



ACADEMIC REGULATIONS 2024/25

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STATEMENTS AND POLICIES

Academic Appeals Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Academic Integrity and Misconduct Policy and Procedures

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Admissions Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Break in Study Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Data Protection Policy

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Fitness to Study Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Fitness to Practise Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Mitigating Circumstances Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Student Charter

<https://www.metanoia.ac.uk/about/student-charter/>

Student Complaints Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Student Code of Conduct Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

Maternity/Parental Leave Policy

<https://www.metanoia.ac.uk/about/policies-and-procedures/> (Academic Policies and Procedures)

1. GENERAL INFORMATION

- 1.1 The Metanoia Institute (the 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 students and course activity on programmes which are approved by Metanoia Institute. Where a programme is validated by Middlesex University, the University's Regulations apply¹.
- 1.3 In order for these regulations to be adopted and implemented, the Institute recognises that there must be clear line 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 Institute's Registrar, or the Head of Regulation, or the Quality Standards and Support Manager, or the Chair of the Assessment Board or the 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://www.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 non-credit bearing taught provision of the Institute is based on completion of modules or assessed units of study. Students pass modules in order to gain qualifications. Modules are at specific levels within the Framework for Higher Education Qualifications (FHEQ) 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.
 - 2.4.1 **Module:** a self-contained and assessed unit of study which is the responsibility of a single Programme/Business unit. Modules operate for a set number of learning weeks, varying in length. Within a programme, modules are designated as compulsory or optional. Both modules and programmes conform to or are aligned with the national credit framework based upon the principle that one (1) credit or credit equivalence is equal to 10 hours of student input and learning.
 - 2.4.2 **Module Code:** each module has an identification code.
 - 2.4.3 **Programme:** a valid combination of modules normally taken over several stages to obtain a qualification. Qualifications will specify the requirements at each level. Programmes will specify

¹ <https://www.mdx.ac.uk/about-us/policies/>

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

- 2.4.4 **Level:** each module carries a level rating, RQF level 3 Foundation; FHEQ levels: 4 Certificate; 5 Intermediate; 6 Honours; 7 Masters; 8 Doctoral.
- 2.4.5 **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.
- 2.4.6 **Qualification:** the title conferred on a student who has successfully completed a programme of study. Qualifications are at various levels, below is an outline of the qualifications awarded by the Institute:
- Clinical Diploma in Counselling at FHEQ level 6
 - Clinical Diploma in Psychotherapy at FHEQ level 7
 - Clinical Diploma in Psychotherapeutic Counselling at FHEQ level 7

3. RELATIONSHIP WITH THE 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 on programmes that are approved by Metanoia 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 Academic Framework that Metanoia Institute works to, identifying the structure of support, guidance and operations for setting and maintaining standards and assuring quality, including academic consistency, across provision approved by the Institute.
- 3.4 The structure for this resultant documentary framework is detailed below.

Standards: Academic Standards are the criteria and expectations for academic performance and conduct established by an educational institution.

Strategy: the articulation of a long-term goal (or set of goals) or roadmap for an organisation, and how it plans to reach it / them.

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 and compliance. Operational policies are aligned with standards, while administrative policies provide the norms to ensure compliance with the standards.

Procedure: a series of detailed steps to accomplish an activity; step by step instructions.

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; they are recommended but not mandatory.

- 3.5 Process and procedure documents can be located in the Metanoia Institute Academic Regulations document and in the suite of documents supplementing the Institute’s policy documents.
- 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 policies for the Institute are available via the website².

4. METANOIA INSTITUTE AWARDS

- 4.1 The Institute confers the following qualifications on students who have completed an approved programme of study:

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:

- Clinical Diploma in Counselling

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.

² <https://www.metanoia.ac.uk/about/policies-and-procedures/>

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|---|
| <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• 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• a detailed understanding of applicable techniques for research and advanced academic enquiry. |
|---|

Qualifications at this level are:

- Clinical Diploma in Psychotherapy
- Clinical Diploma in Psychotherapeutic Counselling

4.2 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.

4.3. 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.

4.4. Exit qualifications

4.4.1. This is a named qualification 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.

4.5. Transfer of Credit³

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

4.5.2. The maximum amount of ungraded credit which may be transferred from another institution or by Recognition of Prior Learning is normally two thirds of the total (see table 1 below). This may be limited by professional body requirements which may

³ While Metanoia Institute's programmes are described in terms of credit-equivalence for the purpose of conceiving blocks of learning in terms of total notional study hours (modules and courses / programmes), academic credit is not currently awarded by the Institute

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.

- 4.5.3. All Transfer of Learning must be approved by the Accreditation Panel with delegated authority from the Assessment Board.

Qualification	Total credits	Maximum number of ungraded credits
Clinical Diploma in Counselling	3 stages (equivalent to 360 UK credits)	2 stages (equivalent to 240 UK credits)
Clinical Diploma in Psychotherapy	3 stages (equivalent to 180 UK credits)	2 stages (equivalent to 120 UK credits)

Table 1: maximum amounts of ungraded credit that may be transferred into programmes

- 4.5.4. The following principles shall apply:

- Credit from successfully completed modules 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 credit from successfully completed modules 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 Clinical Diploma in Counselling can use relevant credit towards a Diploma in Psychotherapy, but not towards another Diploma in Counselling or Honours degree;
 - credits obtained in attaining a sub-degree award or qualification can be used towards higher degree. Once the higher degree has been awarded, it cannot provide credit towards another degree at the same level;
 - although at the same level in the FHEQ, a student may utilise credit from a Postgraduate Certificate or Diploma to contribute to a Clinical Diploma in Psychotherapy;
 - credit 'spent' on the conferment of an undergraduate award may not be used to meet the requirements of a postgraduate award;
 - Credit towards a new qualification must have been gained no more than ten (10) years before the programme of study commences.

4.6. Accreditation of placement

- 4.6.1. All periods of approved placement will:

- have clearly define 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.

4.6.2. 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 programme handbook for further details). Placements may form part of the activity within a module.

4.7 Posthumous Aegrotat Awards

4.7.1 Any qualification listed above may be conferred posthumously and accepted on the student's behalf by a partner, family member or other appropriate individual.

4.7.2 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 has they been able to complete their assessments.

4.7.3 The award will have no classification and will not be identified as aegrotat on the certificate.

5. **CALENDAR**

5.1 The Institute programmes operate on an academic calendar which covers the first Monday of September to 31st July.

5.2 Each programme operates on a pre-determined schedule of study weeks or weekends, and workshop activity. Full dates are given in the relevant Programme Handbook and course website and Moodle pages.

5.3 The Institute 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 qualifications awarded by the Institute. 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 Institute is delivered by three functionally separate academic departments:

Undergraduate (UG) provision: offering introductory counselling skills programmes and professional training in counselling, as well as specialist post-qualification career development pathways for therapists;

Postgraduate Taught (PGT) provision: offering professional training in psychotherapy;

Short course provision: offering a suite of programmes

- 6.1.3 Each business unit 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 from the Registry and Academic Support Services Team comprising areas including Disability Support, Learning Support, Study Guidance and Welfare Support; and academic support from Programme Leaders, module tutors and assessors.

7. GENERAL REGULATIONS FOR ADMISSION

- 7.1 The Institute publishes an Admissions Policy that has been approved by the Academic Board and can be found at: <https://www.metanoia.ac.uk/about/policies-and-procedures/>.
- 7.2 Qualifications required for entry to programmes at different levels are set out in the Programme Specifications.
- 7.3 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.

8. REGULATIONS FOR TAUGHT PROGRAMMES

8.1 Enrolment

- 8.1.1 Every student must enrol at the start of their programme of study and 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 submit work or are not due to pay a fee for the coming year.
- 8.1.2 It is the responsibility of students to familiarise themselves with the academic regulations, conventions and practices applicable to the course on which they are registered.
- 8.1.3 The qualifications of the Metanoia Institute will only be conferred on students validly registered and enrolled.
- 8.1.4 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.
- 8.1.5 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.

8.2 Conduct

8.2.1 It is the responsibility of students to observe the [Student Code of Conduct Policy](https://metanoia.ac.uk/about/policies-and-procedures/) and Procedures found at <https://metanoia.ac.uk/about/policies-and-procedures/>. Students who fail to observe it will be penalised according to the severity of the offence.

8.3 Attendance

8.3.1 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.

8.3.2 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.

8.3.3 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.

8.3.4 Students must report any period of absence over 28 days, for whatever reason, to Registry via their tutor. 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).

8.3.5 Students must notify their tutor if they have been unable to attend any compulsory session or prescribed activity, providing evidence as required. Students must inform Registry immediately in writing via My Registry if they are withdrawing from a programme of study. Following withdrawal, refund of fees (where applicable), will be made.

8.3.6 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. The last date of attendance will be used for funding calculations.

8.3.7 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.

8.3.8 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.

8.3.9 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.

8.3.10 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.

8.4 Visas and Immigration

8.4.1 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.

8.5 Transfer between programmes of study

8.5.1 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 Recognition of Prior Learning (RPL) procedures. In the first instance, students should contact the Director of Studies for the programme which they are seeking to transfer to.

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

8.5.3 Students must inform Registry immediately in writing via My Registry of their intention to transfer between programmes.

8.6 Break in study

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

8.6.2 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](#) explains the process and implications of taking a break in study.

8.6.3 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 grounds⁴

⁴ 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

- Maternity or Parental Leave
- Health grounds
- Insufficient therapy/placement/supervision hours for progression

8.6.4 A student who wishes to take a break from a programme of study before completion must give notice in writing to their Director of Studies as early as possible, clearly stating their reasons for wishing to defer their study. To process this activity, students must inform Registry immediately via My Registry of their intention.

8.6.5 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:

Undergraduate programmes	
Duration / Mode	Maximum length of study (from date of first registration)⁵
12 - 18 months / FT	24 - 36 months
24 months / FT	48 months
24 – 36 months / PT	48 – 72 months
48 - 60 months / PT	96 – 120 months

Postgraduate programmes	
Duration / Mode	Maximum length of study (from date of first registration)⁶
12 - 18 months / FT	24 - 36 months
24 - 36 months / PT	48 - 72 months <i>Please note: 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.</i>

⁵ The maximum length of study will be allocated on a pro-rata basis if a student joins their programme with Transfer of Learning

⁶ The maximum length of study will be allocated on a pro-rata basis if a student joins their programme with Transfer of Learning

48 - 60 months / PT	96 – 120 months
	<i>Please note: 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.</i>

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

8.8.6 The 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.

8.7 Return from a Break in Study

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

8.7.2 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.

8.7.3 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.

8.7.4 Once students have completed the return to study interview, they must inform Registry in writing of their intention to return as soon as possible via My Registry.

8.8 Withdrawal

8.8.1 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 Registry. The student may request any qualification for which they are eligible as an Exit Award.

8.8.2 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 study](#). There may also be financial implications to withdrawing and it is important that students fully understand what these are before making their final decision.

8.8.3 Students must inform Registry in writing of their intention to withdraw as soon as possible via My Registry. 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.

8.9 Return from Withdrawal

8.9.1 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 Registry.

8.9.2 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](#)).

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.*

8.10 Suspension from Training and/or Practice

8.12.1 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.

8.11 Process undertaken in considering suspension from Training and/or Practice

8.11.1 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 [Student Code of Conduct](#).

8.11.2 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.

8.12 Return from Suspension

8.12.1 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.

8.12.2 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.

- 8.12.3 Once students have completed the return to study interview, they must inform Registry of their intention to return as soon as possible via My Registry.
- 8.13 Recording of Lectures
- 8.13.1 Students must ensure that they read, understand and comply with the [Recording Policy](#) found at <https://metanoia.ac.uk/about/policies-and-procedures/>.
- 8.13.2 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.
- 8.14 Assessment
- 8.14.1 It is the responsibility of students to familiarise themselves with, and observe, the Institute's assessment regulations relevant to their programme.
- 8.14.2 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).
- 8.14.3 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 approved mitigating circumstances.
- 8.14.4 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.
- 8.15 Reasonable Adjustments/Special Assessment Arrangements
- 8.15.1 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.
- 8.15.2 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 Learning Support 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.

8.16 Mitigating Circumstances

8.16.1 The Institute has a [Mitigating Circumstances Policy](https://metanoia.ac.uk/about/policies-and-procedures/) which may be found on <https://metanoia.ac.uk/about/policies-and-procedures/>.

8.16.2 Students are responsible for informing their tutor/Registry as detailed under My Registry by the assessment date published in the calendar, of any personal circumstances which may have affected their performance or have prevented them from completing an assessment task.

8.16.3 Applications for consideration of mitigating circumstances will be reviewed by a Panel or Assessment Officers which report to the Assessment Board. The Assessment Board will ratify decisions made by the Panel or Assessment Officer to accept mitigation for assessment which a student was unable to complete. If requested by the student, it may also take account of mitigation that may have affected student performance when deciding on the classification of an award.

8.17 Ownership and Return of Students' Assessed Work

8.17.1 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.

8.17.2 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.

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

8.17.4 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.

8.18 Suitability of Assessment Material

8.18.1 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.

8.18.2 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.

8.18.3 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.

8.19 Written Coursework, Dissertations and Projects Submitted for Assessment

8.19.1 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.

8.19.2 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.

8.20 Submissions of Coursework

8.20.1 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.

8.20.2 In exceptional circumstances, coursework may be submitted by 'recorded delivery' post to the appropriate course administration office. 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.

8.20.3 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).

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

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

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

8.20.7 Any deviation from the specified word limit for coursework will be penalised in accordance with the published requirements of the module.

9. REGULATIONS FOR ASSESSMENT BOARDS

9.1 The Institute operates Assessment Boards with the following terms of reference:

9.1.1 To determine, with the External Examiner(s) at the start of the academic year what the body of evidence to be reviewed for the Programme(s) aligned to the board will comprise of.

9.1.2 To receive and ratify all module grades for those students on programmes aligned to the board who are being considered for progression to the next academic stage and to decide on the progression and academic standing of those students based on the grades presented and the progression rules for the programme.

- 9.1.3 To receive and ratify all module grades for those students on programmes aligned to the board who are being considered for a qualification, and to decide on the qualification and classification based on the grades presented and the classification rules for the programme.
- 9.1.4 To agree reassessment requirements in the case of failure, including compensation and, where necessary, the termination of registration or exit award.
- 9.1.5 To be responsible for the academic standards of courses and awards, including reviewing trends in outcomes for students over time
- 9.1.6 To receive comments from External Examiners on the quality and standards of the programmes in relation to national standards and frameworks and comment on the reasonable comparability of standards achieved at other UK providers with whom the EE has experience.
- 9.1.7 To make recommendations to the Academic Registrar on changes to the regulations and procedures governing the academic standing of students.
- 9.1.8 To make enhancement recommendations to the Director of Education, within approved regulations, of the form and nature of assessments and reassessments for all programmes considered by the board.
- 9.2 Assessment Boards have the authority to request that a student transfer to a different programme of study.
 - 9.2.1 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.
 - 9.2.2 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.
 - 9.2.3 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.
 - 9.2.4 Where mitigating circumstances are taken into account, it should be noted where this is used in determining the classification of a qualification awarded.
 - 9.2.5 In considering mitigating circumstances, an 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

10.1 Code of Assessment Practice Minimum Requirements

10.1.1 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.

10.1.2 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.

10.1.3 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.

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

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

10.1.6 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.

10.1.7 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.

10.1.8 Assessment should be transparent, valid, reliable and free from bias with clear signposting to the Institute's assessment regulations made available to students.

10.1.9 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.

10.1.10 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.

10.1.11 The rigour and consistency of the assessment process is key to the achievement of standards expected by the Institute and its partner organisations.

10.2 Moderation

10.2.1 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 shall be stated in the Assessment and Moderation Strategy and detailed within the Quality and Standards Manual.

10.3 Assessment and Reassessment Periods

10.3.1 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.

10.3.2 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 break in study relating to clinical work.

10.3.3 At least once per year, the Assessment Boards will meet to consider and agree student progression; the results of each module and confer the award of final qualifications.

10.3.4 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.

10.3.5 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 Assessment Board to progress and proceed with a credit deficit. This may 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;
- the Assessment Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme;
- where a student is not permitted to progress to the next stage of a programme the Assessment Board may 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;
 - take a break in study until further assessment opportunities are available to gain sufficient credit;
 - terminate their studies and withdraw from the programme.

10.3.6 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.

10.3.7 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.

10.3.8 When a student fails, after reassessment, a required element of the qualification, the student's profile will be considered by the next available Assessment Board.

10.4 Progression of Students

10.4.1 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 Assessment Board to trail modules or assessments into the next academic year (i.e. progression with credit deficit).

Notes:

- a. The Assessment Board may require a student to complete reassessment or deferred assessments before allowing progression to the next stage of the programme.
- b. The Assessment 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.

10.4.2 Where a student is not permitted to progress to the next stage of their programme, the Assessment 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;
- take a break in study 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.

10.5 Progression of Postgraduate Students

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

10.5.2 A postgraduate 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.

10.6 Grading Scale

Percentage score	Undergraduate Classification	Postgraduate Classification
49.5% - 100%	Pass	Pass
0.01% - 49.49%	Fail	Fail
0% (non-submission)		

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)

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

10.6.2 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.

10.6.3 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.

10.6.4 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.

10.7 Modules Spanning more than one Academic Year

10.7.1 In exceptional cases some modules may be designated as spanning more than one academic year or as having multiple optional assessment points following approval 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 record, students will automatically have a 'deferral'

recorded against the assessment for this module. This means that a student is not required to submit a request for a deferral and is not penalised when the assessment is not attempted or completed at the first assessment opportunity. In these circumstances, the deferral can only occur at the first opportunity for assessment until the next available opportunity when the assessment is due to take place.

10.7.2 Students who fail to attend an examination or submit an assessment without approved Mitigating Circumstances will receive a 0% mark.

10.8 Reassessment in Modules

10.8.1 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.

10.8.2 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.

10.8.3 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.

10.8.4 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.

10.8.5 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.

10.8.6 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.

10.8.7 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.

10.8.8 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.

10.9 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.

10.9.1 The 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

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

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

10.10 Repeating Modules

10.10.1 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.

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

10.10.3 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.

10.10.4 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.

10.10.5 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.

10.11 Compensation

10.11.1 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.

10.12 Publication of Results

10.12.1 Formal notification of results will include grades or administrative codes for each module and any decision by an Assessment Board. This formal notification will be made via the Student Portal at the end of each assessment period and may include students considered for the award of a qualification but who have deferred or not completed.

10.12.2 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.

10.12.3 Students with a tuition fee debt will not have a qualification conferred; will not be notified of their final results, receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until such debts have been paid.

10.13 Certificates, transcripts/diploma supplements and credit statements

10.13.1 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.

10.13.2 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.

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

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

10.13.5 Certificates will normally be sent within 4 months of the publication of results, and to the student's registered home address. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board) and, where appropriate, the classification and subject.

10.14 Graduation

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

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

10.14.3 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.
- 11.4 Minor Errors/Poor academic practice
- 11.4.1 Minor errors arise when a student has attempted to adopt academically acceptable practices but has failed to do so accurately or fully, producing work that is unduly derivative or which fails to recognise sources. 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. Work will be marked down for an over-reliance on external sources or for being overly derivative.
- 11.5 Cheating in examinations or tests
- 11.5.1 Breaching the examination rules. This includes assessments that are taken 'in-class', online or any other form of summative examination.
- 11.6 Collusion
- 11.6.1 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. Examinations and online timed assessments that contain similar work will be referred as collusion. 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. This includes when one student produces work and allows another student to copy it - both students will be culpable. If both students submit the work in the same submission period, even at different times, both students will be deemed to have colluded.
- 11.6.2 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 their name. If even part of the work is found to contain academic misconduct, penalties will normally be imposed on all group members equally.

- 11.6.3 Peer review of each other's work or discussing an assignment can be helpful; however, students should be wary of falling into an act of collusion by actually producing/writing parts of an assignment for their peer/friend or giving them access to the work.
- 11.7 Copying
- 11.7.1 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.
- 11.8 Dishonest Use of Data: Fabricating or falsifying data or using without permission another person's work
- 11.8.1 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.
- 11.9 Requirement for ethical approval
- 11.9.1 Failure to gain ethical approval through the Institute's ethical approval processes prior to beginning research, or where the student makes a major deviation from any approved research without gaining additional ethical approval, may result in failure of the work. Refer to the programme and/or module handbook for details regarding requirements for ethical approval.
- 11.10 False declarations
- 11.10.1 False declarations presented in order to receive special consideration by Assessment Boards, including deferrals and requests for exemption from work.
- 11.11 Plagiarism: Plagiarism - Passing off someone else's work, whether intentionally or unintentionally, as your own
- 11.11.1 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:
- a) The verbatim (word for word) copying of another's work without appropriate and correctly presented acknowledgement and citation of the source;
 - b) 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;
 - (i) Sham paraphrasing: when someone copies text word for word from a source, references the work but does not place it in quotation marks so it appears to be paraphrased;
 - (ii) Illicit paraphrasing: when someone paraphrases text from a source but does not acknowledge the source;
 - c) failure to reference appropriately or to adequately identify the source of material used;
 - (i) Concealing sources: If a student cites a piece of work from a source more than once they must reference it each time. No matter how many times they refer back to the source they must acknowledge the source, even if it is in the very next paragraph
 - (ii) Fake Referencing: To make up quotations and/or supply fake citations. The fake

citation can be either completely fabricated or reference a real source (book, journal, or website) which contains no such article or words that have supposedly been used or to imply that books and/or journals have been used by copying citations from the work of other authors when they have not.

(iii) Secondary referencing: To mention someone's work which has been referred to in a document a student has read, even though the student hasn't read the original piece of work themselves. When a student compiles their reference list students must only include the document(s) read by the student.

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

11.12 Self-Plagiarism

11.12.1 Self-plagiarism is when a student submits the same piece of work, or substantial part thereof, for assessment more than once for graded credit without acknowledging what they are doing by citing the original content. 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.

11.13 Purchasing or commissioning

11.13.1 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. Essay mills are now illegal entities, and use of them is facilitating an illegal activity.

11.13.2 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.

11.14 Deliberate attempt to gain advantage by unfair or improper means

11.14.1 Trying to deceive specialist text checking software (e.g. Turnitin) by, for example, using text replacement tools; images in documents instead of text; submitting documents in an alternative format than that stipulated by the assessor.

11.15 Use of artificial intelligence (AI)

11.15.1 Unauthorised use of artificial intelligence in a piece of work submitted for grading.

11.16 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.

13. STUDENT CODE OF CONDUCT

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

14. STUDENT COMPLAINTS

14.1 See policy document on the Institute's website (<https://www.metanoia.ac.uk/about/policies-and-procedures/>), and My Registry.

15. COMPUTING RULES AND REGULATIONS

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

16. DATA PROTECTION

16.1 See the policy documents on the Institute's website (<https://www.metanoia.ac.uk/about/data-protection/>).

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

17.1 Consumer Legislation and Programme Information

17.1.1 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.

17.1.2 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.

17.1.3 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.

17.1.4 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://www.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.

POLICY BACK COVER

Section 1 - to be completed by policy proposer and forwarded to Committee Servicing Officer.

Policy Title:	Academic Regulations
Author:	Amalia Sexton, Registrar
Rationale: <i>Outline the purpose of the policy, and its scope e.g. credit-bearing provision</i>	Updated with most recent changes to policy. The policy scope covers professionally accredited training programmes awarded by Metanoia Institute and short courses.
Consultation undertaken: <i>List all groups and/or committees where consultation was undertaken e.g. students, administration, external advisor, QSC, etc.</i>	Consultation with students and staff via JSSC and QSC committees
Resource implication: <i>Outline the potential financial, human and technological resource implication of the policy</i>	No financial or technological resource implications.

DOCUMENT CONTROL

Section 2 - to be completed by receiving committee.

Recommending committee:	Quality and Standards Committee
Circulated to:	

Approved:		Date for adoption:	September 2024
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Version and document Code:		Date for review:	September 2025
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