

Academic and General Regulations for Students

Operative for all students
commencing or recommencing their
studies on or after 31st August 2015

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1. Introduction

1.1 Purpose and scope

- 1.1.1 These regulations have been approved by the College of Estate Management (CEM) Academic Board and relate to the higher education awards listed in Section 1.2, , where these awards have been validated by the College on or after 1st January 2013.
- 1.1.2 The regulations thus represent the highest written authority influencing the design, development and management of CEM awards and provide the necessary academic framework to enable CEM to confer degrees, diplomas, certificates and other academic awards consistent in standards and approach with the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education.
- 1.1.3 CEM's degree-awarding powers are derived from Section 76 of the Further and Higher Education Act 1992.
- 1.1.4 These academic and general regulations represent a key means by which CEM assures the standards of its awards and ensures that students receive equitable treatment throughout their studies.
- 1.1.5 The regulations are monitored by the Academic Board and may be varied in respect of individual programmes (as indicated in the programme specification) only with the express agreement of the Academic Board or one of its sub-committees.¹
- 1.1.6 In exceptional cases, a board of examiners² has the right to exercise discretion in the interpretation and application of these regulations.
- 1.1.7 A programme validated by a strategic partner may have regulations that differ from those applied by CEM. Any overriding regulations of the strategic partner will be set down in the relevant programme specification.

¹ This may, for example, be in response to the requirements of the sector Professional, Statutory and Regulatory Bodies. Where the latter's requirements differ from these academic and general regulations, these may take precedence, subject at all times to CEM's processes in respect of programme approval, monitoring and review.

² In these Academic and General Regulations for Students, the generic term *board of examiners* is used to refer to either Module Results Boards or Progression and Award Boards (see Section 4.2).

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- 1.1.8 All students must familiarise themselves with these academic and general regulations as they will govern their dealings with CEM at all times. An email link to the regulations will be sent to students on first registration and it is incumbent upon them to remain alert to the possibility of changes (as covered in paras. 1.1.12 and 1.1.13 below) that may impact on their awards.
- 1.1.9 The current version of these academic and general regulations is maintained on the CEM website and on the Virtual Learning Environment.
- 1.1.10 The regulations should not be read in isolation; but read in conjunction with other relevant CEM documents (see section 9.1). They establish the overarching framework from which programme specifications are derived but may be adjusted in exceptional circumstances³.
- 1.1.11 Other relevant documents may include:
- a) CEM's Assessment, Progression and Award Regulations (Undergraduate Programmes)
 - b) CEM's Assessment, Progression and Award Regulations (Postgraduate Programmes)
 - c) CEM's Code of Practice which sets down the mechanisms that exist to ensure the maintenance of academic standards and the enhancement of the quality of the student learning experience;
 - d) the Student Charter, documenting the respective obligations that CEM and its students hold to each other;
 - e) programme and module specifications, which set out the intended learning outcomes of a programme/module and how their achievement is to be demonstrated. Programme specifications thus represent the *'definitive publicly available information on the aims, intended learning outcomes and expected learner achievement of programmes of study'*⁴.

The CEM Code of Practice and the Student Charter are available as key supporting documents to these Academic and General Regulations for Students as listed in Section 9.1.

³ For example in response to the requirements of Professional, Statutory and Regulatory Bodies

⁴ Quality Assurance Agency *Handbook for Institutional Audit*, 2006

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- 1.1.12 CEM reserves the right from time to time to amend these academic and general regulations by resolution of the Academic Board.
- 1.1.13 Such amendment will normally come into effect at the beginning of the next academic session (normally the period of study commencing on 1st September in the year concerned) with any *material* changes confined, as far as possible, to new students, i.e. those registering with CEM for the first time.
- 1.1.14 CEM may, at its discretion, introduce changes with immediate effect where it is in the interests of the students to do so, or necessary to reflect changes in the law or regulatory framework. (Further details about the notification of changes to educational services are provided in para.8.5.3.)
- 1.1.15 Notice of any amendments to these academic and general regulations will be posted on both the CEM website and the Virtual Learning Environment and, where appropriate, sent direct to students.
- 1.1.16 Any student who has had a break in his/her programme of study and returns to CEM to complete a programme will be governed by the regulations in force at the time of re-admission to CEM.

1.2 Award titles

- 1.2.1 CEM may confer the following higher education awards in respect of successful completion of a programme of study validated by it:

- a) Awards at Level 3 in the Qualifications and Credit Framework
- Certificate
 - Diploma
- b) Awards at Level 4 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland
- Certificate of Higher Education (CertHE)
- c) Awards at Level 5 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland
- Diploma of Higher Education (DipHE)
 - Foundation degree (FdSc)

CEM may confer diplomas of higher education and foundation degrees with the grades of Pass, Merit or Distinction.

- d) Awards at Level 6 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland
- Graduate Certificates

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- Graduate Diplomas
- Bachelor of Science (BSc)
- Bachelor of Science with Honours (BSc (Hons))

CEM may confer Bachelor's degrees with the following Honours classifications:

- First Class Honours
- Upper Second Class Honours
- Lower Second Class Honours
- Third Class Honours

e) Awards at Level 7 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland

- Postgraduate Certificate (PGCert)
- Postgraduate Certificate in Higher Education (PGCHE)
- Postgraduate Diploma (PGDip)
- Master of Science (MSc)
- Master of Business Administration (MBA)
- Master of Education (MEd)

CEM may confer postgraduate diplomas and degrees with the grades of Pass, Merit or Distinction.

- 1.2.2 The programme specification shall prescribe the modules that make up that programme, the level of each contributing module and its credit value. Details of the credit required for a CEM award are given in Section 3 of these regulations. Individual programme titles must be straightforward and accurately reflect the content of the programme concerned.
- 1.2.3 Responsibility for the academic standards of all CEM higher education and professional awards lies with the Academic Board. The Academic Board shall ratify awards on behalf of CEM in accordance with these regulations.
- 1.2.4 The academic standard of any award is the same irrespective of the mode or the location of the delivery.

1.3 Programme approval

- 1.3.1 Programme approval, monitoring and review are conducted in accordance with defined processes under the aegis of the Academic Board. Formal programme approval involves detailed (validation) panel scrutiny, including external representation, to ensure compliance with the expectations of the QAA UK Quality Code for Higher Education and

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the validity of the programme in terms of the range of CEM awards and professional recognition.

- 1.3.2 Academic standards are set at validation with final responsibility for them resting with the Academic Board.

1.4 Approved programmes of study

- 1.4.1 All students registered for a CEM award specified in Section 1.2 must follow an approved programme of study and are expected to participate fully in all learning activities. Information on programmes of study can be found in the Student Handbook and on the CEM website.
- 1.4.2 These academic and general regulations apply to all students pursuing an approved programme of study for a CEM award.
- 1.4.3 Approved programmes of study are available through supported distance learning via the CEM Virtual Learning Environment.
- 1.4.4 Students are required to observe all regulations and user policies relating to the CEM Virtual Learning Environment.
- 1.4.5 CEM reserves the right to withdraw a service from students in debt to it, or otherwise in breach of the related regulations and/or user policies.

1.5 Language of instruction/assessment

- 1.5.1 English will be the language used for, and in all, tuition delivery, study materials, assessment and administration.
- 1.5.2 CEM stipulates a minimum standard of English to be held by students as part of the entry requirements for a programme (see Section 2).

1.6 Programmes offered with strategic partners

- 1.6.1 Separate or varied procedures may apply in the context of programmes offered with strategic partner institutions. Where this is the case, it will be clearly indicated in the programme specification.
- 1.6.2 CEM may form relationships with other bodies in the UK or overseas in order to offer programmes of study.
- 1.6.3 Through the established arrangements for programme design, approval, monitoring and review, CEM will satisfy itself that such programmes comply with these academic and general regulations and that any related establishment provides a suitable learning environment leading to a CEM award.
- 1.6.4 All such arrangements, including those arising from any necessary validations, will be fully documented by way of a formal agreement between the parties.

1.7 Headings

- 1.7.1 The headings in these academic and general regulations are included for convenience and ease of reference; they shall not affect the interpretation of these regulations.

2. Admissions and Registration

2.1 Entry requirements

- 2.1.1 CEM retains the discretion to determine both the criteria for entry to a programme and the admission of applicants judged against those criteria.
- 2.1.2 CEM may admit an applicant where:
- a) It holds a reasonable expectation that the applicant will be able to fulfil the learning outcomes of the programme, complete the programme and achieve the award;
 - b) The applicant meets the entry requirements specific to that programme.
- 2.1.3 Following a decision made by CEM to reject an application, the applicant is entitled to feedback, on request, on the reasons for such rejection and, if still dissatisfied with the outcome, may request that his/her case be considered under the process set down by CEM in respect of academic appeals and/or complaints (see Section 7).
- 2.1.4 Under normal circumstances, and before beginning a programme of study, all candidates for admission must meet the minimum entry requirements stipulated in the relevant programme specification. The respective entry requirements are set out in the CEM Prospectus and maintained on the website. In addition, candidates for whom English is not their first language must meet the CEM prescribed minimum standards of proficiency in English Language and, in some cases, Mathematics. Candidates are asked, as part of the application process, to provide authenticated evidence detailing how they meet the entry requirements.
- 2.1.5 There may be supplementary entry requirements in the case of programmes accredited by the sector Professional, Statutory and Regulatory Bodies.⁵

⁵ For example as determined by the threshold standards set by accrediting bodies
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2.2 Admissions

- 2.2.1 CEM maintains a dedicated Admissions Team in support of its commitment to ensure that the admissions process works fairly and enables students to make the most of their talents. CEM values and seeks diversity within its student community and aims to attract a wide range of applicants in line with its commitment to widening participation.
- 2.2.2 Admission decisions relating to CEM programmes take account of all applicable legal requirements and guidance, e.g. in respect of equal opportunities legislation. The CEM Admissions Policy, designed to ensure fairness to all applicants, is available as a key supporting document to these academic and general regulations (see Section 9.1) and applies to all programmes offered by CEM.
- 2.2.3 CEM bases its admissions decisions on objective and verifiable criteria, the most important of which is the applicant's record of prior academic achievement as mapped against the core entry requirements. Other evidence of suitability is provided through professional and personal experience and the potential to succeed in the chosen programme.
- 2.2.4 Any student applying for exemptions or who does not meet the standard entry requirements for a programme of study, will have his/her case referred to the relevant CEM authority for decision. Relevant CEM provisions for the Recognition of Prior Learning will be taken into account.(see Section 3.3).
- 2.2.5 Any request for exemption must be based on successful completion of a formally assessed period of study approved by the Academic Board. Further details, including in terms of the evidence required and the currency of the qualification held, are provided on the website.
- 2.2.6 The level and content of the study must be appropriate for the CEM qualification concerned and, where necessary, meet the requirements of any Professional, Statutory and Regulatory Body.
- 2.2.7 In return, applicants are expected to ensure that they are familiar with the policies, procedures and regulations associated with admissions. They must disclose full and accurate academic and personal information as required for the admission and registration process. If, during the admission process, subsequent to registration or after the commencement of study, CEM ascertains that material information has been withheld, or is inaccurate or fraudulent, then the student concerned will be treated as having acted in bad faith. As a consequence, CEM reserves the right to cancel either the application or the student registration as appropriate.

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- 2.2.8 At the time of application, CEM must be given written notification of a student's current correspondence (and parcels delivery) addresses (as applicable), including email details. Any subsequent changes must be advised to CEM by the student without delay and can be made via the Virtual Learning Environment.
- 2.2.9 As CEM will use email as an important means of communication, both applicants and students must check their email accounts regularly.
- 2.2.10 A student who changes his/her name, and wishes that change to be recorded in the records of CEM, must provide notification of the change supported by the relevant authenticated documentation.
- 2.2.11 Where stipulated as part of the entry requirements, CEM may use additional means, such as interviews, personal statements or employer support, to judge the eligibility of an applicant for a programme. As noted in para.2.1.6, the sector Professional, Statutory and Regulatory Bodies may impose additional selection criteria in terms of admission to programmes.
- 2.2.12 Applicants who are offered a place on a programme will be sent information on how to register and make payment of fees.
- 2.2.13 All CEM staff making admissions decisions will undertake regular training and commit to updating their knowledge and approach in line with good practice.
- 2.2.14 The Admissions Policy is reviewed periodically by the Academic Board.

2.3 Registration

- 2.3.1 All prospective students must apply for the programme they wish to study by submitting the relevant application form along with the required supporting evidence that they satisfy the entry requirements.
- 2.3.2 All students will be required to register for and undertake the Induction Module when commencing a programme with CEM. The Induction Module is non-credit bearing, but obligatory completion of individual sections may be prescribed.
- 2.3.3 Students must register for all prescribed modules outlined in the relevant Programme Specification to be eligible for the award.
- 2.3.4 Students must register for individual modules by the date specified by CEM. It remains their responsibility to ensure that the module(s) are available in the session concerned and are compatible with the programme regulations/specification. Where modules are studied concurrently, students must remain sensitive to the possibility that the timings of the assessment components may conflict with each other. It is also incumbent upon students to remain alert to any changes to

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programmes and how the latter might impact upon their study timetables.

- 2.3.5 CEM provides students with a set of Terms and Conditions of Registration (the 'registration agreement') once an offer of a place is accepted and confirmed. This agreement, which is available as a key supporting document to these academic and general regulations (see Section 9.1), acts as confirmation of formal admission to a programme of study with CEM and carries with it an obligation on the part of the student to pay fees and conform to CEM's disciplinary requirements, the Student Charter and all regulations made from time to time by the Academic Board.
- 2.3.6 A student who has successfully completed a programme, and to whom an award is approved by the Progression and Award Board and ratified by the Academic Board, may not register for further modules for the purposes of improving the grading, classification or division of that award (save that, by agreement, additional modules may be studied for the purposes of continuing professional development).
- 2.3.7 Similarly, students may not repeat or retake an assessment in a module for which credits have already been awarded (subject to the *below threshold standard* provisions set out in Section 3.6).
- 2.3.8 Except with the express permission of the Principal, a student shall not simultaneously register for more than one CEM award.
- 2.3.9 A student is obliged to advise CEM if he/she intends to pursue any other programme of study (i.e. through another awarding body) at the same time as any CEM award. CEM reserves the right to refuse admission to its programme in such circumstances, and to suspend registration if any such practice subsequently is discovered.
- 2.3.10 CEM may change the module provision for a programme, but will ensure that students who have legitimately registered for an award have every opportunity to follow an appropriate programme of study to achieve that award within the specified timeframe.
- 2.3.11 A student must advise CEM in writing if he/she intends to withdraw from a programme. Further information on withdrawal is available in Section 8.10 and in the Student Handbook. Failure to comply with this requirement will result in any assessments not completed being recorded as failed.

2.4 Time limits

- 2.4.1 In order to be eligible for an award, a student must complete his/her programme of study within the time limit prescribed in the Programme Assessment, Progression and Award Regulations.
- 2.4.2 From initial registration, the time limits for completing programmes of the credit sizes indicated are as follows:
- 120 credits: 6 years
 - 180 credits: 9 years
 - 240/260 credits: 10 years
 - 360 credits: 12 years.

The credit values (see Section 3) refer to the amount of learning required: students should refer to the programme specification which details the number of credits for their chosen programme of study.

Any periods during which a student has taken a break in their studies (for whatever reason) are included in the maximum time limit.

- 2.4.3 Cases of mitigating circumstances will be considered separately (see para.4.2.3) and may lead to an extension of the published time limit for the award concerned.
- 2.4.4 CEM will monitor student compliance with the prescribed timescales and offer advice as appropriate. Those students falling outside the specified period for completion must withdraw from the programme concerned.
- 2.4.5 Modules, particularly in rapidly developing professional subjects, may specify that the validity of credit obtained may be further restricted within the given timeframe and/or require it to be supplemented by further, relevant study or continuing professional development.

2.5 Applicants with disabilities (including specific learning difficulties)

- 2.5.1 CEM is committed to a policy of equal opportunity for students and aims to create an environment within which students with disabilities have access to facilities and a learning environment that are, wherever possible, compatible with those experienced by their non-impaired peers.
- 2.5.2 The admission of students with disabilities is based on the academic judgment that they may reasonably be expected to fulfil the learning outcomes and achieve the award, and that any necessary and appropriate reasonable adjustments can be made and necessary support provided.

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- 2.5.3 In the event that CEM is unable to meet additional needs, or could only do so by compromising the learning experience and thus disadvantaging the student, it is committed to advise any such applicant accordingly as soon as reasonably practicable.
- 2.5.4 Further details are contained in CEM's Disability and Special Needs Policy and the CEM Code of Practice on Equality and Diversity. The relevant CEM policies and procedures are maintained on the website and reviewed regularly in the light of good practice to enhance the learning experience for students with disabilities.

2.6 Disclaimer

- 2.6.1 Where considered necessary to do so at any stage, CEM may seek to make variations to programme content, entry requirements and methods of delivery, and to discontinue, merge or combine programmes. This is subject to consultation with relevant students and other stakeholders, setting out the reasons for the proposed amendment(s), and compliance with the requirements of the CEM Code of Practice on Programme Monitoring, Amendment, Review and Discontinuation.
- 2.6.2 Should such an eventuality occur during the admissions and registration process, applicants will be informed immediately of any change and the alternative arrangements that have been put in place.

3. Credits within Programmes

3.1 Principles

- 3.1.1 The CEM credit framework relates to its provision at both undergraduate and postgraduate levels and has been designed to support the achievement of the organisation's strategic aims and objectives.
- 3.1.2 Although tailored to the nature and scale of the organisation's operations, and its ambitions in terms of the exercise of taught degree-awarding powers, the framework is rooted in established HE policy statements, including the QAA's Framework for Higher Education Qualifications (FHEQ), and benchmarked to academic norms.
- 3.1.3 The framework is intended to guide new programme development and assist in the maintenance of standards across awards. It makes clear the level of certificates, diplomas and degrees awarded by CEM (as benchmarked to the FHEQ). Any departure from the principles and key components requires approval by the Academic Board.
- 3.1.4 The credit framework is an integral part of CEM's wider academic framework and should be read in conjunction with the rest of these academic and general regulations. The impact of the credit framework on the operation of individual awards is set down in the respective programme specifications and is further refined through the supporting programme regulations.
- 3.1.5 The CEM credit framework is intended to provide for flexibility of programme delivery and design, mindful of the distinctive nature, aspirations and status of its student body. It is also used to facilitate transfer between programmes, including in the context of the recognition of prior learning. In terms of admission to its HE programmes, CEM Admissions Team in liaison with the Programme Leader will determine what credit it will accept for the purposes of accumulation or transfer and will also determine the relevance of the prior learning to the intended programme of study.
- 3.1.6 Consequently, the aim is both to recognise achievement and to delineate, and provide incentives for, progression between levels, whilst positioning CEM awards in line with established standards and practice.
- 3.1.7 The credit framework will be reviewed periodically by the Quality Standards and Enhancement Committee with subsequent reports to the Academic Board.

3.2 The CEM credit framework

- 3.2.1 Credit is used in HE to summarise and describe an amount of learning. The number of credits awarded to a student is determined by the credit value assigned to a module or qualification. All modules within an approved programme of study carry a specific credit value. Credit is

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awarded to students who have shown that they have successfully completed a module and is a simple way of indicating, using numbers, the amount of learning expected and achieved.

- 3.2.2 The size of modules is determined by their credit value. The CEM practice is to work in units of 20 and 40 credits, but other values may be deemed appropriate for the effective delivery of the curriculum. These module credits are indivisible, and students, who only pass individual assessments within the module, without attaining the threshold requirements for the whole module, are not eligible for any credits. Certain modules (e.g. Induction modules) may be given zero credit value even though they have learning time implications.
- 3.2.3 Modules may be either compulsory or optional and their status is made clear to students.
- 3.2.4 Modules are defined by their learning outcomes, level and notional study time and are part of a defined programme of study. Credit is awarded for successful completion of the specified learning outcomes of a module. Each module specification confirms the notional learning hours for that module based on the nationally agreed guideline that one credit is the equivalent of ten notional learning hours. The notional learning hours cover all time dedicated to the achievement of the specified learning outcomes.
- 3.2.5 All credits are assigned an academic level benchmarked against national guidance on credit level descriptors.⁶ These describe the characteristics and context of learning expected at each level, against which specific learning outcomes and assessment criteria can be developed for CEM's programmes and modules.

⁶ As defined in the *Framework for higher education qualifications in England, Wales and Northern Ireland*, first published by the Quality Assurance Agency in 2008 and now reproduced in the *UK Quality Code for Higher Education*

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- 3.2.6 The levels and credit values of CEM awards are set out in Table 1 and are consistent with the QAA's Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ) and the HE Credit Framework. Programmes may exceed the minimum credit value where there is a clear case to do so – for example to meet the requirements of Professional, Statutory and Regulatory Bodies.
- 3.2.7 Where appropriate, credit accumulation may include a contribution from modules at academic levels below the level of the award (e.g. to accommodate specialisation) and within defined limits (see Table 1)⁷.
- 3.2.8 Programmes lead to academic and/or professional awards with students eligible to request transcripts detailing the credits achieved at any point of their studies.
- 3.2.9 Programmes comprise a specified set of modules providing a planned, coherent learning experience. Where appropriate, programmes allow for student choice in terms of subjects and specialism.
- 3.2.10 A module will normally include multiple assessment components, with the weighting of these components made explicit in the module descriptors and guided by CEM's teaching, learning and assessment strategies.

⁷ For example a Master's programme may include 30 credits at Level 6
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TABLE 1: CEM Credit and qualifications			
1. Award	<u>Academic level of award – FHEQ Level</u>	<u>Minimum required overall credits</u>	<u>Minimum required credits at FHEQ level of the award</u>
Master's	7	180	150 (at level 7)
Postgraduate Diploma	7	120	90 (at level 7)
Postgraduate Certificate	7	60	40 (at level 7)
Bachelor's degree with Honours	6	360	90 (at level 6)
Bachelor's degree	6	300	60 (at level 6)
Graduate Diploma	6	80	80 (at level 6)
Graduate Certificate	6	40	40 (at level 6)
Foundation degree	5	240	90 (at level 5)
Diploma of Higher Education	5	240	90 (at level 5)
Certificate of Higher Education	4	120	90 (at level 4)

- 3.2.11 CEM offers a range of awards, including those which may be made in collaboration with strategic partners. The routes to such awards are defined in the relevant programme specifications. In order to be eligible for an award, students must obtain the minimum number of credits specified for that award at the appropriate FHEQ levels.
- 3.2.12 Under certain circumstances, CEM will award interim qualifications. However, this is not an automatic right. Accordingly, a student registered for an honours degree will not *automatically* be awarded an intermediate award on completion of the required number of credits. However, students successfully completing one or more levels (stages) of a honours or Master's degree, but who, for whatever reason, do not complete the whole programme, will become eligible for an exit award as appropriate.

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- 3.2.13 Students who have been granted intermediate awards, but who are still eligible to progress to higher awards within the same programme, have a maximum of three years to re-register for progression to the higher award. Any such gaps will be included in maximum programme durations (see para. 2.4.2).
- 3.2.14 Students who have been granted intermediate awards, and subsequently achieve a higher award, will normally have the intermediate award withdrawn, and the student will be required to return the certificate to CEM.
- 3.2.15 The status of a module within a programme may be core, compulsory or elective (or specified variants thereof). Students must comply with any pre- and co-requisites defined within the programme specifications and module descriptors.
- 3.2.16 Credit retains a limited currency unless the learning is updated through further relevant study/continuing professional development. The currency of credits, including in terms of progression to succeeding levels, is addressed in the relevant Programme Assessment, Progression and Award Regulations.

3.3 External credit and transfer of credit

- 3.3.1 CEM recognises three forms of prior learning by students either as a basis for entry to its programmes or to exempt students from some of the requirements for awards. These are
- a) Recognition of prior certificated learning where a student has undertaken previous study and where that learning has been measured through a process of independent assessment;
 - b) Recognition of prior experiential learning where experience gained outside an educational setting, and not necessarily assessed independently, is used in assessing an applicant's capability to successfully undertake the programme of study concerned;
 - c) The successful completion of modules from a continuing professional development or corporate training programme (whether offered by CEM or by another body) - providing that CEM has formally agreed the provision of credits on the basis of study in that programme by way of a validation or accreditation agreement.
- 3.3.2 CEM, with the authority of the Academic Board, may grant credits towards a programme of study to a student who has satisfactorily pursued a previous programme of study outside CEM. This is based on careful evaluation of the prior learning; such prior learning has to have assessed learning outcomes closely similar to those of the exempted modules (see the CEM Code of Practice on Recognition of Prior Learning)

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- 3.3.3 The marks used to calculate the grade, classification or division of any subsequent award shall only be those derived from modules assessed by CEM with the basis for that calculation set down in the Programme Assessment, Progression and Award Regulations
- 3.3.4 Normally at least one-third of any award must be accumulated as a result of learning assessed by CEM, subject to any overriding Professional, Statutory and Regulatory Body requirements. Even in exceptional cases all credits upon which award classifications are based should be assessed by CEM.
- 3.3.5 In certain cases, set out in the relevant programme specifications, credits from prior learning (up to a maximum of 240 notional credits on full undergraduate degree programmes) can contribute to a CEM award, providing the credits have been gained from cognate subject areas. Normally, any transferred credit should have been achieved during the seven years prior to entry to the CEM programme concerned.
- 3.3.6 Where a student transfers during their period of study from one CEM programme to another, such transfer may include any relevant credit already gained.

3.4 Progression

- 3.4.1 CEM endeavours to aid the progression of students through their programmes of study to achieve their desired awards. Such progression occurs as students successfully complete modules and move onto new modules, in subsequent study sessions, required for the successful achievement of the award.
- 3.4.2 CEM recognises two forms of progression. *Progression-of-level* involves students moving on to modules that are assessed at a higher academic level. *Progression-of-credits* may involve students moving on to new modules, assessed at the same academic level, in a subsequent study session.
- 3.4.3 Progression-of-level is permitted when students achieve a minimum quantum of credits at the lower level commensurate with the semesterised structure of programmes. The relevant conditions are detailed in Section 4 of these academic and general regulations and may involve 'trailing' as outlined in Section 3.5.
- 3.4.4 Progression-of-credits is permitted when module credits have been awarded and all other programme requirements have been satisfied. It is limited by the maximum credits that are allowed to be studied within a given study period. Such maxima are set out in programme specifications.
- 3.4.5 Progression to award is achieved when the required number of credits is gained, as detailed in the programme specification and in Table 1 above.

3.5 Trailing credits

- 3.5.1 CEM may permit students to 'trail' a certain number of credits for progression purposes. This involves combining the retaking of module credits with the prescribed modules for a new study session when these new module credits are at the same or a higher academic level as the retake module credits.
- 3.5.2 This number of trailed credits is subject to a maximum value and will vary from programme to programme but is based upon an appropriate balance between providing flexibility of progression to the student and ensuring that the student has a manageable workload. In this respect the maximum credits to be studied within a semester is 60.
- 3.5.3 The concession to trail retake modules is granted solely at the discretion of the Progression and Award Board and may be denied where, in the opinion of that board, the student is making insufficient academic progress.
- 3.5.4 Trailed credits are allowed on the basis that they will be made good at the first re-assessment attempt.
- 3.5.5 Where trailed credits are not 'retrieved' at the first re-assessment attempt, no further progression will be allowed.

3.6 Compensation

- 3.6.1 There is provision – detailed in Section 4 of these academic and general regulations – in respect of compensation (between the assessment components within a single module and across modules).
- 3.6.2 Compensation may apply within single modules when good marks in one or more assessment components are sufficient to compensate for failing marks in any other assessment components within the module.
- 3.6.3 Compensation across modules may apply when good marks in one or more modules are sufficient to compensate for failing marks in any other modules which contribute to a weighted average mark across a set of modules identified as being relevant to progression or award. In these cases, the failing modules' marks have to be marginal fails which are designated *below threshold standard* (BTS).
- 3.6.4 Only a limited number of BTS module credits can be granted for progression or award purposes. The BTS range and the maximum credits that can be compensated in this way are set out in the progression and award regulations for each programme

3.7 Condonation

- 3.7.1 Failure to reach threshold standards for individual module marks or for average marks across a number of modules (relevant to progression or award) may be condoned in certain exceptional circumstances.
- 3.7.2 Such condonation will normally relate to significant mitigating circumstances (see para.4.2.3 and the CEM Code of Practice on Mitigating Circumstances, in the, for details).

3.8 Programme assessment regulations

- 3.8.1 The detailed assessment regulations for individual programmes are derived from the principles set out in these Academic and General Regulations for Students. Their application, together with the supporting protocols for boards of examiners, are designed to ensure consistent outcomes across programmes and thus fairness to all students.
- 3.8.2 To meet the special requirements of Professional, Statutory and Regulatory Bodies, some assessment regulations in some specific programmes may differ from the regulations prescribed in this document.
- 3.8.3 The details of the regulations relating to the assessment and re-assessment of learning within programmes are set out in Sections 4 and 5.
- 3.8.4 Any amendment to the CEM assessment regulations is subject to the approval of the Academic Board.

4. Assessment

4.1 Principles

- 4.1.1 The over-arching rationale for assessment and assessment practices is to promote effective student learning. To this end, assessment provides the opportunity for students to either demonstrate that they have fulfilled the learning outcomes of a programme or to enhance their learning from appropriate assessment feedback.
- 4.1.2 For the purposes of these regulations, the term *assessment* is used to refer to all forms of learning evaluation; diagnostic, formative and summative. The term *examination* is used to refer to a formally convened, timed assessment of a module under prescribed conditions.
- 4.1.3 Students whose performance in the summative assessments for the entire module satisfies the conditions prescribed in the programme regulations and related documentation will be awarded the appropriate number of credits.
- 4.1.4 CEM maintains effective policies and procedures for the design, approval, monitoring and review of its assessment strategies for programmes and awards. The main body of these policies and procedures is set out in CEM's Teaching, Learning and Assessment Strategy (available as a key supporting document to these Academic and General Regulations for Students – see Section 9.1) and is further defined through ancillary documentation, including the relevant programme specifications and module descriptors.
- 4.1.5 CEM's Policy on Assessment is periodically reviewed by the appropriate deliberative committees. Any changes to the policy, and any resulting modifications required to module or programme documentation, are approved by the Academic Board. The review process aims to maintain the standards of CEM's awards and constituent award elements at appropriate benchmarked levels, with a view to ensuring accurate and equitable promotion and evaluation of student learning.
- 4.1.6 The design and review process for assessment takes due account of the requirements of relevant Professional, Statutory and Regulatory Bodies.
- 4.1.7 The time that students are expected to devote to assessments is intended to ensure sufficient attention to achievement of the learning outcomes for the module without imposing an inappropriate burden through over-assessment.
- 4.1.8 The timing of assessment for CEM awards is either during or subsequent to the module study periods.

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- 4.1.9 The types of assessment used typically are conventional assignment coursework, research based submissions and unseen examination but with innovative forms of assessment (for example, commensurate with the requirements of practitioner awards) given due consideration.
- 4.1.10 *Viva voce* examinations will not routinely be used, but CEM reserves the right to use them in exceptional but appropriate circumstances.⁸ The approval of the use and form of such exceptional examinations lies with the relevant Board of Examiners and will be discussed at appropriate boards (see Section 4.2 below). Students may not request to be examined *viva voce* in addition to, or in lieu of, the prescribed assessment.
- 4.1.11 Students normally are expected to attempt all the assessments that contribute to their final module mark. Failure to do so will jeopardise their chances of successful completion of their modules (see para. 4.5.3 below). In addition, students may be given the opportunity to complete formative assessments to develop their knowledge and understanding of module subject material but which do not contribute towards their final module grade.
- 4.1.12 Assessment markers are provided with marking guidance in the form of exemplar answers and/or marking schemes. These are based upon the intended learning outcomes reflected in the assessment and the appropriate level of assessment. The mark schemes are, in turn, consistent with QAA subject benchmark statements (where available) and the FHEQ level descriptors.
- 4.1.13 In some cases of confirmed academic misconduct, students may be declared ineligible to take some or all assessments or re-assessments relating to a module or modules.
- 4.1.14 When law which is either new, or which amends or extends that referred to in the syllabus or study material, comes into operation, students must read the syllabus and/or study materials as though such changes were reflected. They will be expected to be aware of the general principles of any such changes which came into effect up to six months preceding the examination, but will not be examined upon them in detail. This provision applies not only to those modules designated as law modules, but will also apply where there is any reference to legislative provisions.
- 4.1.15 No student shall be entitled to an award unless all fees for tuition and other sums due to CEM have been paid in full.
- 4.1.16 Regulations dealing with failure and re-assessment can be found in Section 5.

⁸ For example in response to certain mitigating circumstance cases, in investigating potential academic misconduct cases, or in special educational needs cases.

4.2 Assessment panels and boards

4.2.1 To apply the principles of CEM's assessment policies and regulations, various panels and boards are convened as follows:

- a) Scrutiny Boards
- b) Mitigating Circumstances Committee
- c) Module Results Boards
- d) Progression and Award Boards.

In addition, CEM's Academic Misconduct Committee, which is responsible for reviewing all forms of alleged academic misconduct, concerns itself primarily with cases of potential student malpractice relating to assessment.

4.2.2 Scrutiny Boards are responsible for the review of assessment components with a view to checking and advising on their alignment with CEM assessment policy, the intended learning outcomes of the module, the prescribed format of the assessment and the appropriate FHEQ academic level. Both assessment tasks and associated marker guidance (see para. 4.1.12) are subject to scrutiny. These Boards include, or receive input from, appointed External Examiners. Scrutiny is normally reserved for items of summative assessment; purely formative assessments will at least receive informal peer review.

4.2.3 CEM acknowledges that mitigating circumstances can sometimes occur and be cited by students as reasons for potential or actual adverse effects on assessment performance. Such cases will be evaluated by an appropriately constituted panel. Allowable cases, appropriate evidence and the range of offsetting provisions are prescribed in CEM's Mitigating Circumstances Policy (available as a key supporting document to these academic and general regulations – see Section 9.1) and the relevant terms of reference.

4.2.4 Module Boards meet to:

- receive moderation reports;
- confirm the assessment components for the module;
- receive the recommendations of the Mitigating Circumstances Committee;
- receive reports of unresolved academic misconduct matters;
- receive report on any special provisions relating to the assessments;
- confirm the module marks;
- consider feedback/general comments from the internal examiners;
- consider feedback from the external examiner(s);

4.2.5 CEM's Progression and Award Boards meet to:

- confirm the classification weighting for the programme (where applicable);
- make progression decisions through the programme;

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- make progression decisions to the award (for candidates on the final stage of an award) and classification (where applicable);
 - confirm awards for those wishing to exit the programme and who may be eligible for a lesser award;
 - award prizes;
 - receive feedback/general comments from the internal examiners;
 - receive feedback from the external examiner(s)
- 4.2.6 External representation on each of the Boards of Examiners includes one or more academic External Examiners. Where deemed appropriate, there may also be an External Examiner from the industry or profession relevant to the programme. They will be expected to have viewed a sample of scripts before the relevant boards and arrangements by CEM will facilitate this.
- 4.2.7 External Examiners are appointed for a term of four years, with the option of extending this by an additional year in certain circumstances (e.g. when replacements are not immediately available to take up their duties). The process and conditions relating to the appointment of External Examiners are set out in the relevant chapter in the CEM Code of Practice.
- 4.2.8 Significant weight is given to the advice and guidance of External Examiners, particularly in areas where the regulations and protocols permit the exercise of a limited degree of discretion.
- 4.2.9 Ratification of progression and award decisions is made by the Academic Board; the date of any award being that on which it was approved by the Progression and Award Board.
- 4.2.10 CEM maintains clear and consistent policies for the membership, procedures, powers and accountability of all assessment panels and boards (see, for example, CEM Code of Practice on Boards of Examiners).

4.3 Conduct of assessment

- 4.3.1 CEM is committed to making assessment arrangements that are efficient, equitable and accessible for a diverse student body. The quality of information made available to students concerning assessment expectations and procedures is periodically reviewed with a view to enhancing, where possible, clarity and utility. It is, however, the students' responsibility to read and abide by the published rules, regulations and procedures relating to assessment.
- 4.3.2 Examinations are held in centres around the world. In some cases supplementary provisions are made to meet the requirements and implications of programme specifications, module descriptors and/or students' special educational needs. Examination arrangements include measures to secure the whole assessment process.
- 4.3.3 For marking purposes, examination scripts are identified by candidate numbers to ensure anonymity and confidentiality.
- 4.3.4 Students are expected to submit coursework assessments by the required deadlines. However, some flexibility is offered to students with the provision of a limited number of permitted extensions to deadlines. The number and duration of such extensions are detailed in the Programme Assessment, Progression and Award Regulations.
- 4.3.5 Coursework submissions that are late with respect to deadlines or extended deadlines are subject to mark deduction penalties. These penalties are set out in the Student Handbook. In response to validated mitigating circumstances such penalties may be lifted or reduced.
- 4.3.6 Where practical, coursework, project and dissertation submissions are checked for plagiarism with the aid of appropriate software. Guidance on how to interpret and act upon the results of these checks is set out in CEM's Policy on Academic Misconduct - available as a key supporting document to these academic and general regulations (see Section 9.1). Guidance on how to avoid plagiarism is made available to all students. It remains the students' responsibility to ensure that coursework is predominantly their own work and that the contribution of others is properly acknowledged and referenced.
- 4.3.7 It is the students' responsibility to ensure that coursework submissions are not lost in transmission. Students are advised to retain copies of their submitted assessments together with the confirmation of receipt, if submitted electronically, and the proof of posting, if submissions are made by post or carrier. It is also their responsibility to arrive in good time for timetabled examinations and students must check all examination information, including the timing and the exact locations of examination venues.
- 4.3.8 CEM reserves the right to reject coursework, project or dissertation submissions, which are not in the prescribed format. Resulting resubmissions may be subject to penalty if submission deadlines are exceeded (see para. 4.3.5).

- 4.3.9 Further details on the presentation, submission and marking of assignments are provided in the Student Handbook.
- 4.3.10 Although CEM is committed to providing students with timely and helpful feedback to significant items of formative assessment, students are not routinely given access to their marked examination scripts. These scripts remain the property of CEM. Exam scripts are specifically exempt from Subject to Access Request Provisions, which means that CEM is not obliged to provide students with copies of exam scripts. However students may request to see the examiners comments on their script by making a request to the CEM Data Protection Officer. CEM also retains the right to retain copies of coursework, projects or dissertations.
- 4.3.11 With the exception of those examples retained for longitudinal monitoring or research, assessment materials are kept for a specified period linked to the required registration period for the award concerned. Subsequently such material will be securely destroyed.

4.4 Special provisions for dissertations and research-based projects

- 4.4.1 In CEM *dissertations* are assessments at FHEQ academic level 7, which take the form of research-based reports constituting at least 70% of a module's available summative marks.
- 4.4.2 In CEM *research-based projects* are assessments that can be at FHEQ academic levels 4, 5, 6 or 7. They take the form of research-based reports constituting at least 50% of a module's available summative marks.
- 4.4.3 For dissertations and research-based projects no extension to the submission date is normally permitted.
- 4.4.4 The deferral deadline for dissertations and projects is two weeks before the submission date.
- 4.4.5 In the absence of timely deferral or proven mitigating circumstances, failure to submit a dissertation or research-based project will become a failure by non-submission.
- 4.4.6 If a project or dissertation arrives late, and mitigating circumstances have been notified prior to the submission date, each case will be managed individually. If sufficient time is available for the project or dissertation to be marked before the Module Results Board, that mark will be presented to the board for consideration along with the mitigating circumstances.
- 4.4.7 When students have proven mitigating circumstances, late submissions of projects or dissertations not presented in time for marking will be considered and confirmed by the next available relevant board of examiners.

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- 4.4.8 Students are permitted to publish the whole or part of the work produced during the period of registration and prior to its submission provided that in the published work it is nowhere stated that it is in consideration for a higher degree. Such published work may later be incorporated in the dissertation or research-based project submitted for examination.
- 4.4.9 Students may not amend, add to or delete from the dissertation or research-based project after it has been submitted for examination.
- 4.4.10 Three copies of the dissertation (two hard copies and one electronic) shall be submitted by the candidate in accordance with the format stipulated in the Student Handbook and relevant guideline documentation made available to students. These copies will remain the property of CEM. It is recommended that students retain a third hard copy for their own reference purposes.
- 4.4.11 Each copy of the dissertation shall include certain mandatory elements which are specified in the relevant dissertation guideline documentation.
- 4.4.12 Every student in submitting a dissertation shall state to what extent it is the result of his/her independent work or investigation, and shall indicate any portions for which he/she is indebted to other sources. Explicit references should be given, and a full bibliography shall be appended to the work.
- 4.4.13 Every student in submitting a dissertation shall certify that it has not already been accepted in substance for any other academic award and is not being concurrently submitted in candidature for any such award.
- 4.4.14 A dissertation submitted for a degree of CEM may be openly available and subject to no security classification or restriction of access. When the student seeks a justifiable degree of confidentiality for the submission due to the content, CEM may place an appropriate bar on photocopying of, and/or access to the dissertation. On submission of a dissertation, students shall be required to incorporate a signed statement within the work to indicate either:
- a) that the work, if successful, may be made available for inter-library loan or photocopying (subject to the law of copyright), and that the title and summary may be made available to outside organisations; or
 - b) that the work, if successful, may be made so available after expiry of a bar.
- 4.4.15 Following assessment and consideration by the board of examiners, one copy of the dissertation may be retained within the CEM library and one hard copy may be returned to the student. If the contents of the document contain confidential material, any request by the student that it should not be deposited in the library should be made to CEM in writing at the time of submission.
- 4.4.16 Paragraphs 4.4.10 to 4.4.16 may apply in full or in part to research-based projects. Details are made available in relevant guideline documentation.

4.5 Module marks

- 4.5.1 For 10 credit modules, typically there is one summative assessment component. For 20 credit modules, typically there are up to two summative assessment components. 40 credit modules normally are research based and may vary in their assessment design. Module marks are a weighted aggregation of marks awarded in these components.
- 4.5.2 Each summative assessment component is weighted to reflect its contribution to the aggregated module mark. Final assessments at the end of module study periods are typically weighted more than individual assessments scheduled earlier in that period.
- 4.5.3 Normally, pass thresholds (see Section 6.2) are based upon the appropriately weighted aggregation of marks for the summative assessment components within each module, irrespective of the allocation of those component marks. In certain cases (e.g. in compliance with the requirements of Professional, Statutory and Regulatory Bodies), individual assessment components must be attempted and a specified mark must be attained in order for a pass to be achieved in the module.
- 4.5.4 Occasionally either assessment components or complete modules are not given a numerical mark but instead are graded as *Satisfactory* or *Not Yet Satisfactory*.
- 4.5.5 The number, weightings and the nature of the pass requirements are detailed in the programme specifications, module descriptors and ancillary documentation.
- 4.5.6 All module assessment marks are subject to moderation procedures (see Section 4.7 below).
- 4.5.7 All assessment marks, and the awards to which they contribute, will be ratified by the Academic Board.

4.6 Programme marks

- 4.6.1 Once module marks are compiled and agreed by Module Boards, they may need to be combined as an average for progression or award purposes. This average is weighted according to the credit value of each module.⁹
- 4.6.2 Details of modules whose marks must be averaged and the appropriate weightings applied are made explicit in the Programme Assessment,

⁹ Thus the weighted average of a module mark of 60 in a 40 credit module and a 72 in a 20 credit module would produce a weighted average mark across those two modules of 64.

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Progression and Award Regulations (see Appendix).

- 4.6.3 Resulting weighted averages that are used for award purposes are classified according to the regulations set out in Section 6 of these academic and general regulations.
- 4.6.4 When module marks are combined for award purposes and result in averages that fall into borderline ranges (normally classification threshold minus two marks), they are given further consideration by employing the secondary criterion, that of *Dominant Quality*.¹⁰
- 4.6.5 Module, progression and award results are released to students as soon as possible once all quality control processes are complete. Such results will not be disclosed by telephone without the express permission of the Principal.

4.7 Moderation

- 4.7.1 CEM has comprehensive assessment moderation policy and procedures in respect of coursework submissions, examination marks and dissertation/project submissions.
- 4.7.2 Moderation includes the sampling of assessment scripts or double/triple marking depending upon the significance of the assessment weighting.¹¹
- 4.7.3 Statistical data on the provisional marks is used as a guide to sampling targets but mark adjustments are not made solely on the basis of these statistics. (For instance, statistical normalisation of marks is not used.)
- 4.7.4 Students are informed that the marks they receive during the study period are potentially subject to adjustment through moderation and should be regarded as provisional until the final confirmed module results are released.

¹⁰ Thus, for example, if an award is to be based upon a student's average performance over several modules, and the weighted average comes to 68.5, this lies in the range 68.0 to 69.9 just below the First Class Honours threshold (or Distinction threshold) and is therefore deemed borderline between 1st and 2:1. The Dominant Quality criterion involves looking at how many credits from the relevant modules the student has achieved in the higher classification. If at least half of the credits are at 70 or above, this student would be elevated to the higher classification.

¹¹ In this respect, an important principle is that of a 'second pair of eyes'.

5. Failure and Re-assessment

5.1 Failure to achieve module credits

- 5.1.1 A student who fails to be awarded credits for a first attempt at a module has the right to have two further attempts.
- 5.1.2 When an alternative module is available, as in the case of electives, a student may choose to attempt such an alternative module in lieu of retaking a failed module. This applies to either first or second retake attempts. For the purposes of counting the number of attempts that are permitted, any attempts at such alternative modules are treated as retakes of the failed original module.¹²
- 5.1.3 If the mark achieved in any repeated attempt exceeds the pass threshold it will, nevertheless, be capped at that pass threshold. This also applies in respect of switched modules (para.5.1.2) and is also subject to the provisions of para. 5.1.4.
- 5.1.4 In some cases, detailed in the programme specification and/or regulations, uncapped marks from the successful completion of assessment components within a failed module may be carried over to the re-assessment at the discretion of the Progression and Award Board, providing this re-assessment is undertaken at the first opportunity. In modules where elements of assessment are repeated, only the re-assessed component marks will be capped.
- 5.1.5 When assessments are repeated, it is the student's responsibility to note any minor amendments to the module syllabus or to the format of the assessment publicised in the interim by CEM.
- 5.1.6 Students are not permitted to repeat or retake assessment in modules for which credits have already been awarded (subject to the *below threshold standard* provisions set out in Section 3.6 and to the provisions of Section 6.2.10).
- 5.1.7 Re-assessment should be undertaken at the next available opportunity.

¹² Hence if a student fails elective X, switches to elective Y and fails that on two occasions, then three attempts have been expended. Similarly, if a student fails elective X, switches to elective Y and fails that and switches again to elective Z (or back to X), then three attempts have been expended.

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- 5.1.8 A fee will be charged to students retaking assessments.
- 5.1.9 Deferment of re-assessment attempts is permitted (see the CEM Student Handbook for details) but may have implications for module fees, and or module availability in respect of maximum registration periods.
- 5.1.10 If, as a result of mitigating circumstances, a student is deemed not to have attempted module assessments, then, with respect to those assessments, the student will not have used up one of his/her three attempts. This provision also applies in cases where the mitigating circumstance involves any procedural failing on the part of CEM or its agents, which has resulted in students being granted a '*deemed not sat*' status. The module mark will not be capped in such circumstances.
- 5.1.11 In exceptional cases, students may have a failed module condoned where there is valid evidence of significant mitigating circumstances (see Section 3.7).

5.2 Failed modules and awards

- 5.2.1 Normally, failure to gain credits that are part of the minimum credit requirements for an award (see Table 1 in Section 3.2.) renders the award unfulfilled and the classification '*result not yet available*' (RNYA) is used.
- 5.2.2 Successful re-assessment, although subject to capping, is not a bar to higher award classifications above a bare pass. Honours classifications (at undergraduate level) and Merit/Distinction classifications (at sub-degree or postgraduate level) are still possible on the basis of weighted averages that include marks from re-assessments, albeit that those marks will have been subject to capping.
- 5.2.3 In exceptional cases where condonation of a module fail is granted by the Progression and Award Board, then up to a maximum of 20 credits may be awarded to enable students to meet the minimum total credit requirements for awards. The condoned status of these modules will be made explicit on results transcripts. In such cases, the mark carried forward from a condoned module, if relevant to a weighted average for award (or progression) purposes, will be determined by the Progression and Award Board, giving due consideration to the nature of the exceptional mitigating circumstances and the results profile of the student concerned. Such condonation provisions are independent from the *below threshold standard* allowance (see Section 3.6).

5.3 Failed modules and withdrawal from the programme

- 5.3.1 Students will not normally be allowed to continue with their chosen programme if they do not pass a module within their three attempts (see para. 5.1.1). In such circumstances they will be deemed to have failed the programme overall.
- 5.3.2 In cases when a single module has been failed at the third attempt but the student's results profile reveals that good marks have been achieved at first attempt in all other modules taken and where, in addition, the student has already successfully completed at least half the credits in the relevant award, the Progression and Award Board may, with the agreement of the External Examiners, recommend an alternative to discontinuation from the programme.
- 5.3.3 Students who are deemed to have failed their programme overall may still be eligible for intermediate awards and always have the right to receive their results transcript (see para. 6.5.9).
- 5.3.4 In circumstances where failure at a student's final permitted attempt obliges them to withdraw from the programme, but they have already registered for modules in the next study session, the student is given the choice of withdrawing immediately or completing the modules for which they have registered in that session. If the student chooses the former, then the appropriate refund of fees will be given. If the student chooses the latter, then credits for successful completion of those modules is granted and such credits can contribute to any exit award that is due.

6. Granting of Awards

6.1 Principles

- 6.1.1 The Academic Board will ratify awards on behalf of CEM in accordance with these regulations. It delegates authority to confer academic awards to boards of examiners acting under the regulations and protocols approved by the Academic Board for that purpose.
- 6.1.2 External Examiners are appointed by CEM, in line with nationally prescribed criteria, to oversee the standards set and confirm that they are consistently applied at the appropriate level, including in comparison with similar programmes at other institutions. External Examiners receive and review samples of marking across all grades and levels of achievement; their provisional judgment on the marks awarded is confirmed by boards of examiners, comprising the External Examiners and CEM staff.
- 6.1.3 Boards of examiners operate according to defined protocols; their decisions on students' performance are final (subject to any subsequent academic appeals).
- 6.1.4 The Academic Board monitors the awards made by Progression and Award Boards and the protocols require that External Examiners report annually on: the administration of the awarding function; any matters relating to the standards of awards; and the operation of the assessment regulations and degree board protocols and conventions.
- 6.1.5 In respect of certain awards, the appointment of External Examiners may be subject to report to sector Professional, Statutory and Regulatory Bodies. External Examiner appointments are approved by the Quality Standards and Enhancement Committee on behalf of, and working to the criteria specified by, the Academic Board.
- 6.1.6 Holders of CEM awards that offer registration for a professional membership or qualification, or any exemption in part or in whole towards such status or qualification, shall not necessarily or automatically be granted such right or exemption, which will remain at the discretion of the accrediting body.

6.2 Classification and grades

- 6.2.1 The classification of awards is calculated from the summative assessment marks gained in each module studied, as informed by precedent and the established programme conventions. Credits awarded at different levels may be weighted differently towards a classification. The relevant details are recorded in the respective programme specification and Programme Assessment, Progression and Award Regulations.
- 6.2.2 Except as stated below (see para. 6.2.3), grades are not given for awards at Levels 4 or 5 or in respect of Graduate Certificates and Graduate Diplomas. In these cases, awards will be made where students have achieved the required credits (see Section 3). Transcripts will state the mark (and grade where appropriate) for each module studied.
- 6.2.3 A Foundation degree and/or Diploma of Higher Education at Level 5 will be awarded, as appropriate, to a student who has achieved the required credits in modules approved by the Academic Board and completed in compliance with the requirements of the programme specification in accordance with the following weighted average marks (see also the relevant Assessment, Progression and Award Regulations)
- Pass with Distinction – with a mark of 70% or more
 - Pass with Merit – with a mark of 60% or more
 - Pass – with a mark of 40 – 59%.
- 6.2.4 A Bachelor's degree at Level 6 will be awarded, as appropriate, to a student who has achieved the required credits in modules approved by the Academic Board and completed in compliance with the requirements of the programme specification and the CEM awards framework. Such degrees will not be classified.
- 6.2.5 A degree with honours at Level 6 will be awarded, as appropriate, to a student who has achieved the required credits in modules approved by the Academic Board and completed in compliance with the requirements of the relevant programme specification in accordance with the following weighted average marks (see also the relevant Assessment, Progression and Award Regulations):
- First class honours – 70% - 100%
 - Upper second class honours – 60-69%
 - Lower second class honours – 50-59%
 - Third class honours – 40-49%.

- 6.2.6 A Master's degree at Level 7 will be awarded, as appropriate, to a student who has achieved the required credits in modules approved by the Academic Board and completed in compliance with the relevant programme specification in accordance with the following levels of achievement (see also the relevant Assessment, Progression and Award Regulations):
- Pass with Distinction – with a mark of 70% or more
 - Pass with Merit – with a mark of 60% or more
 - Pass – with a mark of 50-59%.
- 6.2.7 A Master's degree may be awarded with a named specialism in accordance with the modules completed.
- 6.2.8 Postgraduate certificates and postgraduate diplomas may be awarded with an appropriate named specialism where candidates have obtained the necessary credits within the specified timeframe or on withdrawal from the programme, whichever is the earlier.
- 6.2.9 Postgraduate diplomas may be awarded with Distinction or Merit.
- 6.2.10 In cases where students have passed a module at first attempt despite accepted mitigating circumstances, they can choose to be deemed not sat and take the module, or part of the module, again in order to improve their module mark. In such circumstances the module mark achieved at the first sitting will be discarded and will not count towards the student's final classification.
- 6.2.11 The CEM Programme Assessment, Progression and Award Regulations may make additional prescription in terms of the overall weighted averages to be used in the calculation of final awards (see also para. 4.5.3).

6.3 Aegrotat awards

- 6.3.1 On the recommendation of a Progression and Award Board, the Academic Board will normally ratify the award of an aegrotat degree to a student who, because of illness or other mitigating circumstance, is unable to complete the assessment requirements of a programme.
- 6.3.2 Aegrotat degrees will be awarded without classification, but may be Master's, Honours, Bachelor's or Foundation degrees. Exceptionally, a Progression and Award Board may recommend a classified degree in circumstances where the evidence of academic achievement justifies such a recommendation, and all other requirements of the programme have been met.
- 6.3.3 In reaching a decision to recommend such an award, the Progression and Award Board concerned must be satisfied that: the case is

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supported by appropriate evidence; the candidate's prior performance shows beyond reasonable doubt that he/she would have passed but for the illness/related event; and the candidate is unlikely to return to study at a later date.

- 6.3.4 Where feasible, candidates for an aegrotat degree will be asked to signify their willingness to accept such an award. Where the offer is declined, they will be permitted to complete any outstanding assessments (subject to the regulations).
- 6.3.5 The detailed arrangements in respect of the availability of an aegrotat degree may vary in the context of externally-validated programmes, where the procedures of the validating institution will take precedence.

6.4 Posthumous awards

- 6.4.1 On the recommendation of a Progression and Award Board, the Academic Board will normally ratify the award of a posthumous degree where a student dies after completion of a programme but before graduation or, in exceptional circumstances, during study for a programme.
- 6.4.2 A posthumous award (i.e. to a candidate who has died after qualifying for, but before conferment of, such an award) will not be distinguished in any way from those given to other graduates.
- 6.4.3 In making an (exceptional) recommendation regarding a posthumous award, the Progression and Award Board concerned must take into account all available evidence, including progression (the candidate will be expected to have achieved no fewer than two-thirds of the credits required at the appropriate level); the possible impact of mitigating circumstances; the candidate's level of commitment and participation; and the quality of work submitted by the candidate prior to death.
- 6.4.4 Where it is not possible to recommend a posthumous degree, consideration will be given to an alternative, lower level award and/or provision of a formal record of achievement (transcript).

6.5 Conferment of awards

- 6.5.1 Degrees and other awards shall be conferred at a congregation arranged for that purpose. A candidate for a degree, or any linked academic or professional award, shall not normally be entitled to use the attaching rights and privileges until such time as they have been formally conferred.
- 6.5.2 After the formal conferment, each successful student shall be given a certificate confirming the award made. The certificate shall either be presented to the graduate or sent through the post if admitted *in absentia*.
- 6.5.3 A CEM award may be conferred on one occasion only.
- 6.5.4 No student shall be denied an award to which he/she is entitled, except that results, certificates and transcripts will not be issued to students in debt to CEM.
- 6.5.5 A replacement certificate shall be issued only on receipt of a written request from the holder of an award and where CEM deems that such request is reasonable and genuine. Replacement certificates will be authorised only where the original has been lost or damaged, or the name is incorrect, and on payment of the required fee (if any).
- 6.5.6 The name recorded on any certificate or transcript issued by CEM, or included in any publication (see below), will be that under which the student was last registered in accordance with para. 2.2.10. Certificates and transcripts follow an approved style and are issued under the authority of the Academic Board.
- 6.5.7 With appropriate permissions, CEM will publish the names (and employers where relevant) of those who have been awarded degrees, diplomas and certificates, including the classifications achieved and any linked professional awards. It may do so in its own publications and/or elsewhere.
- 6.5.8 In publishing such details, CEM will remain alert to the provisions of relevant legislation and will not reveal details that may permit individual students to be contacted by a third party. It will respect the expressed wishes of any students not wishing their names to be included in any such publications.
- 6.5.9 At any time, and whether successful or not, a student may request an official transcript recording each module for which the student has registered; the level of study; credits awarded (if any); marks awarded; and details of any award made.
- 6.5.10 In circumstances where a module certificate is issued, for example in respect of continuing professional development, it does not represent an award. The associated credits remain notional and cannot be used to contribute towards an academic award without prior agreement and subsequent registration on the programme concerned.

- 6.5.11 A student who fails to achieve the required credits at the level specified within the prescribed timeframe may be eligible for an intermediate exit award, provided that the requirements for that award have been met (see paras. 3.2.11, 3.2.12 and 3.2.13).

6.6 Suspension and discontinuation of modules

- 6.6.1 The relevant Board of Studies may decide to either suspend delivery of any module for a defined period of time or discontinue any module entirely from the curriculum of an award or awards to which it contributes. This may be in response to academic circumstances, such as the relevance and/or currency of the syllabus, the need to review the purpose and/or level of the module or in response to feedback and/or annual monitoring or periodic review, or on the grounds of the level of student demand and/or resource availability.
- 6.6.2 In the event that a module is suspended or discontinued, any student previously enrolled on it, but yet to pass it, will normally be re-enrolled either on its replacement or on a suitable alternative. Prior to being enrolled on a replacement module, students will be provided with information and full reasons for the change, as well as options that are available. In the event that a module is suspended or discontinued, any student previously enrolled on it, but yet to pass it, normally will be re-enrolled either on its replacement or on a suitable alternative.

6.7 Withdrawal of awards

- 6.7.1 The Academic Board may decide to discontinue any of the CEM awards in response to academic circumstances, such as currency of the curriculum or student progression and retention, or in response to feedback and/or annual monitoring or periodic programme review.
- 6.7.2 The Principal has authority, following consultation with the Directors Group, to discontinue a programme on the grounds of financial viability and/ or resource availability.
- 6.7.3 In the event that an award is discontinued, no new students will be enrolled, but the award will be conferred on those already registered and continuing to complete the approved programme of study in accordance with the regulations. If, exceptionally, an accelerated closure is approved, the Academic Board must satisfy itself that appropriate arrangements are in place to protect the interests of existing students.

6.8 Revocation of awards

- 6.8.1 In exceptional circumstances, CEM reserves the right at any time to revoke any award. This may occur, for example, where records later show that a student failed to meet the academic requirements, or where

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facts come to light which, if known at the time, would have resulted in a decision not to grant an award.

- 6.8.2 In any such case, an alumnus/alumna dissatisfied with the decision to revoke an award may request for the case to be considered in accordance with the procedures in respect of academic appeals and complaints (see Section 7).
- 6.8.3 CEM reserves the right to report any incidence of malpractice and its consequences to any relevant professional, statutory or regulatory body

6.9 Academic dress

- 6.9.1 Those members of CEM who are entitled to wear academic dress shall do so on all appropriate ceremonial occasions.
- 6.9.2 Students shall wear academic dress of the approved pattern at ceremonies for the conferment of CEM awards and at such other times as may be prescribed by the Academic Board.
- 6.9.3 Academic gowns for CEM students are black. The design of the hoods will reflect the level of the award the graduand has achieved, with different colours for an undergraduate and postgraduate award. Gowns for the Presiding Officers are blue

7. Complaints and Academic Appeals

7.1 Student complaints

- 7.1.1 A complaint is defined as *'an expression of dissatisfaction by one or more students about CEM's action or lack of action, or about the standard of service provided by, or on behalf of CEM'* other than an 'appeal' (see Section 7.2) and is deemed to exist where a student has drawn his/her concern to the attention of CEM and is not satisfied with the response.
- 7.1.2 Students are expected to raise any issues promptly and to abide by CEM codes and the published procedure for student complaints.
- 7.1.3 Information and guidance on the complaints procedure are maintained on the CEM website and Virtual Learning Environment and set down in the Code of Practice and the guidance notes on CEM Student Complaints Policy and Procedure, which are available as a key supporting document (see Section 9.1) to these Academic and General Regulations.
- 7.1.4 Students have a responsibility to familiarise themselves with programme and assessment regulations, deadlines and other requirements. A complaint should not be based on ignorance of, or misunderstanding of, such details.
- 7.1.5 The Academic Board holds ultimate responsibility for the approval and monitoring of the complaints procedure. When a student has exhausted the CEM Complaints process the final arbiter is the Office of the Independent Adjudicator (OIA).

7.2 Academic appeals

- 7.2.1 An appeal is defined as a request for a review of a decision made by a body (i.e. one of the CEM regulatory committees) charged with determining applications for admission and student progression, assessment and awards. Full details of the process for making an appeal are contained in the relevant chapter in CEM's Code of Practice (Student Appeals and Complaints) and CEM's policy on Academic Malpractice and set out in the Programme Assessment, Progression and Award Regulations. The CEM document 'Student Appeals: Candidate Guidance Notes' are available as a key supporting document to these regulations (see Section 9.1).
- 7.2.2 In common with standard practice in the Higher Education sector, a fundamental tenet of the procedure is that there can be no appeal based solely on a challenge to the academic judgment of the examiner(s). Appeals submitted on such a basis will be ruled invalid.

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- 7.2.3 The appeals procedure is approved and monitored by the Academic Board, which is positioned as the final arbiter within CEM on decisions relating to individual cases. This power is delegated to an Independent Appeals Board (see below).
- 7.2.4 A student may appeal against the decision of a regulatory committee on the following grounds:
- a) There are mitigating or other circumstances potentially affecting the student which were not known to, or could not, for good reason, be drawn to the attention of, the regulatory committee at the time the decision was made;
 - b) There has been an administrative error or other irregularity, e.g. in the conduct of an examination or processing of marks; or
 - c) The committee did not follow its own rules and procedures under the regulations, or reached a decision that no reasonable body, properly directed and taking into account all relevant factors, could have arrived at.
- 7.2.5 If there are legitimate grounds for an appeal on these terms, the matter will be referred to an Independent Appeals Board, the Chair of which will be appointed by the Academic Board.
- 7.2.6 Where an appeal is turned down by the Independent Appeals Board, the student has no further right of appeal other than to the Office of the Independent Adjudicator¹³.
- 7.2.7 Appeals submitted outside of the published deadlines (i.e. within 28 days of receiving the decision of a regulatory committee) will be ruled invalid unless accompanied by evidence of mitigating or other circumstances.
- 7.2.8 All appeals must be made in writing and accompanied by the relevant evidence and fee. Appeals made by third parties on behalf of a student will not normally be accepted.
- 7.2.9 The academic appeals procedure cannot be used to bring any complaint related to teaching or academic services. Any such complaint must be raised through the appropriate channels and at the time it occurs (see Section 7.1).

8. Obligations

8.1 General conduct

- 8.1.1 Students are expected to conform to reasonable standards of behaviour, honesty and integrity and may be subject to disciplinary action by CEM where they fail to do so, including where such failure threatens the safety of, or otherwise disturbs, fellow students and/or staff, damages CEM property or brings the name of CEM into disrepute.
- 8.1.2 Disciplinary action may include a requirement for a student to withdraw from a learning activity or programme of study with immediate effect. Any student withdrawn from a module or programme will not have the right to be reimbursed for any costs, including those for a programme of study.
- 8.1.3 The Terms and Conditions of Registration ('the registration agreement'), available as a key supporting document (see Section 9.1) to these academic and general regulations, sets out the range of disciplinary offences defined by CEM. Students must also act at all times in accordance with the provisions of the Student Charter, which sets down the standards students can expect from CEM as well as their responsibilities as students.

8.2 Malpractice

- 8.2.1 Malpractice is defined as any attempt by a student to gain improper advantage in any assessment by infringement of rules or through deception or fraudulent means, or any attempt to assist another student to gain improper advantage.
- 8.2.2 Such matters are defined in more detail in the CEM Policy on Academic Misconduct (see Key Supporting Documents) and the CEM Code of Practice on Academic Misconduct, with all reported incidents treated under the procedures outlined therein and, in the case of serious breaches, through the powers contained in the Royal Charter and Bye-Laws.
- 8.2.3 The sanctions available are detailed in the Academic misconduct policy document and range from issue of a warning letter to expulsion. Penalties are determined both in accordance with the nature and scale of the misconduct and precedent.

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- 8.2.4 Students must pay due regard to the assessment conduct policies maintained on the website and Virtual Learning Environment and incorporated in the Student Handbook. Separate and detailed examination regulations are sent to candidates and deal with such issues as attendance, departures, behaviour, mitigating circumstances and the issue of results.
- 8.2.5 For the avoidance of doubt, CEM reserves the right to report any incidence of malpractice and its consequences to any relevant authority and/or organisation, including sector Professional, Statutory and Regulatory Bodies.

8.3 Health and safety

- 8.3.1 It is CEM policy to take all necessary steps to ensure, so far as reasonably practicable, the health, safety and welfare of its students, employees and visitors. Provisions within this policy are made under the Health and Safety at Work etc Act 1974 and all other related legislation. Students have an obligation to co-operate with CEM on all health and safety matters and to conduct themselves in a manner conducive to their own safety and the safety of others when on CEM premises or other venues related to their programmes of study.
- 8.3.2 Students should bring any concerns they might have in this regard to the attention of their tutors or a member of CEM staff.
- 8.3.3 Any act committed by a student that would constitute, if committed by a CEM employee, a breach of the provisions of the Health and Safety at Work etc Act 1974, will be regarded also as a breach of these academic and general regulations.

8.4 Ownership of student work

- 8.4.1 CEM does not automatically own the rights to students' intellectual property. However, there may be circumstances where CEM will request students to assign their intellectual property to it.
- 8.4.2 When requests for the assignment of intellectual property rights are made, CEM undertakes to acknowledge appropriately the authorship of such work created by students. Should CEM derive any income from such work, it will share, by agreement, any net income with the student(s) concerned.
- 8.4.3 Any original work created by a student and submitted via, or posted on, the Virtual Learning Environment (VLE) is covered by the VLE terms of use.

8.5 Legalities

- 8.5.1 Any dispute, whether under these academic and general regulations or any other regulations or codes of conduct or any contract between CEM and any students, shall be governed by, and construed in accordance with, English law.
- 8.5.2 CEM will take all reasonable steps in its power to provide the teaching, assessment and other educational services as stated in the Prospectus and supporting literature. However, in the event of changes being considered necessary in order to vary the content of programmes and syllabuses previously announced (e.g. to allow for programme development) and to modify the facilities and arrangements for students, this is subject to consultation with relevant students and other stakeholders, setting out the reasons for the proposed amendment(s), and compliance with the requirements of the relevant provisions of the CEM Code of Practice.
- 8.5.3 In the event of the educational services provided being changed following appropriate consultation and approval, CEM will ensure that the students' best interests and maintenance of the quality of such services remain paramount considerations
- 8.5.4 In the event of the withdrawal of a programme following appropriate consultation and approval, and where satisfactory alternative programme arrangements cannot be made by CEM, all fees paid by students who are actively participating in that programme will be refunded.
- 8.5.5 Students may be excluded from CEM, either temporarily or permanently, on the authority of the Principal. Such exclusion may be sanctioned on the basis of academic or disciplinary grounds or in cases of non-payment of fees. Additionally, CEM reserves the right to exclude or remove students from a programme if they make repeated and/or unfounded appeals or complaints regarding the programme and/or its delivery where, in the opinion of CEM, such conduct is considered untruthful, malicious and/or frivolous. Any such decision is subject to the student's right of appeal under the CEM Code of Practice on Student Appeals and Complaints.
- 8.5.6 Students are liable for any loss, damage or defacement wilfully or negligently caused by them to the equipment or property of CEM and/or of its staff or representatives, or the equipment or property of a partner institution or other organisation that is being used by CEM in connection with the delivery of a programme of study.
- 8.5.7 Students are responsible for safeguarding both themselves and their personal property while on premises used in connection with their studies and assessment. CEM shall have no liability in respect of any damage to personal property whether caused by negligence or by any other means. CEM shall have no liability in respect of any personal injury unless caused by CEM's negligence.

- 8.5.8 Students using their own motor vehicles, or any other form of transport, for any activity forming part of their studies do so at their own risk.

8.6 Copyright

- 8.6.1 Copyright in the programme materials belongs to CEM. They are supplied only for students' personal use whilst studying and must not be copied or transferred to any other party. Any breach may lead to legal action being taken to protect CEM's interest.

8.7 Data protection

- 8.7.1 CEM is committed to the protection of personal information in accordance with the principles of the Data Protection Act 1998. Its privacy policy, covering data protection, security and access to personal information, is set out in full on the CEM website.

8.8 Equality of opportunity

- 8.8.1 CEM is committed to equality of opportunity and respect for diversity in all aspects of its operations. In accordance with its Code of Practice on Equality and Diversity, CEM acknowledges the rights of those with whom it interacts to be treated fairly and with respect and dignity and to receive encouragement to reach their full potentials.
- 8.8.2 CEM expects all staff and students and other stakeholders to recognise these rights and act accordingly.

8.9 Payment of fees

- 8.9.1 No person is eligible to commence study or to receive an award unless all fees, and any other sums due either have been paid in full or a payment plan agreed.
- 8.9.2 All fees are to be paid to CEM by the due date specified in the payment plan, or otherwise on demand.
- 8.9.3 Failure to pay fees and other charges in full may result in results or awards being withheld; the withdrawal of CEM Virtual Learning Environment facilities; and cancellation of the registration agreement. In such circumstances, CEM will also refuse to accept further applications for registration from the student concerned for any other CEM programme of study.
- 8.9.4 CEM will take such action as it deems necessary, including recourse to legal process, in order to recover all outstanding debt with such action extending to the recovery also of all costs incurred in so doing.

8.10 Withdrawal

- 8.10.1 In appropriate circumstances, students who register for a programme and/or module may withdraw, or be withdrawn. Withdrawal from a programme is permanent, and only in exceptional circumstances will a student be permitted to re-apply for the programme. All students who wish to withdraw are therefore expected to discuss their reasons for withdrawing with their Programme Leader, or a member of the Student Advice Team. On withdrawal a student's registration with CEM is terminated, and VLE access will be removed.
- 8.10.2 The detailed procedures and ancillary regulations relating to withdrawal, are set down and maintained on the CEM website, on the Virtual Learning Environment and in the Terms and Conditions of Registration.
- 8.10.3 Students who have registered for a programme of study may withdraw at any time within four weeks of the official programme start date and receive a full refund (after deduction of an administration fee). Students also have a 14 day period in which to withdraw from the programme from the date at which they first register.
- 8.10.4 A student may be applicable for a lesser award, dependent upon their point of withdrawal from the course or programme. All requests for lesser awards will be considered by the Examinations Board, at the next available opportunity.
- 8.10.5 Where a student is withdrawn from CEM due to a disciplinary offence or academic misconduct they will not be permitted to re-apply to that programme of study.

- 8.10.6 CEM may withdraw a student where the student has not re-registered to study for a 12 month period, and has not informed CEM of the reasons for absence. A student will also be withdrawn from a programme of study where the maximum period of re-registration has been exceeded.

8.11 Deferral

- 8.11.1 Deferral applies to modules rather than programmes. Deferral applies when a student who has commenced a module but decides for personal, medical, financial or academic reasons that they are not able to complete the study of that module during the Semester. The student opts to 'defer' that module, and recommence the module at the next available opportunity.
- 8.11.2 The detailed procedures and ancillary regulations relating to deferral are set down and maintained on the CEM website and on the Virtual Learning Environment.
- 8.11.3 No refund is given for deferred modules, although no fee will be charged on re-joining the module when it is next offered.
- 8.11.4 Permission to defer module registration for a second time in consecutive registration periods will be granted in exceptional circumstances only.

8.12 Suspension of study

- 8.12.1 Suspension is defined as a student being permitted to interrupt their programme of study, and cease to complete work for all the modules that they are currently studying. Students may opt to suspend their study due to personal, medical or financial grounds. Suspension is for a specified period of time, usually either for a Semester or for a 12 month period.
- 8.12.2 The detailed procedures and ancillary regulations relating to suspension are set down and maintained on the CEM website and on the Virtual Learning Environment.
- 8.12.3 No refund is given for modules that have been commenced during the semester in which the student chooses to suspend, although no fee will be charged on re-joining the course.
- 8.12.4 All students will still be counted as registered with CEM for their period of suspension, and be subject to CEM General Academic Regulations for Students. This period of suspension will be included within a students' maximum period of registration.
- 8.12.5 For the period of suspension a student will not be required to undertake academic study, and a student will not have access during this period to the Virtual Learning Environment (VLE) for modules that have not commenced.
- 8.12.6 Where a student does not contact CEM after their period of suspension, or take up the invitation to register they will be deemed as having withdrawn from the course.

9. Key Supporting Documents

9.1 Key supporting documents

9.1.1 The following supporting documents are provided on the CEM website and VLE

- a) Programme Assessment, Progression and Award Regulations:
- b) CEM Code of Practice (1.1.11)
- c) CEM Student Charter (1.1.11)
- d) CEM Admissions Policy (2.2.2)
- e) CEM Terms and Conditions of Registration (2.3.6)
- f) CEM Assessment Policy (4.1.4)
- g) CEM Mitigating Circumstances Policy (4.2.3)
- h) CEM Academic Misconduct Policy (4.3.6)
- i) CEM Student Complaints Policy and Procedure (7.1.3)
- j) CEM Student Appeals: Candidate Guidance Notes (7.2.1)

The reference in brackets is to the first mention to the relevant document in these Academic and General Regulations for Students.

Signed by:


.....

Ashley Wheaton
Chair of the Academic Board

Date:

25/08/15
.....

Glossary of Terms

Term	Explanation
Academic Board	The Academic Board is the academic authority of the College of Estate Management (CEM) and guardian of the academic quality and standards of the CEM programmes leading to higher education awards. The Academic Board is chaired by the Principal.
Academic dress	The gown, hood and hat that are designated for wear by recipients of a particular named award. Wearing of academic dress is required for award ceremonies.
Academic Misconduct Committee	The Committee meets to discuss suspected academic misconduct which includes plagiarism, collusion and cheating. The committee can impose various penalties on students, the maximum severity of which is termination of a student's registration agreement with CEM, as referred to in Section 6 and 7 of the Terms and Conditions of Registration. www.cem.ac.uk/finance .
Aegrotat degrees	A degree conferred on a student who is unable to complete the assessment requirements of a programme due to illness or other mitigating circumstances.
Assessment	Review and marking of assignments and/or examinations, undertaken by internal or associate tutors.
Assessment materials	Any materials (e.g. text, video, podcast etc.) which provide all the necessary information, guidance and questions / tasks which are required to complete a piece of assessed work (either assignment or examination).
Award	Refers to the name of the qualification conferred upon the successful completion of a programme of study. An award may be either a final award (e.g. MSc) or an intermediate award (e.g. PgCert).
Bachelor's Degree	This is the named award conferred upon candidates who have successfully completed a programme of study encompassing credit-rated modules at levels 4, 5 and 6. An ordinary bachelors degree comprises 300 credits and confers the designation BSc. A bachelors degree with honours comprises 360 credits and confers the designation BSc (Hons).
Below threshold standard (BTS)	This refers to a marginally failing grade which comes close enough to a pass to be eligible, under certain conditions, to be compensated by sufficiently high pass marks in other modules within the same programme. The BTS range is normally 35 to 39 for undergraduate programmes and 45 to 49 for postgraduate programmes. The conditions under which such marks can be compensated is set out in the relevant progression and award regulations.
Board of Examiners	There are two types of boards of examiners: (a) Module Boards verify and confirm module marks awarded to candidates in each module for summative assessment tasks.

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	(b) Progression and Awards Boards (Undergraduate and Postgraduate) verify progression between programme stages, to awards, and where applicable the classification of awards.
Bye Laws	Regulations made by CEM in connection with its own governance arrangements.
Capped mark	Assessments that have to be retaken due to previous fails can only be awarded at most the pass mark. The retake mark is thus <i>capped</i> at the pass mark.
Certificate of Higher Education (CertHE)	An award at level 4 in the Framework for Higher Education Qualifications for which the minimum number of credits required is 120. It may be awarded as an intermediate exit qualification from a Bachelor's programme.
Classification	<p>There are two different classification types conferred by CEM depending on the levels of studies:</p> <p>(a) Bachelor's with honours degrees are conferred with the following classifications:</p> <ul style="list-style-type: none"> • First Class Honours • Upper Second Class Honours • Lower Second Class Honours • Third Class Honours <p>(b) Postgraduate diplomas and degrees are conferred with the following classifications:</p> <ul style="list-style-type: none"> • Distinction • Merit • Pass
Compensation	The arithmetic offsetting of marks below some threshold by other marks above that threshold.
Compulsory module	A module leading to an award for which credit must be attained (by APL, successful completion or condonation) for a student to progress to an award for which that module is compulsory.
Condonation	The treatment of marks below a threshold as being of that threshold, for the purposes of progression and credit, on the grounds of mitigating circumstances.
Copyright	An exclusive legal right granted to an author, designer or artist to print, publish or otherwise record their original written, artistic or musical material. The reproduction of copyright material by third parties is normally permissible either with the express consent of the author or via a

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	formal copyright agreement.
Core module	A module within a programme which delivers learning outcomes at the heart of that programme. ¹⁴ Such modules may have programme-specific regulations relating to them as determined by CEM and/or a relevant Professional, Statutory and Regulatory Body. All core modules are compulsory on programmes to which they are core.
Coursework assignment	A piece of work which the student must complete and submit whilst studying a module, which is reviewed and for which the student receives feedback and marks. Any marks awarded contribute towards the final module mark.
Credit	Academic credit is gained by a student through successful completion of the learning outcomes at the designated level associated with each module within the programme for which they are registered. In order to achieve an award, the credit acquired in this manner must accumulate to the quantity specified in the programme specification for that award.
Deemed Not Sat (DNS)	This is a Boards of Examiners decision that may be recorded against a module grade or against a coursework or examination grade. Such a decision is recorded for a student, who, for reasons of valid mitigating circumstances has been constrained in his or her ability to complete an assessment(s) to the best of his or her capability.
Deferral	Deferral is defined as a student who has commenced a module but decides for personal, medical, financial or academic reasons that they are not able to complete the study of that module or modules during the semester. The student opts to postpone that module or modules, and recommence at the next available opportunity. The full fee for the session remains payable and a reduced fee is offered if the student returns at the first time of offer.
Degree (postgraduate)	Awarded to a postgraduate student on completion of a programme having accumulated 180 credits at the level(s) specified in the assessment and progression regulations governing that programme
Degree with Honours (undergraduate)	Awarded to an undergraduate student on completion of a programme having accumulated 360 credits at the level(s) specified in the assessment and progression regulations governing that programme, and having met the criteria for the Honours classification achieved.

¹⁴ For example: the module QS Practice 1 would be a core module to the programme leading to the award of BSc Quantity Surveying.

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Diploma of Higher Education (DipHE)	An award at level 5 in the Framework for Higher Education Qualifications for which the minimum number of credits required is 240. It may be awarded as an intermediate exit qualification from a Bachelor's programme or as a terminal award from a programme in its own right.
Directors' Group	This is the executive board of CEM comprising the Principal and the CEM Directors. It has managerial and administrative responsibility for all CEM operations and business areas.
Disability	The Equality Act 2010 defines a disabled person as having a physical or mental impairment, which has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. Long term is defined as lasting more than, or expected to last more than 12 months.
Dissertation	A structured piece of extended writing that develops a clear line of investigation and thought (or 'argument') in response to a central question or proposition (the 'hypothesis').
Elective module	A module within a programme which is neither compulsory nor core to that programme. Students have a choice of elective modules from a given set. Credits from elective modules count towards the minimum credit requirements for programmes.
Exemptions (in the context of APL)	Candidates for admission to a programme may be granted exemption from certain modules on the basis of documented prior learning in equivalent or similar modules elsewhere.
External Examiner	An independent expert, either a practitioner or academic, who is appointed to oversee the quality, consistency and currency of a programme.
Fail Mark	This indicates a mark that has not fulfilled the requirements for a pass. In exceptional circumstances fails can be subject to condonation.
Formative Assessment	Feedback on students' performance, designed to help learn and improve their progress. It does not contribute to the final mark, grade or class of degree award.
Foundation Degree	A level 5 higher education qualification designed jointly by the College in consultation with employers that combines academic study with work-based learning in a specific field. It can lead to other professional and further academic qualifications.
Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)	Published by QAA in 2014 (updating the previous guidance of 2008). This comprises five levels of higher education achievement (six in Scotland), each of which is related to a qualification descriptor. These reflect distinct levels of intellectual achievement associated with typical higher education qualifications.

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Grade	This is the mark or score attributed by an assessor to a piece of assessment. It also refers to the overall mark achieved in a module once all the relevant assessment marks have been aggregated.
Independent Appeals Board (IAB)	Established by CEM to consider appeals against a decision concerning application for admissions for any programme or decisions made by the Boards of Examiners or Academic Misconduct Committee in respect of CEM and Open University programmes, where the student meets the criteria stated within CEM's <i>Candidate Guidance Notes</i> for student appeals.
Intellectual Property Rights (IPR)	Intellectual Property refers to assets created by intellectual endeavour, for example literary and artistic works, design, inventions and research results. Intellectual Property Rights are the legal protection for the ownership of these assets.
Intermediate award	An award (typically a certificate, diploma or ordinary (i.e. non-honours) degree) for which a student may be eligible on successful acquisition of a defined number of credits from within a complete programme of studies. These are normally awarded where a student is unable to complete the entire programme of studies.
In writing	For the purpose of brevity, in writing is used within CEM documentation to mean communication either by post, courier or e-mail.
Learning outcome	This is a statement of particular skill understanding or aptitude that a student should be able to demonstrate in a piece of assessment.
Level	Level – In the UK and Ireland, each stage within any framework of qualifications whether from school, vocational, or higher education, is referred to as a 'level'. Each level represents bands of qualifications with similar expectations of attainment ¹⁵ . In higher education Levels 4,5 and 6 relate to undergraduate awards, level 7 refers to Masters awards and level 8 refers to PhD's or Professional Doctorates.
Master's Degree	This is the named award conferred upon candidates who have successfully completed a programme of study comprising a minimum of 180 credits at level 7.
Maximum period of registration	This refers to the maximum time within which a student is permitted to complete a programme. The period of registration commences at the start date of the programme that you have registered for with CEM. If at any point you take a gap in your studies this gap period is

¹⁵ QAA (2014) *The Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ)*. Gloucester: QAA

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	<p>included within your period of registration. For example if you have been studying for 12 months, and take a gap of 6 months your current period of registration with CEM would be 18 months.</p>
Mitigating circumstances	<p>An unforeseeable or unavoidable serious disruption of studies caused by circumstances which occurred during a period of examinations, when coursework submission was due, or affecting a scheduled revision period. For example: physical or mental health problems, domestic trouble or bereavement. Mitigating circumstances must be supported with documentary evidence. (Long term physical or mental health problems would be classified as a disability and ideally should not be put through mitigating circumstances but be handled by the Special Needs Co-ordinator.).</p>
Moderation	<p>The academic monitoring and review of marking to promote accuracy and fairness</p>
Module	<p>A self-contained credit-rated element of study, where a collection of modules make up a programme.</p>
Module Boards	<p>Part of the Boards of Examiners whose role is to verify and confirm module marks awarded to candidates for summative assessment tasks. Module Boards are held once all module assessment is complete and prior to the Progression and Award Board</p>
Module descriptor	<p>This is the document that fully describes all aspects of a module of study. Normally these will detail, amongst other things, credit tariff, learning outcomes, form of assessment and syllabus.</p>
Office of the Independent Adjudicator (OIA)	<p>The body established by the UK government to review students' complaints against higher education institutions within England and Wales. Such action is restricted to those complaints that have first been taken through an institution's own procedures without reaching a satisfactory outcome in the view of the complainant.</p>
Pass	<p>A pass at FHEQ levels 3, 4, 5 and 6 is a mark of at least 40. A pass at FHEQ level 7 is a mark of at least 50. Achieving pass marks is an indication that learning outcomes have been met to a minimum acceptable standard. PSRBs may require CEM to raise the pass threshold for certain modules.</p>
Plagiarism	<p>The act of copying, repeating, faking, borrowing or stealing someone else's work and attempting to present it as one's own.</p>
Postgraduate Certificate	<p>Awarded to a postgraduate student departing from a programme having accumulated at least 60 credits at the level(s) specified in the assessment and progression regulations governing that programme</p>
Postgraduate Diploma	<p>Awarded to a postgraduate student departing from a programme having accumulated at least 120 credits at</p>

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	the level(s) specified in the assessment and progression regulations governing that programme.
Professional, Statutory and Regulatory Bodies	Particular professional bodies and other domestic and international agencies that accredit specific modules or programmes leading to relevant academic and/or professional qualifications
Programme of study	A sequence of credit-bearing modules, typically arranged at different HE levels, leading to either a single award (possibly with provision for different optional curriculum pathways) or with provision for a number of discreet credit-based awards at different levels
Programme Specification	A document that details the intended outcomes, teaching and learning methods, support and assessment methods of a particular programme of study
Progression and Awards Board	Part of the Boards of Examiners. The Progression and Awards Boards (Undergraduate and Postgraduate) verify progression between programme stages, to awards, and where applicable the classification of awards. The Award of programme prizes is also undertaken by the Progression and Awards Boards.
Project	A project is an extended piece of work completed at the end of an undergraduate or sub-degree programme where the student is given some choice in the subject area to be studied and is expected to collect, organise and present information relating to it
Prospectus	A document available online and in print containing information about the institution, the available programmes and the benefits of studying with CEM. It includes advice on the individual programmes, the staff, how to apply, programme fees, and specific information for international students
Registration	Registration is the point at which CEM's offer of a place on the programme is accepted and payment for that programme arranged. CEM will formally confirm via either email or post (dependant on the chosen payment method) that registration has been accepted. As part of the registration process students must accept the Terms and Conditions of Registration which can be found at www.cem.ac.uk/finance .
Regulatory Committee	A committee with responsibility for the oversight of CEM processes in accordance with approved regulations. The committees meeting regularly and include <ul style="list-style-type: none"> • Boards of Examiners • Academic Misconduct Committee • Mitigating Circumstances Committee
Result Not Yet Available (RNYA)	Where a mark or grade has not been finalised the module or award may be recorded as result not yet available. This may happen where: <ul style="list-style-type: none"> • misconduct is suspected but not yet proven or where

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	<ul style="list-style-type: none"> • further discussion is required at a board of examiners • assessment marks are unavailable.
Royal Charter	The document issued by warrant under the Monarch's signature granting CEM certain rights and powers.
Scheduled Learning Activity	An activity prescribed within a module which needs to be undertaken by the student and which will assist the learning of the topic, and which may form part of the assessment requirements for the module.
Scrutiny panel	A panel responsible for reviewing draft summative assessments to ensure the alignment with CEM assessment policy, intended learning outcomes of relevant modules, the prescribed assessment format and the appropriate academic level.
Session	Refers to a time period relating to a part of a programme of study. It includes annual study patterns, semesters, terms and variants thereof.
Strategic Partner Institutions	Strategic partner institutions include validating bodies, accrediting bodies, PSRB's and overseas academic partner institutions and variants thereof.
Student charter	The document that summarises the relationship between the College and its students. It includes details of the standards students can expect from the College as well as students' own responsibilities.
Subject benchmark statements	Produced by QAA in consultation with academia and other professional, statutory and regulatory stakeholders, these describe the nature and characteristics of programmes in a specific subject area. They also set out the necessary standards, attributes and capabilities associated with candidates for awards at each level.
Summative assessment	Assessment of students work, for which the grade contributes to the final module result.
Suspension of studies	Suspension is defined as a student being permitted to interrupt their programme of study, and cease to complete work for all the modules that they are currently studying. Suspension is for a specified period of time, typically either for a Semester or for a 12 month period. Longer periods of suspension may be agreed, so long as the student is capable of completing their programme within the specified maximum period of registration.
Universities and Colleges Admissions Service (UCAS)	The central organisation through which applications are processed for entry to publicly-funded and some private institutions offering higher education in the UK
UK Quality Code for Higher Education	A series of documents setting out the expectations which QAA requires all providers of higher education within the UK to maintain
Virtual Learning Environment (VLE).	A virtual learning environment is a web-based educational system which provides access to study materials, learning tools, library resources, student support and assessment information. It is also a social space where

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	students and tutors can interact and collaborate via discussion or chat forums.
Viva voce	An examination where a student is expected to provide a spoken answer to questions posed by the examiner in real time (either in an actual face-to-face session or virtually using appropriate electronic media)
Withdrawal	After registration a student may leave a programme or programme at any time. Withdrawal is permanent, and only in exceptional circumstances will a student be permitted to reapply for the programme.
Work-Based Learning	Any formal learning that is based within a work place setting