



Academic Regulations 2023-24

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1. GENERAL INFORMATION

1.1. Metanoia Institute has developed these Regulations to operate alongside the Quality and Standards Manual in accordance with the principles established by the UK Quality Code for Higher Education.

1.2. These Academic Regulations apply to all students and all programme activity across the Institute including students on programmes which are validated and awarded by Middlesex University.

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.

2. INTRODUCTION

2.1. 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 and sets our academic procedures within their regulatory context, framing our qualifications and delivery methods. Supporting policies and procedures are referenced in this document. These may all be found on the Institute's website at <https://metanoia.ac.uk/about/policies-and-procedures/>

2.2. 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.

2.3. The academic provision of the Metanoia Institute is based on credit accumulation. Students accumulate credits by passing modules in order to gain qualifications. Modules are at various levels within the FHEQ (Framework for Higher Education Qualifications in England, Wales and Northern Ireland).

2.4. 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.

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 compulsory modules which have to be passed and may include optional modules.

Credit: Each module carries a credit rating, with most modules rated at 15, 20, 30, 40 or 60 credits.

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 Higher Education qualifications awarded by the Institute:

- 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 Certificate – 60 credits with a minimum of 40 credits at FHEQ level 7
- 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.

3. RELATIONSHIP WITH QUALITY AND STANDARDS MANUAL

3.1. This Academic Regulations document details all regulations (procedures; academic guidance and standards) for staff and students to assist in academic matters across the Institute.

3.2. The Quality and Standards Manual contains all policies and high-level documents to support and protect activity across the Institute.

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

3.4. 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.

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

Policy: 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.

Guidance: 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.

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

3.7. All main polices for the Institute are available via the website.

4. METANOIA INSTITUTE AWARDS

4.1. **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 are:

- 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 are:

- Diploma of Higher Education (DipHE);

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 are:

- 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"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • a detailed understanding of applicable techniques for research and advanced academic enquiry.

Qualifications at this level are:

- Postgraduate Certificate (PGCert);
- Postgraduate Certificate in Higher Education (PGCertHE);
- Postgraduate Diploma (PGDip);
- Master of Science (MSc);

4.2. Posthumous Aegrotat Awards

Any qualification listed above may be conferred posthumously and accepted on the student's behalf by a partner, family member or other appropriate individual. The qualification may be conferred as an aegrotat award whereby the Assessment Board agrees the level of qualification which they are satisfied that the student would have received had they been able to complete their assessments. The award will have no classification and will not be identified as aegrotat on the certificate.

5. CALENDAR

- 5.1. Metanoia Institute programmes operate on an academic year which covers 1st September – 31st July.
- 5.2. Each programme operates on a pre-determined schedule of study weekends and workshop activity. Full dates are given in the relevant Programme Handbook.
- 5.3. The Metanoia Institute and study resources are open to students as detailed in their Programme Handbook.

6. ACADEMIC REGULATIONS

6.1. General guidance for Undergraduate and Postgraduate Taught Programmes

- 6.1.1. These regulations apply for all taught programmes. Any variation from these regulations must be identified at, and approved by, the Academic Board. Where variations are agreed, these must be identified and published within the relevant Programme Handbook.
- 6.1.2. 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 :* 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.
- 6.1.3. 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.
- 6.1.4. 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).

Titling of qualifications

6.1.5. 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)
 - PSRB reserved titles

6.1.6. 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 may be included in a diploma supplement.

Exit qualifications

6.1.7. This is a named qualification (e.g. Dip HE Psychological 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.

Transfer of Credit

6.1.8. Credit transferred from one Metanoia Institute or Middlesex University 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.

6.1.9. The maximum amount of ungraded credit which may be transferred from another institution or by accreditation of experiential learning is normally two thirds of the total (Table 1). This may be limited by professional body requirements which may include the completion of specific assessment tasks, meeting learning outcomes of completing placement activity. Students must complete all modules for which they register in their entirety and it is not permitted for there to be exemptions from elements of modules due to studies or activities completed elsewhere.

6.1.10. All accreditation of prior accredited learning or experiential learning must be approved by the Assessment Board.

Qualification	Total credits	Maximum number of ungraded credits
Cert HE	120	80
Dip HE	240	160 (maximum of 40 credits at level 5)
BSc Hons	360	240 credits (120 credits at level 4; maximum 120 credits at level 5)
PGCert	60	40
PGDip	120	80
MSc	180	120

Table 1: Maximum amounts of ungraded credit which may be transferred into programmes

6.1.11. 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

6.1.12. 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.

6.1.13. 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). Placements may form part of the activity within a module.

7. GENERAL REGULATIONS FOR ADMISSION

7.1. The Institute has an Admissions Policy which has been approved by the Academic Board and can be found at <https://metanoia.ac.uk/about/policies-and-procedures/>. Normal qualifications required for entry to programmes at different levels are set out in the Programme Specifications.

7.2. 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 for each programme will be published on the Institute's website.

Entry requirements

7.3. 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.

7.4. '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.

7.5. 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.

7.6. Specific criteria may also specify an interview and/or assessment which all candidates are required to take regardless of their existing qualifications.

7.7. 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.

7.8. Those applicants applying from programmes of study where there is a progression agreement may be guaranteed an interview or a conditional offer.

Normal minimum qualifications required for entry to undergraduate programmes

7.9. The minimum normal qualifications required for entry to Level 4 are GCSE passes at grade C/4 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.

7.10. 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.

7.11. 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. Due to specific professional body requirements, each programme has its own guidance regarding acceptable recognition of prior learning.

Normal minimum qualifications required for entry to postgraduate programmes

7.12. 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.

7.13. Applicants who meet or exceed the entry criteria for Level 7 may also apply to have prior learning recognised. As there may be professional body requirements which govern or limit the recognition of prior learning or credit, each programme publishes permissible

7.14. 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

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

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

7.17. The Metanoia Institute does **NOT** currently hold a Sponsorship License for students requiring a Student Visa therefore it cannot support international students requiring a Student Visa to study in the UK.

7.18. 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

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

7.20. For those applicants who do not have GCSE English at either grade C or 4, the Institute normally accepts the English Language qualifications set out as below (the Institute may also accept those which are documented to be equivalent). 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.

Applicant Behaviour

7.21. 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 has been developed with staff and student input and outlines our mutual responsibilities and aspirations (see <https://metanoia.ac.uk/about/student-charter/>).

7.22. 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.

7.23. 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.

7.24. The Institute may take disciplinary action against any applicant or student who does not act in accordance with expected behaviours under the Conduct and Disciplinary Procedure, Fitness to Practise or Fitness to Study Policies as is deemed appropriate. 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. Student disciplinary policies and procedure may be found at <https://www.metanoia.ac.uk/about/policies-and-procedures/>

Applicants with disabilities: Disclosure of information

7.25. Offers of places on programmes of study at the 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.

7.26. The Institute will not normally consider whether an applicant's disability would hinder or prevent them from following a career subsequent to graduation.

7.27. In line with the Institute's commitment to widening participation, and to meet its duty to promote disability equality, it 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 requirements, the Institute may suggest an alternative programme of study.

7.28. Where the Institute is unable to make a reasonable adjustment, the applicant will be informed, and alternative programmes of study may be suggested.

7.29. The Institute is proactive in encouraging early disclosure by offering several opportunities for applicants to inform it of any disability. Applicants can disclose on their direct application, at their introductory workshop, at their assessment interview, or in discussions with a member of staff.

7.30. Where applicable, invitations to assessment interviews and offer letters will include information about obtaining reasonable adjustments.

Late disclosure

7.31. Metanoia Institute does make anticipatory adjustments to its provision. This ensures that if Metanoia Institute is informed about an applicant's disability 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.

7.32. 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

7.33. 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. However, the Institute recognises its duty to protect its students, staff, clients in placements and others within its community. It reserves the

right to exclude an individual from a course of study, or from the Institute, where their attendance could pose a threat to the safety or property of 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.

7.34. 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 adult such an enhanced check will be made.

7.35. 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 or their fitness to practise may be impaired.

7.36. Applicants must declare all unspent and “Relevant Criminal Convictions” at point of application.

7.37. 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.

7.38. Where an applicant declares a conviction, a decision regarding suitability to study will be made according to the Admissions Policy.

7.39. 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

7.40. Applicants must be physically and mentally fit to undertake a programme of study at the Institute. Where it is determined 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.

7.41. 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. The 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 re-admission to the Institute

7.42. For applicants applying for re-admission to the Institute who have left or withdrawn part way through a process or procedure, the right is reserved to review the previous academic record and there may be non-academic conditions set prior to re-admission.

7.43. Applicants may also be asked to engage with the Institute's Fitness to Study policy as a subsequent condition of enrolment.

7.44. In normal circumstances, the Institute will not re-admit 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.

7.45. Students who withdrew for non-academic reasons may be considered for re-admission to their previous programme within two years of their date of withdrawal. Re-admission would be at the discretion of the Director of Studies and will only be permitted if the student will be able to complete their studies within the maximum period taken from their date of first enrolment. Applicants who were required to withdraw due to exceeding their maximum period of registration will not be able to be considered for re-admission

7.46. Applicants who are applying to a programme which they previously failed or withdrew from over two years previously will not normally be awarded advance entry or credit transfer.

Complaints

7.47. The Institute will consider all applications fairly and effectively in line with the procedures outlined in this document and the Admissions Policy.

7.48. Applicants who wish to challenge a decision to reject their application should follow the procedure described in the Admissions Policy.

8. REGULATIONS FOR TAUGHT PROGRAMMES

Enrolment

8.1. Every student must enrol at the start of their 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. Students may be required to re-enrol even if they are not intending to attend classes or submitting work or are not due to pay a fee for the coming year.

8.2. It is the responsibility of students to ensure their programme of study falls within the Institute's Regulations for their intended qualifications. The 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.

8.3. The qualifications of the Metanoia Institute/Middlesex University will only be conferred on students validly registered and enrolled.

8.4. The programme of study of a student who fails to enrol is deemed to have lapsed and the student will be withdrawn. 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.

8.5. No student may be enrolled simultaneously on more than one full-time taught programme of study at the Institute. Students are reminded that the Institute offers a number of Professional Training and Development courses which remain part-time and accessible to all its members.

Contact details

8.6. 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.

8.7. 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

8.8. It is the responsibility of students to observe the Conduct and Disciplinary 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

8.9. Every student must attend teaching sessions (including lectures, seminars, tutorials, workshops or other timetable activities) and undertake assignments, as specified in the regulations governing their programme or modules. Failure to do so may make a student ineligible for formal assessment and/or continuation on their programme of study. These details can be found in the relevant Programme Handbook.

8.10. 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.

8.11. 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.

8.12. Students must report any period of absence over 28 days, for whatever reason, to the Registrar via their 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 the Institute (including taking any regulatory action necessary to withdraw a student from their programme and stop funding).

8.13. 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 Moodle via [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.

8.14. Where a student withdraws before the end of an academic year, the withdrawal date recorded shall be the date that official notification of withdrawal is received by the Institute.

8.15. 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 and paying the appropriate registration fee, without grade penalty.

8.16. 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. In all cases any professional body requirements regarding attendance will be adhered to.

8.17. 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.

8.18. 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

8.19. 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

8.20. 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. In the first instance, students should contact the Director of Studies for the programme which they are seeking to transfer to.

8.21. A student may also transfer between modes of study (part-time/full-time) where applicable and with the permission of the Director of Studies.

8.22. Students must inform the Registrar immediately in writing through Moodle via [My Registry/Programme Transfer](#) of their intention to transfer between programmes.

Break in Study

8.23. Once enrolled on a course at Metanoia Institute, students are expected to complete the course in one continuous period of uninterrupted study.

8.24. The Institute wishes to be fair to all its students and recognises that there may be situations where they 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.

8.25. 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, however this is not an exhaustive list:

- Compassionate grounds *e.g. family, personal, domestic*
- Unexpected financial hardship
- Academic grounds¹
- Maternity or Parental Leave
- Health grounds

8.26. 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 Moodle via [My Registry/Interrupting your studies](#) of their intention.

8.27. 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 interruption, suspension or deferral for 'a break in studies'.

¹ 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

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

Post-graduate programmes		
Study	Duration / Mode	Maximum length of study (from date of first registration)
Postgraduate Taught programmes	12-18 months / FT	24-36 months
	36 months / PT	72 months <u>Please note:</u> For those programmes leading to PSRB recognition, there may also be applicable maximum registration periods (up to 10 years). Students should check their programme handbooks for details of the total training time permitted .

8.28. The normal, maximum time for deferred assessment or reassessment is no more than two years from registration onto a 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

8.29. A student who wishes to permanently withdraw before the completion of the programme of study must 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.

8.30. Students are advised to discuss their intention to withdraw with their Director of Studies as there may be other options available such as a break in studies (see 8.23). There may also be financial implications to withdrawing and it is important that students fully understand what these are before making their final decision.

8.31. Students must inform the Registrar in writing of their intention to withdraw as soon as possible through Moodle via [My Registry/Withdrawing from your studies](#) .It is important that this process is completed on the date that the student wishes to withdraw, 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 a Break in Studies

8.32. Students on an agreed break in studies will be contacted by Registry in April/May each year asking whether they wish to re-join the programme, subject to spaces being available.

8.33. When a student returns to study, they will be asked to attend a re-entry interview with the Director of Studies. Students should confirm that they will be able to devote time to their studies and should give details of any related activity that they have been involved in during their break, 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.

8.34. 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.

8.35. 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 Moodle via [My Registry/Returning to Study](#).

Return from Withdrawal

8.36. 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.

8.37. 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. Further information is available in the Tuition Fee Policy (<https://www.metanoia.ac.uk/about/policies-and-procedures/>).*

Suspension from training and/or practice

8.38. 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

8.39. A decision to suspend a student will not be taken lightly but may be made at any point during training. The procedure used will depend on the nature of the original concern and will be either Fitness to Practise, Fitness to Study, Academic Integrity and Misconduct or Conduct and Disciplinary

8.40. The Institute is a subscriber to the Office of the Independent Adjudicator for Higher Education (OIA) which is the ombudsman. Conduct and disciplinary policies have been written to comply with the OIA good practice framework. Each policy provides students with the opportunity to appeal a decision to suspend them.

Return from Suspension

8.41. Students will need to fulfil any conditions imposed at the time of their suspension before they can return to their studies. Prior to return, a student will need to attend a re-entry interview with their Director of Studies.

8.42. 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.

8.43. 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 Moodle via [My Registry/Returning to Study](#).

Recording of lectures

8.44. Students must ensure that they read, understand and comply with the Recording Policy found at <https://metanoia.ac.uk/about/policies-and-procedures/>

8.45. Due to the nature of the teaching sessions at the Institute, it is not possible to allow students to record at all times. There may be discussions involving sensitive information which is disclosed about clients or students. In compliance with the Recording Policy, recording is not permitted during process group or check-out session. In small group discussions, express permission must be sought from all participants.

Assessment

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

8.47. 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 Integrity and Misconduct Policy and Procedures for further details, <https://metanoia.ac.uk/about/policies-and-procedures/>).

8.48. 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 will be failed in the module(s) concerned unless there is an approved deferral or accepted mitigating circumstances.

8.49. It is the responsibility of the student to keep a copy of their coursework. Electronic submissions and feedback will only be available through the Virtual Learning Environment for a limited period of time. Submissions made in hard copy will not be returned so a copy should be retained to be read in conjunction with the feedback.

Reasonable Adjustments/Special Assessment Requirements (mitigating circumstances)

8.50. 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 enrolment onto a professional training programme.

8.51. 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

8.52. The Institute has a Mitigating Circumstances Policy which may be found on Moodle under [My Registry/Mitigating Circumstances](#).

8.53. Students must submit a claim for mitigating circumstances with 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.

8.54. Applications for consideration of mitigating circumstances will be reviewed by a Panel which reports to the Assessment Board. The Assessment Board will ratify decisions made by the Panel to accept mitigation for assessment which a student was unable to complete. It will also take account of mitigation which may have affected student performance when deciding on the classification of an award.

Suitability of assessment material

8.55. It is the responsibility of the student to produce assessment material which is legible and accessible 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.

8.56. 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.

8.57. Students whose academic or clinical work may involve personal details or case studies of individuals should ensure that these individuals are suitably anonymised in any part of their assessed work.

Written coursework, dissertations and projects submitted for assessment

8.58. 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.

8.59. 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

8.60. 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.

8.61. In exceptional circumstances, coursework may be submitted by 'recorded delivery' post to the appropriate 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.

8.62. 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).

8.63. The Institute reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.

8.64. Failure to submit assessment by the published deadline will result in consequences as specified in the Assessment Regulations.

8.65. Presenting partly or substantially the same coursework for assessment in different elements is forbidden and will be treated as academic misconduct (self-plagiarism).

8.66. 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

8.67. 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 Intellectual Property Policy. Any material produced by students for formal assessment (projects, scripts, essays, artworks, electronic files, etc) is the property of the Institute.

8.68. 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.

8.69. Metanoia Institute will retain assessed work pending possible appeals for not more than six months.

8.70. The Institute will retain any assessed work 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.

9. REGULATIONS FOR ASSESSMENT BOARDS

9.1. The Institute operates Assessment Boards with sub-sections based on two tiers of operation.

First Tier

9.2. The First Tier Assessment Board is required to report on and recommend the form and nature of assessment and reassessment. The Assessment Board will also determine the grade awarded to each student in respect of all modules which comprise the academic Programme.

9.3. All First Tier Assessment Boards have the authority to request that a student transfer to a different programme of study.

Second Tier

9.4. The Second Tier includes the Progression Board and the Award Board. Students will be presented at the Progression Board if they are continuing on to a further stage or year of study or if they have

outstanding assessment which has yet to be passed. Students will be presented at the Award Board if they have successfully completed their course of study or if they are withdrawing or have been required to withdraw and have sufficient credit to receive an award.

9.5. Progression Boards operate to consider the progression of all continuing students 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.

9.6. Award Boards are responsible for making awards and deciding the classification of these qualifications. They have delegated powers from the Academic Board to make awards.

9.7. The voting processes at Assessment Boards shall be arranged to reach decisions by consensus, taking into account the views of External Examiners. 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.

9.8. No recommendation for the conferment of a qualification at any level, 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.

Terms of Reference

9.9. Full terms of reference for Assessment Boards may be found in the Quality and Standards Manual

9.10. If for some exceptional reason a member of a Board is unable to attend a meeting, the Chair shall normally agree to appoint a substitute. A meeting of the Assessment 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.

9.11. 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.

9.12. 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 Award 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.

9.13. 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.

9.14. The Assessment Board will consider the full history of summarised mitigating circumstances.

9.15. Where mitigating circumstances are taken into account it should be noted where this is used in determining the classification of a qualification awarded.

9.16. In considering mitigating circumstances a Second Tier Assessment Board will wish to 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.

10. ASSESSMENT AND PROGRESSION REGULATIONS FOR TAUGHT PROGRAMMES

Code of Assessment Practice minimum requirements

10.1. 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

10.2. 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.

10.3. 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.

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

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

10.6. 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.

- 10.7. 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.
- 10.8. Assessment should be transparent, valid, reliable and free from bias with clear signposting to the Institute's assessment regulations made available to students.
- 10.9. 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.
- 10.10. 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.
- 10.11. The rigour and consistency of the assessment process is key to the achievement of standards expected by the Institute and its partner organisations.

Moderation

- 10.12. 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

- 10.13. Each programme will set out its assessment pattern in its student handbook. This will be approved when the programme is validated and at each subsequent review of its validation. The assessment pattern will establish the nature and timing of the assessment tasks including resit opportunities.
- 10.14. Where assessment or reassessment is deferred, it will normally be taken at the next available opportunity unless there are approved mitigating circumstances or an approved deferral relating to clinical work.
- 10.15. At least once per year, the Assessment, Progression and Award Boards will meet to consider and agree student progression; the results of each module and confer the award of final qualifications.
- 10.16. Graduation ceremonies normally take place once a year, after Assessment Boards have met. Any achievements awarded after the final Boards in the academic year have met will normally be presented at the graduation ceremony of the following year.
- 10.17. 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

10.18. The Programme Progression Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.

10.19. 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.

10.20. 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.

10.21. 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 0 grades.

10.22. 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).

Progression of students

10.23. The progression of all students will normally be considered at the end of the academic year. In order to progress from one stage to the next, a student must either:

- Pass the required number of credits at the correct level (s)
- Be permitted by the Progression Board to trail modules or assessments into the next academic year.

Notes:

- a. The Progression Board may require a student to complete reassessment or deferred assessments before allowing progression to the next stage of the programme.
- b. The Progression Board may permit students to trail reassessments or deferred assessments where there is evidence that the student will pass at the next attempt and where it is in the student's best interest to progress their studies.
- c. Where there is a question about progression, the Board will consider the student's average mark and whether any modules/assessments are graded 0 due to non-submission or insufficient attendance or academic misconduct.
- d. Where a student has run out of reassessment opportunities, the Board may permit the student to progress to the next stage with the requirement that they change their target qualification

10.24. Where a student is not permitted to progress to the next stage of their programme, the Progression Board will require the student to either:

- Transfer to a lower intensity of student to complete outstanding reassessments or, where permitted, to re-take module(s).
- Repeat the year where required due to mitigating circumstances or professional body requirements
- Interrupt their studies until ready to engage with further assessment opportunities.
- Terminate their studies and withdraw from their programme. This will be required where the student has failures with no further assessment attempts permitted and where there is no other reasonable target award. The Board will recommend the award of an exit qualification where permitted.

Progression of undergraduate students

10.25. Progression stages for undergraduate students:

Stage	Normal Requirement
Certificate of Higher Education	120 credits at FHEQ level 4 or above
Diploma of Higher Education	240 credits at FHEQ level 4 or above including at least 120 credits at FHEQ level 5 or above

Undergraduate Qualifications and Classifications

10.26. The following regulations for classification apply to programmes which are validated as undergraduate awards

Certificate of Higher Education / Diploma of Higher Education

10.26.1. These are not classified unless specified in the programme specification. Where classification is permitted the calculation will be made from all graded credit. Table 2 gives the basis for each classification

Honours Degrees

10.26.2. Classifications will be derived from consideration of the profile of grades according to the proportion of grades distributed into each class. Reference should be made to the Grading Scheme (10.30).

10.26.3. Using Table 2, the Award Board will consider profiles of all graded credits awarded at:

FHEQ level 5 and above

FHEQ level 6 and above

Where both profiles give the same classification, that will be the one which is awarded.

Where the better profile is at FHEQ level 6 and :

that profile is not borderline, and

that profile is one class above the profile at FHEQ level 5

then that classification will be awarded

Where the better profile is at FHEQ level 5 and :

that profile is not borderline, and

the profile at level 6 is on the lower adjacent borderline to that profile

then that classification will be awarded

10.26.4. Honours classifications may only be awarded where there is a minimum of 120 graded credits.

Discretion in Awarding

10.26.5. The Award Board may only exercise discretion on the classification awarded in the following situations:

There is only one profile and this is borderline, or

There are two profiles which are both borderline, or

There are two profiles which do not fit any of the combinations described above

10.26.6. The Award Board should bear in mind the following when exercising discretion:

Grades awarded at FHEQ level 6 as the final stage of the programme

Grades achieved for dissertation/project modules or those with substantive clinical papers, at FHEQ level 6

The existence of approved mitigating circumstances

The need to be consistent in decision making across all students in a cohort. This includes the consistent application of discretion and interpretation of policy

10.26.7. For a profile at FHEQ level 5 or 6 to be in a particular classification, 50% or more of the graded credit must lie in the class. In addition, there must be no more than the maximum amount of credit graded below the bold line in Table 2.

Distribution of Grades	Class/Borderline	Class of Awards			
		3	2.2	2.1	1
	1st				50%
	2.1			50%	
	2.2		50%		
	3	100%		25% Maximum	25% Maximum

Table 2

10.26.8. Both profiles at FHEQ level 5 and 6 must be considered before determining the class of an award (as detailed 10.26.3 above).

10.26.9. A profile is considered to be borderline where the maximum amount of credit below the bold line in Table 2 is exceeded.

Progression of postgraduate students

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

10.28. 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.

Postgraduate Qualifications and Classifications

10.29. The following regulations for classification apply to programmes which are validated as postgraduate awards. Reference should be made to the Grading Scheme (10.30).

10.30.

Postgraduate Certificate / Postgraduate Diploma

10.30.1. These awards will not be classified unless it is indicated in the Programme Specification. Where allowed, the award will be classified as Pass, Merit or Distinction provided at least one third of the total credits are graded

Requirements for Distinction

10.30.2. 50 per cent or greater of the graded credit must be in the Distinction class

Requirements for Merit

10.30.3. 50 per cent or greater of the graded credit must be in the Merit class

10.30.4. Students not meeting the requirements for either Distinction or Merit and having passed sufficient credits will be graded Pass

Masters degrees

10.30.5. 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.

10.30.6. A minimum of 60 graded credits from a module containing a dissertation and/or a final clinical examination is required for classification.

Requirements for Distinction

10.30.7. The module containing the dissertation/ and/or a final clinical examination must be in the Distinction classification, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be in the Distinction classification.

10.30.8. Where the module containing the dissertation/ and/or a final clinical examination is in the Distinction classification, but more than 50 per cent of the remaining credit at FHEQ level 7 (or above) is below, 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

10.30.9. The module containing the dissertation/ and/or a final clinical examination must be in the Merit classification, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be in the Merit classification or better.

10.30.10. Where the module containing the dissertation/ and/or a final clinical examination is in the in the Merit classification, but more than 50 per cent of the remaining credit at FHEQ level 7 or above is below the Merit classification, 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.

10.30.11. Where a student has 60 or fewer graded credits (excluding the 60-credit module containing the dissertation/ and/or a final clinical examination), the classification of the degree will be based on the final module alone.

10.31. Grading Scheme

Grade number	Percentage score	Undergraduate Classification	Postgraduate Classification
1	95%	1st	Distinction
2	87.5%		
3	84%		
4	81%		
5	78.5%	2.1	Merit
6	76%		
7	73.5%		
8	71%		
9	68.5%	2.2	Pass
10	66%		
11	63.5%		
12	61%		
13	58.5%	3rd	
14	56%		
15	53.5%		
16	51%		
17	47%	Fail	Fail
18	42%		
19	20%		
20	0% (non-submission of a component)		

Administrative codes

The following administrative codes are used for the purposes indicated:

X Fail - Incomplete without good reason: insufficient attendance or participation; may not be reassessed

I Incomplete with good reason (may be assessed at the next available opportunity without penalty)

U Academic misconduct allegation being investigated

P Fail - Academic misconduct proven (may be reassessed on conditions laid down by the Assessment Board with penalty)

Y Ungraded pass (no numerical value for classification of qualifications)

F No Reassessment at next opportunity allowed.

H Participated but not assessed (module attendance only and not part of award)

10.32. A student's performance in a module will be given an overall grade and/or code.

10.33. Where a module mark is a composite from two or more assessments, the mark will be the average of these marks weighted by the contribution made by each assessment (as given in the module specification). The module mark will be rounded to the nearest whole number with .5 being rounded up.

10.34. Where specific assessments or components of a module must be passed for the module to be passed overall, this must be stated in the module specification. Students must be informed of this in the written information provided about the module assessment and in the programme handbook.

10.35. Students must submit all coursework to the deadlines set by the module leader. Any assessment not submitted or submitted after the deadline will be graded 0. Students may be granted short extensions to deadlines or may have their submissions deferred by making successful applications for Mitigating Circumstances (see 8.52). There is no penalty tariff applied to work which has been submitted late.

Modules Spanning More than One Academic Year or with Multiple Optional Assessment Points

10.36. In exceptional cases some modules may be designated as spanning more than one academic year or as having multiple optional assessment points following approval at initial or periodic review of validation. This must be recorded in the Programme Specification and module narrative. For such modules, in order to ensure an accurate Records, 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.

10.37. Students who fail to attend an examination or submit an assessment without approved Mitigating Circumstances will be graded 0.

Reassessment in modules

10.38. A student has the right to be reassessed once only in any module with an overall fail grade. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Mitigating Circumstances. Re-assessment takes the form of a Resit of the failed assessment component(s). This Resit opportunity does not attract additional scheduled teaching or fees and the Resit grade is capped for modules at FHEQ level 5 or above. An Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

10.39. Modules with multiple opportunities to complete the assessment during the course of teaching do not have the right of resit at the next available assessment opportunity

10.40. Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a fail grade of 0. No second reassessment is permitted unless exceptionally permitted by the Assessment Board.

10.41. Failure without good reason to undertake deferred assessment will result in the award of a fail grade of 0. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

10.42. 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. Any such circumstance must meet with any PSRB requirements for the target qualification.

10.43. The Assessment Board may impose any reasonable conditions on the student undertaking reassessment. This may include the additional clinical or professionally related activity, but otherwise the student will not be entitled to additional tuition. Additional clinical work will require supervision for which the student will need to pay.

10.44. At 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 re-assessment.

10.45. 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 re- assessed grade for the module is computed by combining these capped re-assessed 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.

10.46. 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 shall be awarded for the module.

10.47. 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

10.48. In addition, assessors must state the specific reassessment assignments at the time of failure.

10.49. A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

Repeating modules

10.50. 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.

10.51. 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.

10.52. 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.

10.53. 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.

10.54. Where a student is given formal permission to repeat a stage due to significant extenuating 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

10.55. As all Institute degree programmes have professional body accreditation or are part of recognised routes to clinical qualification, it does not operate a policy of compensation or condonement of module marks. Students are expected to demonstrate meeting all learning outcomes by reaching published pass marks for all modules or individual assessments which are identified as necessary to be passed.

Publication of results

10.56. 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.

10.57. 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.

10.58. 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.

10.59. 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

10.60. A Diploma Supplement will be issued to a student currently or formerly enrolled at the Institute who has:

- successfully completed a validated (degree) qualification; or
- completed modules on a programme leading to a validated qualification but terminated the programme of study prior to the award of the final qualification.

10.61. The Diploma Supplement will list the student's programme and level of the qualification, 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.

10.62. A Statement of General Credit may be awarded by Metanoia Institute to anyone whose prior learning or experience has been awarded credit.

10.63. A Certificate of Recognition may be awarded for confirmation of attendance, participation or completion of approved activities.

10.64. 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.

Graduation

10.65. Unless a student requests the postponement of their graduation, and the Award Board agrees that this would be reasonable, a student shall receive the Institute Higher Education award for which they registered and for which they have qualified during the year in which they complete the requisite number of credits.

10.66. Unless a student requests otherwise, if a student leaves their programme of study, either voluntarily or by being required to withdraw, then the Award Board will make an award wherever possible given the credit successfully completed to date.

10.67. Should a student wish to return to the same programme of study within two years of the award of an exit qualification, there will need to be written agreement from the Assessment Board Chair. When a student returns in this way with the intention of working towards their original qualification aim, they will be subject to the current Institute regulations. Also, their previous period of study will count as part of their total time on the programme. Consequently, a student who takes an exit award having reached their maximum period of study will be unable to return.

11. INFRINGEMENT OF ASSESSMENT REGULATIONS/ ACADEMIC MISCONDUCT

11.1. The Institute expects students to approach their studies with integrity and honesty. It embeds ethics throughout its programmes and there is an expectation that student will reflect this in their studies and practice

11.2. All work submitted for assessment should be a student's own and any text or ideas which have been taken from other sources must be clearly referenced. Students must ensure that they read and comply with the Academic Integrity and Misconduct Policy found at <https://metanoia.ac.uk/about/policies-and-procedures/>

11.3. Types of misconduct, as set out in the policy, include situations 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. :

Cheating in examinations or tests

This includes assessments that are taken 'in-class', on-line or any other form of summative examination.

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.

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.

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.

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.

False declarations

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

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.

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. This includes work which has previously been assessed for credit at another Higher Education Institution. It will be regarded as Self-plagiarism unless the original piece of work is appropriately referenced.

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.

11.4. The penalties for those found guilty of academic misconduct depend on the severity of the offence itself and take into account repeated instances of misconduct. The penalties range from written warnings and words of advice through to expulsion from the Institute for the most serious cases. The Academic Integrity and Misconduct Policy sets out the tariff for offences and the procedure which ensures fair and equal treatment of all students.

12. APPEAL REGULATIONS AND PROCEDURES

12.1. Students may request that any decision of an assessment board may be reviewed against certain criteria as detailed in the Academic Appeals Policy and Procedure (<https://www.metanoia.ac.uk/about/policies-and-procedures/>). Where an appeal is upheld, the Assessment Board may change an assessment or module mark, a progression decision or an award.

12.2. An appeal must be submitted within one month of the publication of the assessment, progression or award outcome which is being challenged.

12.3. Appeals will only be considered on one or more of the following grounds.

- 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;
- 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;
- 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.

12.4. Any appeal made on the basis of the academic judgment of the examiners will be dismissed.

12.5. Explanatory notes and guidance for making an Academic Appeal are available on Moodle under My Registry.

13. STUDENT CONDUCT AND DISCIPLINE RULES

Statement of Student Conduct

13.1. Institute students are expected to conduct themselves at all times in a manner which demonstrates respect for the Institute, fellow students and its staff. Students are ambassadors, and are expected to behave in a way that enhances the reputation of the Institute and in a way that is sensitive to our culturally diverse environment.

Student Conduct Rules

13.2. The Student Conduct and Discipline Policy and Procedure is published at <https://www.metanoia.ac.uk/about/policies-and-procedures/> and students should ensure that they are familiar with its content. This policy sets out what constitutes misconduct, how it is investigated and what penalties may be imposed.

13.3. The 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.

13.4. These rules should also be read in conjunction with the Student Charter (<https://metanoia.ac.uk/about/student-charter/>) which sets out what a student can expect from the Institute; what the Institute expects from each student.

13.5. 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.

13.6. 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 obligation it has 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.

13.7. It is the intention of these Rules to encourage the development of mutual respect between all members of the Institute 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.

13.8. 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. 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

13.9. 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.

13.10. 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 the Policy document on the Institute website (<https://www.metanoia.ac.uk/about/policies-and-procedures/>).

Misconduct against the Institute		
Type of misconduct	Example of misconduct	Sanctions
Physical Misconduct	Pushing; shoving; pulling hair; slapping; biting; punching; kicking	<ul style="list-style-type: none"> 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.
Abusive behaviour	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"> 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

<p>Sexual Misconduct</p>	<p>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</p>	<ul style="list-style-type: none"> • Mandatory engagement with relevant workshops/support services; restrictions or conditions (for example; issuing a noncontact order); suspension of studies; termination of registration with or without a specified period of non-reenrolment
<p>Damage to Property</p>	<p>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</p>	<ul style="list-style-type: none"> • Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services
<p>Major Damage to Property</p>	<p>Causing significant damage to Institute or Institute-related property or that of students or staff or visitors to the Institute</p>	<ul style="list-style-type: none"> • 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-reenrolment

<p>Unauthorised use or taking of property/ misuse of Institute or Institute-related property</p>	<p>For example, computers/library</p>	<ul style="list-style-type: none"> • Formal written warning; written apology from the student; mandatory engagement with relevant workshops/support services; unauthorised entry onto or use
		<p>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-reenrolment</p>
<p>Causing a Health or Safety Concern</p>	<p>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</p>	<ul style="list-style-type: none"> • 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

<p>Additional considerations include:</p>	<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"> • 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.
	<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>	

14. STUDENT COMPLAINTS

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

15. COMPUTING RULES AND REGULATIONS

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

16. DATA PROTECTION

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

16.2. 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.

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

16.4. 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. The Institute aims to follow QAA's exemplary guidance on our programme materials.

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

18. INTELLECTUAL PROPERTY RIGHTS: STUDENTS

18.1. 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.

19.2. The Institute’s Student Charter may be found at <https://metanoia.ac.uk/about/student-charter/>.

19.3. 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.

Author: Amalia Sexton Registrar	Date Written: June 2021	Date Approved: July 2021	Owned By: Academic Board
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