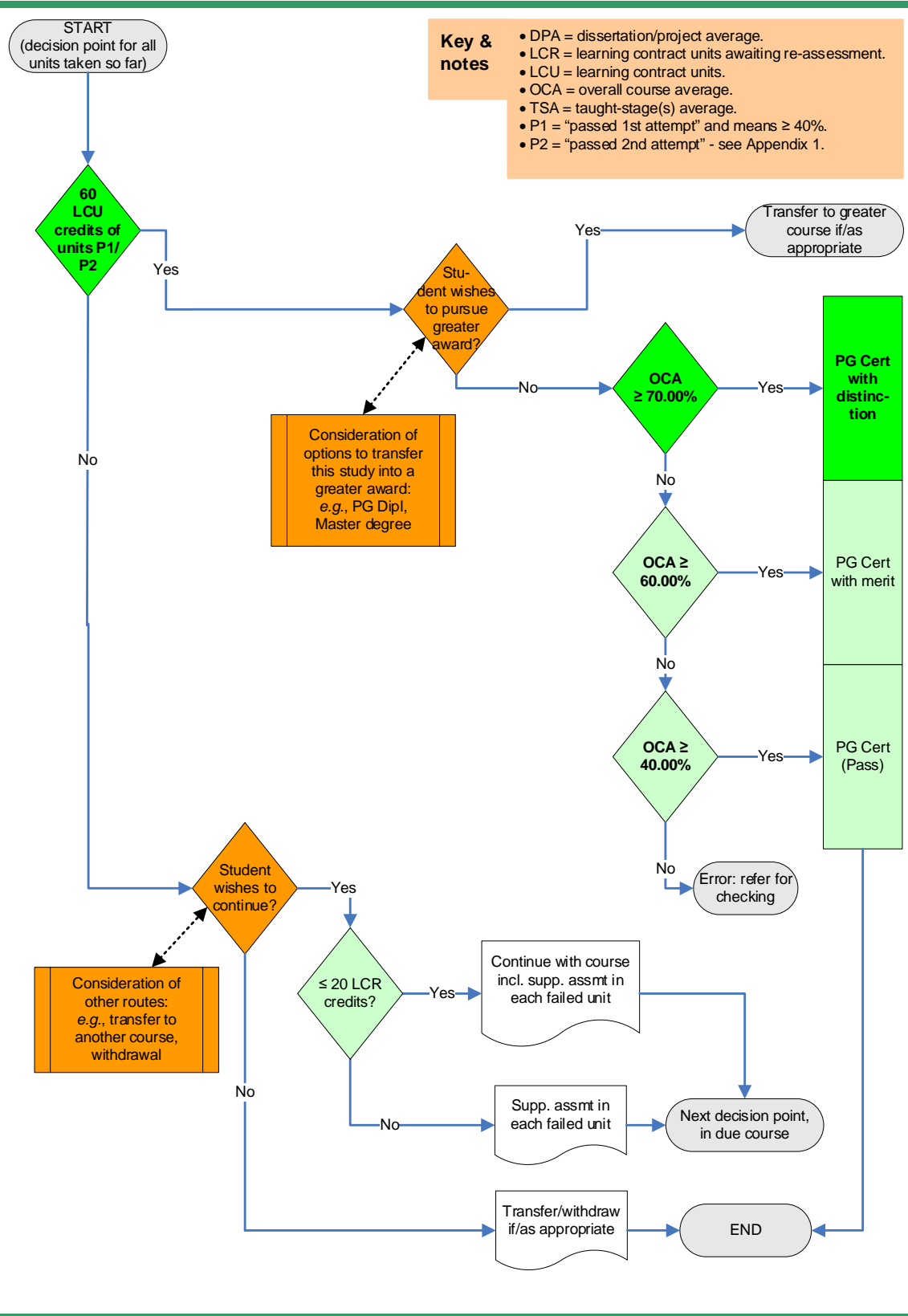
Each unit within the University's modularised academic framework has its own assessment requirements which enable a Board of Examiners for Units to determine whether or not a candidate has achieved the intended learning outcomes.

Appendix 2: PG online study to PG Cert award

1. This appendix relates to the detailed assessment criteria for:
 - Postgraduate study through online provision aiming towards an award of Postgraduate Certificate, at
 - The close of the main assessment period or after supplementary assessments.
2. The following abbreviations and rules apply in these detailed criteria (for fuller descriptions see: Appendix 1: Definitions):
 - DPA = dissertation/project average.
 - LCR = learning contract units awaiting re-assessment.
 - LCU = learning contract units.
 - OCA = overall course average.
 - TSA = taught-stage(s) average.
 - P1 = “passed 1st attempt” and means $\geq 40\%$.
 - P2 = “passed 2nd attempt” - see Appendix 1: Definitions.
3. The following detailed assessment criteria will be applied in sequence at the end of each round of assessments, whether main or supplementary, in respect of compulsory or optional/elective units that form part of the agreed course of study. As described in para. 11 of the main PGOLC text above, and subject to the details and time limits set out in specific course regulations:
 - a. Students who, at any point, have no more than 20 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.
 - b. Students who, at any point, have more than 20 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.
 - c. 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.
4. After due consideration of the results by the Board of Examiners for Courses and in the absence of any relevant individual mitigating circumstances, a student who has not exceeded the permitted period of study and:
 - a. Has passed (P1 or P2) in all learning contract units (LCU) worth 60 credits, may be allowed to choose whether to seek to register for a higher award (e.g., PG Diploma, Master degree).
 - b. Has passed (P1 or P2) in all learning contract units (LCU) worth 60 credits and has an overall course average (OCA) of at least 70.00%, will be awarded a Postgraduate Certificate with distinction.
 - c. Has passed (P1 or P2) in all learning contract units (LCU) worth 60 credits and has an overall course average (OCA) of at least 60.00%, will be awarded a Postgraduate Certificate with merit.
 - d. Has passed (P1 or P2) in all learning contract units (LCU) worth 60 credits, will be awarded a Postgraduate Certificate.

- e.** Has not yet passed (P1 or P2) in all learning contract units (LCU) worth 60 credits, may be allowed to choose whether to continue with the existing course of study, or to seek to transfer to another course or to withdraw, if/as appropriate.
 - f.** Has not yet passed (P1 or P2) in all learning contract units (LCU) worth 60 credits and wishes to continue with the existing course of study, and has no more than 20 credits' worth of failed units (not P1) awaiting supplementary assessment, may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
 - g.** Has not yet passed (P1 or P2) in all learning contract units (LCU) worth 60 credits and wishes to continue with the existing course of study, but has more than 20 credits' worth of failed units (not P1) 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.
- 5.** The above decision-making process is illustrated as a flowchart below in Figure 1.

Figure 1: PG online study to PG Cert award



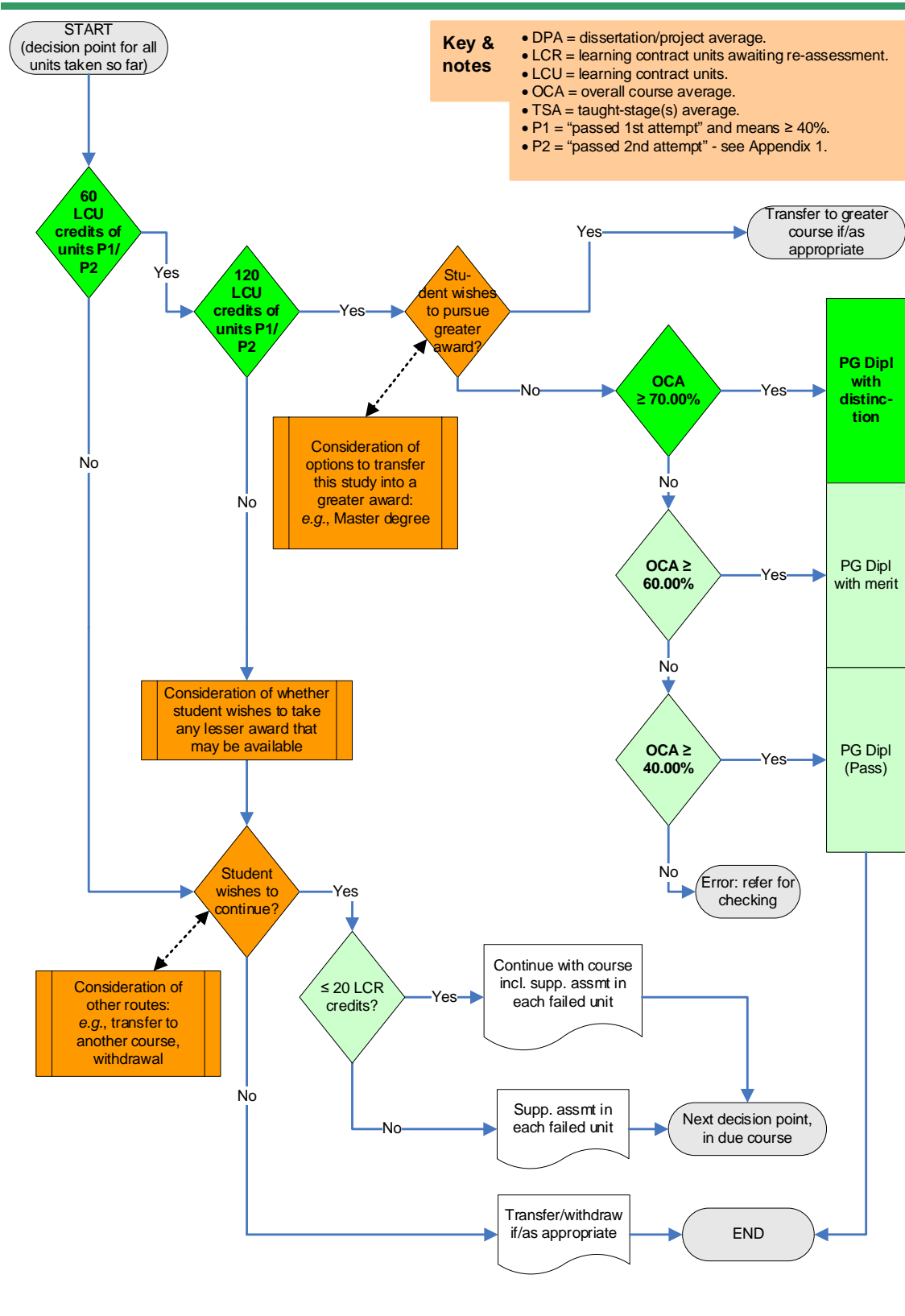
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Appendix 3: PG online study to PG Dipl award

1. This appendix relates to the detailed assessment criteria for:
 - Postgraduate study through online provision aiming towards an award of Postgraduate Diploma, at
 - The close of the main assessment period or after supplementary assessments.
2. The following abbreviations and rules apply in these detailed criteria (for fuller descriptions see: Appendix 1: Definitions):
 - DPA = dissertation/project average.
 - LCR = learning contract units awaiting re-assessment.
 - LCU = learning contract units.
 - OCA = overall course average.
 - TSA = taught-stage(s) average.
 - P1 = "passed 1st attempt" and means $\geq 40\%$.
 - P2 = "passed 2nd attempt" - see Appendix 1: Definitions.
3. The following detailed assessment criteria will be applied in sequence at the end of each round of assessments, whether main or supplementary, in respect of compulsory or optional/elective units that form part of the agreed course of study. As described in para. 11 of the main PGOLC text above, and subject to the details and time limits set out in specific course regulations:
 - a. Students who, at any point, have no more than 20 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.
 - b. Students who, at any point, have more than 20 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.
 - c. 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.
4. After due consideration of the results by the Board of Examiners for Courses and in the absence of any relevant individual mitigating circumstances, a student who has not exceeded the permitted period of study and:
 - a. Has passed (P1 or P2) in all learning contract units (LCU) worth 120 credits, may be allowed to choose whether to seek to register for a higher award (e.g., Master degree).
 - b. Has passed (P1 or P2) in all learning contract units (LCU) worth 120 credits and has an overall course average (OCA) of at least 70.00%, will be awarded a Postgraduate Diploma with distinction.
 - c. Has passed (P1 or P2) in all learning contract units (LCU) worth 120 credits and has an overall course average (OCA) of at least 60.00%, will be awarded a Postgraduate Diploma with merit.
 - d. Has passed (P1 or P2) in all learning contract units (LCU) worth 120 credits, will be awarded a Postgraduate Diploma.

- e. Has passed (P1 or P2) in learning contract units (LCU) worth 60 credits but has not yet passed (P1 or P2) in all learning contract units (LCU) worth 120 credits, may be allowed to choose whether to continue with the existing course of study, or to be awarded a Postgraduate Certificate, or to seek to transfer to another course or to withdraw, if/as appropriate.
 - f. Has passed (P1 or P2) in learning contract units (LCU) worth 60 credits but has not yet passed (P1 or P2) in all learning contract units (LCU) worth 120 credits and wishes to continue with the existing course of study, and has no more than 20 credits' worth of failed units (not P1) awaiting supplementary assessment, may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
 - g. Has passed (P1 or P2) in learning contract units (LCU) worth 60 credits but has not yet passed (P1 or P2) in all learning contract units (LCU) worth 120 credits and wishes to continue with the existing course of study, but has more than 20 credits' worth of failed units (not P1) 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.
 - h. Has not yet passed (P1 or P2) in learning contract units (LCU) worth 60 credits, may be allowed to choose whether to continue with the existing course of study, or to seek to transfer to another course or to withdraw, if/as appropriate.
 - i. Has not yet passed (P1 or P2) in learning contract units (LCU) worth 60 credits and wishes to continue with the existing course of study, and has no more than 20 credits' worth of failed units (not P1) awaiting supplementary assessment, may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
 - j. Has not yet passed (P1 or P2) in learning contract units (LCU) worth 60 credits and wishes to continue with the existing course of study, but has more than 20 credits' worth of failed units (not P1) 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.
5. The above decision-making process is illustrated as a flowchart below in Figure 2.

Figure 2: PG online study to PG Dipl award



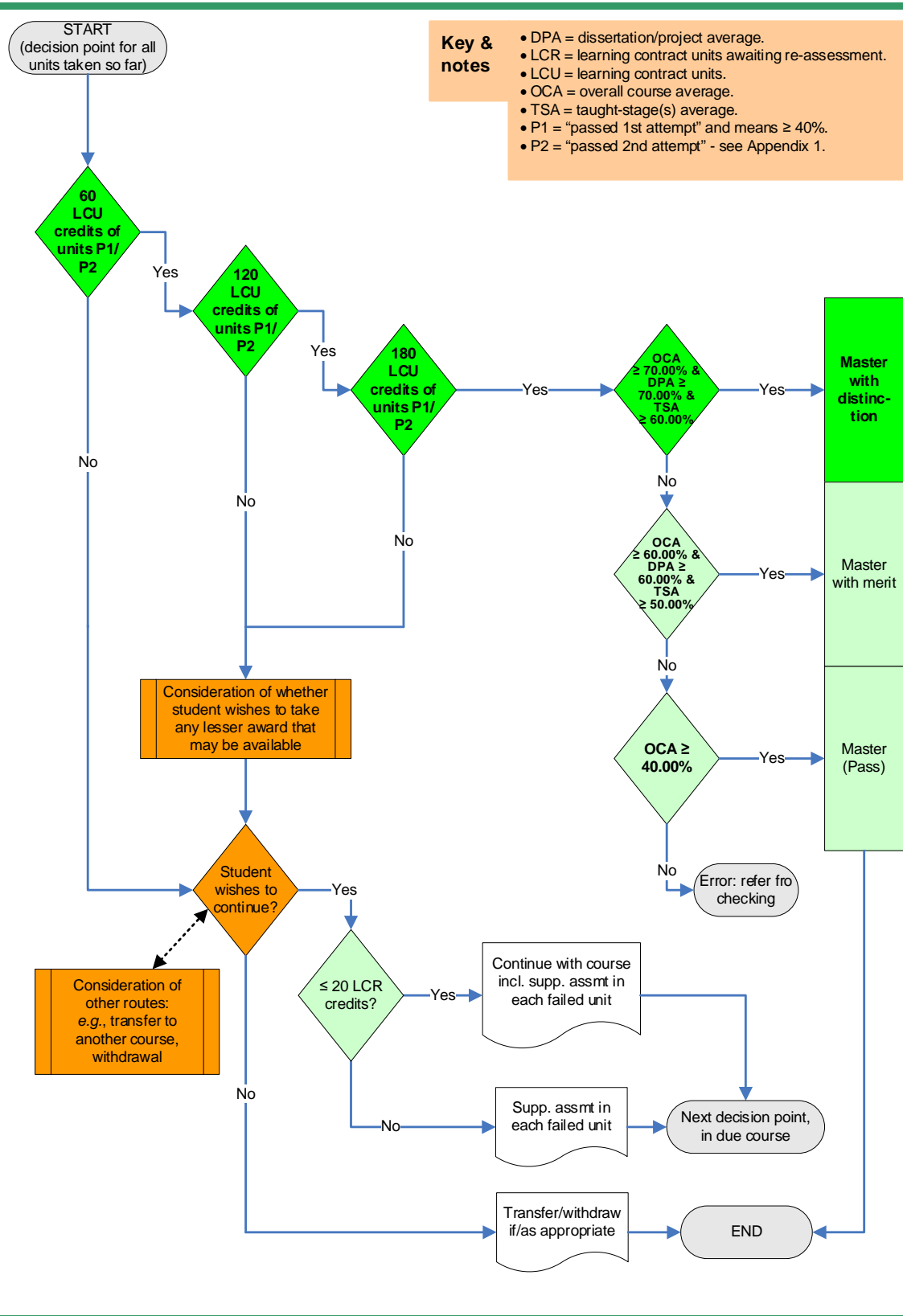
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Appendix 4: PG online study to Master award

1. This appendix relates to the detailed assessment criteria for:
 - Postgraduate study through online provision aiming towards an award of Master degree, at
 - The close of the main assessment period or after supplementary assessments.
2. The following abbreviations and rules apply in these detailed criteria (for fuller descriptions see: Appendix 1: Definitions):
 - DPA = dissertation/project average.
 - LCR = learning contract units awaiting re-assessment.
 - LCU = learning contract units.
 - OCA = overall course average.
 - TSA = taught-stage(s) average.
 - P1 = “passed 1st attempt” and means $\geq 40\%$.
 - P2 = “passed 2nd attempt” - see Appendix 1: Definitions.
3. The following detailed assessment criteria will be applied in sequence at the end of each round of assessments, whether main or supplementary, in respect of compulsory or optional/elective units that form part of the agreed course of study. As described in para. 11 of the main PGOLC text above, and subject to the details and time limits set out in specific course regulations:
 - a. Students who, at any point, have no more than 20 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.
 - b. Students who, at any point, have more than 20 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.
 - c. 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.
4. After due consideration of the results by the Board of Examiners for Courses and in the absence of any relevant individual mitigating circumstances, a student who has not exceeded the permitted period of study and:
 - a. Has passed (P1 or P2) in all learning contract units (LCU) worth 180 credits, and has all of (i) an overall course average (OCA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) a taught stage(s) average (TSA) of at least 60.00%, will be awarded the degree of Master with distinction.
 - b. Has passed (P1 or P2) in all learning contract units (LCU) worth 180 credits, and has all of (i) an overall course average (OCA) of at least 60.00%, (ii) a dissertation/project average (DPA) of at least 60.00%, and (iii) a taught stage(s) average (TSA) of at least 50.00%, will be awarded the degree of Master with merit.
 - c. Has passed (P1 or P2) in all learning contract units (LCU) worth 180 credits and has an overall course average (OCA) of at least 40.00%, will be awarded the degree of Master.

- d. Has passed (P1 or P2) in learning contract units (LCU) worth 120 credits but has not yet passed (P1 or P2) in all learning contract units (LCU) worth 180 credits, may be allowed to choose whether to continue with the existing course of study, or to be awarded a Postgraduate Diploma or Postgraduate Certificate, as appropriate, or to seek to transfer to another course or to withdraw, if/as appropriate.
 - e. Has passed (P1 or P2) in learning contract units (LCU) worth 120 credits but has not yet passed (P1 or P2) in all learning contract units (LCU) worth 180 credits and wishes to continue with the existing course of study, and has no more than 20 credits' worth of failed units (not P1) awaiting supplementary assessment, may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
 - f. Has passed (P1 or P2) in learning contract units (LCU) worth 120 credits but has not yet passed (P1 or P2) in all learning contract units (LCU) worth 180 credits and wishes to continue with the existing course of study, but has more than 20 credits' worth of failed units (not P1) 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.
 - g. Has passed (P1 or P2) in learning contract units (LCU) worth 60 credits but has not yet passed (P1 or P2) in learning contract units (LCU) worth 120 credits, may be allowed to choose whether to continue with the existing course of study, or to be awarded a Postgraduate Certificate, or to seek to transfer to another course or to withdraw, if/as appropriate.
 - h. Has passed (P1 or P2) in learning contract units (LCU) worth 60 credits but has not yet passed (P1 or P2) in learning contract units (LCU) worth 120 credits and wishes to continue with the existing course of study, and has no more than 20 credits' worth of failed units (not P1) awaiting supplementary assessment, may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
 - i. Has passed (P1 or P2) in learning contract units (LCU) worth 60 credits but has not yet passed (P1 or P2) in learning contract units (LCU) worth 120 credits and wishes to continue with the existing course of study, but has more than 20 credits' worth of failed units (not P1) 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.
 - j. Has not yet passed (P1 or P2) in learning contract units (LCU) worth 60 credits, may be allowed to choose whether to continue with the existing course of study, or to seek to transfer to another course or to withdraw, if/as appropriate.
 - k. Has not yet passed (P1 or P2) in learning contract units (LCU) worth 60 credits and wishes to continue with the existing course of study, and has no more than 20 credits' worth of failed units (not P1) awaiting supplementary assessment, may proceed to the study of further units but will be required to take supplementary assessment in each failed unit.
 - l. Has not yet passed (P1 or P2) in learning contract units (LCU) worth 60 credits and wishes to continue with the existing course of study, but has more than 20 credits' worth of failed units (not P1) 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.
5. The above decision-making process is illustrated as a flowchart below in Figure 3.

Figure 3: PG online study to Master award



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