



# Academic Regulations

## 2021/22

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Registrar

**Approved by:**

Academic Board

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## 1. GENERAL INFORMATION

- 1.1. Metanoia Institute has developed these Regulations to operate alongside the established Quality and Standards Manual in accordance with the principles established by the UK Quality Code for Higher Education.
- 1.2. The Academic Regulations apply to all students and all programme activity across the Institute. Where appropriate, for joint provision, please use the most appropriate guidance for each assessment element or academic situation.
- 1.3. In order for these Regulations to be adopted and implemented, Metanoia Institute recognises that there must be clear lines of responsibility and accountability, and that there must be adequate training, support and guidance to enable staff and students to follow these Regulations consistently. Optional guidance for staff is available as part of annual review training. For further guidance or clarification please contact the Metanoia Institute Registrar; Head of Policy, Planning and Compliance; the Quality Standards and Support Manager or Chair of Assessment Board / Quality and Standards Committee.
- 1.4. **Middlesex University** confers the following qualifications on students who have completed an approved programme of study or research and who have satisfied the Assessment Board:

FHEQ Level 4	
<i> Holders of qualifications at this level will have demonstrated:</i>	Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
	An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Qualifications at this level include:

- Certificate (Cert);
- Certificate of Higher Education (CertHE)

FHEQ Level 5	
<i>Holders of qualifications at this level will have demonstrated:</i>	Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
	An ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
	Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
	An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Qualifications at this level include:

- Diploma (Dip);
- Diploma of Higher Education (DipHE);
- Foundation Degree (FdA/FdSc)

FHEQ Level 6	
<i>Holders of qualifications at this level will have demonstrated:</i>	A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline
	An ability to deploy accurately established techniques of analysis and enquiry within a discipline
	Conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
	An appreciation of the uncertainty, ambiguity and limits of knowledge

Qualifications at this level include:

- Bachelor of Arts (BA) – Ordinary Degree;
- Bachelor of Science (BSc) – Ordinary Degree;
- Bachelor of Arts with Honours (BA);
- Bachelor of Science with Honours (BSc)

FHEQ Level 7	
<i>Holders of qualifications at this level will have demonstrated:</i>	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice
	A comprehensive understanding of techniques applicable to their own research or advanced scholarship
	Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline, and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
	<ul style="list-style-type: none"> <li>• a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice</li> </ul>
	<ul style="list-style-type: none"> <li>• the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems</li> </ul>
	<ul style="list-style-type: none"> <li>• a detailed understanding of applicable techniques for research and advanced academic enquiry.</li> </ul>

Qualifications at this level include:

- Postgraduate Certificate (PGCert);
- Postgraduate Diploma (PGDip);
- Master of Arts (MA);
- Master of Science (MSc);
- Master of Philosophy (MPhil);
- Master of Philosophy by Public Works (MPhil by Public Works);
- Master of Professional Studies (MProf)

FHEQ Level 8	
<i>Holders of qualifications at this level will have demonstrated:</i>	The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication

Qualifications at this level are as follows:

- Doctor of Philosophy (PhD);
- Doctor of Professional Studies (DProf);
- Doctor of Professional Studies by Public Works (DProf by Public Works);

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- Doctor of Psychotherapy by Professional Studies (DPsych);
  - Doctor of Psychotherapy by Public Works (DPsych by Public Works);
  - Doctor of Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)

## 2. CALENDAR

- 2.1. Metanoia Institute programmes operate on an academic year which extends 1 September – 31 July.
- 2.2. Each programme operates on a pre-determined schedule of study weekends and workshop activity. Full dates are given in the relevant Programme Handbook.
- 2.3. The Metanoia Institute and study resources are open to students as detailed in their Programme Handbook. Please see Appendix 1 for academic meeting and activities calendar.

## 3. INTRODUCTION

- 3.1. This document contains the Institute's main assessment regulations and guidance for learning, teaching and student support. It provides an overview of all academic documents (see appendices) and sets our academic procedures within their regulatory context, framing our qualifications and delivery methods.
- 3.2. These Regulations apply for the named academic year and may be subject to change in subsequent years. If any of the academic regulations conflict with legal requirements placed on the Institute, then the legal requirements will take precedence.
- 3.3. The academic provision of the Metanoia Institute is based on credit accumulation. Students accumulate credits by passing modules in order to gain the qualifications. Modules are at various levels within the FHEQ (Framework for Higher Education Qualifications in England, Wales and Northern Ireland).
- 3.4. Throughout this document some common terminology is used to describe features of our delivery and academic requirements.

**Module:** A self-contained, credit-rated and assessed unit of study which is the responsibility of a single Programme/ Faculty. Modules operate for a set number of learning weeks, varying in length. Within a programme, modules are designated as compulsory or optional.

**Module code:** Each module has an identification code.

**Subject:** A group of modules with a coherent academic focus (for example Psychology).

**Programme:** A valid combination of modules normally taken over several years to obtain a qualification. Qualifications will specify the credit point requirement at each level. Programmes will specify particular compulsory modules which have to be passed and optional modules which may be taken.

**Credit:** Each module carries a credit rating, with most modules rated at 30 credits. Other modules may be rated at 15, 20, 40 or 60 credits. Some modules are available only as part of continuous professional development (CPD) provision and have appropriate credit weighting.

**Level:** Each module carries a level rating, FHEQ level 3 Foundation; 4 Certificate; 5 Intermediate; 6 Honours; 7 Masters; 8 Doctoral.

**Prerequisite:** A module which must be passed before entry to a future module is allowed in order to ensure a suitable grounding has been established before moving to a more demanding level of study. Entry to a module would normally be denied if the prerequisite has been failed.

**Qualification:** The academic title conferred on a student who has successfully completed a programme of study. Qualifications are at various levels requiring different amounts and levels of credit. Below is an outline of the most common qualifications:

- Degree with Honours – 360 credits of which a minimum of 210 credits are at FHEQ level 5 or above and of which a minimum of 120 credits are at FHEQ level 6 or above
- Postgraduate Diploma – 120 credits with a minimum of 90 credits at FHEQ level 7
- Master’s Degree – 180 credits with a minimum of 150 credits at FHEQ level 7 or above.

#### **4. RELATIONSHIP WITH QUALITY AND STANDARDS MANUAL**

- 4.1. The Academic Regulations document details all regulations (procedures; academic guidance and standards) for staff and students to assist in academic matters across the Institute.
- 4.2. The Quality and Standards Manual contains all policies and high-level documents to support and protect activity across the Institute.

4.3. Together these two documents form the structure of support, guidance and operations for ensuring quality and academic consistency across the Metanoia Institute provision.

4.4. The structure for this resultant documentary framework is detailed below:

**Standards:** Acceptable level of quality or attainment. Quantifiable mandatory controls; governing principals that determine the way in which expectations are managed.

**Procedure:** A series of detailed steps to accomplish an activity, step by step instructions.

4.5. Standards and Procedures can be found in the Metanoia Institute Academic Regulations document.

**Policy:** Recommended high level statements protecting information and activity. These documents provide a framework to ensure procedures are applied consistently and business rules operate effectively, ensuring fair and consistent treatment, ensuring compliance. Operational policies are aligned with standards, while administrative policies provide the norms to ensure compliance with the standards.

**Guidelines:** These are informal documents to support day-to-day operations. They provide advice on how to act in a given situation or suggested ways in which to perform a task; recommended but not mandatory.

4.6. Policy and further guidance can be found in the Metanoia Institute Quality and Standards Manual and are referenced within the Academic Regulations.

4.7. Additionally, all main polices for the Institute are available via the website.

## 5. **ACADEMIC REGULATIONS**

### 5.1. **General guidance for Undergraduate and Postgraduate Taught Programmes**

5.1.1. These regulations apply for all taught programmes. Any deviation from these regulations must be identified at, and approved by, the Academic Board. Where deviations are agreed, these must be identified and published within the relevant Programme Handbook.

5.1.2. The academic work of the Metanoia Institute is delivered by:

**Faculty 1: Psychotherapy and Counselling:** offering introductory counselling skills programmes and professional training in both counselling and psychotherapy and supervision.

**Faculty 2: Research and Doctoral Aim:** the aim of Faculty 2, is to inform, facilitate and lead research strategy and innovation, in collaboration and across all programmes and offer a suite of Doctoral programmes.

**Faculty 3: Applied Social & Organisational Sciences:** offering specialist post qualification career development pathways for therapists, masters level trainings in social and organisational applications of therapeutic approaches and applied research and professional collaborations.

5.1.3. Each Faculty is responsible for the provision of learning, teaching and assessment through a number of programmes which lead to qualifications and in some cases, professional recognition.

5.1.4. Students receive administrative and academic support from dedicated programme Academic Coordinators and Directors of Study, plus module tutors and assessors. Students receive Disability Support, Learning Support, Study Guidance and Welfare Support from the Institute’s Professional Support Staff (Registrar; Disability and Student Liaison Support Officer; Librarians and Finance staff).

5.1.5 **Credit Framework Levels** - The academic provision of the Institute is based on credit accumulation. This means that students gain credits by passing modules in order to achieve qualifications at particular level aligned to the FHEQ as seen below:

FHEQ Level	Description	FQ-EHEA
3	Foundation Level	
4	Certificate Level (e.g. CertHE)	Short cycle (within or linked to the first cycle) qualifications
5	Intermediate Level (e.g. FdA/FdSc, DipHE)	
6	Honours Level (e.g. BA/BSc Hons, BA/BSc)	First cycle (end of cycle) qualifications
7	Masters Level (e.g. Postgrad. Certificates/Diplomas, MA/MSc)	Second cycle (end of cycle) qualifications
8	Doctoral Level (e.g. PhD/DPhil/DBA)	Third cycle (end of cycle) qualifications

**Titling of qualifications**

5.1.5. The individual titles of qualifications are determined by the nature of the studies undertaken. The following principles will apply to the titling of qualifications:

- the specific title of an award is normally solely an expression of the content of the programme curriculum and reflects the subject matter of the award
- Items in brackets in the title will indicate:

- specific subject pathways,
- negotiated titles (where allowed by the programme regulations) or
- PSRB reserved titles.

5.1.6. The title will not include items that are external to the programme and its curriculum, for example whether the award is recognised by Professional, Statutory and Regulatory Bodies (PSRBs) primarily because this is a construct external to the award itself, nor abbreviations of the whole title, or the location of teaching. However, all of the above can be included in the diploma supplement.

#### **Exit qualifications**

5.1.7. This is a named qualification (e.g. Dip HE International Studies) that may be conferred upon a student who exits from an entry qualification before completion and meets the requirements of the named exit qualification as defined in its programme specification.

5.1.8. Generic exit qualifications are normally available for all programmes where agreed by the Academic Board. These are unnamed qualifications (e.g. Diploma in Higher Education) that may be conferred upon a student who exits from a qualification before completion, and who has accumulated sufficient credit at appropriate levels for the exit qualification.

#### **Transfer of Credit**

5.1.9. Credit transferred from one Metanoia Institute qualification to another must be transferred as graded credit where possible and be included in the profile considered to calculate the classification of the qualification awarded.

5.1.10. The following principles shall apply:

- Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure exemptions against parts of another award of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award.
- Such credits, however, may contribute to a higher award in the context that the higher qualification subsumes the lower. Illustrations of this would be:
  - A student who achieves a Foundation degree can use relevant credit towards an Honours degree, but not towards another Foundation Degree/ DipHE
  - Credits obtained in attaining a sub-degree award or qualification can be used towards an Honours degree. Once an Honours degree has been awarded it cannot normally provide credit towards another Honours degree
  - Although at the same level in the FHEQ, a student may utilise credit from a Postgraduate Certificate or Diploma to contribute to a Master's degree.

Credit 'spent' on the conferment of an undergraduate award may not be used to meet the requirements of a postgraduate award.

- Normally, credit towards a new qualification must have been gained no more than five years before the programme of study commences.

#### **Accreditation of placement**

5.1.11. All periods of approved placement will:

- have clearly defined learning outcomes
- be credit rated at a level determined by reference to the learning outcomes
- be assessed, on a pass/fail or graded basis or a combination of pass/fail and graded.

5.1.12. The successful completion of the placement assessment evidence will lead to the relevant award of credit (please see programme specification for each programme in the relevant handbook for further details).

### **6. GENERAL REGULATIONS FOR ADMISSION**

6.1. The normal qualifications required for entry to programmes at different levels are set out in the Programme Handbooks which adhere to the practices detailed in the Admissions Policy which has been approved by the Metanoia Institute Academic Board.

6.2. Specific entry criteria may be set each year, and may exceed the normal criteria for entry, on those programmes to which entry is competitive.

#### **Entry requirements**

6.3. Metanoia Institute's entry requirements are stated in terms of:

- specific grades achieved in nationally recognised qualifications which are formal minimum attainment levels;
- appropriate equivalent skills and experience.

6.4. 'Equivalent' skills and experience means skills which Metanoia Institute has tested or experience it has judged to demonstrate the same level of merit, ability and potential as the nationally recognised qualifications required for entry to the programme. Metanoia Institute retains the right to use its own tests to determine whether applicants have achieved the minimum attainment levels associated with recognised qualifications which they do not hold.

6.5. Specific criteria may also be stated in terms of:

- appropriate experience.

- relevant personal qualifications, such as appropriate motivation to study or values compatible with a profession. These may be determined from a personal statement, by psychometric testing, through references or at interview.
- 6.6. Specific criteria may also specify an interview and/or assessment which all candidates are required to take regardless of their existing qualifications.
- 6.7. Metanoia Institute may take contextual data relating to a candidate's background into consideration when using a candidate's existing qualifications as evidence of their future potential.
- 6.8. Those applicants applying from programmes of study that have a progression agreement or articulation arrangement with us may be guaranteed an interview or a conditional offer.

**Normal minimum qualifications required for entry to undergraduate programmes**

- 6.9. The minimum normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following:
- successful completion of a recognised Access course.
  - successful completion of a recognised HE preparatory course.
  - any other Level 3 qualification which is of equivalent standard.
- 6.10. Applicants may be admitted without these qualifications, provided they can demonstrate that they have achieved the required level of knowledge and skills in other ways (e.g. experiential learning) they meet the entry requirements of programmes validated by a professional body.
- 6.11. Applicants who meet or exceed the entry criteria for Level 4 may also apply to have prior learning recognised through the Student Credit Transfer processes.

**Normal minimum qualifications required for entry to postgraduate programmes**

- 6.12. The minimum normal qualifications required for entry to Level 7 are:
- an Honours degree in a relevant subject; or
  - a professional qualification recognised as equivalent to an Honours degree; or
  - a postgraduate diploma; or
  - appropriate equivalent skills and experience.
- 6.13. Applicants who meet or exceed the entry criteria for Level 7 may also apply to have prior learning recognised through the Student Credit Transfer process. Please be

aware several Metanoia Institute programmes have professional body standards governing the award of transfer credits

6.14. The minimum normal qualifications required for entry to level 8 are:

- a Master's degree in a relevant subject; or
- a professional qualification recognised as equivalent to a Master's degree; or
- appropriate equivalent skills and experience.

6.15. Where applicants are admitted to study one or more modules for academic credit, without any specified qualification aim, the same qualifications requirements will normally apply as for award-bearing programmes at that level.

#### **Non-UK applicants**

6.16. Applicants from European Union countries and from countries outside the European Union will be considered for entry to Metanoia Institute's programmes.

6.17. Applicants must have qualifications equivalent to those specified above for entry to the appropriate level of study.

6.18. The Metanoia Institute does **NOT** currently hold a Sponsorship License for students requiring a Tier 4 Visa therefore we cannot support international students requiring a Tier 4 Visa to study in the UK.

6.19. Metanoia Institute participates in the European Credit Transfer Scheme (ECTS). In accordance with the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications adopted by the Lisbon Recognition Convention Committee, recognition of foreign qualifications will be granted unless a substantial difference can be demonstrated between the qualification for which recognition is requested and the relevant UK qualification. In applying this principle, Metanoia Institute will seek to establish whether the differences in learning outcomes between the foreign qualification and the relevant UK qualification are too substantial to allow the recognition of the foreign qualification as requested by the applicant.

#### **English Language Proficiency**

6.20. All applicants must have an adequate proficiency in English to be admitted onto a programme.

6.21. For those applicants who do not have GCSE English Metanoia Institute normally accepts the English Language qualifications set out in the table below, but some programmes may require higher standards of English language proficiency:

- IELTS level 7.0, with a minimum of 6.5 in each band.

- CEFR level C1.

Full table of equivalence is available from <https://www.mdx.ac.uk/study-with-us/international/entry-requirements-for-international-students/english-language-requirements-for-international-students>

### **Applicant Behaviour**

- 6.22. Metanoia Institute students are at the heart of the Institution's commitment to academic excellence and are supported to successfully achieving positive academic and professional goals. The Student Charter/student code of conduct has been developed with staff and student input and outlines our mutual responsibilities and aspirations.
- 6.23. Students at the Institution act as ambassadors for Metanoia Institute whether on site, in a placement or in any public forum. Students should always behave responsibly and maintain standards of good conduct as well as comply with the principles of dignity and respect.
- 6.24. Any other form of misconduct, on or off site and however minor, can negatively affect the good standing of the Institution with its Professional and Statutory Bodies which in turn may have a negative impact on the wider experience of others.
- 6.25. The Institute may take disciplinary action against any applicant or student who does not act in accordance with this Contract under the Student Disciplinary policy. One of the possible outcomes of such an action is that your Contract with us may be terminated and you may be removed from your programme, have your offer to study at the Institution withdrawn or the revocation of your award.  
<https://www.metanoia.ac.uk/about/policies-and-procedures/>

### **Applicants with disabilities**

#### **Disclosure of information**

- 6.26. Offers of places on programmes of study at Metanoia Institute are subject to entry requirements related to learning outcomes and/or competence standards. Therefore, students accepted onto programmes of study should be capable of meeting these learning outcomes and/or competency standards. There may also be occupational health requirements which apply to specific courses.
- 6.27. Metanoia Institute will not normally consider whether an applicant's disability would hinder or prevent them from following a career subsequent to graduation.
- 6.28. In line with Metanoia Institute's commitment to widening participation, and to meet the institution's duty to promote disability equality, Metanoia Institute will make reasonable adjustments to the entry requirements if a disabled applicant can

demonstrate that they would be able to meet the learning outcomes, except where there are specific requirements by a professional, statutory or regulatory body. Where the applicant is unable to meet the fitness to practise requirement, Metanoia Institute may suggest an alternative programme of study.

- 6.29. Where Metanoia Institute is unable to make a reasonable adjustment, the applicant will be informed, and alternative programmes of study may be suggested.
- 6.30. Metanoia Institute is proactive in encouraging early disclosure by offering several opportunities for applicants to inform us of any disability. Applicants can disclose on their direct application to Metanoia Institute, at their introductory workshop, at their assessment interview, or in discussions with a member of Metanoia Institute staff.
- 6.31. Where applicable, invitations to assessment interviews and offer letters will include information about obtaining reasonable adjustments.

#### **Late disclosure**

- 6.32. Metanoia Institute does make anticipatory adjustments to its provision. This ensures that if Metanoia Institute is informed about an applicant's disability shortly before registration, we would normally be able to discuss and agree provision and support arrangements as appropriate. The exception to this is where the fitness to study requirement has not been met.
- 6.33. In exceptional circumstances, where Metanoia Institute is unable to meet the reasonable adjustment in a timely manner, the applicant may be offered a deferred place for the following semester or academic year.

#### **Applicants with Criminal Convictions**

- 6.34. The Institute is committed to the fair treatment of all applicants and having a criminal record will not necessarily bar an applicant from gaining admission to a programme at the Metanoia Institute. However, the Institute recognises its duty to protect its students, staff and others within its community and reserves the right to exclude an individual from a course of study, or from the Institute, where their attendance would pose a threat to the safety or property of staff, students, visitors, those coming into contact with the applicant during their studies; or would be contrary to the law or the requirements of any relevant professional, statutory or regulatory body.
- 6.35. When considering admission for professional courses where an Enhanced Disclosure and Barring (DBS) check is required, all convictions are relevant including those that are spent. Where the course of study is likely to bring the individual into "regulated Activity" with children or vulnerable adults, a check will be completed through the Disclosure and Barring Service.

- 6.36. Applications will only ever be assessed on their academic suitability. However, applicants to Metanoia Institute need to be aware that successful applicants to certain programmes will need to undergo a DBS check prior to enrolment. Further information can be found on the Institutes Programme pages on the web.
- 6.37. A criminal conviction not yet spent shall not normally be a bar to entry to a programme unless:
- the programme provides entry to employment in an occupation covered by the Rehabilitation of Offenders (Exceptions) Order 1975;
  - in the view of Metanoia Institute, the applicant may pose a credible threat to staff and other students.
- 6.38. Applicants must declare all unspent and “Relevant Criminal Convictions” at point of application.
- 6.39. Where the applicant indicates a criminal conviction on the application form, Metanoia Institute will request information about the date of the conviction(s), the nature of the offence(s) and the sentence(s) and invite any relevant comments from the applicant.
- 6.40. The Faculty Head (or his or her nominee) shall refer the matter to a Panel consisting of two members of staff external to the applicants programme and if relevant seek advice from the professional body in determining whether to admit an applicant with unspent or relevant criminal convictions to the programme.
- 6.41. Where admission to the programme is denied because of the conviction, the applicant will be notified of the decision, with reasons for the decision, by the Faculty Head. The applicant will have the right to appeal to the Chief Executive Officer whose decision on the case will be final.
- 6.42. Metanoia Institute may refuse admission to any applicant or withdraw an enrolled student who fails to declare a criminal conviction or caution that is subsequently disclosed by the DBS.

### **Fitness to Study**

- 6.43. Applicants must be physically and mentally fit to undertake a programme of study at Metanoia Institute. Where Metanoia Institute determines that an occupational health check is necessary, applicants must complete a confidential medical questionnaire which shall be sent to the designated (or approved) Occupational Health Service, who will make a recommendation on the applicant’s fitness to study or (in appropriate cases) practise.
- 6.44. Applicants who do not complete the occupational health process when required to do so will not normally be permitted to enrol. Where the report recommends that

adjustments need to be made to ensure the safety of the applicant or others, Metanoia Institute will work with the applicant to put these in place and may make compliance with such adjustments a condition of enrolment. Metanoia Institute will not normally refuse admission to an applicant who complies with the occupational health process but may do so in cases where there is a risk to the safety of the applicant or others that cannot be mitigated by other means. An unsuccessful applicant will have the right to appeal to the Chief Executive Officer whose decision will be final.

### **Applicants applying for readmission to the Institute**

- 6.45. For applicants applying for re-admission to the Institute who have left or withdrawn part way through an institution process or procedure, we reserve the right to review your previous academic record and may set non-academic conditions to re-admission.
- 6.46. Applicants may also be asked to engage with the Institute's 'Fitness to Study policy' as a subsequent condition of offer.
- 6.47. In normal circumstances, the Institute would not accept applications from former students who have been withdrawn from their earlier studies due to academic failure for a period of two whole academic years after the withdrawal was actioned on a programme which was closely related to the original programme of study, i.e. where 50% of the modules/learning outcomes are identical.
- 6.48. Applicants who had timed-out from their previous studies at Metanoia cannot be resubmitted.
- 6.49. Applicants who reapply to return to the same/similar programme of student will not normally be awarded advance entry/credit transfer.

### **Complaints**

- 6.50. The Institute will consider all applications fairly and effectively in line with the procedures outlined in this document.
- 6.51. Applicants who wish to challenge a decision to reject their application should write to, or where agreed email, the course Director of Studies to which they applied, detailing the nature of their complaint. The complaint must typically be made within 15 working days of the decision being communicated to the applicant.
- 6.52. On receipt of a complaint, the Faculty Head (or nominee not involved in the admissions process) will review the decision to reject the applicant. Following this review the Faculty Head or nominee will write to the applicant giving grounds for their decision, normally within 15 working days.
- 6.53. Applicants who have complained to the Faculty Head and remain dissatisfied may submit their complaint to the Institute's Registrar within 15 working days of the Faculty

Head response. The Registrar will not review academic or professional judgements that have been made but will review matters relating to process. The Registrar will aim to provide a response – a reasoned judgement – within 10 working days of receiving a complaint. This judgement will represent the Institute’s final decision on the matter.

## **7. REGULATIONS FOR TAUGHT PROGRAMMES**

### **Enrolment**

- 7.1. Every student must enrol at the start of the programme of study and shall undertake to comply with the regulations of the Institute. Students must confirm that they are continuing on their programme of study by re-enrolling, normally before the beginning of each subsequent year the programme of study is pursued.
- 7.2. It is the responsibility of students to ensure their programme of study falls within the Institute’s Regulations for their intended qualifications. Metanoia Institute will offer such assistance and reminders as are reasonably practicable to prompt students to fulfil this responsibility, but shall not be under any liability for any loss of time, fees expended, for any study or assessment subsequently found to be invalid for the requirements of an intended qualification, or any other loss or damage (whether direct or consequential) whether caused by negligence on the part of the Institute or staff.
- 7.3. The qualifications of the Metanoia Institute / Middlesex University will only be conferred on students validly registered and enrolled.
- 7.4. The programme of study of a student who fails to enrol is deemed to have lapsed. No student shall be entitled to enrol unless the prescribed fees have been paid or satisfactory arrangements made to ensure that they would be paid.
- 7.5. No student may be enrolled simultaneously on more than one full-time taught programme of study at Metanoia Institute. Students are reminded that the Institute offers a number of Professional Training and Development courses which remain part-time and accessible to all members of the Institute.

### **Contact details**

- 7.6. It is the responsibility of students to notify the Institute immediately of any change of address via [My Registry](#). Additionally, students are expected to notify relevant staff of any change in correspondence address immediately following the completion of a programme of study.
- 7.7. Students who fail to notify the Institute of an up-to-date address after completion of the programme of study will be expected to pay in full for the replacement of any certificate sent to a previous address.

### **Materials and equipment**

- 7.8. It is the responsibility of students to return all library materials and other equipment loaned by the Institute by the agreed date, and under no circumstances later than the date of completion of the programme of study. Failure to do so will result in the student not receiving results, confirmation of a qualification, certificate or Diploma Supplement until the equipment is returned or Metanoia Institute compensated for its loss.

### **Conduct**

- 7.9. It is the responsibility of students to observe the Metanoia Institute Conduct and Discipline Policy and Procedures (<https://www.metanoia.ac.uk/about/policies-and-procedures/>). Students who fail to observe it will be penalised according to the severity of the offence.

### **Attendance**

- 7.10. Every student must attend teaching sessions (i.e. lectures, seminars, tutorials, workshops etc.) and undertake assignments, as specified in the regulations governing the module, to be eligible for formal assessment and/or continuation on their programme of study. These details can be found in the relevant Programme Handbook.
- 7.11. Where a student's attendance is judged to be unsatisfactory for no good reason and/or falls below the requirement minimum they may also:
- be excluded from continuation on a programme of study
  - be deemed to have withdrawn from their programme of study.
- 7.12. Students must make themselves available to attend for assessments at all times when, given the structure of the programme of study they are taking, they may reasonably be expected to be available. Failure to do so without good reason, will result in failure in the module concerned (grade 20 to be awarded for the module should the required learning outcomes not satisfactorily be met).
- 7.13. Students must report any period of absence over 28 days, for whatever reason, to the Registrar via the Academic Coordinator/ Director of Studies. Where a student fails to attend a programme for a consecutive period of 2 sessions or longer, without good reason, the Institute may deem the student to have withdrawn from study on that programme and cease to be an enrolled student of Metanoia Institute (including taking any regulatory action necessary to withdraw a student from their programme and stop funding).
- 7.14. Students must notify their Director of Studies if they have been unable to attend any compulsory session or prescribed activity, providing evidence as required. Students must inform the Registrar immediately in writing through [My Registry/Withdrawing from your studies](#) if they are withdrawing from a programme of study. Following withdrawal, refund of fees (where applicable), will be made.

- 7.15. Where a student withdraws before the end of a given term/semester, the withdrawal date recorded shall be the date that official notification of withdrawal is received by the Institute.
- 7.16. Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as published in the Programme Handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation). If an X grade is awarded, the student may have the opportunity of taking the module again with permission from the Assessment Board/Academic Board and paying the appropriate registration fee, without grade penalty.
- 7.17. The formal minimum requirement may exceptionally be waived in individual cases where the Director of Studies or Faculty Head judges that the student has made adequate alternative arrangements to be prepared for assessment.

*Please note: relevant professional regulations and minimum attendance requirements to adhere to professional standards apply for most programmes at the Institute.*

- 7.18. It is the responsibility of the student to ensure that attendance fulfils the given requirements. Prior warning (written or oral) of the intention to award an X grade need not be given by the Faculty.
- 7.19. Where a student's attendance falls below the required minimum as a result of personal mitigating circumstances, and these are supported by relevant documentation, the relevant Faculty Head and Director of Studies may approach the Assessment Board to request that the student be allowed to be assessed.

### **Visas and Immigration**

- 7.20. It is the responsibility of non-UK/EEA students to ensure that they have, where applicable, a valid visa to reside in the UK and to study at Metanoia Institute. Students who do not have a valid visa, or who allow their immigration status to lapse, will be withdrawn from their programme and reported to the relevant authorities.

### **Transfer between programmes of study**

- 7.21. The eligibility of a student to transfer from one Metanoia Institute programme to another is determined by the relevant programme's entry criteria, the timing of the request, and the relevant APEL procedures please contact the receiving Programme Leader.
- 7.22. A student may also transfer between modes of study (part-time/full-time) where applicable.
- 7.23. Students must inform the Registrar immediately in writing through [My Registry/Programme Transfer](#) of their intention to transfer between programmes.

### **Break in Study**

- 7.24. Once you enrol on a course at Metanoia Institute you are expected to complete the course in one continuous period of uninterrupted study.
- 7.25. Metanoia Institute wishes to be fair to all its students and recognises that there may be situations where students want to take a year out to take advantage of an unexpected opportunity, or need to halt their studies or progression due to mitigating circumstances. The Break in Study Policy and Procedures (<https://www.metanoia.ac.uk/about/policies-and-procedures/>) explains the process and implications of taking a break in study.
- 7.26. A break in study means that students are temporarily halting their studies with the intention of resuming them, usually up to a maximum 12-month period after a request to defer assessment or clinical practice or to interrupt their studies. Below are some of the most common grounds, please note this is not an exhaustive list:
- Compassionate grounds *e.g. family, personal, domestic*
  - Unexpected financial hardship
  - Academic grounds<sup>1</sup>
  - Maternity or Parental Leave
  - Health grounds

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<sup>1</sup> Either to complete clinical hours as advised by your Director of Studies, or to complete deferred coursework or examinations following a successful application to the Mitigating Circumstances Panel

- 7.27. A student who wishes to take a break from a programme of study before completion must give notice in writing to their Director of Studies as early as possible, clearly stating their reasons for wishing to defer their study. To process this activity, students must inform the Registrar immediately in writing through [My Registry/Interrupting your studies](#) of their intention.
- 7.28. Students who take a break from their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no withdrawal had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice that may have taken place during their absence. Students must be aware of the maximum length of registration (per table below) and the limit of time within which deferred assessment or reassessment is available:

**Note:** The maximum length of study regulation is used in all cases of voluntary interruption or deferral for ‘a break in studies’.

Undergraduate programmes		
Study	Duration / Mode	Maximum length of study (from date of registration)
Undergraduate programmes	36-48 months / FT	72-96 months
	72-96 months / PT	144-192 months

Post-graduate programmes		
Study	Duration / Mode	Maximum length of study (from date of registration)
Postgraduate Taught programmes	18-30 months / FT	36-60 months
	36-60 months / PT	72-120 months
		<u>Please note:</u> For those programmes leading to PSRB recognition, there may also be applicable maximum registration periods (up to 10 years). Please do ensure you have full details relating to your programme of study.

- 7.29. The normal, maximum time for deferred assessment or reassessment is no more than two years from registration into the module. Please note an application for mitigating circumstances may grant the student a one-year extension to these timings. For more information about deferral of assessment please visit [My Registry/Mitigating Circumstances](#).

### **Withdrawal**

- 7.30. A student who wishes to permanently withdraw before the completion of the programme of study shall give notice in writing to their Director of Studies via the Registrar. The student may request any qualification for which they are eligible as an Exit Award.
- 7.31. Students are advised to discuss their intention to withdraw with their Director of Studies as there may be other options available such as an Interruption. There may also be financial implications to withdrawing and it is important that students fully understand what these are before making their final decision.
- 7.32. Students must inform the Registrar in writing of their intention to withdraw as soon as possible through [My Registry/Withdrawing from your studies](#). It is important that this process is completed on the date the student is considering withdrawal, as this will impact on any funding liability they may incur. It can affect future entitlements to loans and government contributions towards fees. We recommend that students contact Student Finance England if appropriate to discuss their individual situation.

### **Return from Interruption**

- 7.33. Students on an agreed interruption will be contacted by Registry in April/May each year asking whether they wish to re-join the programme, subject to spaces being available.
- 7.34. If a student wishes to return to study, they will be asked to attend a re-entry interview with the Director of Studies. Students wishing to do this should provide a clear rationale for why they wish to return and details of any related activity that they have been involved in during their break in study, for example, client work, therapy, supervision, etc. Administrative checks will also take place to confirm financial standing with the Institute and annual payment of registration fees.
- 7.35. Students who interrupt from their studies are expected to maintain their membership of Metanoia Institute during each year; this will be covered by a one-off payment which also covers the return to study interview. Details of the chargeable fee can be found in the Programme Handbook.
- 7.36. Once students have completed the return to study interview, they must inform the Registrar in writing of their intention to return as soon as possible through [My Registry/Returning to Study](#).

### **Return from Withdrawal**

- 7.37. Should a student wish to return within two years of their withdrawal or programme transfer, they must have written confirmation from the relevant Director of Studies that they have been permitted to return. This will be kept on the Student Record by the Registrar.

- 7.38. If a student's return is two or more years after their withdrawal or programme transfer, they must seek re-admission (please see the Admissions Policy <https://www.metanoia.ac.uk/about/policies-and-procedures/>).

***Please note:** Tuition fees are determined on the basis of enrolment status and not actual attendance. This means that if a student does not attend, but does not formally withdraw or interrupt, they will be liable for tuition fees until they officially withdraw from Metanoia Institute (and any associated Awarding Organisation). Further information is available in the Tuition Fee Policy (<https://www.metanoia.ac.uk/about/policies-and-procedures/>).*

### **Suspension from training and/or practice**

- 7.39. On rare occasions, students may be suspended from training and/or practice. Instances in which students may be suspended include (this is not an exhaustive list):

- Assessments outstanding
- Assessment by the tutor that student is not personally ready to continue training/practice
- Failure to abide by course regulations
- Failure to abide by Codes of Ethics and Procedures
- Formal complaint(s) made against student
- Criminal conviction/dishonesty
- Harassment
- Violence

### **Process undertaken in considering suspension from training/ practice**

- 7.40. A decision to suspend a student will not be taken lightly but may be made at any point during training.
- 7.41. Where an assessment is made by a tutor that a student is not personally ready to continue training/practice, a meeting between the student, the tutor, Director of Studies and Faculty Head/Academic Director will be held to discuss the situation. Further input may be requested from the student's supervisor/ placement supervisor or previous primary tutors in reaching a decision.
- 7.42. If the Director of Studies agrees with the tutor's assessment to suspend a student from training, the student will be advised in writing by the Director of Studies (copied to the Faculty Head and Registrar) giving details of the reason for suspension, the length of the suspension; any action required on the part of the student during suspension (for example: therapy requirements); procedure to apply for return to study. For clarity of process, at this stage the process is managed as an Interruption of study with no on-going registration status.

- 7.43. The Academic Board will be informed that a suspension from training has been made. No details of the circumstances of suspension will be given to the Board in case an appeal against suspension is made. It is expected that the process will remain confidential to the parties involved (please note, the impact of the suspension/absence will be discussed via the Tutor/ Director of Studies with the relevant Programme group where necessary).

**Appeal process against decision to suspend a student from training and/or practice**

- 7.44. All students have the right to appeal against a decision to suspend training. In the first instance the student should write to the relevant Director of Studies advising that an appeal is being made. The process will continue to follow the Academic Appeals Policy.

**Return from Suspension**

- 7.45. Students on suspension from training or practice who feel that they have fulfilled any conditions or actions that have been prescribed should contact the Director of Studies to arrange a meeting.
- 7.46. They should provide a clear rationale for why they wish to return and details of how they have met the requirements that were set, along with any related activity that they have been involved in during their time out of training/ practice as appropriate, for example, client work, therapy, supervision, etc. The Director of Studies will then hold a return to study interview with the student to discuss their application and if they feel they have now fulfilled the requirements and are eligible to resume study will, subject to space, offer them a place back on the course.
- 7.47. During any period of suspension, students will need to maintain their membership of Metanoia Institute during each year; this will be covered by a one-off payment which also covers the return to study interview. Details of the chargeable fee can be found in the Programme Handbook.
- 7.48. Once students have completed the return to study interview, they must inform the Registrar in writing of their intention to return as soon as possible through [My Registry/Returning to Study](#).

**Recording of lectures**

- 7.49. The making of recordings should be regarded by lecturers as a learning aid for students. It is presumed that tutors will normally grant permission to record lectures except where third party or clinically or commercially sensitive material is to be used for which further recording is expressly forbidden or inappropriate.
- 7.49.1. Where there is third party material which cannot be recorded, it may be practical to grant permission to record that part of the lecture where such material is not in use. Disabled students should be given access to any licensed, clinical or

commercially sensitive material in an alternative and appropriate format where this is feasible and deemed to be a reasonable adjustment.

- 7.49.2. Routine recording will not be permitted during 'process group' and 'check-out' and the express permission of each member of the group must be given if smaller peer group work, such as skills practice or small group discussions are to be recorded. Where such permission is not granted, reasonable adjustments for any disabled students in the group must be implemented to enable equal access to the information discussed.
- 7.49.3. Any recording made of skills practice or triad work can only be made on a password protected or encrypted device (see the Metanoia Institute's Data Protection Policy for further details of this) and is for the sole use of the student for study purposes. This includes playing the recording to the student's primary clinical supervisor and/or the student's peer group, if this has the explicit agreement of all members of the triad/skills practice group concerned. It must not be conveyed to any other person by any means whatever, other than for transcription purposes, where such transcription is permitted as part of a disabled student's reasonable adjustment plan;
- 7.49.4. The ownership of the information contained within the recording remains at all times with the lecturer, the Institute and any others connected with the content. It does not pass to the student making the recording;
- 7.49.5. Any recording made must be securely kept and then destroyed by the student once its purpose has been met. This will always be before the student leaves the Institute and shall normally be by the end of the semester in which the recording is made;
- 7.49.6. The recording method employed must be discreet and not intrusive with regard to other participants in the lecture;
- 7.49.7. Recording a lecture is not a substitute for attendance. The student must be present to record the event unless the lecturer responsible has given permission for a recording to be made in the student's absence;
- 7.49.8. Inappropriate use by students of recorded material (including, but not limited to, sharing beyond the immediate tutor group, posting on external websites or purposes unrelated to the specific learning and teaching session) will be regarded as a disciplinary matter.

### **Assessment**

- 7.50. It is the responsibility of students to familiarise themselves with, and observe, the relevant Institute's programme assessment regulations.

- 7.51. Students who attempt to gain unfair advantage over others through academic misconduct (contravening examination room rules, plagiarism, collusion, etc) will be penalised by sanctions, according to the severity of the offence, which can include exclusion from the Institute (see Academic Misconduct for further details).
- 7.52. It is the responsibility of students to submit all work for assessment by the published deadline previously notified to them. Students who fail to submit assessed work by the due deadline, once any provision for self-deferral is exhausted, will be failed in the module(s) concerned unless a deferral of the assessment has been agreed by the Assessment Board.
- 7.53. It is the responsibility of the student to keep a copy of their coursework. The marked copy will not be returned to students, so retention of a copy is important so that they can relate feedback to their work.

**Reasonable Adjustments/Special Assessment Requirements (mitigating circumstances)**

- 7.54. It is the responsibility of the student to report any long-term disability or long-term medical condition which may require special assessment arrangements at the time of admission or at enrolment for subsequent stages of the programme of study or at the time of diagnosis. Students are reminded that in cases of mental health issues evidence of a suitable neurocognitive condition assessment is required in advance of any enrollment onto a professional training programme.
- 7.55. Documentary evidence must be provided to support a request for special assessment arrangements. For a specific learning difficulty, such as dyslexia or dyspraxia, this must be in the form of a diagnostic assessment report from an Educational Psychologist. It is the responsibility of the student to check with their Director of Studies before any assessment takes place that any agreed special arrangement has been made. This should be recorded in advance by the Disability and Support Officer via a Reasonable Adjustment Plan.

Please note: Students who are temporarily disabled at the time of assessment may request special arrangements under this regulation. If special arrangements are made for the assessment, this should be taken into account if any claim is made for the consideration of mitigation by an Assessment Board.

**Procedure for consideration of Mitigating Circumstances**

- 7.56. Students are responsible for informing their tutor/the Registrar in writing as detailed under [My Registry/Mitigating Circumstances](#), at least one week before the assessment date published in the calendar, of any personal circumstances which may have affected their performance and which they wish the Assessment Board to take into account. Students must provide corroborative evidence in support.

- 7.57. The Director of Studies/Registrar will provide a synopsis of the statement and corroboration where required for the Assessment Board. Unless the student declares otherwise, only the Chair and External Examiner will have the right of access to the original evidence, and where necessary will recommend a course of action (without further disclosure).
- 7.58. Failure without good cause to provide information on mitigating circumstances for an Assessment Board will mean that an appeal based on the later disclosure of these circumstances is unlikely to be successful.

#### **Suitability of assessment material**

- 7.59. It is the responsibility of the student to produce assessment material which is legible to the examiners unless alternative means of assessment have been agreed for the student in advance of the examination. Failure to submit legible work will lead to failure unless the student's work is transcribed into a legible form at the student's expense, which may delay the determination of the grade.
- 7.60. Students are responsible for producing coursework which keeps within the specified word limit. Any deviation from the specified word limit will be penalised as stated in the relevant Programme Handbook.
- 7.61. Students whose academic or clinical work may involve personal details or case studies of individuals should ensure that no identifiers of these individuals are given in any part of their assessed work.

#### **Written coursework, dissertations and projects submitted for assessment**

- 7.62. A student must indicate by means of explicit references the citation of the work of others or other work by the student which is not part of their submission for the qualification.
- 7.63. When two or more students conduct an approved joint or group piece of assessed work, they may be required to satisfy the assessors that the individual's share of the work is sufficient to justify the grade. In such cases the work must normally contain an introductory note stating the students' own claims to their contributions. A copy of such a note must be countersigned by all the co-workers.

#### **Submission of coursework**

- 7.64. As directed within the Programme Handbook, all coursework must be submitted electronically via Turnitin by the specified deadline, and if required, submitted in printed or other form to a nominated submission point for specific PSRB requirements.

- 7.65. In exceptional circumstances, coursework may be submitted by 'recorded delivery' post to your Academic Coordinator. This must be agreed in advance, in writing. The submission date will be taken as the date of posting as shown by the recorded delivery receipt.
- 7.66. The deadline for each component of assessment must be published by the Director of Studies at the commencement of the module (and clearly detailed in the Programme Handbook).
- 7.67. Please note that the Institute reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.
- 7.68. Failure to submit assessment by the published deadline will result in consequences as specified in the Assessment Regulations. Metanoia Institute does not operate a penalty tariff based on the lateness of submitted work but does operate a capped mark system.
- 7.69. Presenting substantially the same coursework for assessment in different elements is forbidden and will be treated as academic misconduct.
- 7.70. Any deviation from the specified word limit for coursework will be penalised in accordance with the published requirements of the module.

#### **Ownership and return of students' assessed work**

- 7.71. A student shall hold the intellectual property inherent in their own work produced for any form of assessment except in those conditions set out in the Policy Statement "Intellectual Property Rights: Students". The material produced by students for formal assessment (projects, scripts, essays, artworks, electronic files, etc) is the property of the Institute.
- 7.72. The Institute will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this, otherwise the Institute will retain assessed work pending possible appeals.
- 7.73. Metanoia Institute will retain assessed work pending possible appeals for not more than six months.
- 7.74. The Institute will retain any assessed that has not been returned to the student not more than six months after the Assessment Board has taken place, except in cases of partial completion of the assessment in a module due to failure or deferral, whereby items should be held until six months after the remainder of the assessment has been completed.

## 8. REGULATIONS FOR ASSESSMENT BOARDS

8.1. Progression Boards operate to consider the progression of all continuing students on a group of programmes that have been aligned to that board and are not being considered for an exit qualification, and to decide on the academic standing of those students. The Board will also make recommendations to the Registrar/Head of Policy, Planning and Compliance on changes to the regulations and procedures governing academic operations across the Institute.

8.2. Metanoia Institute operates Assessment Boards with sub-sections (based on two tiers of operation):

### **First Tier**

8.3. The First Tier Assessment Board is required to report on and recommend the form and nature of assessment and reassessment for all modules in order to determine the grade awarded to each student in respect of all elements which comprise the Programme/Subject.

8.4. All First Tier Assessment Boards have the authority to compensate failure at grade 17 or 18 in modules and / or request that a student transfer to a different programme of study.

### **Second Tier**

8.5. The Second Tier Assessment Board is responsible for recommending, where appropriate, the classification of final qualifications awarded, having delegated powers from the Academic Board to award qualifications.

8.6. Second Tier Assessment Boards have the power to decide to whom the qualification in question should be awarded and with what class, if any.

8.7. Voting processes at Assessment Boards shall be arranged to reach decisions by consensus, taking into account the views of External Examiner. If it proves necessary to vote on any matter it shall be determined by a simple majority; each member present shall have one vote and in the case of equality the Chair shall have an additional casting vote.

8.8. No recommendation for the conferment of a qualification at any level, (other than generic exit qualifications), may be awarded without the written consent of the approved External Examiner(s). On any matter which the External Examiner(s) have declared a matter of principle, the decision of the External Examiner(s) shall either be accepted as final by the Assessment Board or shall be referred to the Academic Board. Any unresolved disagreement between External Examiners shall be referred to the Academic Board.

- 8.9. All Second Tier Assessment Boards have the authority to compensate failure at grade 17 or 18 in modules subject to satisfactory overall performance.

### **Membership**

- 8.10. Each Assessment Board requires suitably senior and academic membership to include a Chair (a Faculty Head/Senior Staff with sufficient knowledge and independence who is not the Director of Studies/Academic Director/Faculty Head responsible for those programmes); all External Examiners with responsibility for programmes which comprise the Subject; Director of Studies with responsibility for modules which comprise the Subject or nominee and a Servicing Officer.
- 8.11. All members of the Board are required to give attendance at meetings. If for some exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally appoint a substitute. A meeting of the Board shall not normally be quorate unless every External Examiner or their properly appointed substitute is present. In exceptional circumstances this requirement may be waived, but only if an absent External Examiner has provided all the information, reports and other written matter normally expected to be available at the meeting (for full details please see the Assessment Board Terms of Reference in the Quality and Standards Manual.).
- 8.12. Retrospective claims and extraordinary extensions for mitigating circumstances will be considered by Panels convened on behalf of Progression Boards and Assessment Boards, who may make a decision based on the published guidance.
- 8.13. The outcomes of the mitigating circumstances panel, which may include an agreed extension to a coursework deadline or deferral of assessment to the next opportunity, will be provided to Progression Boards and Assessment Boards, to support their decision making:
- In considering whether a student may progress to the next stage of the programme
  - In determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades.
- 8.14. Mitigating circumstances brought to the attention of the Chair of the Assessment Board after the specified deadline should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline.
- 8.15. The Assessment Board will consider the full history of summarised mitigating circumstances.
- 8.16. Where mitigating circumstances are taken into account it should be noted where this is used in determining the classification of a qualification awarded.

- 8.17. In considering mitigating circumstances a Second Tier Assessment Board will wish to:
- note whether acceptable evidence has been supplied
  - consider whether the student has performed unexpectedly badly in a given module or modules; whether there is a significant difference between the student's performance in the year in which they experienced difficulties and their previous or later performance; and whether it correlates with the evidence provided.

### **Mitigating Circumstances**

- 8.18. Mitigating circumstances claims enable the recording of one or more personal difficulties, such as ill health, submitted by a student and supported by acceptable evidence, to be considered and in certain circumstances, they may be taken into account by Assessment Boards and Progression Boards in determining the classification of degrees and the progression of students.

- 8.19. Mitigating circumstances will not normally include:

- proximity or number of examinations or other assessments
- pressure of work
- misreading of examination timetables
- poor time management
- scheduling of holidays or time abroad.

### **General principles:**

- 8.20. The following principles underpin Metanoia Institute's approach to mitigating circumstances:

- 8.20.1. No student shall be put in a position of unfair advantage over other students; the aim should be to enable all students to be assessed on equal terms.

- 8.20.2. All work submitted by students for assessment shall be graded on its merits without consideration of any mitigating circumstances known to the marker. Mitigating circumstances will not be used by Assessment Boards to alter the grades of students.

- 8.20.3. Students must submit mitigating circumstances with documentary evidence, by the specified deadline as per the published guidance. Mitigating Circumstances submitted after the deadline specified should normally be considered only if the student was unable or, for valid reasons, unwilling, to disclose them before the deadline and submits documentary evidence to support this.

- 8.20.4. Mitigating circumstances will be considered by Panels convened on behalf of Assessment, and Progression Boards who may make a decision based on the published guidance.

- 8.20.5. The outcomes of the mitigating circumstances panel, which may include an agreed extension to a coursework deadline or deferral of assessment to the next opportunity, will be provided to Assessment, Progression and Award Boards to support their decision making:
- a) in considering whether a student may progress to the next stage of the programme;
  - b) in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades.
- 8.20.6. Normally mitigating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins.

## **Procedures**

### Student Responsibility

- 8.21. It is each student's personal responsibility to undertake the required assessments for their programme of study at the required time. Failure to take a required assessment will result in the assessment being regarded as an attempt with a recorded FAIL (mark of 20 where appropriate) **unless**:
- a) these procedures are followed **and**
  - b) the evidence to support the claim of mitigating circumstances is accepted by the mitigating circumstances panel or the delegated nominee.
- 8.21.1. Where the assessment being regarded is a first attempt, the student will normally be entitled to one re-assessment opportunity.
- 8.21.2. It is a student's responsibility to complete a mitigating circumstances form (available from Moodle's My Registry) at the earliest opportunity, detailing any circumstances which may affect their ability to meet their programme commitments.
- 8.21.3. The Institute expects students to decide if they are too ill or otherwise affected by mitigating circumstances to take an assessment. Students may seek advice from staff, but such advice should be limited to the procedures to be followed and the required evidence. It must place the onus clearly on the student to make the final decision. Staff should also avoid attempting to judge the likely outcome of a claim submitted under this procedure to an mitigating circumstances panel.

8.21.4. Students should note that they must provide valid evidence, a description of the impact on their assessment, including timeframe, confirmation of any previous requests or any ongoing issues, and specify what the preferred outcome is thus taking responsibility for the management style of their mitigating circumstances claim.

#### **Students with on-going conditions or disabilities**

8.22. Students who have a disability or an ongoing medical condition may declare this to Metanoia Institute at any point either prior to their admission to the Institute or during their studies. If a disability or ongoing medical condition has been declared to the Institute, the student may have contacted the Institute's Disability and Student Support Officer in order for a Reasonable Adjustment Plan (RAP) to be put in place. The RAP will set out the reasonable additional support or facilities that will be put in place by the Institute to support that student's learning and assessment. It is the student's responsibility to make arrangements for a RAP to be agreed in order for reasonable adjustments to be put in place.

8.22.1. Where disability-related support-needs arise after initial admission to a programme, the Institute can provide support and guidance to enable students to undertake their programme of study. Where the condition has an immediate impact on assessment activity, the mitigating circumstances procedures can be used for these assessments up until the point that the appropriate support has been put in place. This may include the necessity of the student taking an interruption of study. The student should normally be involved in any discussions relating to this.

8.22.2. Once the condition or disability is declared and the appropriate support has been put in place, it is not covered by the mitigating circumstances procedures. However, fluctuations in a student's disability or any unexpected issues that have arisen for the student around their disability-related support are included.

8.22.3. Students with disabilities, who are considering applying for mitigating circumstances, or for an extension to an assessment deadline, should note that support is available to them via the Institute's Disability and Student Support Service.

8.22.4. It is not normally possible to consider mitigating circumstances claims from students once an assessment has been undertaken (retrospective mitigating circumstances) on the basis of a subsequent diagnosis of a disability or specific learning difference.

8.22.5. Metanoia Institute is committed to complying fully with the Data Protection Act 2018 in its handling of personal data and will treat all claims for mitigating circumstances with confidentiality. Disclosure of information will be restricted to those parties involved in the consideration and administration of mitigating

circumstances claims. If a student wishes to make a request for a specific element of his/her mitigating circumstances claim to remain confidential, this should be indicated on the mitigating circumstances claim form along with a brief rationale so that this can be considered by the panel, or delegated nominee.

8.22.6. There are circumstances where the Institute's commitment to confidentiality is overridden by other considerations. These are:

- a) When a student's health and safety, or that of others, is considered to be at risk.
- b) When a student is considered to be at serious risk of abuse or exploitation.
- c) When disclosure is required by law.
- d) When a student's current behaviour or health requirements compromise the Institute's responsibilities to outside agencies, including practice placements and partner institutions.
- e) When a student's current behaviour or health requirements compromise the Institute's responsibilities to other students to the extent that those other students are being adversely affected to the serious detriment of their academic progress.

#### **Purpose of the procedures**

8.23. The procedures are designed to ensure that Metanoia Institute is fair and consistent in its treatment of all students undertaking assessments. The Institute cannot make an academic judgement on the extent to which any mitigating circumstances might have affected a student's performance nor excuse a student from the requirement to complete an assessment. If a student's mitigating circumstances claim is accepted by the mitigating circumstances panel, they may consider providing an additional opportunity to complete the assessment without increasing the record of assessment attempts or capping the mark achieved.

#### **Procedure for Making a Mitigating Circumstances Claim**

8.24. Students who wish to make a claim for mitigating circumstances; request an extension to a submission date; or request a deferred assessment attempt must submit a mitigating circumstance claim form through [My Registry/Mitigating Circumstances](#) and supporting evidence as soon as they are aware of the mitigating circumstance and before the deadline date for the assessment specified by the Module Tutor.

8.24.1. The Institute recognises that there are occasions when students are too ill or otherwise affected by mitigating circumstances to take an assessment. However, it needs to separate these legitimate claims from those made by students who take an assessment and feel that they may have performed badly and then submit retrospective claims to justify their disappointing results. Therefore, late claims will not be accepted unless there is evidence to show that the student was prevented from submitting their claim by the required date e.g. the student was seriously ill in

hospital/or experienced a sudden onset of clinically diagnosed mental illness. Any claims that are made after the results are published following the Assessment Board will not be considered and the student must use the Appeals Procedure.

8.24.2. The Institute will not<sup>2</sup> accept claims of extenuation relating to an examination or other assessment event such as a presentation if the student was in attendance at the assessment event unless they were taken ill during the event. In this case, a claim must still be made by the student, but corroboration will need to be provided by the examination invigilator or the academic staff responsible for the assessment event.

8.24.3. The Institute will not<sup>3</sup> accept claims of extenuation once an assignment has been submitted by the agreed deadline (or agreed extended deadline). In these cases, the Institute assumes that students have judged themselves fit to undertake the assessment and so no concurrent or subsequent claim for mitigation relating to the assessment will be accepted.

#### **Submission deadline of Mitigating Circumstances Form**

8.25. Normally, a mitigating circumstances application must be submitted a week before the deadline for completion of the assessment component.

8.25.1. Where the mitigating circumstances occur unexpectedly at the point of submission/attendance, the mitigating circumstances form may be submitted up to 5 working days after the submission deadline of the assessment or date of the exam, practical assessment or viva.

#### **Evidence**

8.26. Students are required to provide evidence to support claims from an independent third party. Students must authorise the Institute to seek verification of the evidence under the Data Protection Act 2018.

8.26.1. Evidence provided in a language other than English must be accompanied by an independent professional translation.

8.26.2. Examples of evidence that is normally acceptable or not acceptable are provided as a guide for students and staff at the end of this policy.

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<sup>2</sup> The Institute may waive these restrictions in the case of a student with a certified illness that would have meant that the student would have been unable to exercise the rational judgement necessary at the appropriate time to deem him/ herself unfit to undertake assessments; and where this is explicitly confirmed by a registered GP or practitioner suitably qualified to make this judgement. See Evidence to Support a Claim for Retrospective Mitigating Circumstances (4.7.9)

<sup>3</sup> See footnote 1 above

- 8.26.3. Where evidence to support the mitigating circumstance claim cannot be obtained by the published deadline, students should still ensure that they submit their mitigating circumstances claim form by this date with a full explanation of the reasons for the lack of required evidence and an indication of when it might be available. A revised deadline for the receipt of late evidence will be agreed with Registry. Evidence that is received after this agreed deadline will not be accepted unless there is evidence to show that the student was prevented from submitting it by the agreed date.
- 8.26.4. Evidence provided by student support services as a result of a cause for concern case in support of a student's application for mitigating circumstances shall always be deemed valid. However, the duration of any extension or deferral is at the discretion of the mitigating circumstances panel.
- 8.26.5. The Institute cannot investigate every claim made under these procedures and it has to trust the honesty and integrity of its student body. However, it reserves the right to audit such claims and to treat any fraudulent or misleading submissions under Conduct and Discipline Procedure. This may result in the termination of registration with no opportunity to complete the programme at Metanoia Institute.

#### Medical evidence

- 8.26.6. Metanoia Institute expects absence through illness to be supported by independent, contemporaneous and explicit corroboration from a registered GP, hospital or other medical practitioner. Where such evidence is submitted to support a claim, the Institute reserves the right to verify these claims. However, the Institute will not contact medical practitioners to generally discuss a student's medical circumstances. The burden of proof to support a claim under this policy lies with the student at all times.
- 8.26.7. A Reasonable Adjustment Plan (RAP) can constitute the necessary evidence for granting an extension or a deferred assessment attempt. In these cases, the RAP will refer specifically to this point. In all cases, however, students must complete the mitigating circumstances claim form [available](#) from Moodle's My Registry. Students will be required to provide information of how their fluctuation or episode links to the assessment in question.

#### Evidence to support retrospective mitigating circumstances claims

- 8.26.8. Metanoia Institute expects all claims for retrospective mitigating circumstances to be supported by independent, contemporaneous and explicit corroboration from a registered GP or mental health practitioner. Where such evidence is submitted to support a claim, the Institute reserves the right to verify these claims. However, the Institute will not contact medical practitioners to generally discuss a student's medical circumstances. The burden of proof to support a claim under this policy

lies with the student at all times.

#### Evidence to support late mitigating circumstances claims

- 8.26.9. Metanoia Institute expects all late mitigating circumstances claims to be supported by evidence that demonstrates why it would have been impossible for the student to have submitted a claim by the required deadline. The burden of proof to support a claim under this policy lies with the student at all times.

#### Self-certification

- 8.26.10. Students are expected to plan their work so that they can complete assessment tasks even if they lose a day or two through illness or other disruption and so self-certification will not be accepted as evidence to support a claim for mitigating circumstances.

Note: Students are advised to seek corroboration from a GP and this may require the payment of a fee.

#### **Mitigating Circumstances Panels**

- 8.27. A panel to consider mitigating circumstances claims will be convened on a regular basis. It will comprise a minimum of three trained members of staff, one of whom will be designated as chair of the panel, and an officer (Assessment Officer). Chairs of panels will be chosen from a trained group of staff designated for this purpose by the Faculties and will be independent, i.e. will not be directly associated with the student's learning and teaching. Staff who have a personal or professional conflict of interest with any student being considered at a particular meeting must withdraw from the meeting for discussions on that student.
- 8.28. The panels will be scheduled, organised and officered by Registry.
- 8.28.1. The function of the mitigating circumstances panel is to determine outcomes of mitigating circumstances claims in line with the agreed Institute mitigating circumstances policy and procedures.
- a) to establish that the evidence is valid, i.e. authentic and appropriate and that it relates to the assessment in question and that it has been submitted by the required date;
  - b) to review mitigating circumstances claims, and evidence and communicate decisions made to the Assessment Board;
  - c) to consider whether a reference to the Fitness to Study procedure is appropriate;
  - d) to monitor the claims processed and to report regularly to the assessment board the decisions of all claims processed.
  - e) to make recommendations to the Registrar for improvements to the effectiveness and efficiency of the procedure.

- 8.28.2. Mitigating Circumstances Panels will meet at least monthly. A schedule of dates will be published annually.

### **Outcomes of Mitigating Circumstances Claims**

- 8.29. Staff responsible for considering applications shall come to one of the following decisions and inform the student accordingly:

#### Mitigating circumstances claim confirmed

- 8.29.1. Where students have alerted the Institute to their mitigating circumstances, staff shall confirm that these have been recognised and advise whether further action should be taken. This might include advising the student to request extension/deferrals, interruption of studies and/or seek advice from student support services about establishing a reasonable adjustment plan or other support. A note that mitigating circumstances have been approved will be held by Registry. The details will be available at the Assessment Board should they be required.

#### Mitigating circumstances request for extension or deferral claim accepted

- 8.29.2. If the claim for an extension or a deferred assessment attempt is accepted, the Panel will agree the new date for the assignment and the Assessment Officer will notify the student and the Module Leader.
- 8.29.3. If this is in the form of an extension to the submission deadline, the **maximum** extension that can be granted is 30 calendar days, and this will only be granted if the panel considers such an extension the most appropriate response to the mitigating circumstance and where the grade for the work can still be presented to the forthcoming assessment board.
- 8.29.4. If an extension attempt (e.g. in class test; presentation) is not possible, the student will normally be given the opportunity to undertake a deferred assessment in the next available assessment period.

#### Mitigating circumstances claim rejected

- 8.29.5. The grounds for rejection (non-submission of evidence; grounds not established or insufficient evidence; deadline for submission of form not met) shall be specified in a notification to the student.
- 8.29.6. A note of the rejected claim will be recorded in CRM and the failure to submit will be recorded as a failed attempt (with a mark of 20 where appropriate) against the relevant assessment.
- 8.29.7. Where the assessment being regarded is a first attempt, the student will normally

be entitled to one re-assessment opportunity.

#### **Work submitted after the deadline**

- 8.30. Any work that is submitted after the assessment deadline, or after an agreed extension or an agreed deferred assessment date will be considered a non-submission (and will receive a mark of 20, where appropriate) unless there has been a subsequent successful claim for mitigating circumstances.
- 8.30.1. Where an extension of up to 30 calendar days has been agreed for an assessment, Module Tutors will be informed and should mark the work as if it had been submitted on time. There will be no impact on the grade in CRM. A note will be made on CRM that the extension was granted (to include the Module code and assignment date).
- 8.30.2. Where a deferral has been agreed for an assessment, the Mitigating Circumstances Panel assessment officer will request the next submission deadline from the Module Tutor or Director of Studies and notify the student. A record on CRM will be made noting the next submission deadline.

#### **Record keeping**

- 8.31. Registry will keep records for six years of decisions on all mitigating circumstances claims considered.

#### **Annual Review**

- 8.32. Registry will annually review outcomes of mitigating circumstances claims against a set of areas agreed by the Quality and Standards Committee and report any concerns. Difficult judgements made by panels will be reported to the Quality and Standards Committee so that the operation of the procedures can be monitored, and case law may be established.

#### **Appeals**

- 8.33. A student cannot appeal the decision of a mitigating circumstances panel on whether or not to accept a claim of mitigating circumstances.
- 8.33.1. A student can use the procedures set out in the Academic Appeals Policy to request a review of the decision of the Assessment Board if there is evidence that the procedures for the mitigating circumstances panel and/or consideration of its recommendation to the Assessment Board were not followed.

#### **Mitigating circumstances and interruption of studies**

- 8.34. If a student is submitting repeated or multiple mitigating circumstances claims, or the student approaches a staff member about circumstances that are having a significant impact on their ability to engage with their studies, the staff member should endeavour to discuss the situation with the student, or refer them to the

Disability and Student Support Officer to ascertain whether an interruption of studies would be a more suitable solution for the student. If an interruption of studies is pursued, the student should also provide evidence of mitigating circumstances to support their need to interrupt their studies.

#### **Designated submission points for mitigating circumstances claims**

8.35. Electronic submissions must be made via the relevant form available from [My Registry/Mitigating Circumstances](#).

8.35.1. Hard copy submissions of mitigating circumstances forms and supporting evidence may be posted directly to the Registrar only where the student is unable to submit them via My Registry.

8.35.2. In all cases students must retain proof that their mitigating circumstances application has been successfully submitted and always keep a copy.

## **9. ASSESSMENT AND PROGRESSION REGULATIONS FOR TAUGHT PROGRAMMES**

### **Code of Assessment Practice minimum requirements**

9.1. This Code of Assessment Practice applies to all taught programmes. It sets out minimum requirements related to the assessment of coursework; examinations; dissertations/projects; and other forms of assessment; and provision of feedback on assessed work.

### **Principles**

9.2. Assessment:

- Should be an integral part of the learning process, appropriately matched to learning outcomes
- Tasks should be appropriate for the learning outcomes to be assessed
- And its relationship with Programme level and unit/module learning outcomes should be clear to students.

9.3. There should be clear and consistent assessment criteria underpinning every assessment. Each Programme should have generic and level specific criteria, informed by Subject Benchmarks and the Marking Grade Criteria Guide.

9.4. Programme information provided to students should clearly state the criteria, purposes and methods of assessment.

9.5. Written guidance on the relevant criteria should be provided for each assessment task.

- 9.6. There should be an appropriate balance of assessment designed for summative and formative purposes. Each programme should have an assessment strategy which provides opportunities for formative assessment (which does not contribute to students' grades), during the year.
- 9.7. The Programme's assessment strategy should include sufficient opportunities for summative assessment (that which contributes to students' grades) designed to assess all the relevant learning outcomes.
- 9.8. Assessment should be transparent, valid, reliable and free from bias with clear signposting to the Institute's assessment regulations made available to students.
- 9.9. Procedures should be in place to ensure appropriate moderation and scrutiny of assessment. Students should be provided with feedback on assessment which is timely, relevant to the learning outcomes and criteria, readily understandable and giving clear guidance on how to improve.
- 9.10. Each Programme should have a feedback strategy which explains the purpose of feedback and how and when feedback will be provided. Feedback should be given on all assessments used for summative purposes. In addition, formative assessment tasks should be used specifically and regularly to give feedback on students' work. The feedback strategy should be discussed with students at the outset of the Programme, and at appropriate points during the Programme.
- 9.11. The rigour and consistency of the assessment process is key to the achievement of standards expected by the Institute and its partner organisations.

#### **Moderation**

- 9.12. All Programmes shall, at the very least, operate a system of moderation for assessed work. The precise forms of moderation, e.g. sampling, double-marking, vivas, etc shall be stated in the Assessment and Moderation Strategy and detailed within the Quality and Standards Manual.

#### **Assessment and Reassessment Periods**

- 9.13. There are main periods of assessment during the academic year (November, February, April/May, July) plus a reassessment/deferred assessment period in late July/early August.
- 9.14. Where assessment or reassessment is deferred, this will normally be to the next available assessment opportunity, either in late July/early August or in April/May (unless notified via a Mitigating Circumstances claim related to professional readiness).

- 9.15. Following each period of assessment, the Progression Boards and Assessment Boards will meet to consider and agree student progression; the results of each module and confer the award of final qualifications. Please see below for the chronology of the assessment year:
- Confirmation of grades for Summer Assessment period
  - Progression Stage for all non-finalists
  - Determine progression of students taking Summer assessment
  - Final qualifications awarded to finalists
  - Final qualifications awarded, for finalists completing requirements through Summer Assessment period.
- 9.16. Some programmes (including those with specific professional requirements) may not follow the normal calendar of assessment and qualifications may be awarded at times throughout the year.
- 9.17. Graduation ceremonies normally take place once a year, in July, after Assessment Boards have met. Any achievements awarded after July will normally be presented at the graduation ceremony of the following year.
- 9.18. Following each period of assessment, the relevant Assessment Boards will meet to consider and agree the results of each module, student progression and confer the award of final qualifications.
- 9.19. The progress of all students will normally be reviewed at the end of each year and the result will be a decision on students' academic standing. In order to proceed from one stage to another, a student must either:
- Pass the required number/level of credits; or
  - Be permitted by the relevant progression board to progress and proceed with a credit deficit. This will be made up by reassessment, and/or deferred assessment
  - A student may be permitted to proceed to the next stage with a requirement to change their target qualification
  - Modules which have been compensated shall be treated as passes.
- 9.20. The Programme Progression Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.
- 9.21. Where a student is not permitted to progress to the next stage of a programme the Progression Board will require a student to:
- Transfer to a programme of study to make good their failure to complete sufficient credit, such as by repeating failed modules, or
  - Repeat the year of the programme;

- Change to an alternative target qualification;
- Interrupt their studies until further assessment opportunities are available to gain sufficient credit;
- Terminate their studies and withdraw from the programme.

9.22. The Assessment Board would normally require a student to withdraw and terminate their studies if a student fails, after reassessment, more than one-third of the total credit requirements of their proposed final qualification.

9.23. In all cases, the Assessment Board will take into account the student's commitment to their programme of study as shown by the number of X and P codes and 20 grades.

9.24. When a student fails, after reassessment, a required element of the qualification, the student's profile will be considered by the appropriate Second Tier Assessment Board (which includes the relevant Director of Studies).

9.25. Modules which have been compensated shall be treated as passes.

#### **Progression of postgraduate students**

9.26. Certificates and Diplomas are not classified unless specified in programme specifications or exceptionally approved by the Academic Board. If classification is permitted then only graded credit will be used for the basis of the award of merit and distinction.

9.26.1. Programme specifications may state progression stages and requirements, if any, for postgraduate programmes.

9.26.2. A Masters student may be permitted to progress to undertake a dissertation where outstanding credit is required to be completed due to deferral of assessment or pending a reassessment opportunity. Such progression is at the student's own risk. Conferment of the final qualification requires successful completion of both the outstanding assessment and the dissertation.

#### **Ordinary Degrees**

9.27. An Ordinary degree, which is without Honours, may be awarded where a student achieves 300 credits at FHEQ level 4 or above, including 150 credits at FHEQ level 5 or above and 60 credits at FHEQ level 6 and above.

#### **Honours Degrees**

9.28. Classification will be derived from consideration of profile(s) giving the proportion of grades distributed into each class.

9.28.1. The Assessment Board will consider profiles of ALL graded credits awarded at FHEQ Level 5 and above; FHEQ Level 6 and above.

### **Masters degrees**

- 9.29. Masters degrees are classified as Pass, Merit and Distinction based on the profile of grades at FHEQ level 7 (or above), and the grade of the dissertation.
- 9.29.1. A minimum of 60 graded credits from a dissertation/final examination is required for classification. Very exceptionally, the requirement for this particular 60-credit module may be waived, with the approval of the Academic Board.

#### Requirements for Distinction

- 9.29.2. The dissertation and final examinations must be at grade 4 or better, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 4 or better.
- 9.29.3. Where the dissertation/independent project is at grade 4 or better, but more than 50 per cent of the remaining credit at FHEQ level 7 (or above) is grade 5 or worse, the student will be awarded a Merit unless the Assessment Board considers that a Distinction is appropriate due to mitigating circumstances. In exercising discretion, the Board should bear in mind the need to be consistent in its policy in the interpretation of classification for all students in a cohort.

#### Requirements for Merit

- 9.29.4. The dissertation must be at grade 5 to 8, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 8 or better.
- 9.29.5. Where the dissertation/independent project is in the range of grades 5 to 8 inclusive, but more than 50 per cent of the remaining credit at FHEQ level 7 or above is grade 9 or worse, the student will be awarded a Pass unless the Assessment Board considers that a Merit is appropriate due to mitigating circumstances. In exercising discretion, the Board should bear in mind the need to be consistent in its policy in the interpretation of classification for all students in a cohort.
- 9.29.6. Where a student has 60 or less graded credits (excluding the 60-credit dissertation), the classification of the degree will be based on the dissertation alone.

### **Failure to complete assessment**

- 9.30. Students must submit each component of coursework for assessment by the deadline specified in the Programme Handbook. Failure to submit work by the deadline will result in failure in the component or the module concerned (grade 20), should the required learning outcomes not be met, unless permission has been granted due to Mitigating Circumstances for an approved extension or an approved deferral of assessment to the next available opportunity. The Institute does not operate a penalty tariff based on the lateness of submitted work but does cap achievement as 16 (Pass grade).

9.30.1. In exceptional cases some modules may be designated as spanning more than one academic year or as having multiple optional assessment points following approval by the Registrar / Head of Policy, Planning and Compliance. This must be recorded in the Programme Specification and module narrative. For such modules in order to ensure an accurate student record, students will automatically have a 'deferral' recorded against the assessment for this module. This means that a student is not required to submit a request for a deferral and is not penalised when the assessment is not attempted or completed at the first assessment opportunity. In these circumstances the deferral can only occur at the first opportunity for assessment until the next available opportunity when the assessment is due to take place.

9.30.2. Students who fail to attend an examination without good cause will be failed in the module with a grade 20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module.

#### Reassessment in modules

9.30.3. A student has the right to be reassessed once only in any module with an overall FAIL grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Mitigating Circumstances or the FAIL grade of 17 or 18 has been compensated. Reassessment takes the form of a Resit of the failed assessment component. This Resit opportunity does not attract additional scheduled teaching or fees and for Levels 5, 6 and 7 the Resit grade is capped. Where compensation is not normally permitted by a Professional, Statutory or Regulatory Body, a Subject Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

9.30.4. Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a FAIL grade of 20 should the required learning outcomes not be met. No second reassessment is permitted.

9.30.5. Failure without good reason to undertake deferred assessment will result in the award of a FAIL grade of 20 should the required learning outcomes not be met. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

9.30.6. Where it is not practical to resit a component of assessment the Assessment Board may specify an alternative form of assessment, provided that the alternative appears to be fair given the facilities available to the candidate.

9.30.7. The Assessment Board may impose any reasonable conditions on the student undertaking reassessment. Supervision for a student may be provided as required by placement activity, but otherwise the student will not be entitled to tuition.

- 9.30.8. At Level 3 and FHEQ level 4, the overall module grade gained following reassessment is the better of the two module grades attained at first assessment and reassessment. No mark/grade capping will be applied following reassessment.
- 9.30.9. At FHEQ level 5 and above, the best mark/grade which may be gained for each reassessed component is a bare pass mark/grade. The reassessed grade for the module is computed by combining these capped reassessed component marks/grades, with original marks/grades gained for the non-reassessed components. The final overall module grade gained is the better of the two module grades gained at first assessment and reassessment.
- 9.30.10. At level 5 and above following reassessment, where capping the reassessed component(s) results in an overall module fail grade, whereas with no capping, the overall module grade is a pass, a minimum pass grade (16) shall be awarded for the module.
- 9.30.11. The Subject Assessment Board must indicate at the time of initial module failure the reassessment requirements using the following codes:
- RE** Resit examination **RC** Resit coursework **RA** Resit all **RO** Resit other **RW** Rework examination.
- 9.30.12. In addition, assessors must state the specific reassessment assignments at the time of failure.
- 9.30.13. The Assessment Board has discretion, in exceptional cases, not to allow reassessment in supervised work experience where the Board judges that this would be against the interests of any person, including the student, affected by the reassessment.
- 9.30.14. A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

### **Repeating Modules**

- 9.31. No student is permitted to repeat the assessment of a module which has already been passed except where permitted in programme regulations and only to satisfy the requirements of Professional, Statutory or Regulatory bodies.
- 9.31.1. A student may normally repeat a module which has been failed, following a failed first sit and a failed resit, or on request following a failed first sit, on one occasion only, with payment of the fee. For such a repeated module, the grade will not be restricted to the maximum grade at reassessment unless it is applied as a penalty following a student being found guilty of academic misconduct. Where a student repeats a module, any remaining right of reassessment from the original attempt is cancelled but the repeated module may be reassessed by resit on one further occasion.

An assessment board may withhold permission to repeat a module, where the past academic performance of the student is such that future success in the module is considered unlikely, or due to the requirements of a Professional, Statutory or Regulatory body.

- 9.31.2. Where a student is given formal permission to repeat a stage due to significant mitigating circumstances, this may exceptionally include permission to repeat a module that has already been passed. In such cases, the credit achieved at the first attempt will not be counted towards the final qualification.

### **Compensation**

- 9.32. Failure at grade 17 or 18 in modules may be compensated, only in exceptional circumstances, at the discretion of the Assessment Board. It is subject to satisfactory overall performance, and is permitted for a maximum of 30 credits.

#### NOTES:

- Compensation should not be agreed for project or dissertation modules.
- Compensation should not normally be granted where a student has not undertaken reassessment where such an opportunity existed.
- If compensation is granted in a module, the Programme Progression Board may recommend to a second tier board whether the student may continue with their proposed qualification or whether they should be required to change their programme of study and/or transfer to another qualification.
- Compensation should be considered where a student is unable to progress on a qualification, but who may, with compensation, be granted an alternative qualification (eg to be awarded a Postgraduate Diploma instead of progressing on a Masters degree).
- Compensation should not normally be granted unless there is strength in the student's overall performance.
- Compensation will not be granted in modules which have been deemed "non-compensatable" in the programme specification, due to their special contribution to the achievement of programme learning outcomes. However compensation should be considered where a student is unable to progress on a qualification, but who may, with compensation, be granted an alternative generic exit qualification (e.g. to be awarded the Postgraduate Certificate or Postgraduate Diploma). This should not be considered a "compensated pass" towards the original qualification.

- 9.32.1. Compensated failure will count towards the total credit required for a qualification but will be indicated as such on a student's academic record by the addition of a 'C'.
- 9.32.2. A compensated failure will be treated as a grade of 16 for the purposes of profiling.

### **Publication of results**

- 9.44. Formal notification of results will include grades or administrative codes for each module and any decision by an Assessment Board or Progression Board. This formal notification will be made via Moodle and Registry at the end of each assessment period.
- 9.44.1. A student shall not normally be permitted to query the absence of a grade, or the validity of grades, more than six months after the assessment has been completed.
- 9.44.2. Formal notification of qualification results will be published via Registry. This will include those students considered for the award of a qualification but who have deferred or not completed. The pass list, signed by the Chair of the Assessment Board, must be sent to Academic Registry within 10 days of the date of the meeting of the Assessment Board.
- 9.44.3. Students with a tuition fee debt will not have a qualification conferred; will not be notified of their final results, receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until such debts have been paid.

### **Certificates, transcripts/diploma supplements and credit statements**

- 9.45. A Diploma Supplement will be issued to a student currently or formerly enrolled at Metanoia Institute who has:
- successfully completed a Middlesex University qualification; or
  - completed modules on a programme leading to a University qualification but terminated the programme of study prior to the award of the final qualification.
- 9.45.1. The Diploma Supplement will list the student's programme and level of the qualification, the name of the institution responsible for delivering the programme, each module the student has taken stating the academic year in which the module was taken, the module credit rating and grade, and the language of instruction and assessment. Where appropriate, it will also state the qualification awarded and the overall classification and subject.
- 9.45.2. A Statement of General Credit may be awarded by Metanoia Institute to anyone whose prior learning or experience has been awarded credit.
- 9.45.3. A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.
- 9.45.4. Certificates will normally be sent within 4 months of the publication of results, and to the student's registered home address. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board) and, where appropriate, the classification and subject.

## **10. INFRINGEMENT OF ASSESSMENT REGULATIONS/ ACADEMIC MISCONDUCT**

- 10.1. The Metanoia Institute is committed to operating in an ethical way in every area to ensure the highest possible standards of decision-making and accountability.
- 10.2. Our strategy has been developed to ensure our students learn about and develop a professional and ethically informed skillset based on fundamental values and principles such as trust, honesty and integrity. This is because being able to work in a professional and ethical way is a highly valued graduate attribute. As part of this development it is fundamental that our students know how to learn from and acknowledge others' work in the process of creating their own unique pieces of academic work – and to be truthful about their own contribution.
- 10.3. The Institute recognises that academic integrity is a set of learned skills, with honesty, fairness and respect for others and their work at the core. Metanoia Institute will support and guide students to learn the necessary skills through education and reinforcement of learning, the promotion of core values, enabling policies and the appropriate use of technology
- 10.4. In order to demonstrate academic integrity, students must produce their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration. Students must also present their own findings, conclusions or data based on appropriate and ethical practice.
- 10.5. Students must have ethical approval for their project/dissertation which cannot be gained retrospectively. Failure to do so may result in failure of the work. Refer to the programme and/or module handbook for details regarding requirements for ethical approval.
- 10.6. Academic misconduct is a breach of the values of academic integrity and can occur when a student cheats in an assessment, or attempts to deliberately mislead an examiner that the work presented is their own when it is not. It includes, but is not limited to, plagiarism, commissioning or buying work from a third party or copying the work of others.
- 10.7. These Regulations deal with breaches of academic integrity through instances of academic misconduct. It will take action against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of assessment. A finding that academic misconduct has occurred is a judgement based on available evidence, the standard of proof being the balance of probability.

### **Aims and Purpose**

10.8. This policy is designed to support staff and students to embed good practice and develop methods for enhancing Academic Integrity and its aims are to:

- a) ensure fair and equal treatment of all students when considering whether academic integrity has been breached
- b) make clear the types of behaviours that are considered to be academic misconduct
- c) create a culture of enhancement seeking to learn from cases of academic misconduct and improve the student experience including through appropriate detection training for decision-makers
- d) ensure clarity in language and process
- e) uphold fairness, consistency and natural justice in the treatment of the student body as a whole
- f) maintain awareness through collaboration with support services (academic and non-academic), and visible and accessible central information highlighted to students at relevant key points in the academic year.

### **Principles**

10.9. The following principles underpin the Metanoia Institutes approach to Academic Integrity:

- a) The Metanoia Institute treats the decision as to whether minor errors, poor academic practice or unfair and/or dishonest academic misconduct has taken place as a matter for academic judgement<sup>4</sup> and the penalties applied (see Table at F5) will vary according to the individual case and the seriousness of the offence.
- b) Students will be required to accept a statement which confirms that the work they are submitting is their own work.
- c) The Institute recognises that undergraduate students (Levels 3 & 4) who are new to Higher Education may need some time to learn how to acknowledge sources properly. Therefore, it operates an 'academic writing induction period' during which the focus of the Institute's response to signs of academic misconduct is to educate students in regard to appropriate academic practice and academic integrity rather than to penalise unacceptable academic practice. This applies to plagiarism and collusion only. **It does not apply to other forms of academic misconduct where**

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<sup>4</sup> Where Turnitin indicates possible plagiarism, Examiners and Academic Misconduct Officers must still exercise academic judgement in determining whether plagiarism has taken place.

**penalties will immediately apply.** The academic induction period does not apply to any reassessment.

- d) If academic misconduct is suspected in relation to work submitted by a student, in the interest of helping students to avoid continued acts, cases should be investigated as soon as possible.
- e) Cases of suspected academic misconduct should be evidenced and documented before the appropriate procedure is instigated. Where appropriate a Viva should be conducted to demonstrate the student's understanding of the subject matter.
- f) In place of a provisional grade for the work submitted the students will receive notification from the marker that their work is under investigation for Academic Misconduct.

#### **Definitions of Academic Misconduct**

10.10. Academic misconduct (cheating) in assessments is where a student gains, seeks, attempts or intends to gain advantage in relation to assessments or to aid another to gain such an advantage by unfair or improper means.

a) Cheating in examination or tests

Breaching the Examination Room Rules for Candidates. This includes assessments that are taken 'in-class', on-line or any other form of summative examination.

b) Minor errors

Minor errors arise when a student has attempted to adopt academically acceptable practices but has failed to do so accurately or fully. Examples include forgetting to insert quotation marks, minor mistakes in referencing or citation, gaps in the bibliography or reference list, non-compliance with some aspects of presentation guidelines.

c) Collusion

Collusion occurs when, unless with official approval (e.g. in the case of group projects), two or more students consciously collaborate in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.

Collusion can also be the act of one student presenting a piece of work as their own independent work when the work was undertaken by a group. With group work, where individual members submit parts of the total assignment, each member of a group must take responsibility for checking the legitimacy of the work submitted in his/her name. If even part of the work is found to contain academic misconduct, penalties will normally be imposed on all group members equally.

d) Copying

Copying occurs when a student consciously presents as their own work material copied directly from a fellow student or other person without their knowledge. It includes the passing off of another's intellectual property, not in the public domain, as one's own. It differs from collusion in that the originator of the copied work is not aware of or party to the copying. Copying of work from published sources would be dealt with as plagiarism.

e) Dishonest Use of Data: Fabricating or falsifying data or using without permission another person's work

Fabricating or falsifying data to include presenting work that has not taken place. This includes reports or projects based on experimental or field work. It may also include falsifying attendance sheets for placements where this is part of the assessment requirements.

f) False declarations

False declarations presented in order to receive special consideration by Assessment Boards, including deferrals and requests for exemption from work.

g) Plagiarism – Passing off someone else's work, whether intentionally or unintentionally, as your own

Plagiarism occurs when a student misrepresents, as his/her own work, work in the public domain, written or otherwise, of any other person (including another student) or of any institution. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another's work without appropriate and correctly presented acknowledgement and citation of the source
- the close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement and citation of the source;
- failure to reference appropriately or to adequately identify the source of material used;
- unacknowledged quotation of phrases from another's work;

- the deliberate and detailed presentation of another's concept as one's own.

h) Self-Plagiarism

Self-plagiarism is when a student submits the same piece of work, or substantial part thereof, for assessment more than once for graded credit. It will be regarded as Self-plagiarism unless the original piece of work is appropriately referenced.

i) Purchasing or Commissioning

Purchasing or commissioning is either attempting to purchase or purchasing work for an assessment including, for example from the internet, or attempting to commission, or commissioning someone else to complete an assessment. For courses at all levels, the commissioning of proof-reading where this substantially alters the content of the original work, whether this is from a commercial provider or a personal contact, falls under this definition and is considered academic misconduct.

## **Procedures**

### Formal written examinations

10.11. Where an invigilator suspects a candidate of infringing examination room rules (section K) they shall, if possible, in the presence of another invigilator to act as witness to the action taken:

- a) Confiscate any unauthorised material in the possession of the candidate;
- b) endorse the candidate's script on the front cover with a note of the time when the alleged infringement is discovered. In the case of suspected collusion, they should endorse the script of each candidate involved. Wherever possible they should require another invigilator to act as witness by countersigning the endorsement;
- c) issue a new examination script booklet to the candidate(s) in question, clearly instructing them to continue (not to restart) the examination;
- d) inform the candidate(s) in question, at the end of the examination, that a report of the incident will be submitted to the Academic Misconduct Team;
- e) complete an Infringement of Exam Rules Report detailing the incident, and giving the opportunity to the student to comment on the report, and both invigilator and student sign and date it.
- f) enter details of the incident on the invigilator's report;
- g) report the allegation to Academic Misconduct Team for processing.

10.12. Where an internal or external examiner suspects a candidate of infringing

examination room rules, they shall:

- a) attach a cover note to the script detailing the alleged infringement;
- b) report allegation to Academic Misconduct Team for processing.

Assessed coursework (including oral examinations, exhibitions, performances, assignments):

10.13. Where an internal or external examiner suspects a candidate of contravening the regulations in assessed coursework, they shall, where appropriate:

- a) endorse the candidate's work on the front cover, or as appropriate, with a note detailing the location of any plagiarised passages or evidence of collusion and appending sources where appropriate;
- b) discuss the allegation with the Departmental Director of Studies.

**Initial investigation of assessed coursework**

10.14. If the AIT/Module Leader confirms Category A misconduct, the student should be called in to meet with the Module Leader and/or AIT and given support and guidance, along with written advice of where they can seek help.

10.14.1. Records of Category A misconduct offences should be reported by the Department to Academic Misconduct Team and Academic Registry for monitoring purposes.

10.14.2. If the AIT/Module Leader confirms Category B – D misconduct the case should be referred to the Academic Misconduct Team for investigation. The deadline by which evidence supporting an allegation of academic misconduct to be submitted by the Department should normally be no more than one month after the completion date for that component of assessment.

Please note: If a viva voce assessment of the student is considered appropriate before an allegation is reported to the Academic Board, it must not be treated as a formal hearing to consider academic misconduct. If a student admits to academic misconduct during a viva meeting the case will be referred to Academic Registry for confirmation of the allegation to the student, applications of the appropriate penalty and details on how to appeal.

10.14.3. Exceptionally, where serious academic misconduct is discovered after the deadline for submission of an allegation of academic misconduct, an allegation may be pursued retrospectively under these procedures. Where a student has already

graduated, the outcome may result in the revoking of a qualification already awarded.

- 10.14.4. Whilst an investigation is being carried out, the Assessment Board may note the incident and defer judgement.

**A holding grade of U** (allegation of academic misconduct under investigation) should be entered on the student's module record (for cross-reference with other alleged infringements).

- 10.14.5. To proceed with an investigation into an allegation of academic misconduct, the following **where appropriate** should be submitted to the Academic Misconduct Team:

For examinations

- a. the student(s)'s name and number;
- b. a report of the incident;
- c. the invigilator's report;
- d. originals of scripts involved in alleged infringement of examination room rules;
- e. copy or original of unauthorised material used in an examination;

For coursework

- f. Completed Academic Misconduct Referral Form
- g. copy or original work with plagiarised passages marked;
- h. copy of source material with passages which have been plagiarised marked;
- i. summary of any informal interview with the student regarding the incident (it is preferred that no interview takes place before a written allegation is put to the candidate by the Secretary to Academic Board);
- j. notes of any viva that has taken place.
- k. Copy of the instructions given to the candidate regarding the component and a copy of the referencing instructions given to the candidate;

**Procedure for investigation by the Academic Misconduct Team**

- 10.15. As soon as reasonably practicable following receipt of any allegation and supporting documentation, the Academic Misconduct Team shall decide if there are reasonable grounds at first sight to suggest the candidate contravened assessment regulations.
- 10.15.1. If the Academic Misconduct Team determines there are no reasonable grounds, they shall request the Assessment Board to consider the work on its academic merits and remove all record of the alleged misconduct from the student's record.

- 10.15.2. If the Academic Misconduct Team determines there are reasonable grounds to suggest the candidate has contravened the regulations in assessment, they shall write to the student(s) concerned:
- a. To put the allegation.
  - b. If appropriate, to enclose copies of any evidence or report.
  - c. To request a written statement to explain how the allegation may have arisen, stating any mitigating circumstances which may be taken into account when considering a penalty (authenticated evidence to be provided where appropriate).
  - d. To request a reply within 10 working days of the date on which the letter is sent and explaining the consequences of failure to reply.
  - e. To refer to guidance notes on [My Registry](#).

### **Student Response**

- 10.16. If a written reply to the allegation is not received from the student within 10 working days of the date on which the letter is sent, or if the student replies accepting the allegation, the Academic Misconduct Team shall report accordingly to the Academic Board and recommend an appropriate penalty to be communicated to the Chair of the Assessment Board.
- 10.16.1. For Category B and C offences, where the penalty does not involve retaking a module, the Academic Board will have the authority to impose the penalty and inform the student and Chair of the Assessment Board of the outcome
- 10.16.2. If the student does reply within the time limit denying the charge the Secretary to Academic Board shall consider the allegation in the light of the students response and in consultation with the Academic Integrity Tutor and/or other appropriate members of staff in order to decide whether to dismiss the allegation, or to proceed and to convene a Panel of Investigation.

### **Panel to investigate the allegation of academic misconduct**

- 10.17. Following 10.16.2. above, and if appropriate, the Secretary to Academic Board shall convene a Panel of Investigation which shall consist of two members of staff drawn from Senior staff - including Deputy Chief Executive Officer; Faculty Heads; Director of Studies; together with one student representative.
- a) Staff involved in the assessment of the student shall be required to attend as witnesses.
  - b) The Chair of the Panel shall be a member of Academic Board or nominee.
  - c) No member of staff who has been involved in teaching or assessing the student shall be eligible to serve on the Panel.
  - d) The student will be given 10 working days' notice, wherever possible, of the date, time, place and Panel membership, together with any documents to be

consulted by the Panel.

- e) The student may object to the appointment of members of the Panel and to the date giving grounds for the objection. However, any change to the arrangement is solely at the discretion of the Chair.
- f) Due notice of the Panel of Investigation meeting will be considered to have been given on sending the notice and supporting information to the student's last recorded email address. At the discretion of the Panel the case may then be heard whether or not the student attends the meeting.

10.17.1. All proceedings and papers associated with the meeting shall be strictly confidential to those invited to attend.

10.17.2. The student shall have the right to be accompanied by a companion and to submit oral or written evidence to the meeting. Legal representation is not allowed at a Panel meeting.

10.17.3. Procedure for the Panel of Investigation in session

- a) The Panel of Investigation may not be held in the absence of an appointed Chair.
- b) The Chair has discretion to organise the meeting as they see fit in order to achieve the principal aims of a hearing:
  - i. to clarify evidence as necessary by questioning those who have submitted it;
  - i. to enable the student to dispute the allegation;
  - ii. to enable the Panel to reach a decision.

10.17.4. Mechanical, electrical or electronic recording by any means shall be prohibited.

10.17.5. The Panel shall consider its decision in private after the evidence has been heard and shall reach a decision by majority vote, in the light of the evidence presented and on the balance of probabilities, whether the student infringed assessment regulations. If the votes cast are equal, the Chair shall have a second or casting vote.

10.17.6. The student and their companion shall normally be recalled for the Chair to inform them of the decision of the Panel which will be in the form of a recommendation to the Assessment Board. The recommendation in writing will be sent to the student normally within five working days of the Panel meeting.

#### **Decision of the Assessment Board**

10.18. Where an allegation of academic misconduct is not sustained following investigation, the work shall be assessed on its academic merit, and all record of the alleged misconduct shall be removed from the student's record.

10.18.1. Where an allegation of academic misconduct is sustained, either by admission of the student or following investigation, the Assessment Board shall:

- a) receive the recommendation of the Academic Board or Panel (except when **10.16.1** applies) and decide on a course of action;
- c) report its decision to the Secretary to Academic Board for recording and monitoring purposes.
- d) Should an Assessment Board agree that a student be expelled from the Metanoia Institute then the Chair will inform the Academic Board. The Secretary to Academic Board will issue the notification of expulsion. Copies of the notification shall be sent to the appropriate Faculty Head and DoS. Any reassessment following the Assessment Board's decision to fail the student in one or more units of assessment shall be at the absolute discretion of the Assessment Board under the programme assessment regulations.

10.18.2. A student may appeal against the decision of the Assessment Board to impose a penalty. Such an appeal will be made through the established appeal procedures and must be received by the Secretary to Academic Board within 10 working days of the decision being issued. The only subsequent involvement of the Secretary to Academic Board will be to refer the appeal for decision to a senior manager with appropriate academic background, outside the Faculty to which the student belongs.

- a) Normally an appeal may be made on the following grounds:
  - i. That there is new and relevant evidence which the student was demonstrably and for the most exceptional reasons unable to present to the Academic Board or Panel of Investigation meeting.
  - ii. That the procedures were not complied with in such a way that it might cause reasonable doubt as to whether the result would have been different had they been complied with.
  - iii. That there is documented evidence of prejudice or bias on the part of the Academic Board or by one or more members of the Panel of Investigation.
  - iv. That the penalty imposed exceeds the maximum penalties listed in Table F5.

**Guidelines for penalties for Academic Misconduct**

10.19. The minimum penalty imposed shall normally exceed that which would follow if the student had merely failed the assessment.

10.19.1. The penalties listed in Table F5 must be taken as indicative of the maximum penalties which may be imposed.

10.19.2. All confirmed offences must be recorded on the student's record as grade P. This grade to remain throughout the student's registration at the Metanoia Institute

and to be replaced on formal documents by grade 20.

10.19.3. All records of disproved offences must be deleted from the student record.

10.19.4. A student may appeal against the decision of the Assessment Board to impose a penalty. (see 10.18.2 above)

## F5 Categories and Penalties

Category	Examples	Key Indicators	Action
CATEGORY A Minor Misconduct	<ul style="list-style-type: none"> <li>Reproducing an existing concept or idea unintentionally</li> <li>Failure to adequately reference sources, including incomplete or incorrectly cited bibliographies, footnotes and/or quotations</li> <li>Several sentences of direct copying without acknowledging the source</li> <li>Several instances of inappropriate or unacknowledged paraphrasing</li> <li>Unacknowledged proof reading by another person</li> <li>Unacknowledged help with English language accuracy</li> </ul>	<ul style="list-style-type: none"> <li>The student has not yet learnt about the importance of referencing or has misunderstood the referencing or paraphrasing principles</li> <li>The student's behaviour appears unintentional</li> <li>The student's behaviour might be intentional but on an insignificant scale</li> <li>The student is in 1<sup>st</sup> year of education</li> <li>The student is not used to UK academic culture</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial support and guidance to help the student understand what is and is not acceptable <i>and</i></li> <li>Written advice for the student on where they can seek help</li> <li>Warning regarding penalties for Academic Misconduct offences</li> </ul>
CATEGORY B Moderate Misconduct	<ul style="list-style-type: none"> <li>Several paragraphs of direct copying without acknowledging the source (including one's own previously submitted work on another assignment)</li> <li>Several paragraphs of unacknowledged paraphrasing of another person's thoughts, ideas or text.</li> <li>An assignment that has been translated into English by another person</li> <li>An assignment that has been edited by another person</li> <li>Deliberately submitting the same piece of work for assessment for more than one assignment.</li> <li>Collusion</li> <li>Repeated Minor Misconduct, particularly if the student has been previously reprimanded.</li> </ul>	<ul style="list-style-type: none"> <li>The student's behaviour appears intentional but on a small scale</li> <li>The student's behaviour will not have a significant impact on their final award</li> </ul>	<ul style="list-style-type: none"> <li>Normally a mark of <b>P for that module</b> with the opportunity to <b>resubmit the affected component</b>. Resubmitted <b>component</b> will be capped at 16 if passed.</li> <li>Where the student has already been given the opportunity to resubmit a failed component, the Board will normally, subject to Programme Regulations, award <b>P for the module</b> with the opportunity to <b>repeat the module, or an alternative</b>. All repeat, or alternative modules will be capped at 16 and charged full fees.</li> <li>Warning that further offences will have serious consequences for final qualification</li> </ul>

Category	Examples	Key Indicators	Action
CATEGORY C Serious Misconduct	<ul style="list-style-type: none"> <li>• Large sections of unacknowledged paraphrasing of another person's ideas or text</li> <li>• Presentation of the work of other students without acknowledgement</li> <li>• Presentation of the work of commercial or industry practitioners without acknowledgement</li> <li>• Deliberate falsifying of data or using another person's work without permission</li> <li>• Breach of Examination Room rules</li> <li>• Conspiring or colluding with others to commit any of the above</li> <li>• Repeated Moderate and/or Serious Misconduct, particularly if the student has been previously reprimanded</li> <li>• False declarations in order to receive special consideration by Assessment Boards, including deferrals and requests for exemption from work.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's behaviour appears intentional and on a significant scale</li> <li>• The student has intended to deceive the person marking the work</li> <li>• The student would benefit substantially from the offence</li> <li>• The student's behaviour would significantly compromise the integrity of the University's awards</li> <li>• The student may have been warned and/or reprimanded for previous attempts to deceive.</li> </ul>	<ul style="list-style-type: none"> <li>• Normally a mark of P <b>for that module</b> with the opportunity to resubmit the component. <b>The module will be capped at 16</b> if the resubmission is passed.</li> <li>• Where the student has already been given the opportunity to resubmit, or for substantial plagiarism in a project or dissertation, the Board will normally, subject to Programme Regulations, award P <b>for the module</b> with the opportunity to <b>repeat the module, or an alternative</b>. All repeat, or alternative modules will be capped at 16 and charged full fees</li> </ul> <p><i>Or, for the most serious misconduct:</i></p> <ul style="list-style-type: none"> <li>• A mark of P for all modules at that level/stage with the opportunity to repeat the Level/stage. All repeat modules will be capped at 16 and charged full fees.</li> <li>• Exceptionally, the Board may, at its discretion and for reasonable cause, decide that a candidate may not be reassessed.</li> </ul>
CATEGORY D Gross Misconduct	<ul style="list-style-type: none"> <li>• Submitting an assignment purchased or downloaded from the internet.</li> <li>• Substantial Plagiarism in a Postgraduate Dissertation</li> <li>• Commissioning another person to produce a piece of work.</li> <li>• Theft of the work of other students</li> <li>• Theft of the work of commercial or industry practitioners</li> <li>• Copyright Theft</li> <li>• Fraud, including impersonation and misrepresentation of identity</li> <li>• Acts of Violence or vandalism</li> <li>• Breach of Examination Room Rules</li> <li>• Conspiring or colluding with others to commit any of the above</li> <li>• Repeated Serious Misconduct, particularly if the student has been previously reprimanded</li> </ul>	<ul style="list-style-type: none"> <li>• The student's behaviour appears intentional and on a significant scale</li> <li>• The student has intended to deceive the person marking the work</li> <li>• The student would benefit substantially from the offence</li> <li>• The student's behaviour would significantly compromise the integrity of the University's awards</li> <li>• The student has been warned and/or reprimanded for previous attempts to deceive</li> </ul> <p>Also <b>see Student conduct and discipline rules</b>.</p>	<ul style="list-style-type: none"> <li>• A mark of P for that module and repeat Module with new registration, capped at 16, and full fee payable</li> <li>• Award exit qualification</li> <li>• Expulsion</li> <li>• Revoking a previously awarded degree</li> </ul>

## 11. APPEAL REGULATIONS AND PROCEDURES

11.1. Explanatory notes and guidance for making an Academic Appeal are available on Moodle; the website and the Quality and Standards Manual.

### Definition

11.2. An academic appeal is defined as “a request from a student for a reconsideration of a decision made by an Assessment Board, Progression Board or Award Board (hereafter termed ‘Assessment Board’) regarding their assessment, progression or award.”

11.2.1. Examples of decisions against which appeals can be made include, but are not limited to: results of summative assessments; award classifications; decisions about awarding of APL; termination of a student’s registration on academic grounds; outcomes of academic misconduct procedures.

11.2.2. A formal appeal may only be made against a published assessment result which has been confirmed by an Assessment Board.

### Scope

11.3. This Policy applies to all students who are registered on a higher education programme with Metanoia Institute, except, in certain circumstances, students registered on postgraduate research degrees jointly delivered with Middlesex University (see point 5 below).

11.3.1. Research degree students who wish to appeal an assessment decision relating to an element of their programme taught at level 7 (‘Part 1’ of the programme) must use this Policy; research degree students who wish to appeal an assessment decision relating to an element of their programme taught at level 8 (‘Part 2’ of the programme) must use the [Middlesex University Appeal Regulations and Procedures](#).

11.3.2. Former students of Metanoia Institute may submit an appeal provided that they are within the timeframe for submitting a formal appeal, as set out below.

### Timings

11.4. Any formal appeal under stage 2 of the Appeals Procedure must be submitted within one month of the formal assessment result or decision being communicated to the student.

11.4.1. The Institute endeavours to complete any internal consideration of an appeal within 90 calendar days.

### Disability

11.5. The Institute will provide reasonable adjustments to students with declared disabilities, who are using this Policy and Procedure. This may include, but is not limited to: extensions to deadlines; assistance with submitting an appeal; providing documentation in alternative formats.

### Related policies and procedures

11.6. This Academic Appeals Policy and Procedure interacts with a number of other documents:

- Middlesex University Regulations

- Middlesex University Appeal Regulations and Procedures
- Metanoia Institute Complaints Policy and Procedure

## **Appeals Procedure**

### Stage 1: Informal resolution

- 11.7. At times, students may be unsure how a particular assessment result or decision is arrived at. In the first instance, students should seek to discuss their concerns with their tutor or Programme Leader, who can give more extensive feedback and explain how the assessment decision was reached.

### Stage 2: Formal appeal

- 11.8. Students may only submit a formal appeal if they have attempted to resolve the matter informally as outlined under point 12.
- 11.8.1. Any formal appeal must be submitted within one month of the formal assessment result or decision being communicated to the student; and it must be submitted on the Appeals Form and be accompanied by supporting evidence.
- 11.8.2. An appeal must be submitted on one of the following grounds:
- 11.8.2.1. That the student had extenuating circumstances which the student was unable, or unwilling, to disclose at the time of the assessment, which materially impacted on the student's ability to complete the assessment, and for which the student can provide evidence;
- OR
- 11.8.2.2. That there has been an administrative error in the conduct of the assessment or the Assessment Board, which significantly impacted the outcome of the assessment or the decision by the Assessment Board;
- OR
- 11.8.2.3. That the assessment or the Assessment Board were not conducted in line with published regulations or policies, and that this significantly impacted the outcome of the assessment or the decision by the Assessment Board.
- 11.8.3. Appellants may not challenge the academic judgement of examiners and appeals made on this basis will be rejected. Academic judgement is defined as any judgment that is made about a matter where only the opinion of an academic expert is sufficient.
- 11.8.4. Upon receipt of a formal appeal, the Quality Standards and Support Manager will consider whether the appeal can be accepted for consideration under the provision of this Procedure, e.g. whether it has been submitted on time; whether it meets the grounds of appeal; whether evidence has been provided.
- 11.8.5. The student will be informed within 10 working days whether their appeal is eligible for consideration. If the appeal is deemed not eligible, this will be the end of the internal appeals process and the student will be sent a Completion of Procedures Letter (see Office of the Independent Adjudicator).

- 11.8.6. If the appeal is deemed eligible, the Quality Standards and Support Manager will convene an Appeal Panel to consider the appeal. Such a panel will consist of one Faculty Head, one Programme Leader, and one other member of teaching staff, none of whom are personally acquainted with the appellant or have in any way been involved with the case previously. Where possible, the members of the panel will not all be part of the same programme team. The Quality Standard and Support Manager or nominee will act as Secretary to the Panel.
- 11.8.7. The Panel will be convened within 20 working days of the notification sent to the student as per point 18 of this Procedure.
- 11.8.8. The appellant will be given at least 10 working days' notice of the date and time of the Panel Hearing. The appellant is entitled to attend the Hearing, or submit a statement to the Panel in writing in advance of the Hearing. If the appellant attends in person, they are entitled to bring a companion. The companion must not have had any previous involvement in the case, and not have a vested interest in the outcome of the case. No party may normally be accompanied by a legal practitioner.
- 11.8.9. Both the appellant and the Panel may call witnesses to attend the Hearing. Both parties are entitled to question any witnesses during the Hearing.
- 11.8.10. At the end of the Hearing, the Panel will withdraw for private discussion to decide whether the appeal is upheld or not. If no unanimous decision can be reached, the Panel may come to a majority decision. The Panel may either reject or uphold the appeal.
- 11.8.11. The Secretary will endeavour to inform the appellant of the Hearing outcome as soon as possible and in any case no later than 5 working days after the Hearing.
- 11.8.12. If the Panel has upheld the appeal, it shall prepare a report for the Assessment Board or other relevant party which made the decision that is appealed against, to ask them to review their original decision. This report will set out the Panel's rationale for upholding the appeal, and any recommendations the Panel may wish to make.
- 11.8.13. The Assessment Board or other decision-making party will review its decision and report the outcome of this review to the appellant as soon as possible. Appellants should be aware that after review of the matter, the original decision may be re-affirmed.

### Stage 3: Review

- 11.9. If a student is dissatisfied with the outcome of their appeal under Stage 2, they are entitled to request a review of their appeal. Students on programmes that are validated by Middlesex University should pursue any request for review with the University, under its [Appeal Regulations and Procedures](#). Students on programmes that are not validated, may request a review as set out in 28 to 31 of this Procedure.
- 11.9.1. Any request for review to the Institute must be submitted within 10 working days of the student being notified of the outcome of their appeal under Stage 2.

- 11.9.2. Any request for a review must be on one of the following grounds, and must be accompanied by evidence:
- 11.9.2.1. The appeal under Stage 2 was not considered in line with this Appeals Policy and Procedure;  
OR
- 11.9.2.2. The appellant has new material evidence which they were unable, for valid reasons, to disclose at an earlier stage;  
OR
- 11.9.2.3. The decision reached under Stage 2 is not reasonable or in accordance with the facts of the case.
- 11.9.3. Any request for review will be considered by the Head of Policy, Planning and Compliance, who may allow or dismiss it. If the request is allowed, the Head of Policy, Planning and Compliance may: (i) recommend that the case is re-heard under Stage 2 by a new Appeal Panel, which does not include any members that have previously been involved in the case; or (ii) amend the recommendations made by the Appeal Panel to the Assessment Board or other decision-making party.
- 11.9.4. The Head of Policy, Planning and Compliance will inform the student within 15 working days of the outcome of their request for review. The decision of the Head of Policy, Planning and Compliance will be final.

#### **Office of the Independent Adjudicator (OIA)**

- 11.9.5. Students on programmes validated by Middlesex University, who have exhausted the Institute's internal appeals procedure will receive a Completion of Procedures letter. If a student remains dissatisfied with the appeal outcome, they may lodge an external appeal with the Office of the Independent Adjudicator (OIA) within twelve months of receiving the Completion of Procedures letter.
- 11.9.6. Information and eligibility rules are available at: [www.oiahe.org.uk](http://www.oiahe.org.uk) or you can write to: Office of the Independent Adjudicator for Higher Education, Second floor, Abbey Gate, 57-75 Kings Road, Reading, RG1 3AB, United Kingdom enclosing a copy of the final decision of Metanoia Institute and stating the reasons for seeking redress from the OIAHE.

#### **Progression of a student while an appeal is being considered**

- 11.10. The decision of the Assessment Board remains in force until it is formally notified by the Academic Board to have been rescinded.
- 11.10.1. Therefore, the student remains responsible for:
- a) Conforming to the requirements for a referral, resubmission of work to be assessed or re-sitting an examination pending the outcome of the appeal;
  - b) The consequence of not complying with these requirements should the subsequent decision of the appeal process not be in the student's favour.
- 11.10.2. While the appeal is being processed the student shall normally be permitted by the Assessment Board to continue to the next stage of their studies, unless there are circumstances preventing it other than the decision in question of the Assessment Board. This will not prejudice the outcome of the appeal.

- 11.10.3. If the appeal concerns expulsion following an investigation into academic misconduct, the student is suspended and written permission is required from the Chair of the Academic Board or nominee for the student to continue to the next stage of their studies. The Chair of the Academic Board or nominee has discretion not to permit the student to continue pending the outcome of the appeal.
- 11.10.4. If the appeal concerns a failed prerequisite for placement, or the placement itself, written permission to attend a placement is required from the Chair of the Assessment Board. The Chair of Assessment Board has discretion not to permit the student to enter, or to continue on placement pending the outcome of the appeal. This discretion may be exercised only where the Assessment Board judges that it would be against the interests of other people affected by the placement.
- 11.10.5. This right is designed solely to ensure that a student whose appeal is upheld is not disadvantaged and it shall not be interpreted as acceptance of a failed student whose appeal is subsequently dismissed on a later stage of the programme, nor shall satisfactory progress during such attendance be admissible as evidence at any stage in the appeal procedure.
- 11.10.6. During any such interim period of attendance, no fees would be demanded. In the event of the appeal ultimately being resolved in the student's favour and the student being formally reinstated onto the programme, the appropriate fee would be payable.
- 11.10.7. The student may, if a final qualification has been made, inform prospective employers of the qualification awarded but that the decision may be reviewed following the appeal.
- 11.10.8. The student may, if a finalist, attend the Graduation Ceremony.
- 11.10.9. The entitlement of the student to proceed on the programme of study will continue until the date of the letter formally notifying the student of the final outcome of their appeal (i.e., dismissal of the appeal or Assessment Board's reviewed decision). This letter will inform the student whether they are entitled to continue on the programme.
- 11.10.10. Students shall receive regular communication regarding the progress of their appeal.

### **Confidentiality**

- 11.11. The appeal is kept as confidential as possible and within the Institute. Students who notify the Institute that information has been included of a highly confidential and personal nature will, if requested, be informed in advance of the names of persons to whom the information will be disclosed.

## 12. STUDENT CONDUCT AND DISCIPLINE RULES

### Statement of Student Conduct

- 12.1. As a Metanoia Institute / Middlesex University student, you are expected to conduct yourself at all times in a manner which demonstrates respect for the Institute and University, your fellow students and its staff. You are an ambassador, and you are expected to behave in a way that enhances the reputation of the Institute/ University and all of its students and graduates, and that is sensitive to our culturally diverse environment. You are encouraged, with the support of the Institute, to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

### Preamble

- 12.2. These Rules are intended to provide fair and orderly procedures for maintaining reasonable student conduct and behaviour while enrolled with the Institute. The rules and regulations of the Institute, which require students to conduct themselves appropriately and enable the Institute to discipline students in the event of misconduct, form part of the terms of the contract between the parties which students become a party to on enrolment to the Institute.

- 12.2.1. These rules should also be read in conjunction with the Student Charter which sets out what a student can expect from the Institute; what the Institute expects from each student.

- 12.2.2. The Rules will be used so as to protect the right of all students to pursue argument, discussion and activities proper to their study in higher education. All students are encouraged to participate in debate and a wide range of activities, whether this be directly related to their own study programmes or to matters of wider community and public interest. Equally, all students are expected to respect the rights of others to study, to work, and to participate freely in the life of the institution. This is consistent with the Mission Statement of the Institute, with the traditions of higher education and with freedom of speech and association in a democratic society.

- 12.2.3. The Institute is committed to treating all students fairly and to not make presumptions prior to collating evidence. The Institute has regard to the various duties and obligations they have to all students, in particular applying the principles of natural justice i.e. the right to a fair hearing before an impartial decision-maker. Only will a matter warrant a disciplinary panel where there is sufficient and appropriate evidence.

- 12.2.4. It is the intention of these Rules to encourage the development of mutual respect between all members of the university community. To this end, it is important that students exercise their rights responsibly and with respect for others, and so contribute to the orderly running of the institution as a whole. This is the context in which these rules and procedures should be read and used.

- 12.2.5. The Rules are set out in clear stages so as to be a guide to students and to staff. Except in the case of serious offences, the penalties are intended to operate as a series of warnings, with the authority to suspend or expel a student from the Institute/University, being reserved to a member of the Executive. It is the intention of these Rules to encourage the development of mutual respect between students, staff and management. To this end it is important that students exercise their rights

responsibly and with respect for others, and so contribute to the orderly running of the institution as a whole. This is the context in which these rules and procedures should be read and used.

**Indicative offences and sanctions**

- 12.3. Please note that this list is not exhaustive and the Institute can bring action in relation to any actions or behaviours which are considered to have breached the Policy.
  
- 12.4. The following table is intended to provide guidance on the types of offences which are covered under this policy and on the possible sanctions that may be imposed if a breach of the Policy is proven. Previous offences may be taken into account when determining sanctions. Each case will be considered individually and will take into account all factors considered relevant by the Institute and its representatives during the disciplinary process.
  
- 12.5. For further information, see Policy document on website (<https://www.metanoia.ac.uk/about/policies-and-procedures/>), Moodle and in the Quality and Standards Manual.

<b>Misconduct against the Institute</b>		
<b>Type of misconduct</b>	<b>Example of misconduct</b>	<b>Sanctions</b>
<b>Physical Misconduct</b>	Pushing; shoving; pulling hair; slapping; biting; punching; kicking	<ul style="list-style-type: none"> <li>• Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services; restrictions or conditions (for example; issuing a non-contact order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment.</li> </ul>
<b>Abusive behaviour</b>	Use of inappropriate language; making remarks, gossip or jokes about another person; acting in an intimidating and hostile manner, including following, stalking or spying on another person; cyberbullying; making abusive comments related to a protected characteristic (sex, sexual orientation, religion or belief, pregnancy/ maternity, marriage/ civil partnership; gender reassignment, disability, age); generating and/or sharing offensive material; seeking advantage over another person by threatening or pressuring them; threatening to hurt another person	<ul style="list-style-type: none"> <li>• Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services; restrictions or conditions (for example; issuing a non-contact order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment</li> </ul>

<b>Sexual Misconduct</b>	Making persistent unwanted remarks of a sexual nature; formal written warning; written apology from the student; inappropriately showing sexual organs to another person; touching inappropriately through clothes without consent; kissing without consent; sharing private sexual materials of another person without consent; attempting to engage in sexual intercourse or a sexual act without consent; engaging in sexual intercourse of a sexual act without consent	<ul style="list-style-type: none"> <li>• Mandatory engagement with relevant workshops/support services; restrictions or conditions (for example; issuing a non-contact order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment</li> </ul>
<b>Damage to Property</b>	Causing minor damage to Institute or Institute-related property; causing minor damage to the property of students or staff of the Institute or visitors to the Institute	<ul style="list-style-type: none"> <li>• Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services</li> </ul>
<b>Major Damage to Property</b>	Causing significant damage to Institute or Institute-related property or that of students or staff or visitors to the Institute	<ul style="list-style-type: none"> <li>• Requirement to make good the damage caused at the respondent's expense; restrictions or conditions (for example, issuing a no-entry order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment</li> </ul>
<b>Unauthorised use or taking of property/ misuse of Institute or Institute-related property</b>	For example, computers/library	<ul style="list-style-type: none"> <li>• Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services; unauthorised entry onto or use</li> </ul>

		of Institute or Institute-related premises; taking property belonging to the Institute or another person without permission; requirement to pay for the replacement of property and/or compensation; restrictions or conditions (for example, issuing a no-entry order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment
<b>Causing a Health or Safety Concern</b>	Engaging in an act or omission that did or could cause a health and safety concern or serious harm on Institute or Institute-related premises	<ul style="list-style-type: none"> <li>• Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services); restrictions or conditions (for example, issuing a no-entry order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment</li> </ul>
<b>Additional considerations include:</b>	<p>Failure to follow Institute procedures;</p> <p>Improper interference with Institute activities (including academic, administrative, social) on Institute or Institute-related premises</p> <p>Improper interference / disruption with the functions, duties or activities of any student, member of staff or authorised visitor to the Institute</p> <p>Refusal to identify yourself to Institute staff or using false ID</p> <p>Making acts, omissions or statements intended to deceive</p>	<p>In all cases the following sanctions will be considered:</p> <ul style="list-style-type: none"> <li>• Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services); restrictions or conditions (for example, issuing a no-entry order); suspension of studies; termination of registration with or without a specified period of non-re-enrolment.</li> </ul>

	<p>Misrepresenting your relationship to the Institute or documentation provided to you by the Institute.</p> <p>Engaging in behaviour that has damaged or could have damaged the reputation of the Institute</p>	
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### 13. **STUDENT COMPLAINTS**

See Policy document on website (<https://www.metanoia.ac.uk/about/policies-and-procedures/>), Moodle and in the Quality and Standards Manual.

### 14. **Computing rules and regulations**

See Policy document on website (<https://www.metanoia.ac.uk/about/policies-and-procedures/>), Moodle and in the Quality and Standards Manual.

### 15. **Provision for students with disabilities and specific learning needs**

See Guidance documents and Handbook on Moodle.

### 16. **Data Protection**

See the Institute's Policy documents on website (<https://www.metanoia.ac.uk/about/policies-and-procedures/>).

#### **Students are responsible for:**

- ensuring that all personal data provided to the Institute is accurate and up to date
- informing staff of any changes to information which they have provided, e.g. change of address
- informing staff of any errors or changes.

16.1. Students should ensure that they are familiar with the Data Protection Policy.

16.2. Any breach of the Policy, whether deliberate or through negligence, may lead to disciplinary action being taken, access to facilities being withdrawn or even a criminal prosecution.

### 17. **CMA Guidelines: Making Changes to Published Programme Related Information**

#### **Consumer Legislation and Programme Information**

17.1. The Competition & Markets Authority (CMA) have published advice for HE providers on consumer protection law, outlining the information we need to give prospective students so that they can make informed study choices.

17.2. It is vital that programme pages are compliant with consumer law and that we provide prospective applicants with accurate and comprehensive course information. Anyone gathering, supplying or publishing course information aimed at students must be familiar with, and comply with, the CMA guidance.

17.3. The Quality Assurance Agency for Higher Education (QAA) has produced 'A guide to providing information to prospective undergraduate students'. This comprehensive guide is based on research into applicant's information requirements and also the CMA guidance. We aim to follow QAA's exemplary guidance on our programme materials.

17.4. Director of Studies s are responsible for the factual accuracy of their programme pages and ensuring that sufficient content is provided to meet the needs of prospective students.

17.5. Metanoia Institute Marketing Group support the Executive Committee in overseeing the standardisation of this information across the Institute, ensuring the information is accurate and fit-for-purpose.

**18. Intellectual Property Rights: Students**

See Guidance documents on Moodle.

**19. Student Charter**

19.1. Metanoia Institute values its long-standing reputation for providing training of outstanding relevance and quality and we aspire to work in partnership with our students in a learning environment which strongly encourages the mutually beneficial exchange of ideas, observations and experience.

19.1.1. The Charter has been jointly written by students and staff with the aim of articulating our shared commitment to developing and maintaining the characteristics of our community that will best support our mutual success while providing a guide to what students and staff can reasonably expect of each other. The Charter is reviewed on a biennial basis to ensure that it continues to reflect our intentions and expectations. It is managed by the Joint Staff and Student Committee.

<b>Author:</b> Amalia Sexton Registrar	<b>Date Written:</b> June 2021	<b>Date Approved:</b> July 2021	<b>Owned By:</b> Academic Board
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