

Academic framework

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General approach to design and regulatory provisions

1. We design courses that meet the aspirations set out in our Education Strategy 2016–21. In doing this, we balance:
 - Opportunities for students to achieve their aims, with
 - Academic rigour and effectiveness that assures the reputation and standards of University awards, and with
 - Awareness of the need to use available University resources to best effect.
2. We describe the common design criteria and regulatory provisions for all courses. We detail alternative parameters to allow for exceptions from our normal approaches. We allow the consideration and granting of exemptions for proposals or activity outside the normal approaches by appropriate committees.
3. We categorise taught courses into two main groups, aligned with descriptions in the national Framework for Higher Education Qualifications (FHEQ) and the groupings recognised by the Higher Education Statistics Agency (HESA):
 - Undergraduate (UG) courses are “first” degrees within the University, and lead to foundation degrees (where intermediate, FHEQ level 5, study is the highest level attained), or to bachelor degrees (where honours, FHEQ level 6, study is the highest level attained), or to master degrees following an integrated pattern of study over several years (where master, FHEQ level 7, study is the highest level attained).

- Postgraduate (PGT) courses lead to “higher” degrees, and start and finish at master, FHEQ level 7, study.
4. We design our units to support an integrated approach to learning and assessment across the course-year and course.
 5. We are explicit about the distinct benefits and consequences of placements or study-periods abroad in our course structures and, where appropriate, in the certification of awards. Courses that include such elements are different in their overall design and expectations from those without. These courses, and their existence in many cases alongside related courses without placements or study-periods abroad, require careful transitional planning.
 - a. For courses with opportunities for an industrial placement or study abroad year, the students on placement who started in 2021 will reach their final year at the same time as students who were not on placement but started in 2022. The 2021 cohort will have started under NFA:AR regulations and existing academic framework, while the 2022 cohort will have started under a new set of regulations and academic framework.
 - b. Course teams have been tasked with finding their own local best-fit solutions that do not increase key resource use, with a default of the full-time students from the 2022 cohort having a similar final year to the placement students from the 2021 cohort, if appropriate as a transition measure between old programmes and fully-transformed new courses.
 - c. It is recommended that students remain on the academic regulations that they started their course with, but that the course design for 2022 full-time entry be allowed to deviate from the standard credit sizes in the approved framework (multiples of 10 CATS credits) of the new academic framework, if desirable to minimise resource requirements (staff time and space).
 - d. This will mean there may be courses with 12 CATS credits for the 2022 full-time cohort. These variations in allowed credit sizes will also apply to the relevant transition cohort for courses on a different transition timetable (for example approved early adopters or those with approved delays).
 - e. It is recommended that any students in the 2020 cohort who repeat their first year transfer at that point to the new course and new regulations.
 - f. It is recommended that any students from the 2020 cohort suspending studies or repeating a year from the second year onwards be provided with an individual programme of studies (if appropriate), to be approved by the relevant Board of Studies, to accommodate transition to the new courses and regulations.
 - g. It is recommended that early adopter PGT courses starting in 2020 (Architecture and Civil Engineering and the School of Management) be given the choice to use the existing NFA:AR regulations for the 2020 cohort, or adopt the proposed new assessment regulations, if these are approved by Senate.

- h. Any courses wishing to have a different transition timetable will need this timetable to be approved by the Pro-Vice Chancellor (Learning and Teaching). This will normally be because they are specialist or unusual courses which do not use major space resource at the University of Bath (for example distance learning courses or those delivered by partner colleges), or because of accreditation or other exceptional requirements

Credit

6. We use credits aligned to the nationally-recognised Credit Accumulation & Transfer Scheme (CATS):
- To measure students' achievements against the overall requirements for an academic award,
 - As a proxy for the division of students' workloads (more fully measured in notional study hours), and
 - To illustrate how we meet the standards outlined in the national Framework for Higher Education Qualifications (FHEQ).
7. We use common, widely-recognised credit quantities and notional study hours for full-time courses as described in Table 1. We use additional, equivalent values for part-time study in PGT courses: those not designed as part of Continuing Professional Development and/or online provision are as described in Table 2.

Table 1: Credits and notional study hours in full-time courses

Description	CATS-aligned credits	Notional study hours
Full-time UG course-year of approx. 9 months, and associated assessments	120	1200
Full-time placement or study-year abroad of approx. 9 months	120	ns
Full-time placement or study-period abroad of approx. 1 semester	60	ns
Full-time UG course of 3 years leading to a bachelor award with honours	360	3600
Full-time UG course of 4 years, including a placement or study-year abroad, leading to a bachelor award with honours	480	4800
Full-time integrated UG course of 4 years leading to a master award with honours	480	4800
Full-time integrated UG course of 5 years, including a placement or study-year abroad, leading to a master award with honours	600	6000
Full-time PGT certificate course-year of approx. 1 semester, and associated assessments	60	600
Full-time PGT diploma course-year of approx. 2 semesters, and associated assessments	120	1200
Full-time PGT master course-year of approx. 12 months, and associated assessments	180	1800

ns = not specified

Table 2: Total credits and notional study hours in part-time PGT courses

Description	CATS-aligned credits	Notional study hours
Part-time PG certificate courses spread across one or more course-years	60	600
Part-time PG diploma courses spread across more than one course-year	120	1200
Part-time PG master courses spread across more than one course-year	180	1800

- a. Table 2 describes the total credits and notional study hours to be undertaken within the overall duration of a part-time PGT course.
 - b. Part-time PG certificate, diploma, and master courses spread the intensity of credit requirements and notional study hours across a longer period than full-time courses.
 - c. The precise CATS-aligned credits and notional study hours undertaken in a part-time PGT course-year will align to the particular pedagogic design and intensity of the course.
 - d. The standard part-time equivalent of a 12-month (one course-year) full-time PGT course will be designed at 50% intensity, to a duration of 24 months (two course-years).
 - e. The standard part-time equivalent of a 24-month (two course-year) full-time PGT course will be designed at 50% intensity, to a duration of 48 months (four course-years).
 - f. Designs to other intensities are possible, though course designers should bear in mind student loan eligibility constraints on course lengths and intensities, where appropriate.
 - g. The minimum intensity of a part-time PGT course will be 20% of a full-time course, with a maximum designed duration of 60 months (five course-years).
 - h. There will be no progression requirements between part-time PGT course-years, unless a progression-required unit has been designed into the sequence. A Board of Studies may make recommendations in accordance with Regulation 3 if it judges that a student's attendance or progress on the course is unsatisfactory.
8. We assign credits to units. Credits gained by students are accumulated to represent achievement towards an award. As a proxy for workloads at an approximate ratio of 1 credit to 10 notional study hours, credits also provide a shorthand description of the division of students' workloads. We describe placements and study-periods abroad explicitly as units with credit values that represent the approximate total periods required—normally for half, or all, of a UG course-year worth 60 or 120 credits.
 9. Students gain the credits associated with a unit when they have demonstrated achievement equal to, or greater than, the appropriate minimum standard that is

represented by the unit pass mark or grade. Students must gain the credits from all of the units in their course to receive the award.

10. We only award credit and aggregate outcomes for study that has been designated as part of a course. If we approve a course designed with more than the standard credit quantities outlined in Table 1 or Table 2, this is explicitly specified.
11. We make appropriate exceptional provisions for *aegrotat* awards where illness, or death, may prevent a student from completing a course and gaining all of its credits. Detailed arrangements will be specified in fuller documentation in due course.
12. All credit must be attained within specified time limits for study towards different types of awards. We design courses to be completed according to their full-time or part-time durations within specified periods. We specify the normal maximum possible period for the completion of any delayed/repeated study and/or incomplete assessment. We make provision for suspensions of study, set out in para. 24.
 - The normal maximum period allowed for completion of the requirements for full-time UG degree courses is the specified course duration plus two years, including any repeated periods of study.
 - The normal maximum period allowed for completion of the requirements for full-time PGT degree courses is the specified course duration plus two years; the repeating of course-years is not allowed.
 - The normal maximum period allowed for completion of the requirements for part-time PGT degree courses is the specified course duration plus two years; the repeating of course-years is not allowed.

If we approve, through the appropriate committees, a course designed with different duration and completion arrangements, this is explicitly specified.

13. We design courses to offer effective opportunities for retrieval of failure. Students must gain all the necessary credits by the end of the permitted periods of study, but not necessarily within the period of the course-year. Failure to gain some credits in a course-year does not necessarily prevent progression to the next course-year; course designers specify whether particular unit credit must be achieved within the course-year in which the study occurs. We set the parameters for dealing with different course-year and course outcomes in assessment regulations.

Course-years

14. We design course-years to encompass a coherent part of the study within a course. As indicated in Table 1:
 - Standard full-time UG courses normally comprise course-years of 120 credits and 1200 notional study hours.
 - Standard full-time PGT courses normally comprise a course-year of 180 credits and 1800 notional study hours.

We define equivalent requirements for distinctly-designed part-time courses where appropriate.

15. We design:

- a.** UG course-years at FHEQ level 4 and at FHEQ level 7 that contain only units at that year's FHEQ study level.
- b.** UG placement/study-abroad course-years at FHEQ level 5 that contain only units at that year's FHEQ study level.
- c.** Other UG course-years at FHEQ level 5 and all course-years at FHEQ level 6 that contain no more than one-sixth of the credits below that year's FHEQ study level.
- d.** PGT courses at FHEQ level 7 that contain only units at that FHEQ study level.

Students who are permitted to choose units will be constrained by the same limits as those for course design in order to be eligible to receive the normal course award.

Further detail is set out in Table 3.

Table 3: Standard course credit and FHEQ level requirements

Description	Overall credits required to be studied and passed	Levels and minimum credits required by course-year
3-year full-time UG bachelor course	360	Year 1, 120 at FHEQ level 4 Year 2, 120 incl min 100 at FHEQ level 5 Year 3, 120 incl min 100 at FHEQ level 6
4-year full-time UG thick-sandwich bachelor course with 3 rd year placement	480	Year 1, 120 at FHEQ level 4 Year 2, 120 incl min 100 at FHEQ level 5 Year 3, 120 at FHEQ level 5 Year 4, 120 incl min 100 at FHEQ level 6
4-year full-time UG thick-sandwich bachelor course with 3 rd year study abroad	480	Year 1, 120 at FHEQ level 4 Year 2, 120 incl min 100 at FHEQ level 5 Year 3, 120 at FHEQ level 5 Year 4, 120 incl min 100 at FHEQ level 6
4-year full-time UG integrated master course	480	Year 1, 120 at FHEQ level 4 Year 2, 120 incl min 100 at FHEQ level 5 Year 3, 120 incl min 100 at FHEQ level 6 Year 4, 120 at FHEQ level 7
4-year full-time UG integrated master course with 3 rd year study abroad replacing study at Bath	480	Year 1, 120 at FHEQ level 4 Year 2, 120 incl min 100 at FHEQ level 5 Year 3, 120 incl min 100 at FHEQ level 6 Year 4, 120 at FHEQ level 7
5-year full-time UG integrated master course with 3 rd year placement	600	Year 1, 120 at FHEQ level 4 Year 2, 120 incl min 100 at FHEQ level 5 Year 3, 120 at FHEQ level 5 Year 4, 120 incl min 100 at FHEQ level 6 Year 5, 120 at FHEQ level 7
Full-time UG bachelor or integrated master course, bachelor (ordinary) exit award	300	120 at FHEQ level 4 120 at FHEQ level 5 (excl placement/study-abroad) 60 at FHEQ level 6
Full-time UG bachelor or integrated master course Diploma of Higher Education exit award	240	240 incl 100 at FHEQ level 5 or any higher combination
Full-time UG bachelor or integrated master course Certificate of Higher Education exit award	120	120 at FHEQ level 4 or any higher combination
1-year full-time PGT master course (or part-time equivalent)	180	180 at FHEQ level 7
2-semester full-time PG Diploma course (or part-time equivalent)	120	120 at FHEQ level 7
1-semester full-time PG Certificate course (or part-time equivalent)	60	60 at FHEQ level 7
1-year full-time PGT master course (or part-time equivalent) PG Diploma exit award	120	120 at FHEQ level 7 (specified units for a named award; any relevant non-placement/study-abroad units for a generic award)
1-year full-time PGT master course (or part-time equivalent) PG Certificate exit award	60	60 at FHEQ level 7 (specified units for a named award; any relevant non-placement/study-abroad units for a generic award)

16. We specify in assessment regulations how the outcomes from course-years are weighted in consistent University-wide ways for the purposes of calculating award classifications or grades. We use course-year averages (CYA) towards the overall course average (OCA). Table 4 shows the outline weightings.

Table 4: Standard award calculation weightings

Description	Weightings for course-year averages towards classifications
3-year full-time UG bachelor course	Year 1, 0% Year 2, 30% Year 3, 70%
4-year full-time UG thick-sandwich bachelor course with 3 rd year placement	Year 1, 0% Year 2, 30% if placement "standard", 25% if placement "enhanced" Year 3, 0% if placement "standard", 10% if placement "enhanced" Year 4, 70% if placement "standard", 65% if placement "enhanced"
4-year full-time UG thick-sandwich bachelor course with 3 rd year study abroad	Year 1, 0% Year 2, 30% if study abroad "standard", 25% if study abroad "enhanced" Year 3, 0% if study abroad "standard", 10% if study abroad "enhanced" Year 4, 70% if study abroad "standard", 65% if study abroad "enhanced"
4-year full-time UG integrated master course	Year 1, 0% Year 2, 15% Year 3, 35% Year 4, 50%
4-year full-time UG integrated master course with 3 rd year study abroad replacing study at Bath	Year 1, 0% Year 2, 15% Year 3, 35% Year 4, 50%
5-year full-time UG integrated master course with 3 rd year placement	Year 1, 0% Year 2, 15% if placement "standard", 10% if placement "enhanced" Year 3, 0% if placement "standard", 10% if placement "enhanced" Year 4, 35% if placement "standard", 30% if placement "enhanced" Year 5, 50%
Full-time UG bachelor or integrated master course, bachelor (ordinary) exit award	not classified
Full-time UG bachelor or integrated master course Diploma of Higher Education exit award	not classified
Full-time UG bachelor or integrated master course Certificate of Higher Education exit award	not classified
1-year full-time PGT master course	100%
2-semester full-time PG Diploma course	100%
1-semester full-time PG Certificate course	100%
1-year full-time PGT master course PG Diploma exit award	100% if named award; not classified if a generic award
1-year full-time PGT master course PG Certificate exit award	100% if named award; not classified if a generic award

17. We design courses-years and their assessment such that:

- The first course-year of UG courses carries a zero-weighting towards the OCA.
- Standard placement units carry a zero-weighting toward the OCA. Enhanced placements include assessed work in relation to the placement that contributes directly and non-trivially to the degree classification—and are assigned a consistent part of the weighting attributed to FHEQ level 5 study (see Table 4). [This existing terminology may be revised.]
- Study periods abroad carry a zero-weighting if they do not replace study at Bath towards the OCA.

- Where external study or other project activity replaces study at Bath over a whole semester or year, it carries a normal equivalent weighting.
- “Exit velocity” in UG courses is given greater weighting to match the greater difficulty of higher-level units. An exception to the standard weightings set out in Table 4 applies in UG courses where all earlier learning is designed to come to fruition in the final course-year: the final year therefore contributes all of the classification weighting (100%).
- UG integrated master courses are handled in consistent ways across the University to follow one of two models:

Courses designated as coexistent: Where a UG integrated master course is designed as coexisting with a parallel bachelor course and sharing the first two years of study, progression beyond the second year of the master course will be conditional upon students having passed all units and having achieved a minimum second-year CYA of 55%. Students who do not progress thus will be transferred to the coexistent bachelor course.

Courses designated as stand-alone: Where a UG integrated master course exists as a stand-alone course, there will be no additional progression requirement at the end of the second year. Where not otherwise specified, courses are assumed to be stand-alone.

18. We will not use a grade-point average (GPA) approach unless there is a coherent national development in that direction.
19. We organise the normal study and assessment requirements for full-time course-years as follows:
 - UG: within two semesters, and with an expectation of students’ availability for some personal study and assessment or supplementary assessment during the summer period before the start of the next academic year.
 - PGT: within a full 12-month period including supplementary assessment where necessary.
20. We design each course-year to work with formal, University-wide, summative examination points (as distinct from requirements for other, coursework-based assessment) in the late weeks of each semester and in a summer assessment period (or periods) yet to be determined. Such points offer opportunities to undertake:
 - Main assessments, or
 - Deferred attempts at assessment, or
 - The retrieval of earlier failures.
21. We design course-year boundaries primarily to organise study rather than assessment. In respect of the balance of workload and credits across an academic

year, we work with principles for transforming our curricula that include designing courses with a focus on student and staff wellbeing.

- Using the CATS credit scheme which associates notional study hours with credits (10 notional study hours per credit), courses should be designed with a balanced workload (therefore credits) between semesters.
 - In practice this will mean that for course-years where units are all in either semester 1 or in semester 2, there should be an equal number of credits in each semester (normally 60 credits per semester).
 - For course-years where there are a combination of semester 1 and/or 2 units, and academic year units (spanning both semesters), the academic year units should be designed with consideration of workload of all students taking the unit: this means they should not have the bulk of the workload in one particular semester unless all students taking the unit have a reduced workload in that semester (for example through an unequal weighting the credits from semester 1 and semester 2 units).
- 22.** We do not designate specific course-year learning outcomes separately from those of the overall course. (However, an additional course outcome will be specified in relation to a placement or study-period abroad.) We test course learning outcomes with rigour appropriate to the corresponding FHEQ level of the course-year. It is accepted that a small proportion of unit credits may, in line with the provisions in Table 3, be assessed at the appropriate level for the specific unit, and that where such results are aggregated into progression or award calculation they carry the same weight as units for the normal FHEQ units for that course-year.
- 23.** There are normally no progression requirements within a course-year. There may be checkpoints arising from formative or summative assessment where students can be counselled about their progress.
- 24.** We specify and regulate the points at which, and the reasons for which, a student may seek to suspend study for personal reasons and return to join the course again at an equivalent point. We normally allow one period of suspension, to a maximum of 12 months—exceptional cases beyond this would be proposed for consideration by Senate (or its delegated authority). Such a single period of suspension of up to 12 months would not count towards the total time available to complete the course (see para. 12). Suspensions of study may also be necessary for academic reasons. In such cases, they may give time to complete the requirements of a course-year or of a course and they would count towards the total time available to complete the course. The terminology to distinguish these two interruptions of study will be determined in due course.

Units

- 25.** Units are our discrete components of learning that contribute to students' meeting of the course learning outcomes. Learning is tested through assessments designed in relation to both the units and the overall course.

26. The units within a course design can be sourced from the course-owning department/ School, or from another department or the School, so long as they support the right level and quantity of learning required in the course and course-year (as set out in Table 3). The presence of a unit in a course-year, contributing to a student's path towards meeting course learning outcomes, is therefore a matter for proposal by course designers in the design phase. We will work with departments and the School to commission, for wider, controlled University availability, a set of units at appropriate FHEQ levels and at appropriate sizes that designers can include within their courses in spaces open for that purpose.
27. Each of our units has a credit size. The baseline size is 20 credits. The minimum credit size is 10 credits. The maximum size is 120 credits in UG courses or 180 credits in PGT courses. The normal design parameters are set out in Table 5.

Table 5: Unit dimensions

Description	CATS-aligned credits	Notional study hours	Number permitted in course-year
Units in full-time UG course-year			max 8
Units in full-time PGT course-year			max 12
Baseline unit size	20	200	
Minimum-size units in UG course-year	10	100	6
Minimum-size units in PGT course-year	10	100	6
Larger than baseline units by increments*	20+10 ...	200+100 ...	
Units allowed for general cross-departmental use	10 or 20 only	100 or 200 only	
Exceptions from norms	15	150	max 8
Units designed for specific interdisciplinary courses	any of the above	any of the above	

* Larger units provide a means to integrate learning and assessment towards meeting course learning outcomes

28. We assign a weighting to each unit's credit. This weighting represents the unit's fractional contribution to a student's notional workload in a full-time course-year and the value of its achievement towards the CYA. Equivalent weightings will apply in part-time courses.
29. We define summative assessment(s) to test the learning requirements for each unit. Students must achieve the pass mark to gain the credits for the unit (as described in para. 56). Except as indicated in Table 3, unit learning outcomes will be aligned with the FHEQ level of the course-year in which they occur.
30. Students must pass all units in their degree course.
31. There are no extra-curricular units or activities within course designs or awards.
32. A unit contains study and at least one summative assessment returning an outcome that contributes to the course-year and the overall course outcomes.
33. We normally describe any thin- or thick-sandwich placement as a unit that is the sole activity for a semester or a course-year, worth 60 or 120 credits, respectively.

34. We normally describe study abroad as a unit that is the sole activity for a semester or a course-year, worth 60 or 120 credits respectively. Study topics and assessments are aggregated into the unit. Where study abroad replaces study at Bath, the unit represents the University's judgment of the outcomes reported by the other institution.
35. Within the dimensions set out in Table 5, course designers may design larger-than-baseline units. Such units normally serve one or more of the following design purposes:
 - a. To incorporate a placement or study-abroad period.
 - b. To encompass a project, dissertation, or portfolio-creating activity.
 - c. To create a coherent larger unit out of smaller topics.
36. Within the dimensions set out in Table 5, course designers may design smaller-than-baseline units. Such units will normally allow student selection of small, discrete specialist topics, which—by the nature of a modular approach that has assessment within the unit—students will need to complete successfully to gain the relevant award, and possibly for progression purposes should that be necessary (see para. 37).
37. Course designers may designate one or more unit(s), in the course-year context, as a progression-required unit (PRU). This means that the pass standard for the unit must be achieved within the boundaries of the course-year. It is not possible for a student to progress to the subsequent course-year if a PRU has not been passed. Where the course-year+1 includes a placement unit, the course designer may specify that the PRU must be passed before course-year+2 instead.
38. Course designers may designate one or more unit(s), in the course-year context, as being pre-requisite study for a later unit or units. The pass standard for a pre-requisite does not need to have been met by the time of starting the later unit.
39. In the PGT context, course designers may designate particular units (such as research project or dissertation units, but including other types too) as having outcomes that will be treated as significant in the award of merit or distinction awards. If used, it will be implemented by applying a special indicator to the unit and the testing whether the mark achieved in the unit is at least equal to the merit or distinction mark.

Assessments

Types and timings of assessments

40. We define the following types of assessment:
 - a. Formative assessments are those assessments not defined in approved schemes of studies but contributing to the student's learning experience.
 - b. Summative assessments are those assessments defined within approved schemes of studies to test the achievement of learning outcomes.

- h.** They can be designated as a must-pass assessment (MPA), such that students must attain the relevant pass mark in the individual assessment in order to meet the overall requirements of the unit. This designation would only be considered where there are multiple summative assessments, since a single summative assessment in a unit has the same effect. This designation would automatically apply to any summative pass/fail assessment within a unit.
- 43.** Supplementary assessments provide opportunities for the retrieval of failure (reassessments) or for deferred assessment that replaces earlier assessments (initial assessments or reassessments) where the University accepts that a student was sick or otherwise incapacitated.
- 44.** Students must pass all units, but in doing so they may not necessarily have to achieve the pass standard in an individual summative assessment. If there are multiple summative assessments within the unit and they have achieved the pass standard for the unit (including passing any MPAs), that will be sufficient. Students are, however, entitled to make a first attempt at every summative assessment prescribed within a unit in order to obtain the maximum unit result available to them. Students who:
- Have completed all of their entitlement to normal first attempts at the prescribed assessments and have passed the unit; or
 - After initial failure, have passed the unit by successful completion of prescribed supplementary assessment;
- will not be allowed any further attempts to reach the pass standard in individual summative assessments or otherwise to improve their unit results.
- 45.** Students who have not passed a unit (having completed the normal first attempts at its assessments) may be allowed up to two further attempts to achieve the pass standard through supplementary assessment, subject to parameters set in assessment regulations to define the extent of such opportunities. Supplementary assessment opportunities for special types of units, such as research project and dissertation units, will be specifically addressed in assessment regulations.
- 46.** There are three formal examination periods during each academic year: winter (January); spring (May); summer/early autumn (currently August).
- 47.** Course designers will specify when supplementary assessment attempts should happen if they are outside the standard arrangements, which are normally described as follows:
- a.** Examinations taken for the retrieval of failure (reassessments) or deferred first attempts are normally taken in the summer examination period.
 - b.** A second attempt to retrieve failure (*i.e.*, a third attempt overall, another reassessment), or a first retrieval attempt (reassessment) after a deferred assessment in the summer period, is normally taken alongside the first attempt of the subsequent cohort in the next academic year. This may or may not be

alongside study in the next course-year, depending on whether progression into the next year has been allowed.

What counts and how: summative assessment

48. Mitigation and its consequences will be considered in due course.
49. As described in para. 44, students have a right to maximize their unit result by making the first attempts at all of the prescribed assessments. This right has prescribed normal time limitations. Students must attempt—at the normally scheduled time or by the normal deadline—all of the assessments that are required for the units and for their course, and whose result they want to count in their achievements. There is no right to do so later—unless granted a deferred attempt because of sickness or incapacity (or other valid grounds to be specified in due course), or required under the assessment regulations to undertake supplementary assessment for the retrieval of failure (reassessment).
50. Students who pass a unit, from any combination of results from first attempts (including any deferred first attempts) at assessments within the unit, will not have an opportunity to undertake supplementary assessment (reassessment) in *any* of the component assessments.
51. Students are not required to attempt a summative assessment if the pass standard for the unit (including any MPAs) has already been met.
52. Students who have a deferred first attempt in one or more of a unit's assessments get the marks achieved at the deferred assessment. The unit result is then calculated as normal.
53. Students who retrieve unit failure through supplementary assessment (reassessment) have the marks they achieve in specific assessments recorded. However, on successful retrieval, a capped pass mark will be applied to the *unit* as a whole for use in subsequent calculations and decisions.

Outcomes

54. We specify the memberships and functions of Boards of Examiners to recommend candidates' outcomes for each unit, course-year, and ultimately, course. Boards of Studies, if satisfied, confirm the outcomes, credit gained, any retrieval requirements, progression decisions, and award decisions.
55. We use the following terminology to aggregate outcomes from summative assessments: Unit Result (UR), Course-year Average (CYA), Overall Course Average (OCA). We also use indicators for types of units that may be particularly significant, such as the research project or dissertation units specified in para. 39. Assessment regulations will specify in detail how any rounding of results will be handled in calculations.
56. We use the marks achieved at first attempt of a summative assessment—including any MPA—in the UR calculation. When unit failure is successfully retrieved, a capped

pass mark will be recorded for the unit and for subsequent calculations and decisions. The UR will be the mean average of contributing, weighted, assessments within the unit, alongside consideration of:

- Any summative pass/fail assessment—because failure in a summative pass/fail element means the unit is failed, whatever marks are being accrued elsewhere in the unit.
 - Any MPA—because failure in an MPA element means the unit is failed, whatever average mark has been accrued overall in the unit.
57. We display individual summative assessment marks on the transcript, and a UR mark once the unit is passed and its credits are gained. If the UR is a fail, no unit mark is displayed alongside the fail result and a zero-credit outcome. We display on the transcript the specific marks gained in any retrieval of failure, but cap the overall UR, if successful, at the pass mark—or display again the fail result for the unit and the zero-credit outcome, if appropriate.
58. We use the capped pass marks from second or third attempts in subsequent calculations, where relevant.
59. Students who are required to repeat a course-year do so in full replacement of their previous attempt at the course-year, gaining a full set of new results. The mixing of results is not permitted.
60. We use exit and/or alternative awards in normal circumstances, and course designers may specify where transferring a student to an alternative course may be possible.
- Certificate or Diploma of Higher Education (CertHE or DiplHE) are available as generic, unnamed award from UG courses.
 - Postgraduate Certificate or Postgraduate Diploma (PG Cert or PG Dipl) are available where designed as such in PGT courses, and may be specifically named.
 - An exit award at bachelor level may be designed within an integrated UG master course.

Progression and award

61. There are normally no progression requirements within a course-year, as indicated in para. 23.
62. We normally use parameters based on the CYA, and whether any PRUs have been failed, to determine progression decisions in assessment regulations.