

ACADEMIC REGULATIONS 2023-24

DRAFT SUBJECT TO ACADEMIC BOARD APPROVAL

October 2022

Corndel Education Limited

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1. Introduction

1.1. These regulations provide the framework of rules for academic provision leading to awards make by Corndel College London (CCL). They are designed to:

- i. Ensure the management of academic standards in accordance with sector guidance (e.g. *Sector Recognised Standards* published by the Office for Students and the *Framework for higher education qualifications* published by the QAA)
- ii. Ensure consistency and fairness in the academic decisions made in relation to individual students;
- iii. apply to all levels of award offered by CCL with variations and exceptions noted within the text.

1.2. The Regulations should be read in conjunction with the Terms and Conditions and may be updated annually by Academic Board (and where necessary with the approval of an accrediting and awarding body). Non-material changes and those mandated by legislative or regulatory bodies will apply to all students from the point of their next re/enrolment following their approval.

2. Entry

2.1. All CCL requires all applicants to be able to demonstrate they have GCSE Grade 4-9 (or recognised equivalent) English Language and Mathematics in order to be admitted, in addition applicants:

- i. are normally expected to hold appropriate level three qualifications (e.g. BTEC National or A-Levels);
- ii. must successfully complete the CCL applicant assessment. CCL may also accept students that have completed a third-party (e.g. employer) assessment process.
- iii. to awards with “Graduate” in the title require an appropriate level six qualification (or equivalent that match relevant parts of the descriptor at level six in the RQF/FHEQ);
- iv. to awards with “Postgraduate” in the title require an appropriate level seven qualification (or equivalent that match relevant parts of the descriptor at level seven in the RQF/FHEQ).

2.2. The Admissions Policy provides information in the detailed process and requirements of applicants seeking to register on a CCL programme and applicants must complete all application and enrolment tasks required by the Admissions Policy and the Terms and Conditions or Registration order to become registered students.

2.3. CCL reserves the right not to admit a student that has previously had their registration terminated in accordance with the terms and conditions of registration.

3. Duration

- 3.1. The normal maximum period that a student may be registered on a CCL is the length of the programme plus fifty percent. For example, a student on a three-year course is required to complete their studies within four years and six months.
- 3.2. Unless students can source alternative funding, for some programmes (e.g. degree apprenticeships) the maximum period of registration may be determined by funding eligibility.
- 3.3. The maximum period of registration includes any formal breaks in learning request by, and agreed to, by CCL.
- 3.4. In agreement with the student (or employer) CCL may extend the maximum period of registration at the discretion of the Academic Registrar (or nominee).

4. Awards

- 4.1. Awards are made at levels consistent, and fully in accordance, with those set out in the Regulated Qualification Framework (RQF) and Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (“FHEQ”).
- 4.2. Awards are designated as:
 - i. Level 7 (Master’s and Postgraduate Certificates/Diplomas); or
 - ii. Level 6 (Bachelor’s Degrees (with and without Honours) and Graduate Certificates/Diplomas), or
 - iii. Level 5 (DipHE or FdA/FdSc), or
 - iv. Level 4 (CertHE).
- 4.3. Awards designated at one level of the Qualifications Frameworks may include stages at the previous levels of the framework to facilitate progression in knowledge, understanding, skills and attributes.
- 4.4. Awards may only be conferred where the student meets, and the programme of study has been approved in accordance with, these regulations and the assessment rules, including the credit requirements for awards.
- 4.5. The level of a programme or part of a programme may be designated as foundation where the purpose is to facilitate students to develop cognate skills for further study at level 4 and above.

5. Credit requirements for awards

- 5.1. The minimum credit requirements for awards aligns with the *Sector Recognised Standards* published by the Office for Students (2022) and the *Higher Education Credit Framework for England Annex C* (2nd Ed. QAA 2021) and are set out in table 1.

Table 1: Credit requirements for CCL awards

Award	RQF/ FHEQ Level	Minimum Credit Requirements
Master's Degree	7	180 (at least 150 at L7 or above)
Postgraduate Diploma		120 (at least 90 at L7 or above)
Postgraduate Certificate		60 (at least 40 at L7 or above)
Batchelor's with Honours	6	360 (at least 90 at L6 or above)
Batchelor's Degree		300 (at least 60 at L6 or above)
Graduate Diploma		80 (at least 80 at L6 or above)
Graduate Certificate		40 (at least 40 at L6 or above)
Foundation Degree (FdA/FdSc)	5	240 (at least 90 at L5 or above)
Diplomas of higher education (DipHE)		
Certificates of higher education (CertHE)	4	120 (at least 90 at L4 or above)

5.2. A student must study at least one third of the programme's credit requirements under CCL regulations to be eligible for a CCL award.

6. Short courses and certificates

6.1. CCL may design and offer credit and non-credit bearing short courses at any level of study, but which is below the threshold for an Award listed in table 1 to be granted (e.g. micro credentials and professional modular learning opportunities).

6.2. Credit-Bearing short courses must be approved by a Programme Approval Panel.

6.3. CCL may award certificates of attendance and completion for non-credit bearing programmes which have been designed to provide a specified learning experience, but which do not otherwise require an assessment and do not lead to an award as defined by the RQF/FHEQ.

6.4. The nomenclature and terminology used in certificating or describing such courses must avoid any confusion with Award listed in table 1 or any other publicly recognised awards. Where the award is non-credit bearing the name of the short course and its associated certificate must be approved by Academic Board (or another committee it delegates the responsibility to).

7. Award Titles

7.1. Awards designed by CCL must carry titles approved by the Programme Approval Panel and titles may only be changed with the approval of Academic Board (or another committee it delegates the responsibility to).

- 7.2. Titles of awards must follow the prescribed title forms and be clear and accurate and reflect the programme level, outcomes, and content. The title will convey to stakeholders the level of knowledge, understanding, skills and attributes to be expected from someone holding the award.
- 7.3. The form of an award title may differ depending on whether it is an honours degree, foundation degree, diploma or certificate and whether it is undergraduate, graduate or postgraduate. However, the common structure shall be the qualification title e.g. bachelor's degree (with or without honours), followed by the discipline e.g. BSc (Hons) Digital Sciences.
- 7.4. Whether the title of a foundation, bachelor's or master's degree is designated as being in the Arts, Sciences or in another general field or in a specific discipline shall be determined by the Programme Approval Panel.
- 7.5. Undergraduate certificates and diplomas of higher education may, as determined by the Programme Approval Panel, have the subject discipline included as a suffix in parenthesis e.g. Certificate of Higher Education (Digital Sciences).
- 7.6. Foundation, bachelor's or master's degrees as well as graduate/postgraduate diplomas may, include the designation of a specialist area in parenthesis (e.g. Graduate Diploma in Digital Sciences (Blockchain)) where this is relevant to the discipline and complements the programme's learning outcomes. The use of parenthesis is determined by Programme Approval Panel as part of the approval of an Award.
- 7.7. A joint honours degree where the award nominally covers two disciplines equally and will state both conjoined by "and", e.g., BSc (Hons) Digital Sciences and Leadership.
- 7.8. A bachelor's degree with a major and minor (usually constituting between 30 and 40 per cent of the learning) combination shall state both, with the major leading and the minor following conjoined by "with", e.g., BA (Hons) Digital Sciences with Leadership.

8. Professional and Statutory Body Award Titles

All awards accredited by professional and statutory bodies shall carry the titles designated by those bodies. Where no title is prescribed the form of the title shall follow the rules set out above.

9. Conferment of Awards

- 9.1. Awards may be conferred on students who have completed approved programmes of study leading to the stated awards.
- 9.2. Where a student fails at a higher level or stage of a programme of study, they may be conferred with an intermediate award where the student has demonstrated the achievement of the specified learning outcomes for that award.
- 9.3. Awards may only be conferred when the following conditions are met:
 - i. The recipient is a registered CCL student, or was registered at the time of assessment for an award;
 - ii. The student has no outstanding tuition fees;

- iii. An award has been recommended by a properly convened assessment board in accordance with the regulations and the result of the award;
- iv. In respect of awards conferred under delegated authority, such other requirements as may be specified by the awarding or accrediting body have been met.

9.4. An award certificate shall record:

- i. The name of the awarding body;
- ii. The full legal name of the student;
- iii. The award;
- iv. The title of the programme of studies as approved by the Programme Approval Panel;
- v. The class of award or other indication of performance, where applicable and as prescribed under the regulations (including those for aegrotat awards);
- vi. The date of conferment;
- vii. The signature of the Principal and CEO and Academic Registrar.

9.5. Where an award is conferred under delegated authority, the content of the certificate must contain whatever is specified in an agreement with the awarding or accrediting body.

9.6. A transcript detailing module titles, credit sizes and ratified marks will be issued to all students on completion of an award, including intermediate awards and credit-bearing short-cycle courses.

10. Aegrotat and Posthumous Awards

10.1. An aegrotat award may be recommended when an Assessment Board does not have sufficient evidence of the student's performance to recommend the award for which the student enrolled on but is satisfied that, but for the illness or other valid cause, the student would have reached the standard required.

10.2. Aegrotat awards may be recommended for unclassified awards up to and including level 7.

10.3. A student may decline the offer of an aegrotat award in favour of pursuing a classified award in accordance with the regulations. A student that does so, but does not demonstrate the standard required, may not then be granted an aegrotat award.

10.4. All CCL awards may be conferred posthumously at the discretion of the Principal. Posthumous awards will not be classified except where all assessment has been completed.

11. Rescinding an Award

11.1. If a student elects to receive an intermediate award but subsequently reregisters on the same programme of study, the original award will be automatically rescinded by the Assessment Board on attainment of a higher award.

11.2. Academic Board may also rescind an award if it is reasonably established that:

- i. the Assessment Board made its decision based on misleading or incorrect evidence (including relating to the admission of a student); or

- ii. previously un-detected academic misconduct took place and that it would have invalidated one or more of a student's assessments (or the marks received for the assessment); or
- iii. the recipient's previously unknown, unreported, or un-addressed conduct, while they were a registered student would have likely resulted in their expulsion from their studies in accordance with the Policies and Procedures in force at the time of their registration.

11.3. Where an award is rescinded:

- i. the Academic Registrar, on behalf of the Principal, shall write to the person concerned informing them of the decision and requiring the return of any documentation or artefacts relevant to the award;
- ii. the Institute's record of the award shall be amended to show that it has been rescinded, together with the reasons for doing so;
- iii. In the case of an award for the completion of an academic programme, where an award has been made for a previous stage in that programme, the student's transcript shall be replaced, deleting reference to the previous award.

11.4. There shall be no right of appeal against the decision of Academic Board to rescind an award.

12. Assessment

12.1. Credit for a module may only be awarded where students demonstrate attainment of all module learning outcomes detailed in the module specification.

12.2. The assessment for a module may comprise of up to two element(s) of summative assessment (e.g. a written assignment or presentation, or both) as defined within the module specification.

12.3. Each summative element of assessment must identify the module learning outcome(s) it is intended to assess attainment of.

12.4. Unless otherwise specified within the re/assessment brief, or where it is submitted as "rework", students may not submit work for a summative assessment that has previously been assessed as part of a summative assessment on the same, or any other module, offered by CCL or another organisation.

12.5. The Assessment Cycle Policy sets out the expectations for the design, marking and feedback of summative assessment and is updated periodically by the Learning and Teaching Enhancement Committee (or other committee as delegated from time to time by Academic Board).

13. Submission of assessment

13.1. Assessments must be submitted in the format, and to the location, specified within the assessment brief.

- 13.2. Where a student fails to submit assessment or before the deadline detailed within the challenge brief, assessments submitted:
- i. Within 12 hours of the deadline will be marked without penalty;
 - ii. After 12 hours and up to a further four days later work will be marked, and the work capped at the pass mark;
 - iii. Work submitted more than 108 hours after the deadline will be treated as a non-submission and receive a mark of 0.
- 13.3. Unless there is good reason, extenuating circumstances must be submitted before the published deadline.
- 13.4. Extenuating Circumstances cannot be used in conjunction with 13.2.

Example: a student's internet fails as they try to submit work 11 hours after the deadline. The connection is restored, and the student submits the work 2 hours later, 13 hours after the published deadline. As the event occurred after, and the work should have been submitted by, the published deadline 13.2ii will apply. A student cannot use the extenuating circumstances process to seek the application of 13.2.

- 13.5. Students are required to submit assessments in good faith, meaning that they have made a reasonable attempt to pass the assessment.
- 13.6. Students are required to comply with the academic integrity policy in the creation and submission of their work. The policy which may be updated from time to time specifies how students use and acknowledge (reference) the work of others within their own assessment.
- 13.7. Failure to adhere to the expectations of the academic integrity policy may result in a number of penalties, including but not limited to:
- i. Assessment being disregarded (in whole or in part)
 - ii. Marks being capped in one or more modules;
 - iii. Termination of registration.

14. Pass mark

- 14.1. The pass mark for an assessment element, and a module, is 40% at levels four, five and six.
- 14.2. The pass mark for an assessment element, and a module, at level seven is 50%.
- 14.3. Where more than one element of summative assessment is used:
- i. each element will be weighted for its contribution to the overall mark (as defined by the module specification);
 - ii. the overall module mark will be the weighted aggregate of the two assessment element marks (including capped marks).
 - iii. one element of assessment may compensate for a failure in the other where it is intended to assess the same learning outcome(s) and:
 - (a) the student submitted in good faith on element to be compensated;
 - (b) the element failed is not designated in the module specification as "must pass".

Example: Module A has two summative assessment elements. Both elements assess all learning outcomes on the module and were equally weighted. The student achieves a mark of 55% on element #1 and 30% on element #2. The overall module mark is therefore 42.5% $((55+30)/2)$ and the student has passed, and the credit may be awarded. The module would be failed if:

- i. the overall mark was <40%; or
- ii. Element #2 was designated as “must pass”; or
- iii. Element #2 assessed different learning outcomes to element #1.

14.4. The mark for an element of summative assessment shall normally be a whole number (e.g. 52%).

14.5. The overall module mark will be calculated to one decimal place with rounding applied according to mathematical norms. (e.g. 52.34% would become 52.3%, 52.56% would become 52.6%, 52.97% would become 53% etc.).

14.6. Marks are unconfirmed until they are considered, and approved, by an assessment Board. Where a student receives an unconfirmed failing mark a student is immediately granted the next appropriate opportunity in accordance with section 15.

15. Assessment Opportunities

15.1. Subject to 16.3, for each element of assessment a student is entitled to the following attempts:

- i. A First Opportunity to submit the assessment for a passing mark
- ii. A First Rework attempt to be submitted within 7 calendar days of receiving feedback on a marginal failure. Non-submission of the first opportunity, the rework or where the rework is not of a passing standard will result in;
- iii. A Second Opportunity in accordance with the published re-sit brief.
- iv. A Second Rework attempt to be submitted within 7 calendar days of receiving feedback on a marginal failure

Table 2 provides the definitions of assessment terms used above.

15.2. The assessment briefs for the First and Second Opportunities must be published in the module handbook (or equivalent).

15.3. A Student’s Second Opportunity will take place to a timeline determined by the Assessment Board and in line with policies defined from time to time by Academic Board.

15.4. Students are not entitled to any further attempts beyond the Second Rework (15.1 iv).

15.5. A student that exhausts the opportunities they are entitled to, and where this results in the module passing mark not being attained, will be deemed to have failed the module.

15.6. Where a student is considered to have failed a module(s) an Assessment Board may offer the student an opportunity to retake the module(s) as a whole including teaching, and for

which a fee may be payable. Retake opportunities are offered at the discretion of the Assessment Board

- 15.7. Where a student's mark is capped in accordance with Table 2 the capped mark shall be aggregated with the mark(s) of the other element(s) and the aggregated mark shall appear on the transcript and be used for the calculation of any differential award.

Table 2: Definition of assessment terms

Assessment Term	Definition
Formative Assessment	Tasks and assignments given to students throughout the delivery of a module to support students' learning. Formative assessment is reviewed by tutors who provide feedback on the work. It does not contribute to the mark received for the module.
Summative Assessment	An opportunity for the student to demonstrate they have met the learning outcome(s) associated with the assessment. Summative assessment is communicated in a clear assessment brief. The work is marked, and the mark contributes to the mark received for the module. Students also receive feedback on summative assessment.
First Opportunity	The first attempt a student makes to demonstrate attainment of the module learning outcomes assessed by a given element of summative assessment. The first attempt is defined in the module assessment brief which details what is expected from the student and when the work must be submitted.
First rework	Where a student has not obtained the pass mark at the First Opportunity but is considered close to doing so ($\geq 32\%$ at levels 4, 5 and 6 $\geq 42\%$ at level 7). A student may utilise feedback provided from their First Opportunity to re-work their assessment. If the work is of a passing standard when it is re-submitted, the mark will be capped at the pass mark.
Second Opportunity	Where a student has significantly failed the First Opportunity (including non-submission), the First Rework has not been submitted or has still failed, students will be required to complete the re-sit assessment brief. Re-sit briefs are normally new assessment tasks and may be designed to allow the student to demonstrate attainment of learning outcomes from one or more elements of assessment. If the Resit Opportunity work is of a passing standard when it is re-submitted, the mark will be capped at the pass mark for that level.
Second rework	Where a student has not obtained the pass mark at the Second Opportunity but is considered close to doing so ($\geq 32\%$ at levels 4, 5 and 6 $\geq 42\%$ at level 7). A student may utilise feedback provided from their Second Opportunity to re-work their assessment. If the work is of a passing standard when it is re-submitted, the mark will be capped at the pass mark for that level.

16. Progression between levels and re-takes

- 16.1. At the discretion of the assessment board students may be allowed to progress to the next level of study where they have not received all the credit associated with the lower level of study. Trailing credit in this way will only normally be permitted where the student has passed two thirds (rounded down where necessary) of the total assessment elements undertaken at lower level.

***Example:** At level 4, the programme has 4 modules. Each module has two elements of assessment. The total assessment elements undertaken by the student would therefore be 8. A student may be permitted trail credit where they had passed 5 or more elements.*

- 16.2. Where an assessment board considers it not in the student's best academic interests to trail credit into the next level, it may offer a full (all of the modules) or partial re-take (one or more modules) of the lower level but it under no obligation to do so. A fee may be payable for a re-take.
- 16.3. Where an assessment board does not offer a full or partial re-take, and the programme structure does not allow for the required credit to be achieved by undertaking an alternative module, the student's registration will be terminated. This applies regardless of whether a student has outstanding attempts under 15.1 on other modules or not.
- 16.4. Marks achieved by a student re-taking one or more modules shall be treated as if it was the first time undertaking the module(s) and all the attempts defined in 15.1 will apply. Students will not normally be granted more than one re-take on the same module(s).
- 16.5. Where a student is offered a partial retake, they may request a retake of the whole level. They may not otherwise request a retake of passed modules.
- 16.6. A student may only progress to the next level of study once they have passed the re-take opportunity.

17. Extenuating Circumstances and reasonable adjustments

- 17.1. CCL recognises that there are circumstances beyond a student's control that may impact on their ability to engage with their programme, preparation for assessment, or both. Such circumstances are categorised as:
- i. **Extenuating circumstances:** Unforeseen and, usually, temporary events (for example non-chronic illness of the student or close family member, substantial disruption to an individuals' home or work arrangements (including childcare).
 - ii. **Reasonable adjustments:** Chronic conditions including disability (including neurodiversity) and other significant circumstances including pregnancy, maternity/paternity (including adoption), gender reassignment or other temporary circumstance that cannot be accommodated through the extenuating circumstances approach alone.

17.2. Arrangements for the arrangements for students with extenuating circumstances, requiring reasonable adjustments or both are detailed within the Extenuating Circumstances and Reasonable Adjustments Policy which may be amended from time to time by Academic Board (or another committee it delegates the responsibility to).

17.3. The effect of measures taken to support students requiring reasonable adjustments, with extenuating circumstances, or both, must not influence student attainment in comparison to the published assessment criteria as applied to students without extenuating circumstances or reasonable adjustments (e.g. they will not alter the mark awarded for the work).

18. Accredited and Experiential Prior Learning

18.1. CCL recognises formal learning undertaken at other providers as well as professional informal learning (e.g. professional experience) in accordance with the Accredited and Experiential Prior Learning Policy which may be amended from time to time by Academic Board (or another committee it delegates the responsibility to).

18.2. Where a student is granted advanced entry to a programme having accredited prior learning:

- i. CCL will use the median mark associated with credit awarded by UK institutions with degree awarding powers toward the calculation of the overall mark where the credit has been identified at the relevant level of the RQF/FHEQ;
- ii. CCL will not assign or use marks associated with credit awarded by overseas institutions, providers that do not have degree awarding powers or where credit is awarded for experiential learning.

19. Overall mark and Award classification

19.1. All students will receive a final overall mark. Upon completion or exit, students will be awarded the highest award and classification (where applicable under tables 3 and 4) that they are eligible. For unclassified awards the overall mark will be included on the transcript

19.2. The student's overall mark for an award will be calculated according to the credit weightings of each module undertaken with a relative weighting applied according to the level and award as defined within table 3.

19.3. The overall mark will be calculated to two decimal places and will not be further rounded (e.g. 59.95% would **not** be rounded to 60%).

19.4. An Assessment Board may not issue a classified award at a classification higher or lower than the determined by the overall mark in accordance with tables 3 and 4.

19.5. In the case of 18ii the relative weighing will be adjusted to use marks received under **CCL** so that:

- i. For Students entering into the final year of the award 100% of the overall mark will be calculated using the weighted average of the marks achieved in that year;

- ii. The relative weighting will be split equally where a students received advanced entry into any other year.

Table 3: Calculation of overall marks by award type

Award	Relative weighting
Master's Degree	All level 7 credit: 100%
Postgraduate Diploma	
Postgraduate Certificate	
Batchelor's with Honours	Level 4 credit: 20% Level 5 credit: 40% Level 6 credit: 40%
Batchelor's	Level 4 credit: 20% Level 5 credit: 40% Level 6 credit: 40%
Graduate Diploma	All level 6 credit: 100%
Graduate Certificate	
Foundation Degree (FdA/FdSc)	Level 4 credit: 40%
Diplomas of higher education (DipHE)	Level 5 credit: 60%
Certificates of higher education (CertHE)	All level 4 credit: 100%

19.6. Table 4 defines the awards that may be classified and the required overall mark to achieve that classification.

Table 4: Classified awards and marks required

Award	Overall mark for classification
Master's Degree	Distinction $\geq 70\%$
	Merit $\geq 60\% < 70\%$
	Pass $\geq 50\% < 60\%$

Award	Overall mark for classification
Postgraduate Diploma	Distinction ≥70%
	Merit ≥60% <70%
	Pass ≥50% <60%
Batchelor’s with Honours	First Class (1 st) ≥70%
	Second Class Upper Division (2:1) ≥60% <70%
	Second Class Lower Division (2:2) ≥50% <60%
	Third Class (3 rd) ≥40% <50%
Graduate Diploma	Distinction ≥70%
	Merit ≥60% ≤69.9%
	Pass ≥40% <60%
Foundation Degree (FdA/FdSc)	Distinction ≥70%
	Merit ≥60% <70%
	Pass ≥40% <60%

20. Emergency Regulations

- 20.1. These regulations will only be in force if they have been formally invoked by the Principal and CEO on behalf of Academic Board and in circumstances in which CCL’s academic business (or part of it) has been significantly disrupted by *force majeure*.
- 20.2. For the purposes of these regulations, the term *force majeure* refers to any cause of significant disruption to the academic business of the CCL. This includes, but is not limited to, any cessation, interruption or delay in the provision of educational services due to a major outbreak of disease, earthquake, flood, fire, storm, natural disaster, war, terrorism, armed conflict, industrial action (including that carried out by CCL staff), lockout, boycott or other similar events beyond the reasonable control of CCL.
- 20.3. When implemented the regulations take precedence over other regulations relating to the assessment, progression and graduation of students, and over the regulations governing the quoracy of, and external representation at, assessment boards.
- 20.4. Examples used within these regulations are for illustrative purposes only, they are not exhaustive or binding.
- 20.5. Regulations relating to appeals and complaints processes remain in force during periods of disruption caused by *force majeure*.

Invoking emergency regulations

- 20.6. In circumstances in which the CCL's academic business (or part of it) is significantly disrupted by reason of *force majeure* the Principal and CEO may on behalf of Academic Board invoke these regulations wholly or individually as required.
- 20.7. These regulations may also be applied, wholly or in part, for individual modules, programmes, or delivery locations as deemed necessary (for example to account for localised natural disaster, or the impact of an event beyond CCL's control on a particular aspect of its provision). Such action will be reported to the first subsequent meeting of Academic Board.

Operation of assessment

- 20.8. Where it has not been possible to complete assessment on one or more module(s) due to the advent of a *force majeure* event, assessment boards may consider students, and award credit, using either of the following methodologies, as appropriate:
- i. student work, applicable to the learning outcome(s) to be assessed, has been observed (e.g. through formative assessment) in consultation with the External Examiner, the Course Leader may determine an element and/or final module mark.
 - ii. In other cases credit may be awarded on a pass/fail basis. The decision to award credit will rest on the academic judgement of whether the student, had they been assessed, would likely achieve the defined learning outcomes, at threshold level, for the module under consideration.
- 20.9. To support the academic judgement of students' likely attainment against learning outcomes, students may be required to:
- i. keep and share work in-progress upon request (for example essay drafting notes); and
 - ii. to make an additional submission describing their progress toward assessment.
- 20.10. Academic Board may make arrangements, as necessary, for students to be assessed via alternative methods or times, and/or for their assessment to be considered at a later date. This regulation may be applied in circumstances including where a substantial amount of the credit that counts for the award has been impacted by the advent of a *force majeure* event
- 20.11. Assessment Boards may operate remotely, or via correspondence, as required.
- 20.12. If it proves impossible for an assessment board to fulfil the defined requirements for quoracy (including external representation) wholly or partly as a result of the advent of a *force majeure* event, the Principal (or nominee) may approve on behalf of Academic Board a reduced quorum for that assessment board meeting based on the available attendees with relevant experience.

Student Results

- 20.13. Students assessed as described in section 20.8 will be eligible to be considered for the full range of assessment board outcomes in accordance with the academic regulations in force at the time. These include, but are not limited to, progression, referral, retake, in one or more modules or, if there is sufficient credit, conferring an award.

- 20.14. Students with sufficient credit to receive a classified award (e.g. Foundation Degree, Honours Degree or Master's Degree), the algorithm to be used to calculate the degree classification (e.g. first class, 2:1, merit etc) will be determined by Academic Board in each *force majeure* event.
- 20.15. The classification algorithm determined, including the limits of any discretion that may be applied, will take account of the extent and nature of the disruption and the need to maintain the value of qualifications awarded over time.
- 20.16. The degree classification algorithm and the limits of any discretionary judgement agreed by Academic Board, will be detailed within assessment board guidance and also published to students following its approval.