



# University Regulations 2025/26

**IMPORTANT NOTE:** These Regulations are Middlesex Regulations and are applicable to validated Metanoia programmes. For the purposes of ease of reference at Metanoia, the parts of the Middlesex Regulations that are not relevant to Metanoia programmes have been removed in this version and terminology updated to reflect their application at Metanoia. The full Middlesex Regulations are available on their website <https://www.mdx.ac.uk/>. Metanoia has its own Policies and Procedures which reflect those of Middlesex. Metanoia students should refer to the Policies and Procedures published on our website in the first instance.

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# Metanoia Regulations for Undergraduate Taught Programmes

## THE LEARNING FRAMEWORK

### Metanoia Regulations for Undergraduate Students

#### A1 Overview

The regulations defined herein are those in force for all students following a Middlesex University validated programme of study in the current academic year. Changes to regulations are implemented at the start of an academic year, and normally become effective for all students of the University from that point onwards. There may be occasions when events lead us to make changes to our regulations in year, however these would always be in order to improve the situation for students.

These regulations shall normally apply for all programmes. Any deviation from these regulations must be approved by the Academic Registrar. Where deviations are agreed, these must be identified and published within the Student Programme Handbook. Where there may be ambiguity in the interpretation of regulations where these are considered in conjunction with the Student Programme Handbook, these regulations have greater authority.

The academic provision is based on credit accumulation. This means that students gain credits by passing modules in order to achieve the qualifications of the University (for example, 360 credits for an Honours degree). Students take a programme of study leading to a qualification.

These regulations use some common terminology to describe the learning framework

#### A1.1 Qualification

The academic title conferred upon a student who has successfully completed a valid programme of study, for example, BA Criminology. Qualifications are awarded at various levels requiring different amounts and levels of credit, for example, Degree with Honours: 360 credits at FHEQ level 4 or above (including at least 210 at FHEQ level 5 or above and 120 at FHEQ level 6 or above). A full table of qualifications is shown in Table A2.

#### A1.2 Academic Year

The academic year is divided into three Terms each of 12 weeks: Term 1 (September to December), Term 2 (January to April) and Term 3 (April to July). The remaining weeks from July to September comprise the summer during which teaching and learning activities may be scheduled for some programmes.

Deferred and re-assessment for each semester normally takes place at the end of the following term (eg term 1 deferred and re-assessment takes place at the end of term 2)

**A1.3 Subject**

A collection of modules with a coherent academic focus.

**A1.4 Module**

A self-contained, credit-rated and assessed unit of study.

**Compulsory modules**

Modules which must be passed to complete a qualification.

**Optional modules**

One or more modules which must be passed from a group of modules to complete a qualification.

**Prerequisite module**

A module which must be passed before entry to a future module (normally at FHEQ level 6 or above) 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.

**A1.5 Module code**

Each module is given a code by which it can be identified.

**Table A1: Credit Framework Levels**

Level	Description	FQ-EHEA
<b>Level 3</b>	Foundation Level	
<b>FHEQ Level 4</b>	Certificate Level (e.g. CertHE)	Short cycle (within or linked to the first cycle) qualifications
<b>FHEQ Level 5</b>	Intermediate Level (e.g. FdA/FdSc, DipHE)	
<b>FHEQ Level 6</b>	Honours Level (e.g. BA/BSc Hons, BA/BSc)	First cycle (end of cycle) qualifications
<b>FHEQ Level 7</b>	Masters Level (e.g. Postgrad. Certificates/Diplomas, Integrated Master's and MA/MSc)	Second cycle (end of cycle) qualifications

**A1.6 Credit**

Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15, 20, 40, or 60 credits. Some modules are available only as part of continuous professional development (CPD) provision, and have appropriate credit weighting. Exceptionally, zero credit modules are available, but only as a specifically approved additional requirement of a programme of study.

**A1.7 Credit transfer**

Credit for prior learning (certificated or uncertificated) which can be counted, within certain rules, towards a qualification.

**A1.8 General credit**

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work based) prior learning which does not count towards a qualification.

**A1.9 Specific credit**

The number of credits awarded to a student following an evaluation of both certificated and uncertificated (including work-based) learning, assigned to a particular qualification.

**A2 Undergraduate qualifications**

A full list of undergraduate qualifications is given in section J.

Honours degree programmes comprise:

At least 360 credits at FHEQ level 4 and above, which must include at least 210 credits at FHEQ level 5 and above of which at least 120 credits are at FHEQ level 6 or above.

**Table A2: Indicative Periods of Study and Distribution of Credits by Level for Benchmark Qualifications**

Requirement	Certificate	Diploma	Advanced Diploma/ Graduate Certificate	Cert HE	Dip HE	Ordinary Degree	Honours Degree	Higher Diploma	Graduate Diploma
Indicative length of registration: F/T	1 term	1 term	1 term	1 year	2 years	3 years	3 years	1 year	1 year
Indicative length of registration: P/T	1 year	1 year	1 year	2	4 years	6 years	6 years	2 years	2 years
Maximum length of registration: F/T	1 year	1 year	1 year	2	4 years	6 years	6 years	2 years	2 years
Maximum length of registration: P/T	2 years	2 years	2 years	4	8 years	12 years	12	4 years	4 years
Minimum total credits for qualification	40	40	60	120	240	300	360	120	120
Minimum number of credits by level	3+								
	4+	40			120	240	300	360	120
	5+		40	20		90	150	210	90
	6+			40			60	120	
	7+								
Minimum number of credits given above which must be acquired under the control of this University	3+								
	4+	20			40	80			
	5+		20			40	90	120	40
	6+			20			60	80*	
	7								
Standard distribution of credits by level for each award	3								
	4	40			120	120	120	120	
	5		40			120	120	120	120
	6			60			60	120	120
	7								

**Standard distribution for Table A2**

The minimum number of credits which must be under Metanoia control is normally 33.3% of the total  
 The maximum length of registration includes any periods of interruption

**A3 Mode of Study**

**Full-time student**

A full-time student will normally take 120 credits during the academic year. Exceptionally, a student may take 150 credits in an academic year, with permission of the Deputy Dean or nominee or where the programme specification requires it.

Very exceptionally, a full-time student may take 90 credits during the academic year (with the approval of the relevant Deputy Dean).

No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

**Part-time student**

A part-time student will normally take up to 90 credits per academic year and may take additional credit of up to 30 credits during their third semester.

**A5 Programme of study**

A valid combination of modules normally taken over several years to obtain a qualification. Qualifications will specify the credit requirement at each level (see table A2). Programmes will specify particular compulsory modules which have to be passed and optional modules

which may be taken.

## **A6 Progression**

A student's progression upon a programme will be reviewed at the end of each year (see section E2) resulting in a decision of academic standing.

## **A7 Collaborative Partnerships and University Regulations**

### **A7.2 Joint programmes**

The University regulations shall normally apply for all joint programmes run with collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

### **A7.3 Validated programmes**

The University Regulations shall normally apply to all validated programmes delivered by collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

## **GENERAL REGULATIONS FOR ADMISSION**

### **B1 Overview**

Metanoia Admissions Policy provides further context and outlines the principles in which it operates a fair, transparent and equitable admissions service. The Metanoia Admissions Policy is reviewed for each admissions cycle.

To be eligible for admission to a programme of study at certificate level or above a candidate must normally satisfy both Metanoia's General Entrance Requirement and the requirement for entry to the particular programme of study. The requirement for entry is published at the start of each admissions cycle on the programme of study page on the Metanoia website.

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## REGULATIONS FOR TAUGHT PROGRAMMES OF STUDY

### C1 Enrolment

Every student must enrol at the start of the programme of study and shall undertake to comply with the regulations of the University. Students must confirm that they are continuing on their programme of study by enrolling as notified by Metanoia Registry. This should normally take place at the beginning of each subsequent year the programme of study is pursued or at any other time determined by the University. The programme of study of a student who fails to enrol is deemed to have lapsed. No student shall be entitled to enrol unless the prescribed fees have been paid or satisfactory arrangements made to ensure that they would be paid. No student may be enrolled simultaneously on more than one full-time taught programme of study at Metanoia.

### C2 Attendance

**C2.1** Every student should attend all timetabled learning sessions or events and undertake such assignments, as specified in the regulations governing the module, to be eligible for formal assessment and/or continuation on their programme of study.

**C2.2** Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as validated and published in the module or programme handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission) in the module. If an X grade is awarded, the student may have the opportunity of taking the whole module again with permission from the Head of Programme, and paying the module registration fee, without grade penalty.

The formal minimum requirement may exceptionally be waived in individual cases where the Module Leader or Head of Programme judges that the student has made adequate alternative arrangements to be prepared for assessment.

**C2.3** 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 Head of Programmes/Module Leader. Where attendance is required registers must be kept.

**C2.4** Where a student's attendance falls below the required minimum for the module as a result of personal extenuating circumstances, and these are supported by relevant documentation (e.g. medical certificates), a Head of Programmes/Module Leader/Assessment Board may decide to allow a student to be assessed.

**C2.5** Students must make themselves available at all times to attend all formal assessments of the programme of study at the times given, including viva voce examinations. Failure to do so without good reason will result in a grade of 19 or 20 in that module should the required learning outcomes not satisfactorily be met.

**C2.6** A student with consistent poor attendance may be withdrawn at the discretion of the Head of Programme (or delegate) in line with guidelines defined in the Programme Handbook.

### C3 Transfer between programmes of study

A transfer between programmes of study within Metanoia may take place between FHEQ levels on condition that a satisfactory level of academic performance has been achieved,

the conditions of entry have been met, including module prerequisites, and approval of the Head of Programme has been obtained for the new programme of study.

A transfer between programmes of study may take place at the same FHEQ level on condition that the conditions of entry for that level have been met, and that approval of the Head of Programme has been obtained for the new programme of study.

#### **C4 Interruption of Study**

A student who wishes to interrupt the programme of study before completion must give notice. Students who interrupt their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice in the programme of study syllabus that may have taken place during their absence. Where the length of interruption of study is extensive (more than one year), students must be aware of the maximum indicative length of a programme (see Table A2 in section A). Students who interrupt their study are no longer an enrolled student of Metanoia.

#### **C5 Withdrawal and return from withdrawal or transfer**

**C5.1** A student who wishes to permanently withdraw or transfer from the University before the completion of the programme of study shall give notice. The student may receive any qualification for which they are eligible.

**C5.2** Should a student wish to return to Metanoia within two years of their permanent withdrawal or transfer, they must have written confirmation from the relevant Head of Programme that they have been permitted to return to that programme.

**C5.3** If a student's return is more than two years after their permanent withdrawal or transfer, they must apply as a new applicant via Admissions.

#### **C6 Oral examination (Viva voce)**

The Assessment Board may require any candidate to be orally examined (viva voce) in addition to taking those assessments prescribed in the programme specifications..

#### **C7 Ill health and other extenuating circumstances which may adversely affect performance**

A candidate whose assessment performance has been or is likely to be impaired because of ill health or other extenuating circumstances must inform the Registry (Mitigating Circumstances), before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence/statement (see section D8).

#### **C8 Coursework, dissertations, projects submitted for assessment**

##### **C8.1 References to the work of others**

A candidate must indicate by means of explicit references the citation of the work of others or other work by the candidate which is not part of their submission for the qualification. (See section F, Academic Integrity and Misconduct).

##### **C8.2 Joint authorship of assessed work**

When two or more candidates 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 candidates' own claims to their contributions. A copy of such a note must be e-signed by all the co-authors.

### **C8.3 Submission of coursework**

- a) As directed within the module handbook, coursework must be submitted electronically by a specified deadline, and physical artefacts or other approved forms of assessment should be submitted to a nominated submission point, normally on the campus where the module was taken, and be receipted.
- b) The deadline date, deferral and resit date, in accordance with the academic calendar, for each component of assessment must be set by the Module Leader prior to the commencement of the module.
- c) The University reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.
- d) Failure to submit assessment by the published deadline will result in consequences as specified in E5. Where late submission of up to 24 hours is permitted in the assessment (eg individual written coursework) a component grade reduction of 10% or equivalent will be applied (or less where this would reduce a pass grade below 40%).
- e) Where electronic submission of coursework on the day of the deadline is not possible, due to failure of University systems, for a significant period of time leading up to the final time for submission, the submission deadline may be extended by at least 24 hours, at the discretion of the Academic Registrar or Deputy.
- f) Where electronic submission of coursework is not technically possible, due to a financial deregistration placed upon a student, the University must permit submission of coursework by different means.

**C8.4** Presenting substantially the same coursework for assessment in different modules is forbidden and will be treated as academic misconduct (see section F – self plagiarism).

**C8.5** Any deviation from the specification for coursework will be penalised in accordance with the published requirements of the module.

## **C9 Ownership and return of students' assessed work**

### **C9.1 Regulations**

- a) 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 Metanoia's Intellectual Property Policy.
- b) The material produced by students for formal assessment (projects, scripts, essays, artworks, computer disks, etc) is the property of the University.
- c) Metanoia will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this.

### **C9.2 Procedures**

- a) Metanoia will retain assessed work pending possible appeals for not more than twelve months.
- b) In addition, Metanoia will retain a sample of appropriate records of assessed students' work for a period of five years after the end date of the course. This sample will be of sufficient scale and coverage to meet the OfS requirements for conditions B4 and B5.
- c) Programmes will return only the work identified above in C9.1 (c), direct to the student.
- d) With the exception of work identified for C9.2b), Metanoia will retain any assessed work that has not been returned to the student not more than twelve 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

twelve months after the remainder of the assessment has been completed.

## **C10 Titling of qualifications**

The undergraduate qualifications of Metnoia are set out in section J of the regulations. The individual titles of qualifications are determined by the nature of the studies undertaken.

### **C10.1 Qualification titles**

The following principles will apply to the titling of qualifications:

- the specific title of an award is normally solely an expression of the content of the programme curriculum and reflects the subject matter of the award.
- Items in brackets in the title will indicate:
  - specific subject pathways,
  - negotiated titles (where allowed by the programme regulations),
  - or Professional Statutory or Regulatory Bodies (PSRBs) reserved titles

The title will not include items that are external to the programme and its curriculum, for example: whether the award is recognised by PSRBs- primarily because this is a construct external to the award itself; abbreviations of the whole title; or the location of the teaching. However, all of the above can be included in the diploma supplement.

### **C10.2 Entry and exit qualifications**

#### **Entry Qualification**

This is a named qualification (e.g. BSc (Hons) Biochemistry) that is open to applicants to Metanoia.

#### **Named Exit Qualification**

This is a named qualification (e.g. Dip HE Biochemistry) 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 (normally defined within the programme specification of the corresponding entry qualification).

## **C12 Eligibility for placement**

**C12.1** The normal prerequisite for taking up placement is the successful completion of all modules taken in the previous stages.

**C12.2** A Programme Assessment Board has the discretion to allow a student to go on placement without the successful completion of all modules taken in previous stages. This discretion does not apply when those modules involve clinical placement. In no circumstances should a student be considered for formal placement if the previous year's study had resulted in the failure of modules amounting to more than 30 credit credits.

**C12.3** The programme specifications should, if relevant, specify that it is compulsory for certain modules to be passed prior to placement.

**C12.4** Only students who are undertaking an approved placement will be entitled to supervision.

## **C13 Credit transfer**

**C13.1** A student may be permitted to transfer credit from another institution, (whether awarded on the basis of certificated or experiential learning), provided:

- a) that the levels of this study can be established;
- b) not more than two thirds of the total required for a qualification is transferred in this way except that a sandwich programme of study may specify a minimum requirement of 120

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credits (ie one quarter) when a placement has already been completed. (See Table A2 in Section A)

**C13.2** Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades for the classification of qualifications.

**C13.3** When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

**C13.5** Credit transferred from one Metanoia 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.

#### **C14 Exhaustion of credit**

For the Use and Re-use of Credit the following principles shall apply:

- i. Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure exemptions against parts of an award of Middlesex University of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award.
- ii. 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/HND/ 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.

#### **C16 Recording of Live lectures**

Audio recording, video recording or photography of live lectures, or other forms of learning activity by students, is prohibited, except in the following circumstances, and where violation of law (e.g.

Copyright, Human Rights, or Data Protection) does not take place:

- 1) It is explicitly permitted as part of the learning activity;
- 2) It is explicitly permitted for an individual student as a "reasonable adjustment", within the meaning of the Equalities Act;
- 3) The tutor has given permission for such activity to take place.

In all cases, violation of this regulation will be managed under the student disciplinary procedures. Further guidance is available within the Metanoia Recording Policy

Permission for recording does not imply permission for publication (e.g. on Facebook, YouTube, or other Social Media), or distribution to others.

# REGULATIONS FOR ASSESSMENT BOARDS

## D1 Structure of Assessment

### Boards 1: PROGRAMME

#### ASSESSMENT BOARDS

Metanoia has a Programme Assessment Board (PAB), which considers the progression and achievement of all students on taught programmes.

### 2: ASSESSMENT BOARDS AT COLLABORATIVE INSTITUTIONS for Validated Programmes

#### 1. Progression

Middlesex University will be informed by Metanoia of the progression decisions each year.

#### 2. Finalists

- a. The composition of the Assessment Board is as set out in the Terms of Reference..
- b. The Chair of the Assessment Board shall be the Director of Education, (or nominee). The approved nominee may include the Middlesex University Link Tutor or senior staff of the Institution.
- c. The Conferment List confirmed by the institution's Assessment Board must be signed by the Chair of the Board and by the External Examiner appointed to the Programme and provided to Academic Registry within 7 calendar days of the board in accordance with the published process for student progression and conferment for validated partners.
- d. Students who are subject to the regulations of Metanoia, must abide by the regulations and policies on Academic Misconduct and on Student Appeals.

### 4: RESEARCH DEGREE PROGRAMMES ASSESSMENT BOARDS

Middlesex University Faculty will hold Postgraduate Research programme assessment boards to consider the progress of all students on Research Degree programmes that have been aligned to that Faculty. See [Research Degree Programme Regulations](#)

Assessment Boards report annually to the Middlesex University Assurance Committee.

## D2 Authority of Programme Assessment Boards

**D2.1** Programme Assessment Boards derive their authority from Academic Board and are responsible for the assessment of students.

**D2.2** Module grades published on Moodle are provisional until they have been confirmed at a Programme Assessment Board.

**D2.3** Voting - At a meeting of a Programme Assessment Board every effort shall be made to reach a decision by consensus, considering 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.

**D2.4** No recommendation for the conferment of a qualification at any level, (other than generic exit qualification, may be awarded without the approval of the quality and standards of the programme by 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.

**D2.5** External Examiners will be invited to attend the 'main' boards for the Programmes being awarded. For programmes that start in September this will normally be in June. Programmes that have other start dates or special PSRB requirements related to timing of assessment will have Programme Assessment Boards scheduled at appropriate times during the year and the Externals will be notified of these dates.

**D2.6** If External Examiner cannot attend the 'main' boards they can be invited to attend one of the other (normally resit) boards or submit written comments in advance of the board.

**D2.7** All Programme Assessment Boards have the authority to:

- a. decide to whom the qualification in question should be awarded and with what class, if any.
- b. require a student to transfer to a different programme of study, and/or permit a student to attempt additional credits as a condition of progression.

### **D3 Quoracy**

**D3.1** All members of the Board are required to give attendance at meetings of that Board priority over all other commitments. If for some exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally approve a substitute.

**D3.2** A meeting of the 'main' Board for a programme, which may be held virtually or in person, at which decisions to ratify grades and award qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present, plus at least one third of the internal membership of the Board. In exceptional circumstances this requirement may be waived, but only if an absent external examiner has:

- a. provided all the information, reports and other written matter normally expected to be available at the meeting, and
- b. given an explanation for absence which the Chair has accepted as being unavoidable.
- c. been exceptionally granted a waiver by the Secretary to Academic Board.

The quorum for all other University Programme Assessment Boards for programmes at every level should be one third of the membership or four persons whichever is the larger. Attendance by substitutes who have not been involved in the relevant assessment process is not permitted in order to achieve quoracy. The Chair of the Board may declare a meeting of that Board inquorate should the Chair decide that the attendance is such as to jeopardise the soundness of the Board's decisions.

**D3.3** All members of Programme Assessment Boards at Middlesex University should make known to the Boards to which they belong any personal relationships, or other potential conflicts of interest they have with any candidates whom the Board is assessing, other than those arising from their roles as tutors or administrators. Boards in receipt of this information should formally consider the question whether the member with the personal interest should absent themselves from all or part of the proceedings of the Board and the person concerned should abide by any decision on this matter taken by a properly constituted Assessment Board.

**D4 Delegation of functions**

A Programme Assessment Board may delegate any of its functions to the Chair or group of members. Any group operating with delegated powers shall report its proceedings to the parent Board at the next available opportunity. No recommendation for the award of a University qualification shall be made without the agreement of the appropriate external examiner (other than generic exit qualifications).

**D5 Record of proceedings**

**D5.1** A record shall be made of the proceedings of the meetings of the Programme Assessment Board, and made available to members of the board. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

**D5.1.1** The record of the Programme Assessment Board shall include the minutes of the meeting and as separate items:

- a. the agreed grades and academic profile for each candidate;
- b. the decisions made in respect of each candidate on progression or award;
- c. the result of any vote; and
- d. a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

**D6 General discretion**

**D6.1** A Programme Assessment Board may exceptionally exercise discretion in a student's favour, where it appears to the Board that strict interpretation of a particular assessment regulation would cause serious injustice to the student. In such cases the Assessment Board must also consult with the Academic Registrar or nominee before exercising such discretion.

**D6.2** Whenever the Board uses this discretionary power to modify the interpretation of an assessment regulation an appropriate entry must be made in the Board's minutes.

**D7 Interpretation of assessment regulations for programmes of study****D7.1 Formal interpretation**

- a. Formal interpretation of assessment regulations may only be made by the Academic Registrar or nominee. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.
- b. Such formal interpretation by the Academic Registrar shall not be concerned with academic judgement and shall be without prejudice to the authority of an Assessment Board, external examiners or any external awarding body.

**D7.2 Academic judgement**

Where academic judgement is concerned, interpretation of Academic Board policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases where the Board delegates its authority, by the Chair of the Board.

**D7.3 Informal interpretation**

Informal advice on the interpretation of Academic Board policy or assessment regulations by the Academic Registrar or other member of University staff shall have no formal authority and shall not commit the Assessment Board.

**D8 Extenuating circumstances****D8.1 Definition**

Extenuating circumstances are personal circumstances which have affected a student's performance in an assessment and are brought to the attention of the Assessment Board when considering academic performance. An application for extenuating circumstances will only be considered if the circumstances meet the following criteria: The circumstances are exceptional; they are outside of the control of the student; and evidence/supporting statement is provided. Extenuating Circumstances will be considered by Extenuating Circumstances Panels or their delegated nominee and may be taken into account by Programme Assessment Boards in determining classification of degrees where there is not a clear profile, and the progression of students.

**D8.2 General principles**

- a. All students should have a fair opportunity to show they can meet the standards, and be assessed on equal terms.
- b. All work submitted by students for assessment shall be graded on its merits without consideration of any extenuating circumstances known to the marker. Extenuating circumstances will not be used by Programme Assessment Boards to alter the module grades of students.
- c. Students who, due to unforeseen circumstances, are unable to meet the deadline for individual written assignments may submit up to 24 hours after the deadline without any claim for Extenuating circumstances required. This is known as Late Submission. The grade for the component of work submitted will be reduced by the equivalent of 10% (or less where this would reduce a pass grade below 40%). Students should take into consideration the impact this will have on their deadline schedule and their final grades before selecting this option.
- d. Students must submit extenuating circumstances with evidence/supporting statement, by the specified deadline as per the published guidance. Extenuating 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.
- e. Extenuating circumstances will be considered by Panels (or their delegated nominees) convened on behalf of Programme Assessment Boards who may make a decision based on the published guidance.
- f. The outcomes of the extenuating circumstances panel (or their delegated nominees), which may include deferral of assessment to the next opportunity, or that EC's will be noted for the board, will be provided to Programme Assessment Boards, to support their decision making:
  - i. in considering a student's progression by
    - a. allowing extra compensation, or
    - b. permission to repeat a full year
  - ii. in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades
  - iii. consideration for an aegrotat award.
- g. Normally extenuating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements, see Regulation H7, or deferral of submission). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins

**D8.3 Procedures**

- a. The Mitigating Circumstances Policy sets out further guidance on the principles and procedures for consideration of extenuating circumstances.
- b. Only mitigating circumstances submitted directly by the student via MyRegistry will be recorded and considered by the Assessment Officer and Extenuating Circumstances Panel. All information relating to the nature of extenuating circumstances will be kept confidential.

**D9 Appointment of External Examiners**

**D9.1** External Examiners are appointed to Programme Assessment Boards by the University following recommendation to the Director of Academic Quality Service by the appropriate Academic Dean (or nominee) or Pro Vice Chancellor Education and Student Experience. External Examiners shall normally be appointed no later than the session prior to the one in which they take up their appointment. External Examiners are not normally involved in the assessment of modules at Level 3 or FHEQ Level 4.

**D9.2** The method of appointment, rights and responsibilities of External Examiners are set out in Section 4 of the University's Learning and Quality Enhancement Handbook available via the University's internet

**D10 Rights and responsibilities of External Examiners**

External Examiners are appointed to Programme Assessment Boards. The rights and responsibilities of External Examiners are as follows:

**D10.1 Responsibilities**

- a. To attend any meeting of a Programme Assessment Board of which they are a member.
- b. To comment, when consulted, on the content and form of assessments.
- c. To scrutinise a body of evidence provided by the internal examiners as agreed with the programme team.
- d. To advise on the appropriateness and effectiveness of the internal assessment processes, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.
- e. To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.
- f. To submit annual reports as required by Section 4 of the University's Learning and Quality Enhancement Handbook relating to External Examiners

- g. To inform the Director of Academic Quality separately from the normal annual report of any matter which, in their view, militates against the maintenance of appropriate academic standards and quality.

#### **D10.2 Rights**

- a. To be provided with access to a body of evidence by the internal examiners as agreed with the programme team.
- b. To make recommendations for amendments to draft assessments, in consultation with the appropriate internal examiner(s).
- c. To see any assessment material relating to the programme concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment they agreed to see with the Programme Team, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.
- d. To be fully involved in decisions:
  - i. reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally
  - ii. made by the assessment board following the upholding of requests for review via the appeals process (see section G)
  - iii. reached by the assessment board following the recommendation of the Secretary to the Academic Board.

#### **D11 Procedures for when External Examiners refuse to consent to the decisions of an Assessment Board**

Where an External Examiner refuses to sign the confirmation form to agree the grades and awards of the Programme Assessment Board, the Chair must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Director of Academic Quality Service. Such reports will be placed before the next meeting of the Assurance Committee of the University. The Chairs of Assessment Boards must, at the same time as they make any such report, complete a form specified for the purpose indicating the reason why the External Examiner declined to sign the confirmation form, and naming the student or students whose disputed assessment outcome resulted in such refusal. The outcomes of students not named in a report must not be prejudiced or delayed.

Exceptionally a Chair of Programme Assessment board may approve grades and awards so that no students are disadvantaged. This may be in cases where an EE has not been able to fulfil the necessary duties associated with the role and where there the Director of Academic Quality has sufficient confidence that processes and standards have been maintained, authorising the Chair to approve grades and awards. This may only be done in exceptional circumstances and where no other EE is able to confirm the grades and awards

#### **D12 Internal examiner Assessment responsibilities**

- a. To attend Programme meetings with the External Examiner in order to ascertain which modules and assessments the EE will be sampling.
- b. To provide the External Examiner with sample assessments as agreed in D12a) above.
- c. To provide the module grades for all students at the end of each module assessment period.
- d. To confirm during the Module Grade Confirmation period that all student grades are presented accurately and ready to be considered by the Programme Assessment Board(s).
- e. To hold themselves readily available for consultation during the first thirty minutes of the examination(s) for which they are responsible, or to arrange for a substitute to do so.
- f. To give feedback to all students on assessments within 15 working days, and to include for those students who have failed assessment components details of when the resit

opportunity is, and what form it takes.

- g. To submit a sample pack of assessment material, including scripts, coursework or project reports to the External Examiner as agreed in D12a. above.

### D13 Programme Assessment responsibilities

It is the responsibility of Programmes (through the Director of Education, Associate Director of Education, Head of Programmes, Module Leaders and other staff):

- i. That the code of assessment practice (Section M) and the Assessment Fairness Principles, Policies and Requirements are adhered to for all assessments on taught programmes
- ii. To provide Programme Specific Induction for new External Examiners.
- iii. To make arrangements at the start of the Academic year, normally via a meeting that will include Internal Examiners and External Examiner(s), what the body of evidence to be considered by the External Examiner(s) for each programme of study should be.
- iv. To ensure that internal examiners are aware of the implications of assessment regulations for the modules of assessed work for which they are immediately responsible, and that these regulations are fairly applied;
- v. To ensure that adequate notice of the details of assessment arrangements is given to each student;
- vi. To advise students who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform students, when necessary, about the range of options open to the Board in a particular case where the regulations allow discretion to the Board;
- vii. To investigate any cases of alleged injustice in the assessment of students, and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgement);
- viii. To ensure that students notifying adverse academic personal or medical circumstances are directed to follow the University Mitigating Circumstances procedures on My Registry;
- ix. To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed on the Student Learning Support Plan;
- x. To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be used in an examination;
- xi. To ensure that a report is made to the Assessment Board of any incident of academic misconduct;
- xii. To ensure that deadlines for the submission of projects, essays and other assessed work are fairly applied;
- xiii. To keep records of assessed work submitted and to make these available to the Assessment Board as required;
- xiv. To ensure that papers set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities to prepare themselves for the paper set for them;
- xv. To arrange oral (viva voce) examinations as required by the Assessment Board;
- xvi. To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
- xvii. To be responsible for the investigation of claims of eligibility for aegrotat awards and to ensure that such claims, together with supporting evidence, are brought to the attention of the Programme Assessment Board;
- xviii. To ensure for any given assessment, in any given module that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

## ASSESSMENT AND PROGRESSION REGULATIONS FOR UNDERGRADUATE TAUGHT PROGRAMMES

### E1 Academic Calendar

- E1.1** An Academic Calendar is published each year for all Campuses showing dates for each of Semester 1, 2, and 3.
- There are three main assessment periods during the academic year which take place at the end of each of Semesters 1, 2 and 3
  - Continuing Professional Development programmes and Apprenticeship programmes will have assessments scheduled at appropriate times during the calendar year

Where assessment or reassessment is deferred, this will normally be to the end of the next semester or next available assessment opportunity for the module

**E1.2** Following each period of assessment, the results of each module will be published. The University's Programme Assessment Boards will meet to consider and agree student progression, and confer the award of final qualifications for those students who have completed a stage of study.

**E1.3** Some programmes may not follow the normal calendar of assessment and qualifications may be awarded at other times throughout the year.

**E1.4** Graduation ceremonies for validated programmes at Middlesex University take place in summer, after Assessment Boards have met.

### E2 Progression of undergraduate

students **E2.1** Table of progression stages:

Stage	NORMAL REQUIREMENT
<b>Foundation Certificate</b>	120 credit points at Level 3 or above
<b>Certificate of Higher Education</b>	120 credit points at FHEQ level 4 or above
<b>Diploma of Higher Education</b>	240 credit points at FHEQ level 4 or above including at least 90 at FHEQ level 5 or above

**E2.2** The progress of all students will normally be reviewed at the end of each year of study and the result will be a decision on students' academic standing. In order to proceed from one stage to another, a student must either:

- i. Pass the required number/level of credits; or
- ii. Be permitted by the Programme Assessment Board to proceed with a credit deficit. This will be made up by reassessment, and/or deferred assessment, and/or taking of up to 30 additional credits

Notes:

- a) The Programme Assessment Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme. This will be specified in the programme specification
- b) The Programme Assessment Board will take into account the student's commitment to their programme of study as shown by the number of X (FAIL due to insufficient attendance) and P (FAIL due to plagiarism or academic misconduct) codes and 20 (FAIL) grades or where there is substantial doubt about the student's ability to complete the qualification within the registration period.
- c) A student may be permitted to proceed to the next stage with a requirement to change their modules or their target qualification.

**E2.3** Where a student is not permitted to progress to the next stage of a programme the Programme Assessment Board will require a student to either:

- i. Transfer to part-time study in order to make good their failure to complete sufficient credit, such as by repeating failed modules, subject to the provisions of E7;
- ii. Be considered for an opportunity to repeat the year of the programme by full-time study;
- iii. Interrupt their studies until further assessment opportunities are available to gain sufficient credit;
- iv. Terminate their studies and withdraw from the University. A Programme Assessment Board will normally require a student to withdraw from the University and terminate their studies if a student fails, after reassessment, more than one-third of the total credit requirements of their proposed final qualification.

### **E3 Qualifications and classification**

The regulations for classification below apply to programmes which are within the Learning Framework regulations.

#### **E3.1 Certificates and Diplomas**

These are not classified unless specified in programme specifications. If classification is permitted then Table A, using only graded credit, will be used for the basis of the award of merit and distinction.

#### **E3.4 Honours**

##### **Degrees E3.4.1 Profile**

##### **of Grades**

Classification will be derived from consideration of profile(s) giving the proportion of grades distributed into each class. Using **Table A**, the Assessment Board will consider profiles of **ALL** graded credits awarded at:

- i. FHEQ Level 5 and above
- ii. FHEQ Level 6 and above

##### **E3.4.2 Awarding Classifications**

- i. Where both profiles give the same level of Honours classification, that classification will be awarded.
- ii. Where the better profile is at FHEQ level 6 and above and that profile is clear, and no

- more than one class above the profile at FHEQ level 5 and above, that classification will be awarded.
- iii. Where the better profile is at FHEQ level 5 and above and that profile is clear, and the profile at FHEQ level 6 and above is on an adjacent lower borderline, the clear classification will be awarded.
  - iv. Honours classification can only be awarded where there is a minimum of 120 graded credits.
  - v. For the purposes of classification, compensated modules shall be treated as a grade of 16.

**E3.4.3 Exercising Discretion**

Subject to regulation D6.1, the Assessment Board will only exercise discretion on the class of Honours in cases not covered by E3.4.2 where:

- There is only one profile and this is borderline; or
- There are two profiles and both are borderline; or
- The two profiles do not fall into any combination specified under E3.4.2.

In doing so, the Board should bear in mind the following:

- a) FHEQ Level 6 work or work completed in the final stage of the programme
- b) The grade achieved for the final dissertation/ project module(s). Where there is no final dissertation/project module, the grade(s) achieved in core module(s), (as identified by the Board) at level 6.
- c) The Classification Descriptors
- d) The need to consider any extenuating circumstances (see section D8).
- e) The need to be consistent in its policy in the interpretation of classification for all students in a cohort.

**Table A: Classification by distribution of grades**

DISTRIBUTION OF GRADES	Class/Borderline	Class of Qualification			
		<b>3 Pass</b>	<b>2.2 Pass</b>	<b>2.1 Merit</b>	<b>1st Distinction</b>
1st/Distinction (1-4)					<b>50%</b>
2.1/Meritor better (5-8)				<b>50%</b>	
2.2/Pass or better (9-12)			<b>50%</b>		
3/Pass or better (13-16)	<b>100%</b>			<b>25% MAX</b>	<b>25% MAX</b>

**E3.4.4 Methods of Determining Classifications**

For a profile (either level FHEQ 5 and above, or FHEQ level 6 and above), 50 per cent or above of graded credit must lie in the class. In addition there must be no more than the maximum amount of credit at low grades indicated by the bold line in table A above.

Note that the achievement of an honours class for a single profile does not guarantee the award of that class. Both profiles are considered in determination of the overall classification, as described under E3.4.2 above.

A profile will be considered as borderline where the profile shows that the percentage of low grades below the bold line exceeds the permitted maximum.

**E3.5 Graduation**

- a) Unless a student specifically requests the postponement of their graduation and the Assessment Board judges it to be reasonable to allow this, a student shall receive the University qualification for which they are registered and qualify for by virtue of completing the requisite number of credit points at the end of the year during which that total is achieved.
- b) Should a student wish to return to the University within two years following the award of an exit qualification, this must have the written agreement of the relevant Programme Assessment Board Chair (see C5).
- c) If a student's return is more than two years following the award of an exit qualification, they must apply as a new student via the relevant Admissions Office. Students who are allowed to return to study in this manner will be reinstated on the qualification, current academic regulations will apply and previous period of study will be considered as part of their length of study period. If a student has been awarded an exit qualification as they have met the maximum period of registration for a qualification they will be unable to return study.

**E4 Grading scheme**

**E4.1** A student's performance in a module will be given an overall grade and/or code using:

- i. pass grades (1 to 16) on the 20-point grading scale; or
- ii. pass (grade Y) – this method of grading to be used particularly for Level 3 and FHEQ level 4 modules; or
- iii. the fail grades (17\*, 18\*, 19\*, 20\*, X, F)

**\* Please note:** Following failure of a module at the first attempt, one reassessment attempt is permitted at the next available opportunity.

**E4.2** For any given assessment, in any given module, programme teams should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

**E4.3** Where it is a requirement for components to be passed for an overall pass in the module and/or sections of components to be passed for an overall pass in the component, this must be stated in the written information about the module assessment provided to students and the programme handbook.

**Table B: The 20-point scale**

Grade	Class of Honours Degree	Other Qualifications
1	FIRST CLASS	DISTINCTION
2		
3		
4		
5	UPPER SECOND	MERIT
6		
7		
8		
9	LOWER SECOND	PASS
10		
11		
12		
13	THIRD	PASS
14		
15		
16		
17	FAIL – MARGINAL	FAIL – MARGINAL
18	FAIL –	FAIL –
19	FAIL –	FAIL –
20	FAIL – Incorporating failure to participate in assessment necessary to achieve all learning outcomes.	FAIL – Incorporating failure to participate in assessment necessary to achieve all learning outcomes.

**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)
- S** Aegrotat (no numerical value for classification of qualifications)
- C** Compensated failure (added after grade attained)
- F** No Reassessment at next opportunity allowed – continuous assessment within module.
- H** Participated but not assessed (students not following Middlesex qualifications only)

**E5 Failure to complete assessment**

**E5.1 Deadlines for assessed work**

Students must submit each component of assessment by the deadline set by the Module Leader. Non submission of work by the deadline will result in failure in the component concerned (grade 20), unless permission has been granted under the Mitigating Circumstances Policy for an approved deferral of assessment to the next available opportunity (see D8).

For individual written coursework only, late submission of up to 24 hours from the deadline is permissible, however, the grade for the component is reduced by 10% or equivalent (or less where this would reduce a pass grade below 40%). (see D8.2c)

**E5.2 Modules spanning more than one academic year or with multiple optional assessment points**

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

**E5.3 Examinations**

Students who fail to attend an examination without good cause will be failed in the module with a grade 19/20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module (see D.8).

**E6 Reassessment in modules****E6.1**

At Levels 3 & 4, failed mid module assessments may be reassessed at the end of the module.

A student has the right to be reassessed once only in any module with an overall FAIL grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Mitigating Circumstances. Re-assessment takes the form of a Resit of the failed assessment component. This Resit opportunity does not attract additional scheduled teaching or fees and for Levels 5, 6 and 7 the Resit grade is capped (see E6.6). Where compensation is not permitted by a Professional, Statutory or Regulatory Body, a Programme Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

- i. 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

**E6.2** Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a FAIL grade of 19/20 should the required learning outcomes not be met. No second reassessment is permitted.

**E6.3** Failure without good reason to undertake deferred assessment will result in the award of a FAIL grade of 19/20 should the required learning outcomes not be met. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

**E6.4** 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.

**E6.5** The Assessment Board may impose any reasonable conditions on the student undertaking reassessment. Supervision for a student being reassessed in supervised work experience will be provided by the University but otherwise the student will not be entitled to tuition.

**E6.6** At Level 3 and FHEQ level 4, the overall module grade gained following reassessment is the better of the two module grades attained at first assessment and reassessment. No mark/grade capping will be applied following re-assessment.

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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-re- assessed components. The final overall module grade gained is the better of the two module grades gained at first assessment and re-assessment.

At level 5 and above, following reassessment, where capping the reassessed component(s) results in an overall module fail grade, whereas with no capping, the overall module grade is a pass, a minimum pass grade (16) shall be awarded for the module.

**E6.7** The Programme Assessment Board must indicate at the time of initial module failure the reassessment requirements using the following codes:

**RE** Resit examination **RC** Resit coursework **RA** Resit all **RO** Resit other **RW** Rework

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

**E6.8** The Assessment Board has discretion, in exceptional cases, not to allow reassessment in supervised work experience where the Board judges that this would be against the interests of any person, including the student, affected by the reassessment.

**E6.9** A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

## **E7 Repeating modules**

**E7.1** 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.

**E7.2** 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, including a module repeated during the summer term, the grade will not be restricted to the maximum grade at reassessment unless it is applied as a penalty following a student being found guilty of academic misconduct. Where a student repeats a module, any remaining right of reassessment from the original attempt is cancelled but the repeated module may be reassessed by resit on one further occasion. An assessment board may withhold permission to repeat a module due to the requirements of a Professional, Statutory or Regulatory body.

**E7.3** 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.

**E7.4** If a student has already had the opportunity to repeat credit they will not normally be granted another one, at the same or different level.

## **E9 Publication of results**

**E9.1** Formal notification of qualifications results and progression decisions will include grades or administrative codes for each module and any decision by a Programme Assessment Board. This will include those students considered for the award of a qualification but who have deferred or not completed, and those provisional module grades for students who have not

yet been considered for progression or an award. This formal notification will be made via the Registry at the end of each assessment period.

**E9.2** 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.

**E9.3** Students who have a tuition fee debt to the University will not have a qualification conferred, will not be notified of their final results, nor receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until the outstanding debt to the University has been paid.

**E9.4** Where an Aegrotat award is offered, the student or representative shall be given 14 calendar days from the date of notification to decide whether to accept the qualification.

## **E10 Certificates, transcripts/diploma supplements and credit statements**

### **E10.1**

- (a) A credit statement, transcript or Diploma Supplement (digital or printed) will be issued to a student currently or formerly enrolled at Middlesex University who has:
- i. successfully completed a University qualification; or
  - ii. completed modules on a programme leading to a University qualification but terminated the programme of study prior to the award of the final qualification.
  - iii. successfully completed a programme of study which does not lead to a University qualification, eg Associate Student.
- (b) A transcript or Diploma Supplement will list the student's programme and level of the qualification, the name of the institution responsible for delivering the programme, each module the student has taken stating the academic year in which the module was taken, the module credit rating and grade, and the language of instruction and assessment. Where appropriate, it will also state the qualification awarded and, where appropriate, the overall classification and subject.

Students on collaborative programmes validated or franchised by the University will normally be issued with printed Diploma Supplements by their home institution at which they are enrolled.

**E10.2** Digital and printed certificates will normally be issued within 2 months of the publication of results. Printed certificates will be sent to the student's nominated certificate address or registered home address, unless it has been agreed for specific batches of certificates, usually for overseas franchised programmes, to be sent in bulk to a collaborative partner or regional office. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board), the name and location of the partner institution, where relevant, and, where appropriate, the classification and subject. Qualifications validated on behalf of other institutions will state the name and the location of the institution where the qualification was taken and be sent to the home institution for distribution. Students on collaborative programmes validated or franchised by the University will be issued with printed certificates by their home institution at which they are enrolled. All qualifications are subject to the approval of the Academic Registrar on behalf of Academic Board.

# University regulations for **Postgraduate Taught Programmes**

## THE LEARNING FRAMEWORK

### A1 Overview

Metanoia regulations defined herein are those in force for all students following a Middlesex University validated programme of study in the current academic year. Changes to regulations are implemented at the start of an academic year, and normally become effective for all students from that point onwards. There may be occasions when events lead us to make changes to our regulations in year, however these would always be in order to improve the situation for students.

These regulations shall normally apply for all programmes. Any deviation from these regulations must be approved by the Academic Registrar. Where deviations are agreed, these must be identified and published within the Student Programme Handbook. Where there may be ambiguity in the interpretation of regulations where these are considered in conjunction with the Student Programme Handbook, these regulations have greater authority.

The academic work of Metanoia is delivered by academic Programmes. Each Programme is responsible for the provision of learning, teaching and assessment for a programme which lead to University of Middlesex qualifications and will ensure appropriate decision-making structures are in place.

The academic provision of Metanoia is based on credit accumulation. This means that students gain credits by passing modules in order to achieve the qualifications (for example, 180 credits for a Masters degree). Students take a programme of study leading to a qualification.

These regulations use some common terminology to describe the learning framework.

### A1.1 Qualification

The academic title conferred upon a student who has successfully completed a valid programme of study, for example, MA Human Resource Management. Qualifications are awarded at various levels requiring different amounts and levels of credit, for example, Masters Degree: 180 credits at FHEQ level 6 or above (including at least 150 at FHEQ level 7 or above). A full table of qualifications is shown in Table A2.

### A1.2 Academic Year

The academic year is divided into three main Semesters each of 12 weeks: Semester 1 (September to December), Semester 2 (January to April) and Semester 3 (April to July). The remaining weeks from July to September comprise the summer during which teaching and learning activities may be scheduled for some programmes.

### A1.3 Subject

A collection of modules with a coherent academic focus.

### A1.4 Module

A self-contained, credit-rated and assessed unit of study which is the responsibility of a single Programme.

### Compulsory modules

Modules which must be passed to complete a qualification.

**Optional modules**

One or more modules which must be passed from a group of modules to complete a qualification.

**Prerequisite module**

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.

**A1.5 Module codes and levels****Table A1 Credit Framework****Levels**

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

EducationArea - <http://www.qaa.ac.uk/en>

**A1.6 Credit**

Each module carries a credit rating, with most modules rated at 30 credits. Some modules are rated at 15, 20, 40 or 60 credits. Some modules are available only as part of continuous professional development (CPD) provision, and have appropriate credit weighting. Exceptionally, zero credit modules are available, but only as a specifically approved additional requirement of a programme of study.

**A1.7 Credit transfer**

Credit for prior learning (certificated or uncertificated) which can be counted, within certain rules, towards a qualification.

**A2 Postgraduate qualifications**

A full list of postgraduate qualifications is given in section J.

**Postgraduate Certificate** at least 60 credits at FHEQ level 6 and above, including at least 40 credits at FHEQ level 7 and above.

**Postgraduate Diploma** at least 120 credits at FHEQ level 6 and above including at least 90 credits at FHEQ level 7.

**Masters Degree** at least 180 credits at FHEQ level 6 and above including at least 150 credits at FHEQ level 7 and above, including a dissertation normally weighted at 60 credits.

Masters students first enrolled before September 2007 who have achieved 170 credits, including at least 140 at FHEQ level 7 and above, will be considered for the award of a Masters degree, provided that all programme learning outcomes have been met.

**Table A2: Indicative Periods of Study and Distribution of Credits by Level for Benchmark Qualifications**

Requirement	PG Cert	PG Dip	Masters	Integrated Masters Degree	
Indicative length of registration: F/T	1 term	1 year	12-15 months	4 years	
Indicative length of registration: P/T	1 year	2 years	24-30 months	8 years	
Maximum length of registration: F/T	1 year	2 years	24-30 months	8 years	
Maximum length of registration: P/T	2 years	4 years	48-60 months	12 years	
Minimum total credits for qualification	60	120	180	480**	
Minimum number of credits by level	3+				
	4+			480	
	5+			330	
	6+	60	120	180	240
	7+	40	90	150	120
Minimum number of credits given above which must be acquired under the control of this University **	3+				
	4+				
	5+				
	6+	20	40	60	160
	7	15	20	30	120
Standard distribution of credits by level for each award	3				
	4			120	
	5			120	
	6	0-20*	0-30*	0-30*	120
	7	40-60	90-120	150-180**	120

**Standard distribution**

The minimum number of credits which must be under Middlesex control is normally 33.3% of the total required for the qualification.

\* Some programmes may allow modules from FHEQ level 6 or below: validated conversion programmes may exceed the maximum specified here

\*\* FHEQ level 7 credit points must include 40-60 awarded for the final project/dissertation

The University may waive regulations governing the length of registration for individual students at its discretion

**A3 Mode of Study****Full-time student**

A full-time student will normally take 120 credit during the academic year, followed by a 60 credit dissertation/major project.

No student may be enrolled simultaneously on more than one full-time taught programme of study at Middlesex University.

**Part-time student**

A part-time student will normally take up to 90 credits per academic year and may take additional credit of up to 30 credits during the summer term.

**A4 Programme of study**

A valid combination of modules normally taken over several years to obtain a qualification. Qualifications will specify the credit requirement at each level (see table A2). Programmes will specify particular compulsory modules which have to be passed and optional modules which may be taken.

**A5 Progression**

A student's progression upon a programme will be reviewed at the end of each year (see section E2) resulting in a decision of academic standing.

**A7 Collaborative Partnerships and University****Regulations A7.1 Franchised programmes**

The Middlesex University regulations shall apply for all franchised programmes run with collaborative partners.

**A7.2 Joint programmes**

The Middlesex University regulations shall normally apply for all joint programmes run with collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

**A7.3 Validated programmes**

The Middlesex University Regulations shall normally apply to all validated programmes delivered by collaborative partners. Where programmes do not adopt Middlesex regulations in full, they must be submitted to Academic Registry for consideration and approval prior to validation.

## GENERAL REGULATIONS FOR ADMISSION

### B1 Overview

Metanoia University Admissions Policy provides further context and outlines the principles in which it operates a fair, transparent and equitable admissions service. The Admissions Policy is reviewed for each admissions cycle.

To be eligible for admission to a programme of study at certificate level or above a candidate must normally satisfy both the University's General Entrance Requirement and the requirement for entry to the particular programme of study. The requirement for entry is published at the start of each admissions cycle on the programme of study page on the University website.

### B2 General entrance requirement for undergraduate study

Applies to UG only

### B3 General entrance requirements for postgraduate study

**B3.1** A UK Honours degree classified at 2:2 or above will satisfy the general entrance requirement for admission to a programme of study leading to a Masters qualification, including Master of Arts, Master of Business Administration, Master of Education Master of Fine Arts or Master of Science, or to a programme of study leading to postgraduate diploma or postgraduate certificate. Where a higher classification is required this will be published for the specific programme of study.

**B3.2** Overseas qualifications equivalent to a UK Honours degree classified at a lower second class or above will be considered. Guidance on equivalence will be taken from the National Academic Recognition Information Centre (NARIC) and from The University's own experience of international qualifications. The University will publish lists of acceptable international qualification equivalences for satisfying general entrance requirements for admission to postgraduate programmes of study.

### B4 Mature entrants and prior learning

**B4.1** Applicants who do not otherwise satisfy the General Entrance Requirement or who have had a significant break in their pre university studies are eligible for admission if they can provide satisfactory evidence of their ability to pursue successfully the programme of study for which they are applying.

**B4.2** Applicants holding academic, vocational or professional qualifications at an appropriate level may be admitted with specific credit, which will count towards the target qualification, to an appropriate point on a programme.

#### B4.3 Recognition of prior accredited and experiential learning

- a) Responsibility rests with the applicant for making a claim to have acquired knowledge and skill and for supporting the claim with appropriate evidence. Assistance will normally be given in preparing an application for the accreditation of prior learning.
- b) The learning derived from experience must be able to be identified in order to be assessed.
- c) Prior learning is identified through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements.
- d) Where it is proposed to allow entry with specific credit, the methods of assessment must be such that the judgement made can be overseen by Assessment Boards. Where the

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prior credit is sufficient to gain entry to Level 6 appropriate External Examiner oversight must be sought either through the awarding organisations Assessment Boards or through the University approval process.

**B5 English language**

**B5.1** An applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English will be expected to reach, before commencing a programme of study, a suitable minimum level of competence in the English language. It is essential that a student is able to understand and to communicate in both written and spoken English at a sufficient standard to follow the chosen programme of study.

**B5.2** English Language qualifications must be obtained no earlier than two years before commencement of study at the University.

**B6 Fraudulent information used to gain admission**

**B6.1** The discovery of any form of fraudulent information used to gain entry to Metnaoia will normally result in the immediate withdrawal of any offer of a place. Fraudulent information in this context includes the use of fraudulent documentation, or any untrue or misleading statement or one which omits pertinent facts (e.g. an unspent criminal conviction) on an application or enrolment.

## REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES OF STUDY

### C1 Enrolment

Every student must enrol at the start of the programme of study and shall undertake to comply with the regulations of Metanoia and Middlesex University. Students must confirm that they are continuing on their programme of study by enrolling. This should normally take place at the beginning of each subsequent year the programme of study is pursued or at any other time determined by Metanoia. The programme of study of a student who fails to enrol is deemed to have lapsed. No student shall be entitled to enrol unless the prescribed fees have been paid or satisfactory arrangements made to ensure that they would be paid. No student may be enrolled simultaneously on more than one full-time taught programme of study at Metanoia.

### C2 Attendance

**C2.1** Every student must attend those teaching sessions (ie lectures, seminars, tutorials, workshops etc.) and undertake such assignments, as specified in the regulations governing the module, to be eligible for formal assessment and/ or continuation on their programme of study.

**C2.2** Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as validated and published in the module or programme handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission) in the module. If an X grade is awarded, the student may have the opportunity of taking the whole module again with permission from the Head of Programmes, and paying the module registration fee, without grade penalty.

The formal minimum requirement may exceptionally be waived in individual cases where the Module Leader or Head of Programmes judges that the student has made adequate alternative arrangements to be prepared for assessment.

**C2.3** 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 Head of Programmes/Module Leader. Where attendance is required registers must be kept.

**C2.4** Where a student's attendance falls below the required minimum for the module as a result of personal mitigating circumstances, and these are supported by relevant documentation (e.g. medical certificates), a Head of Programmes/ Module Leader/Assessment Board may decide to allow a student to be assessed.

**C2.5** Students must make themselves available at all times to attend all formal assessments of the programme of study at the times given, including viva voce examinations. Failure to do so without good reason will result in a grade of 20 in that module should the required learning outcomes not satisfactorily be met.

**C2.6** Students with persistent non-attendance may be withdrawn. A student with consistent poor attendance may also be withdrawn at the discretion of the Head of Programme (or delegate) in line with guidelines defined in the Student Attendance Policy.

### C3 Transfer between programmes of study

A transfer between programmes of study within Metanoia may take place between FHEQ

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levels on condition that a satisfactory level of academic performance has been achieved, the conditions of entry have been met, including module prerequisites, and approval of the Programme Leader has been obtained for the new programme of study.

A transfer between programmes of study may take place at the same FHEQ level on condition that the conditions of entry for that level have been met, and that approval of the Head of Programme has been obtained for the new programme of study.

#### **C4 Interruption of Study**

A student who wishes to interrupt the programme of study before completion must give notice to the Registry. Students who interrupt their studies should be aware that their current academic programme cannot be guaranteed to resume following re-admission as if no interruption had occurred and that it is their responsibility to make themselves familiar with any changes in assessment policy or practice in the programme of study syllabus that may have taken place during their absence. Where the length of interruption of study is extensive (more than one year), students must be aware of the maximum indicative length of a programme (see Table A2 in section A). Students who interrupt their study are no longer an enrolled student of Metanoia.

#### **C5 Withdrawal and return from withdrawal or transfer**

**C5.1** A student who wishes to permanently withdraw or transfer from Metanoia before the completion of the programme of study shall give notice to the Registry. The student may receive any qualification for which they are eligible.

**C5.2** Should a student wish to return to Metanoia within two years of their permanent withdrawal or transfer, they must have written confirmation from the relevant Head of Programme that they have been permitted to return to that programme.

**C5.3** If a student's return is more than two years after their permanent withdrawal or transfer, they must apply to re-start the programme as a new applicant via the Admissions Office.

#### **C6 Oral examination (Viva voce)**

The Assessment Board may require any candidate to be orally examined (viva voce) in addition to taking those assessments prescribed in the programme specifications. See the Academic Registry Guidance note (ASS60).

#### **C7 Ill health and other extenuating circumstances which may adversely affect performance**

A candidate whose assessment performance has been or is likely to be impaired because of ill health or other extenuating circumstances must inform the Assessment Officer, before the specified deadline and provide, where appropriate, a medical certificate or other supporting evidence/statement. (See Section D8)

#### **C8 Coursework, dissertations, projects submitted for assessment**

##### **C8.1 References to the work of others**

A candidate must indicate by means of explicit references the citation of the work of others or other work by the candidate which is not part of their submission for the qualification. (See section F, Academic Integrity and Misconduct).

##### **C8.2 Joint authorship of assessed work**

When two or more candidates 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 candidates' own claims to their contributions. A copy of such a note must be countersigned by all the co-workers.

### **C8.3 Submission of coursework**

- a) As directed within the module handbook, coursework must be submitted electronically by a specified deadline, and physical artefacts or other approved forms of assessment should be submitted to a nominated submission point and be receipted.
- b) The deadline date, deferral and resit date, in accordance with the academic calendar, for each component of assessment must be set by the Module Leader prior to the commencement of the module.
- c) Coursework must not normally be submitted direct to a tutor.
- d) Metanoia reserves the right to submit any item of assessed work through specialist software for the detection of academic misconduct.
- e) Failure to submit assessment by the published deadline will result in consequences as specified in E6. Where late submission of up to 24 hours is allowed in the assessment (eg individual written coursework) a component grade reduction of 10% or equivalent will be applied (or less where this would reduce a pass grade below 40%)
- f) Where electronic submission of coursework on the day of the deadline is not possible, due to failure of Metanoia systems, for a significant period of time leading up to the final time for submission, the submission deadline may be extended by at least 24 hours, at the discretion of the Academic Registrar or Deputy.
- g) Where electronic submission of coursework is not technically possible, due to a financial deregistration placed upon a student, Metanoia will permit submission of coursework by different means.

**C8.4** Presenting substantially the same coursework for assessment in different modules is forbidden and will be treated as academic misconduct (see section F – Self Plagiarism).

**C8.5** Any deviation from the specified word limit for coursework will be penalised in accordance with the published requirements of the module.

### **C8.6 Additional regulations for a Masters dissertation**

- a) A candidate for a Masters degree must present a dissertation or other work in its place on a subject relevant to the programme of study, or such work as may be specified in the programme specification. The choice of subject shall be determined in a manner specified by the programme specification.
- b) Work submitted for another degree may not normally comprise part of the submission for a Masters degree.
- c) The Assessment Board may permit a candidate to submit their dissertation or other work after the specified date. The Assessment Board may defer the date of submission by not more than twelve months at any one time.
- d) Supervision of dissertations or other work is conditional on attendance at Metanoia unless explicitly agreed otherwise.
- e) The dissertation shall conform to the following requirements:
  - i all pages should be numbered;
  - ii the title page shall bear the title, approved in accordance with the module narrative, the candidate's name, the degree for which they are a candidate and the year in which the dissertation is presented;
  - iii a summary of the work, not exceeding three hundred words in length must be included in each copy immediately after the title page;
  - iv wherever possible, subsidiary papers and other material should be included but a candidate is at liberty to submit such material separately for consideration by the examiners.
- f) Except where, owing to the nature of the subject, the module narrative explicitly indicates alternative modes, or language, of presentation, the dissertation shall be written in

English. The summary must always be written in English.

- g) The dissertation must be submitted via Moodle. A candidate is advised to keep a copy for personal use.
- h) No alterations or additions may be made to a dissertation after it has been submitted except with the agreement of the Assessment Board.

## **C9 Ownership and return of students' assessed**

### **work C9.1 Regulations**

- a) 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 Metanoia Intellectual Property Rights Policy.
- b) The material produced by students for formal assessment (projects, scripts, essays, artworks, computer disks, etc) is the property of Metanoia.
- c) Metanoia will endeavour to return to students assessed work which has significant intrinsic value whenever a student explicitly requests this.

### **C9.2 Procedures**

- a) Metanoia will retain assessed work pending possible appeals for not more than twelve months.
- b) In addition, Metnaoia will retain a sample of appropriate records of assessed students' work for a period of five years after the end date of the course. This sample will be of sufficient scale and coverage to meet the OfS requirements for conditions B4 and B5.
- c) Programmes will return only the work identified above in C9.1 (c), direct to the student.
- d) With the exception of work identified for C9.2b), Metanoia will retain any assessed work that has not been returned to the student not more than twelve 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 twelve months after the remainder of the assessment has been completed.

## **C10 Titling of qualifications**

The postgraduate qualifications are set out in section J of the regulations. 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.

The title will not include items that are external to the programme and its curriculum, for example: whether the award is recognised by PSRBs- primarily because this is a construct external to the award itself; abbreviations of the whole title; or the location of the teaching. However, all of the above can be included in the diploma supplement.

### **C10.1 Entry and exit qualifications**

#### *Entry Qualification*

This is a named qualification (e.g. MSc Computer Science) that is open to applicants to the University or one of its partners.

#### *Named Exit Qualification*

This is a named qualification (e.g. PG Cert Computer Science) 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 (normally defined within the programme specification of the corresponding entry qualification).

*Generic Exit Qualification*

This is an unnamed qualification (e.g. Postgraduate Certificate) that may be conferred upon a student who exits from an entry qualification before completion, and who has accumulated sufficient credit at appropriate levels for the exit qualification. Generic exit qualifications are normally available for all in-house and franchised programmes, and also for other collaborative programmes where agreed by the Portfolio Development Committee or appropriate Faculty Quality Committee.

**C12 Eligibility for placement**

**C12.1** The normal prerequisite for taking up placement is the successful completion of all modules taken in the previous stages.

**C12.2** A Programme Assessment Board has the discretion to allow a student to go on placement without the successful completion of all modules taken in previous stages. This discretion does not apply when those modules involve clinical placement.

**C12.3** The programme specifications should, if relevant, specify that it is compulsory for certain modules to be passed prior to placement.

**C12.4** Only students who are undertaking an approved placement will be entitled to supervision, and be eligible, on successful completion of the placement, to have the placement considered as part of the programme.

**C13 Credit transfer**

**C13.1** A student may be permitted to transfer credit from another institution, (whether awarded on the basis of certificated or experiential learning), provided:

- a) that the levels of this study can be established;
- b) not more than two thirds of the total required for a qualification is transferred in this way (See Table A2 in Section A).

**C13.2** Ungraded credit taken will contribute to the satisfaction of the criteria for a qualification, but will not contribute grades for the classification of qualifications.

**C13.3** When a final qualification incorporates credit transfer, the total period of study shall be as indicated in Table A2.

**C13.4** Credit transferred from one Metanoia 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.

**C14 Exhaustion of credit**

For the Use and Re-use of Credit the following principles shall apply:

- a) Normally, credits utilised in attaining an initial qualification recognised by the FHEQ cannot be used to secure exemptions against parts of an award of equivalent or lower status. Such credits are considered 'spent' as part of the certification of the initial award.
- b) 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/HND/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.

### **C15 Recording of live lectures**

Audio recording, video recording or photography of live lectures, or other forms of learning activity by students, is prohibited, except in the following circumstances, and where violation of law (e.g. Copyright, Human Rights, or Data Protection) does not take place:

- i It is explicitly permitted as part of the learning activity;
- ii It is explicitly permitted for an individual student as a "reasonable adjustment", within the meaning of the Equalities Act;
- iii The tutor has given permission for such activity to take place.

In all cases, violation of this regulation will be managed under the student disciplinary procedures. Further guidance is available within the Recording Policy

Permission for recording does not imply permission for publication (e.g. on Facebook, YouTube, or other Social Media), or distribution to others.

## REGULATIONS FOR ASSESSMENT BOARDS

### D1 Structure of Assessment

#### Boards 1: PROGRAMME

##### ASSESSMENT BOARDS

Metanoia has a Programme Assessment Board (PAB), which considers the progression and achievement of all students on postgraduate taught programmes. Research Programme Students are considered at Programme Assessment Boards at Middlesex University

##### Membership

Chair – Director of Education or nominee

Head of Programmes – corresponding to the programme(s) being considered

Programme leaders – corresponding to the programme(s) being considered

External Examiner(s) – corresponding to the group of programme(s) being considered  
Officer - Registry. The membership of Programme Assessment Boards are set out in their published Terms of Reference..

### D2 Authority of Programme Assessment Boards

**D2.1** Programme Assessment Boards derive their authority from Academic Board and are responsible for the assessment of students.

**D2.2** Module grades published on Moodle are provisional until they have been confirmed at a Programme Assessment Board.

**D2.3** Voting - At a meeting of a Programme Assessment Board every effort shall be made to reach a decision by consensus, considering 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.

**D2.4** No recommendation for the conferment of a qualification at any level, (other than generic exit qualifications), may be awarded without the approval of the quality and standards of the programme by 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.

**D2.5** External Examiners will be invited to attend the 'main' boards for the Programmes being awarded. For Postgraduate programmes that start in September this will normally be in November and for Undergraduate programmes that start in September this will normally be in June.

Programmes that have other start dates will have Programme Assessment Boards scheduled at appropriate times during the year and the Externals will be notified of these dates.

**D2.6** If External Examiner cannot attend the 'main' boards they can be invited to attend one of the other (normally resit) boards or submit written comments in advance of the board.

- D2.7** All Programme Assessment Boards have the authority to:
- decide to whom the qualification in question should be awarded and with what class, if any.
  - compensate failure at grade 17 or 18 in modules in accordance with the limits in regulation PGE9.
  - require a student to transfer to a different programme of study, and/or permit a student to attempt additional credits as a condition of progression.

### **D3 Quoracy**

**D3.1** All members of the Board are required to give attendance at meetings of that Board priority over all other commitments. If for some exceptional reason a member of the Board is unable to attend a meeting, the Chair shall normally approve a substitute.

**D3.2** A meeting of the 'main' Board for a programme, which may be held virtually or asynchronously, at which decisions to ratify grades and award qualifications are made, shall not normally be quorate unless every external examiner or their properly appointed substitute is present, plus at least one third of the internal membership of the Board. 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, and
- given an explanation for absence which the Chair has accepted as being unavoidable.
- been exceptionally granted a waiver by the Secretary to Academic Board

The quorum for Programme Assessment Boards for programmes at every level should be one third of the membership or four persons whichever is the larger. Attendance by substitutes who have not been involved in the relevant assessment process is not permitted in order to achieve quoracy. The Chair of the Board may declare a meeting of that Board inquorate should the Chair decide that the attendance is such as to jeopardise the soundness of the Board's decisions.

**D3.3** All members of Programme Assessment Boards should make known to the Boards to which they belong any personal relationships, or other potential conflicts of interest they have with any candidates whom the Board is assessing, other than those arising from their roles as tutors or administrators. Boards in receipt of this information should formally consider the question whether the member with the personal interest should absent themselves from all or part of the proceedings of the Board and the person concerned should abide by any decision on this matter taken by a properly constituted Assessment Board.

### **D4 Delegation of functions**

A Programme Assessment Board may delegate any of its functions to the Chair or group of members. Any group operating with delegated powers shall report its proceedings to the parent Board at the next available opportunity. No recommendation for the award of a qualification shall be made without the agreement of the appropriate external examiner (other than generic exit qualifications).

### **D5 Record of proceedings**

**D5.1** A record shall be made of the proceedings of the meetings of the Programme

Assessment Board, and made available to members of the board. The confidentiality of individual students should be respected. This regulation shall not be so interpreted as to impede the work of an appeal panel.

**D5.1.1** The record of the Programme Assessment Board shall include the minutes of the meeting and as separate items:

- a. the agreed grades and academic profile for each candidate;
- b. the decisions made in respect of each candidate on progression or award;
- c. the result of any vote; and
- d. a note that any claim for extenuating circumstances made by a candidate has been considered, whether or not the recommendation was affected.

**D5.2** Any student who has been considered by the Programme Assessment Board is entitled to see a copy of any items listed in D5.1 as they may apply directly to the student, by request to the Chair, no later than three years after the date of the Assessment Board.

## **D6 General discretion**

**D6.1** A Programme Assessment Board may exceptionally exercise discretion in a student's favour, where it appears to the Board that strict interpretation of a particular assessment regulation would cause serious injustice to the student. In such cases the Assessment Board must also consult with the Academic Registrar or nominee before exercising such discretion.

**D6.2** Whenever the Board uses this discretionary power to modify the interpretation of an assessment regulation an appropriate entry must be made in the Board's minutes.

## **D7 Interpretation of assessment regulations for programmes of study**

### **D7.1 Formal interpretation**

- a. Formal interpretation of assessment regulations may only be made by the Academic Registrar or nominee. Such formal interpretation shall be submitted to Academic Board for approval. The findings of Academic Board are binding.
- b. Such formal interpretation by the Academic Registrar shall not be concerned with academic judgement and shall be without prejudice to the authority of an Assessment Board, external examiners or any external awarding body.

### **D7.2 Academic judgement**

Where academic judgement is concerned, interpretation of Academic Board policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases where the Board delegates its authority, by the Chair of the Board.

### **D7.3 Informal interpretation**

Informal advice on the interpretation of Academic Board policy or assessment regulations by the Academic Registrar or other member of staff shall have no formal authority and shall not commit the Assessment Board.

## **D8 Mitigating circumstances**

### **D8.1 Definition**

Mitigating circumstances are personal circumstances which have affected a student's performance in an assessment and are brought to the attention of the Assessment Board when considering academic performance. An application for extenuating circumstances will only be considered if the circumstances meet the following criteria: The circumstances are exceptional; they are outside of the control of the student; and documentary evidence/supporting statement is provided. Extenuating Circumstances will be considered by Extenuating Circumstances Panels or their delegated nominee and may be taken into account by Programme Assessment Boards in determining classification of degrees where

there is no clear profile, and the progression of students.

### D8.2 General principles

- a. All students should have a fair opportunity to show they can meet the standards, and be assessed on equal terms.
- b. All work submitted by students for assessment shall be graded on its merits without consideration of any mitigating circumstances known to the marker. Mitigating circumstances will not be used by Programme Assessment Boards to alter the module grades of students.
- c. Students who, due to unforeseen circumstances, are unable to meet the deadline for individual written assignments may submit up to 24 hours after the deadline without any claim for mitigating circumstances required. This is known as Late Submission. The grade for the component of work submitted will be reduced by the equivalent of 10% (or less where this would reduce a pass grade below 40%). Students should take into consideration the impact this will have on their deadline schedule and their final grades before selecting this option.
- d. Students must submit mitigating circumstances with evidence/supporting statement, 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.
- e. Mitigating circumstances will be considered by Panels (or their delegated nominees) convened on behalf of Programme Assessment Boards who may make a decision based on the published guidance.
- f. The outcomes of the mitigating circumstances panel (or their delegated nominees, which may include deferral of assessment to the next opportunity, application of a retrospective deferral, or that MC's will be noted for the board), will be provided to Programme Assessment Boards, to support their decision making:
  - i. in considering a student's progression by
    - a. allowing extra compensation, or
    - b. permission to repeat a full year
  - ii. in determining the classification for a qualification where the student is borderline or there are conflicting classifications in the profiles of grades
- g. Normally mitigating circumstances shall not be taken into account where the circumstances have already been allowed for (for example, by special assessment arrangements, see Regulation H7 (e) or deferral of submission). Special assessment arrangements should be agreed at enrolment in cases of known disability and in any case agreed with the student before an examination period begins.

### D8.3 Procedures

- a. The Mitigating Circumstances Policy sets out further guidance on the principles and procedures for consideration of extenuating circumstances.
- b. Only mitigating circumstances submitted directly by the student via MyRegistry on Moodle will be recorded and considered by the Assessment Officer and Mitigating Circumstances Panel. All information relating to the nature of mitigating circumstances will be kept confidential.

## D9 Appointment of External Examiners

**D9.1** External Examiners are appointed to Programme Assessment Boards by Metnaoia following recommendation to the Head of Quality by the appropriate Head of Programme (or nominee). External Examiners shall normally be appointed no later than the session prior to the one in which they take up their appointment. External Examiners are not normally involved in the assessment of modules at Level 3 or FHEQ Level 4.

**D10 Rights and responsibilities of External Examiners**

External Examiners are appointed to Programme Assessment Boards. The rights and responsibilities of External Examiners are as follows:

**D10.1 Responsibilities**

- a. To attend any meeting of a Programme Assessment Board of which they are a member.
- b. To comment, when consulted, on the content and form of assessments.
- c. To scrutinise a body of evidence provided by the internal examiners as agreed with the programme team.
- d. To advise on the appropriateness and effectiveness of the internal assessment processes, the appropriateness and effectiveness of the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.
- e. To assist in the development of a body of case law based on the discretion exercised by examiners under the approved assessment regulations of the University.
- f. To submit annual reports as required by Section 4 of the University's Learning and Quality Enhancement Handbook relating to External Examiners
- g. To inform the Director of Academic Quality separately from the normal annual report of any matter which, in their view, militates against the maintenance of appropriate academic standards and quality.

**D10.2 Rights**

- a. To be provided with access to a body of evidence by the internal examiners as agreed with the programme team.
- b. To make recommendations for amendments to draft assessments, in consultation with the appropriate internal examiner(s).
- c. To see any assessment material relating to the programme concerned; particularly, but not exclusively, to see any scripts, coursework, project reports, design, artefact or similar material relating to the assessment they agreed to see with the Programme Team, and, where appropriate, industrial training, school experience or similar reports. To meet the students being assessed only where appropriate.
- d. To be fully involved in decisions:
  - i. reached by the assessment board following a request for review by a student, where it has been agreed to settle the request informally
  - ii. made by the assessment board following the upholding of requests for review via the appeals process (see section G)
  - iii. reached by the assessment board following the recommendation of the Secretary to the Academic Board.

**D11 Procedures for when External Examiners refuse to consent to the decisions of an Assessment Board**

Where an External Examiner refuses to sign the confirmation form to agree the grades and awards of the Programme Assessment Board, the Chair must report every case, including a full explanation of the circumstances, as soon as practicable to the Academic Registrar and the Head of Quality. The Chair of Assessment Boards must, at the same time as they make any such report, complete a form specified for the purpose indicating the reason why the External Examiner declined to sign the confirmation form, and naming the student or students whose disputed assessment outcome resulted in such refusal. The outcomes of students not named in a report must not be prejudiced or delayed.

Exceptionally a Chair of a Programme Assessment board may approve grades and awards

so that no students are disadvantaged. This may be in cases where an External Examiner has not been able to fulfil the necessary duties associated with the role and where there the Head of Quality has sufficient confidence that processes and standards have been maintained, authorising the Chair to approve grades and awards. This may only be done in exceptional circumstances and where no other External Examiner is able to confirm the grades and awards.

#### **D12 Internal examiner Assessment responsibilities**

- a. To attend Programme meetings with the External Examiner in order to ascertain which modules and assessments the External Examiner will be sampling.
- b. To provide the External Examiner with sample assessments as agreed in D12a) above.
- c. To provide the module grades for all students at the end of each module assessment period.
- d. To confirm during the Module Grade Confirmation period that all student grades are presented accurately and ready to be considered by the Programme Assessment Board(s).
- e. To hold themselves readily available for consultation during the first thirty minutes of the examination(s) for which they are responsible, or to arrange for a substitute to do so.
- f. To give feedback to all students on assessments within 15 working days, and to include for those students who have failed assessment components details of when the resit opportunity is, and what form it takes.
- g. To submit a sample pack of assessment material, including scripts, coursework or project reports to the External Examiner as agreed in D12a) above.

#### **D13 Programme Assessment responsibilities**

It is the responsibility of Head of Programme (through Module Leaders and other staff):

- i. That the code of assessment practice (Section M) and the Assessment Fairness Principles, Policies and Requirements are adhered to for all assessments on taught programmes
- ii. To provide Programme Specific Induction for new External Examiners.
- iii. To make arrangements at the start of the Academic year, normally via a meeting that will include Internal Examiners and External Examiner(s), what the body of evidence to be considered by the External Examiner(s) for each programme of study should be.
- iv. To ensure that internal examiners are aware of the implications of assessment regulations for the modules of assessed work for which they are immediately responsible, and that these regulations are fairly applied;
- v. To ensure that adequate notice of the details of assessment arrangements is given to each student;
- vi. To advise students, via the assessment officers, who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform students, when necessary, about the range of options open to the Board in a particular case where the regulations allow discretion to the Board;
- vii. To investigate any cases of alleged injustice in the assessment of students, and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgement);
- viii. To ensure that students notifying adverse academic personal or medical circumstances are directed to follow the Mitigating Circumstances procedures;
- ix. To ensure that any special arrangements for the assessment of students with disabilities are provided as agreed on their Learning Support Plan;
- x. To decide, subject to confirmation by the Assessment Board, what calculators or other aids may be used in an examination;
- xi. To ensure that a report is made to the Assessment Board of any incident of academic misconduct;

- xii. To ensure that deadlines for the submission of projects, essays and other assessed work are fairly applied;
- xiii. To keep records of assessed work submitted and to make these available to the Assessment Board as required;
- xiv. To ensure that papers set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities to prepare themselves for the paper set for them;
- xv. To arrange oral (viva voce) examinations as required by the Assessment Board;
- xvi. To ensure that students are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
- xvii. To be responsible for the investigation of claims of eligibility for aegrotat awards and to ensure that such claims, together with supporting evidence, are brought to the attention of the Programme Assessment Board;
- xviii. To ensure for any given assessment, in any given module that composite grades for each student are generated from the component grades/marks in a consistent and transparent way (and according to guidance note ASS110).

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**ASSESSMENT AND PROGRESSION REGULATIONS FOR POSTGRADUATE TAUGHT PROGRAMMES****E1 Academic Calendar**

- E1.1** An Academic Calendar is published each year for all Campuses showing dates for each of Semester 1, 2 and 3.
- There are three main assessment periods during the academic year which take place at the end of each of Semesters 1, 2 and 3

Where assessment or reassessment is deferred, this will normally be to the end of the next semester or next available assessment opportunity for the module.

**E1.2** Following each period of assessment, the results of each module will be published on Moodle. Metanoia's Programme Assessment Boards will meet to consider and agree student progression, and confer the award of final qualifications for those students who have completed a stage of study.

**E1.3** Some programmes may not follow the normal calendar of assessment and qualifications may be awarded at times throughout the year.

**E1.4** Graduation ceremonies take place at Middlesex University in summer, after Assessment Boards have met.

**E2 Progression of postgraduate students**

**E2.1** 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:

- i. Pass the required number/level of credits; or
- ii. Be permitted by the Programme Assessment Board to proceed with a credit deficit. This will be made up by reassessment, and/ or deferred assessment and/or taking up to 30 additional credits.

**Notes:**

- a) The Programme Assessment Board may require a student to complete reassessment or deferred assessment before allowing progression to the next stage of the programme.
- b) The Programme Assessment Board will take into account the student's commitment to their programme of study as shown by the number of X (FAIL due to insufficient attendance) and P (FAIL due to plagiarism or academic misconduct) codes and 20 (FAIL) grades or where there is substantial doubt about the student's ability to complete the qualification within the registration period
- c) When a student fails, after reassessment, a required element of the qualification, the student's profile will be considered by the appropriate Programme Assessment Board.
- d) A student may be permitted to proceed to the next stage with a requirement to change modules or target qualification (where programme specifications allow).
- e) Modules which have been compensated (see E9) shall be treated as passes.

**E3 Progression stages of postgraduate students**

**E3.1** Programme specifications may state progression stages and requirements, if any, for postgraduate programmes.

**E3.2** A Masters student may be permitted to progress to undertake a dissertation where outstanding credit is required to be completed due to deferral of assessment or pending a reassessment opportunity. Such progression is at the student's own risk. Conferment of the final qualification requires successful completion of both the outstanding assessment and the dissertation.

**E3.3** Following failure in a Masters programme, a student may only transfer to another Masters programme with the permission of the Programme concerned.

#### **E4 Qualifications and classification**

The regulations for classification below apply to programmes which are within the Learning Framework regulations.

##### **E4.1 Postgraduate Certificate/Diploma**

These qualifications will not be classified unless exceptionally approved by the University and specified in individual programme specifications.

##### **E4.2 Masters degrees**

(See table A: Classification by distribution of grades)

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. A minimum of 60 graded credits from a dissertation/independent project is required for classification. Very exceptionally, the requirement for a 60 credit dissertation may be waived, with the approval of the Assurance Committee.

Masters students first enrolled before September 2007 who have achieved 170 credits, including at least 140 at FHEQ level 7 and above, will be considered for the award of a Masters degree, provided that all programme learning outcomes have been met.

(a) **Requirements for Distinction**

The dissertation must be at grade 4 or better, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 4 or better.

Where the dissertation/independent project is at grade 4 or better, but more than 50 per cent of the remaining credit at FHEQ level 7 (or above) is grade 5 or worse, the student will be awarded a Merit unless the Assessment Board considers that a Distinction is appropriate due to extenuating 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.

(b) **Requirements for Merit**

The dissertation must be at grade 5 to 8, and 50 per cent or more of the remaining graded credit at FHEQ level 7 (or above) must be at grade 8 or better.

Where the dissertation/independent project is in the range of grades 5 to 8 inclusive but more than 50 per cent of the remaining credit at FHEQ level 7 or above is grade 9 or worse, the student will be awarded a Pass unless the Assessment Board considers that a Merit is appropriate due to extenuating 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

**PLEASE NOTE:**

- Where a student has 60 or less graded credits (excluding the 60 credit dissertation), the classification of the degree will be based on the dissertation alone.
- Exceptional alternatives to the 60-credit dissertation must be agreed at validation and defined in the Programme specification.

The minimum grade requirements based on four 30 credit taught modules are:

**Distinction:** Dissertation grade 4; Remaining credit 4, 4, 16, 16

**Merit:** (Borderline Distinction): Dissertation grade 4; Remaining credit 16, 16, 16, 16

**Merit:** Dissertation grade 8; Remaining credit 8, 8, 16, 16

**Pass:** (Borderline Merit); Dissertation grade 8; Remaining credit 16, 16, 16, 16

Table A: Classification by distribution of grades

For the award of Distinction or Merit, the dissertation must be in the class. Remaining graded credit must be distributed as in the table below:

Distribution of grades	Class of qualification	Pass	Merit	Distinction
	Distinction (1-4)			50%
	Merit or better (5-8)		50%	
	Pass or better (9-16)	100%		

Where the percentage of graded credit falls below that indicated, the outcome is as indicated in regulation E4.2

**E4.4 Graduation**

- Unless a student specifically requests the postponement of their graduation and the Assessment Board judges it to be reasonable to allow this, a student shall receive the University qualification for which they are registered and qualify for by virtue of completing the requisite number of credit points at the end of the year during which that total is achieved.
- Should a student wish to return to the University within two years following the award of an exit qualification, this must have the written agreement of the relevant Faculty/School Assessment Board Chair (see C5).
- If a student's return is more than two years following the award of an exit qualification, they must apply via the relevant Admissions Office. Students who are allowed to return to study in this manner will be reinstated on the qualification, current academic regulations will apply and previous period of study will be considered as part of their length of study period. If a student has been awarded an exit qualification as they have met the maximum period of registration for a qualification they will be unable to return study.

**E5 Grading scheme**

(see Table B)

**E5.1** A student's performance in a module will be given an overall grade and/or code using:

- pass grades (1 to 16) on the 20-point grading scale; or
- pass (grade Y); or
- the fail grades (17\*, 18\*, 19\*, 20\*, X)

**\* Please note:** Following failure of a module at the first attempt, one reassessment attempt is permitted at the next available opportunity.

**Table B: The 20-point scale**

Grade	Class of Honours Degree	Other Qualifications	
1	FIRST CLASS	DISTINCTION	
2			
3			
4			
5	UPPER SECOND	MERIT	
6			
7			
8			
9	LOWER SECOND	PASS	
10			
11			
12			
13	THIRD		
14			
15			
16			
17	FAIL – MARGINAL		FAIL – MARGINAL
18	FAIL –		FAIL –
19	FAIL –		FAIL –
20	FAIL – Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed		FAIL – Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

**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)

**S** Aegrotat (no numerical value for classification of qualifications)

**C** Compensated failure (added after grade attained)

**F** No Reassessment at next opportunity allowed – continuous assessment within module.

**H** Participated but not assessed (students not following Middlesex qualifications only)

**E5.2** For any given assessment, in any given module, Faculties should ensure that composite grades for each student are generated from the component grades/marks in a consistent and transparent way.

**E5.3** Where it is a requirement for components to be passed for an overall pass in the module and/or sections of components to be passed for an overall pass in the component, this must be stated in the written information about the module assessment provided to students and the programme handbook.

**E6 Failure to complete assessment****E6.1 Deadlines for assessed work**

Students must submit each component of assessment by the deadline set by the Module Leader. Non submission of work by the deadline will result in failure in the component concerned (grade 20), unless permission has been granted under the Extenuating Circumstances Policy for an approved deferral of assessment to the next available opportunity (see D8).

For individual written coursework only, late submission of up to 24 hours from the deadline is permissible, however, the grade for the component is reduced by 10% or equivalent (or less where this would reduce a pass grade below 40%). (see D8.2c)

**E6.2 Modules spanning more than one academic year or with multiple optional assessment points**

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

**E6.3 Examinations**

Students who fail to attend an examination without good cause will be failed in the module with a grade 20, should the required learning outcomes not be met, subject to any other regulations covering deferral of assessment in the module (see D.8).

**E7 Reassessment in modules**

**E7.1** A student has the right to be reassessed once only in any module with an overall FAIL grade of 17, 18, 19 or 20. Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Mitigating Circumstances or the FAIL grade of 17 or 18 has been compensated (see E9). Re-assessment takes the form of a Resit of the failed assessment component. This Resit opportunity does not attract additional scheduled teaching or fees and for Levels 5, 6 and 7 the Resit grade is capped (see E7.6). Where compensation is not normally permitted by a Professional, Statutory or Regulatory Body, a Programme Assessment Board may exercise discretion to allow an exceptional second reassessment attempt.

**E7.2** Failure without good reason to undertake reassessment at the next available opportunity will result in failure with the award of a FAIL grade of 20 should the required learning outcomes not be met. No second reassessment is permitted.

**E7.3** Failure without good reason to undertake deferred assessment will result in the award of a FAIL grade of 20 should the required learning outcomes not be met. The student will be permitted to undertake reassessment in that module at the next available opportunity with the normal penalty.

**E7.4** 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.

**E7.5** The Assessment Board may impose any reasonable conditions on the student

undertaking reassessment. Supervision for a student being reassessed in supervised work experience will be provided by the University but otherwise the student will not be entitled to tuition.

**E7.6** At FHEQ level 6 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-re-assessed components. The final overall module grade gained is the better of the two module grades gained at first assessment and re-assessment.

At level 6 and above, following reassessment, where capping the reassessed component(s) results in an overall module fail grade, whereas with no capping, the overall module grade is a pass, a minimum pass grade (16) shall be awarded for the module.

**E7.7** The Programme Assessment Board must indicate at the time of initial module failure the reassessment requirements using the following codes:

**RE** Resit examination **RC** Resit coursework **RA** Resit all **RO** Resit other **RW** Rework

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

**E7.8** The Assessment Board has discretion, in exceptional cases, not to allow reassessment in supervised work experience where the Board judges that this would be against the interests of any person, including the student, affected by the reassessment.

**E7.9** A student is not entitled to undertake an assessment if the qualification which contains the module has already been awarded.

## **E8 Repeating modules**

**E8.1** 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.

**E8.2** 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, including a module repeated during the summer term, the grade will not be restricted to the maximum grade at reassessment unless it is applied as a penalty following a student being found guilty of academic misconduct. Where a student repeats a module, any remaining right of reassessment from the original attempt is cancelled but the repeated module may be reassessed by resit on one further occasion. An assessment board may withhold permission to repeat a module due to the requirements of a Professional, Statutory or Regulatory body.

**E8.3** At Postgraduate Level repeat of credit is normally restricted to up to 30 credits on one occasion only.

**E8.4** 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.

**E9 Compensation**

**E9.1** Metanoia does not provide compensation. Our programmes are associated with Professional Bodies which require students to achieve a pass mark for all modules.

**E10 Publication of results**

**E10.1** Formal notification of qualifications results and progression decisions will include grades or administrative codes for each module and any decision by a Programme Assessment Board. This will include those students considered for the award of a qualification but who have deferred or not completed, and those provisional module grades for students who have not yet been considered for an award. This formal notification will be made via Quercus at the end of each assessment period.

**E10.2** 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.

**E10.3** Students with a tuition fee debt to Metanoia will not have a qualification conferred, will not be notified of their final results, nor receive a Certificate or Diploma Supplement, nor be entitled to attend their Graduation Ceremony until the outstanding debt has been paid.

**E10.4** Where an Aegrotat award is offered, the student or representative shall be given 14 calendar days from the date of notification to decide whether to accept the qualification.

**E11 Certificates, transcripts/diploma supplements and credit****statements E11.1**

(a) A credit statement, transcript or Diploma Supplement (digital or printed) will be issued to a student currently or formerly enrolled at Metanoia who has:

- i. successfully completed a qualification; or
- ii. completed modules on a programme leading to a qualification but terminated the programme of study prior to the award of the final qualification.

(b) A transcript or Diploma Supplement will list the student's programme and level of the qualification, the name of the institution responsible for delivering the programme, each module the student has taken stating the academic year in which the module was taken, the module credit rating and grade, and the language of instruction and assessment. Where appropriate, it will also state the qualification awarded and, where appropriate, the overall classification and subject.

**E11.5** Digital and Printed certificates will normally be issued within 2 months of the publication of results by Middlesex University. Printed certificates will be sent to the student's nominated certificate address or registered home address, unless it has been agreed for specific batches of certificates, usually for overseas franchised programmes, to be sent in bulk to a collaborative partner or regional office. The certificate will state the qualification and date it was awarded (which will normally be the date of the meeting of the Assessment Board), the name and location of the partner institution, where relevant, and, where appropriate, the classification and subject. Qualifications validated on behalf of other institutions will state the name and the location of the institution where the qualification was taken and be sent to the home institution for distribution. Students on collaborative programmes validated or franchised by the University will be issued with printed certificates

by their home institution at which they are enrolled. All qualifications are subject to the approval of the Middlesex Academic Registrar on behalf of Academic Board.

# University Regulations for All Taught Programmes

## ACADEMIC INTEGRITY AND MISCONDUCT

This section applies to students on both Taught and Research programmes.

### F1 Academic Integrity

- a) Metanoia is committed to operating in an ethical way in every area to ensure the highest possible standards of decision-making and accountability.
- b) Metanoia seeks to ensure our students learn about and develop a professional and ethically-informed skillset based on fundamental values and principles such as trust, honesty and integrity. This is because being able to work in a professional and ethical way is a highly valued graduate attribute. As part of this development it is fundamental that our students know how to learn from and acknowledge others' work in the process of creating their own unique pieces of academic work – and to be truthful about their own contribution.
- c) Metanoia recognises that academic integrity is a set of learned skills, with honesty, fairness and respect for others and their work at the core. We will support and guide students to learn the necessary skills through education and reinforcement of learning, the promotion of core values, enabling policies and the appropriate use of technology
- d) In order to demonstrate academic integrity, students must produce their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration. Students must also present their own findings, conclusions or data based on appropriate and ethical practice.
- e) It is a student's responsibility to familiarise themselves with the academic conventions and practices applicable to the course on which they are registered. It will be the responsibility of students to ensure that the work they submit for assessment is entirely their own, or in the case of group-work the group's own and that they observe all Regulations, Procedures and instructions governing examinations.
- f) It is the responsibility of each individual student when submitting an assessment item to ensure that the work which they are submitting is the work which they wish to be assessed.
- g) Students must have ethical approval for their project/dissertation/thesis which cannot be gained retrospectively. Failure to do so may result in failure of the work. Refer to the programme and/or module handbook for details regarding requirements for ethical approval.
- h) Academic misconduct is a breach of the values of academic integrity, and can occur when a student cheats in an assessment, or attempts to deliberately mislead an examiner that the work presented is their own when it is not. It includes, but is not limited to, plagiarism, commissioning or buying work from a third party or copying the work of others, unauthorized and/or unacknowledged use of artificial intelligence in a piece of work submitted for grading.
- i) If a third party or anonymous whistleblower reports that there has been academic misconduct by a student, Metanoia may decide to investigate the allegations.
- j) Metanoia deals with breaches of academic integrity through instances of academic misconduct. It will take action against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of

assessment.

- k) This procedure is concerned with the actions of students and not their intentions. An excuse of “not intending to” is not an acceptable defence.
- l) Where students are registered on awards which lead to professional registration and there is Fitness to Practise requirements, a major offence may be referred to the Fitness to Practice Procedure for consideration.
- m) In all cases of alleged academic misconduct and cheating, students will be treated as innocent until a case against them has been investigated and upheld.
- n) A finding that academic misconduct has occurred is a judgement based on available evidence, the standard of proof being the balance of probability.
- o) These Regulations should be read in conjunction with the [Academic Integrity and Misconduct Policy and Procedure](#).

## F2 Professional Courses

- a) Where a professional body imposes its own standards in relation to professional conduct these will be considered in addition to the Metanoia Regulations. Students who fail to meet the requirements of the professional body may not be eligible to gain the professional qualification or recognition regardless of their academic achievement.
- b) Following the completion of Metanoia’s Academic Integrity and Misconduct procedures, a proven allegation of misconduct may be referred to the appropriate professional body or Metanoia’s Fitness to Practise procedures which may result in a further penalty being applied.
- c) Fitness to Practise is a separate and additional procedure. If a student is following a course which has employer links it may be necessary to inform the employer of the proven academic misconduct. Where this is applicable, students are advised to consult their programme handbook.

## F3 Monitoring and Review

An annual Report on Academic Misconduct will be received by the Education Committee and Academic Board.

## F4 Policy and Procedures

The Academic Integrity and Misconduct Policy and Procedures document sets out further guidance on the principles and procedures for consideration of a breach of Academic Integrity. The Policy includes the processes and procedures for consideration of a suspected breach of academic integrity, including definitions of what constitutes academic misconduct and who assesses the evidence and who determines the outcome based on the categories and penalties found in the Policy and Procedures for Academic Integrity and Misconduct.

## ACADEMIC APPEAL

Forms for submitting an appeal, together with explanatory notes and procedures, are available from MyRegistry on Moodle

### Research students should refer to the Research regulations on how to appeal

Throughout these regulations, the role of Secretary to Academic Board may be delegated to a senior manager reporting directly to the Secretary to Academic Board.

Students studying on validated programmes delivered by a Collaborative Partner should refer to their institutions appeals process, with the opportunity to apply to the University at Review Stage. A collaborative partner is a partner who enters into an agreement with the University under which it has responsibility for the delivery of services and academic programmes in accordance with the terms of the agreement.

### G1 Definition of an appeal

**G1.1** An appeal is a request from a student for a reconsideration of a decision made by a Programme Assessment Board (hereafter included in the term 'Assessment Board') regarding their assessment, progression or award.

An academic appeal relates to the outcome of an assessment or examination, or a student's progression, and may be based on:

- a) Extenuating or mitigating circumstances where, for good reason, the Assessment Board was not made aware of a significant factor relating to the assessment of a student when it made its original decision;

#### And/or

- b) That there was a material error, either in the conduct of the assessment itself, or in the proceedings of the Assessment Board, which significantly affected the Assessment Board's decision;

#### Or

- c) Grounds listed in the Academic Integrity and Misconduct regulations Section F3, following a penalty imposed for academic misconduct.

A successful appeal results in the Assessment Board reviewing its decision in the light of the new information initially provided by the student, although it does not necessarily mean that the original decision of the Assessment Board is changed.

**G1.2** An appeal may only be made against a published assessment result which has been confirmed by a Programme Assessment Board. This includes decisions made by specially delegated Boards and provisional decisions made by a Board at which an External Examiner has not been present.

**G1.3** Students who have a complaint or grievance concerning the provision of a programme of study or academic service which they believe has affected the quality of their academic performance, should, before submitting an appeal, follow the Student Complaints Procedures published on MyRegistry

**G1.5** Students may not challenge the academic judgement of the examiners and appeals made on this basis will be rejected.

**G1.6** There is a time limit of 14 calendar days from the date of the Programme Assessment

Board results being published for submission of a formal appeal to the Registry.

## **G2 Progression of a student while an appeal is being considered**

**G2.1** The decision of the Assessment Board remains in force until it is formally notified by the Secretary to Academic Board to have been rescinded. Therefore the student remains responsible for:

- a) Conforming to the requirements for a referral, resubmission of work to be assessed or re-sitting an examination pending the outcome of the appeal;
- b) The consequence of not complying with these requirements should the subsequent decision of the appeal process not be in the student's favour.

**G2.2** While the appeal is being processed:

- a) Subject to regulation E2 and E3 concerning progression, the student shall normally be permitted by the Programme Assessment Board to continue to the next stage of their studies, unless there are circumstances preventing it other than the decision in question of the Programme Assessment Board. This will not prejudice the outcome of the appeal.

**G2.3** The entitlement of the student to proceed on the programme of study will continue until the date of the letter formally notifying the student of the final outcome of their appeal (i.e., dismissal of the appeal or Assessment Board's reviewed decision). This letter will inform the student whether they are entitled to continue on the programme.

**G2.4** Students shall receive regular communication from the Registry regarding the progress of their appeal.

**STUDENT RESPONSIBILITIES**  
**(SEE ALSO THE STATEMENT ON UNIVERSITY MEMBERSHIP)****H1 Enrolment and Registration**

- a) Students are entitled to enrol at Matanoia at the time notified to them.
- b) It is the responsibility of students to confirm that they are continuing on their programme of study by enrolling at the beginning of each subsequent year their programme of study is pursued.
- c) The qualifications of Middlesex University will only be conferred on students validly registered and enrolled on a validated programme at Metanoia Institute.

**H2 Contact address**

It is the responsibility of students to notify the Registry:

- a) immediately of any change of address by updating their Quercus record during and following completion of a programme of study;
- b) of a preferred certificate or home address to be using when dispatching the certificate following conferment of a qualification.

Students who fail to provide Registry with 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. Certificates are not dispatched to term-time or correspondence addresses.

**H3 Fees**

It is the responsibility of students to pay all fees in advance or, by arrangement, in instalments, except where students produce written evidence, satisfactory to Metanoia, that they are holders of an award, scholarship or sponsorship which includes payment of fees. Only evidence certified by, or on behalf of, the award or scholarship donor or the sponsor will be accepted.

However, in all cases, even when fees are payable by a third party, students remain personally liable to Metanoia for fees notified to them.

**Notes**

- 1) Fees, including the Fees Refund Schedule, are under continuous review and revised fees will be payable by all students admitted to, or continuing, programmes of study.
- 2) Fees normally continue to be payable up to and including the term in which the programme of study ends or a thesis or dissertation is presented.
- 3) In the event of a student failing for any reason to complete a programme of study, full details of refund entitlements, if any, are available in the Terms and Conditions of Registration.
- 4) Except where a single inclusive fee is charged for a qualification, annual tuition fees entitle a student to tuition and assessment (including any

reassessment or deferred assessment) in modules to a value of 120 credits. Any modules taken in addition to this will be subject to further tuition fees.

No candidate shall have an automatic entitlement to be notified of their results or to receive a certificate or Diploma Supplement. Metanoia reserves the right to withhold the conferment of qualifications unless or until all fees for tuition have been paid. Students with outstanding tuition fee debts will not be entitled to enrol to continue further with their programme of study.

Persistent failure by enrolled students to meet financial obligations to Metanoia may lead to the suspension or exclusion of a student.

Such students will, exceptionally, have any work submitted for assessment assessed in the usual way but will not have their results formally confirmed nor disclosed to them until they have paid their tuition fees in full.

Students who withdraw from Metanoia before the completion of the programme of study will have outstanding fee debts deducted from any due refunds of tuition fees, and hall debts deducted from any due refund of accommodation charges.

#### **H4 Materials and equipment**

It is the responsibility of students to return all library materials, tool kits and other equipment loaned by the Metanoia by the agreed date, and under no circumstances later than the date of completion of the programme of study.

#### **H5 Conduct**

It is the responsibility of students to observe Metanoia's Code of Student Conduct. Students who fail to observe the Code of Conduct will be penalised according to the severity of the offence.

#### **H6 Attendance and withdrawal**

It is the responsibility of students to:

- a) Attend scheduled classes and prescribed activities for the modules on which they are registered in accordance with regulation C2. (Supplementary module regulations may specify levels of attendance that are required for formal assessment and/or continuation on the programme of study.)
  1. Where a student's attendance fails to meet the minimum required to meet the learning outcomes of the module as published in module or programme handbook, the student may be excluded from the assessment and be graded X (ineligible for assessment due to unsatisfactory attendance/participation but may be retaken with permission) in the module.
  2. If an X grade is awarded the student may have the opportunity of taking the whole module again with permission from the Head of Programme, and paying the module registration fee, without grade penalty.
  3. Where a student's attendance is judged to be unsatisfactory for no good reason and/or falls below the required minimum they may also:
    - i. be excluded from continuation on a programme of study;
    - ii. be deemed to have withdrawn from their programme of study.
- b) 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.

1. Failure to do so without good reason, will result in failure in the module concerned (grade 19 or 20 to be awarded for the module should the required learning outcomes not satisfactorily be met).
- c) To report any period of absence over 28 calendar days, for whatever reason, to the Primary/Personal tutor or Head of Programme.
- d) To notify their Module Tutor if they have been unable to attend any compulsory class or prescribed activity, providing evidence as required.
- e) To inform the Registry (Registrar@metanoia.ac.uk) immediately in writing if they are withdrawing from a programme of study.

Following withdrawal, refund of fees, where applicable, will be made.

Where a student withdraws before the end of a given term, the withdrawal date recorded shall be the date that official notification of withdrawal is received by Registry.

## H7 Assessment

It is the responsibility of students to:

- a) Familiarise themselves with, and observe, Metanoia and programme assessment regulations.

**Academic Integrity:** Students who attempt to gain unfair advantage over others through academic misconduct ( plagiarism, collusion - including in online assessments, commissioning, unauthorized/unacknowledged use of Artificial Intelligence etc.) will be penalised by sanctions, according to the severity of the offence, which can include exclusion (see section F).

- b) To present themselves for formal examination at the time and in the place previously notified to them. (A register of examination attendance will be maintained.)

Students who fail to attend for formal examination without good cause, will be failed in the module concerned (grade 19 or 20), should the required learning outcomes not satisfactorily be met.

- c) To submit all work for assessment by the deadline previously notified to them, and in the manner prescribed by the Module Handbook.

Students who fail to submit assessed work by the due deadline, will be failed in the module concerned unless a claim for mitigating circumstances has been approved for the assessment.

Students who, due to unforeseen circumstances, are unable to meet the deadline for **individual written assignments** may submit up 24 hours after the deadline without any claim for mitigating circumstances required. This is known as Late Submission. The grade for the component of work submitted will be reduced by the equivalent of 10% (or less where this would reduce a pass grade below 40%). Students should take into consideration the impact this will have on their deadline schedule and their final grades before selecting this option

- d) To keep a copy of their coursework. The marked copy will not be returned to students, so retention of a copy is important so that they can relate feedback to their work.

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- e) To report any long term disability or long term medical condition which may require special assessment arrangements to Wellbeing and Disability:
- i. at the time of admission; or
  - ii. at enrolment for subsequent stages of the programme of study; or
  - iii. at the time of diagnosis.

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 the Module Leader before the assessment takes place that any agreed special arrangement has been made.

**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 mitigating circumstances by a Programme Assessment Board or.

- f) To complete a mitigating circumstances form (available on MyRegistry on Moodle), at the earliest opportunity and by the published deadline, detailing any circumstances which may affect their ability to meet their programme commitments, and to provide valid supporting evidence where appropriate. Failure without good cause to make a claim for mitigating circumstances, with corroborative evidence where appropriate by the deadline, will mean that an appeal based on the later disclosure of these circumstances is unlikely to be successful.
- g) To produce coursework which adheres to the specified word limit, format, file type and any other specifications for the assignment.

Any deviation from the specifications will be penalised as stated in the Module Handbook.

- h) Students whose academic or clinical work may involve personal details or case studies of individuals should ensure that no identifiers of these individuals are given in any part of their assessed work.

## H8 Visas and Immigration

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

## MIDDLESEX UNIVERSITY QUALIFICATIONS

Metanoia validated programmes lead to a University of Middlesex awards. The University confers the following qualifications on students who have completed an approved programme of study or research and who have satisfied the Assessment Board.

**J1.1 Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) Level 4** - Holders of qualifications at this level will have demonstrated:

- 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 as follows:**

Certificate (Cert)

Certificate of Higher Education (CertHE)

Certificate in Education (Further Education)(CertEdFE)

**J1.2 FHEQ Level 5** - Holders of qualifications at this level will have demonstrated:

- 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 as follows:**

Diploma (Dip)

Diploma in Employability Studies

Diploma in Industrial Studies

Advanced Diploma Professional Practice

Diploma (Advanced) (DipAdv)

Diploma of Higher Education (DipHE)

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Foundation Degree (FdA/FdSc)

Certificate in Management Studies

(CMS) Post-Experience Certificate

Post-Experience Diploma

Higher Diploma

**J1.3 FHEQ level 6** - Holders of qualifications at this level will have demonstrated:

- 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
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the discipline).

**Qualifications at this level are as**

**follows:** Diploma in Professional Studies

(DPS) Advanced Diploma (AdvDip)

Graduate Certificate

Bachelor of Arts (BA) – Ordinary Degree

Bachelor of Science (BSc) – Ordinary

Degree Bachelor of Arts with Honours (BA)

Bachelor/Master of Engineering

(BEng/MEng) Bachelor of Laws (LLB)

Bachelor of Music with Honours (BMus)

Bachelor/Master of Osteopathy (BOst/MOst)

Bachelor of Science with Honours (BSc)

Bachelor of Theology (BTh)

Graduate Diploma (GDip)

Graduate Diploma in Law (CPE)

Professional Graduate Certificate in Education (exit award only)

**J1.4 FHEQ level 7** - Holders of qualifications at this level will have demonstrated:

- 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.

**Taught Qualifications at this level are as follows:**

Postgraduate Certificate (PGCert)

Postgraduate Certificate in Education (PGCE)

Postgraduate Certificate of Higher Education (PGCertHE)

Postgraduate Diploma (PGDip)

Diploma in Management Studies (DMS)

Master of Arts (MA)

Master of Business Administration (MBA)

Executive Master of Business Administration (EMBA)

Master of Design (MDes)

Master of Education (MEd)

Master of Fine Arts (MFA)

Master of Laws (LLM)

Master of Music (MMus)

Master of Science (MSc)

Master of Research (MRes)

**Integrated Masters Qualifications at this level are as follows:**

Master of Complementary Medicine (MCM)

Master of Computing (MComp)

Master of Cultural and Creative Industries (MCCI)

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Master of Engineering (MEng)

Master of Mathematics

(MMath) Master of Nursing

(MNurs) Master of

Osteopathy (MOst) Master in

Science (MSci)

**Research Qualifications at the level are as follows:**

Master in Arts (ArtsM)

Master of Arts by Research (MA by Research)

Master of Laws by Research (LLM by Research)

Master of Philosophy (MPhil)

Master of Philosophy by Public Works (MPhil by Public Works)

Master of Science by Research (MSc by Research)

Master of Business Research

(MBR) Master of Theology (MTh)

**Professional Qualifications at this level are as follows:**

Master of Professional Studies (MProf)

**J1.5 FHEQ level 8-** Holders of qualifications at this level will have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- 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.

**Doctoral qualifications are as follows:**

Doctor in Arts (ArtsD)

Doctor of Business Administration (DBA)

Doctor of Counselling Psychology and Psychotherapy by Professional Studies

(DCPsych)

Doctor of Education (EdD)

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Doctor of Engineering (EngD)

Doctor of Philosophy (PhD)

Doctor of Philosophy by Public Works (Phd by Public

Works) Doctor of Professional Studies (DProf)

Doctor of Professional Studies by Public Works (DProf by Public Works)

Doctor of Psychotherapy by Professional Studies (DPsych)

Doctor of Psychotherapy by Public Works (DPsych by Public Works)

**Higher Doctorates are as follows:**

Doctor of Laws (LLD)

Doctor of Letters (DLitt)

Doctor of Science (DSc)

Doctor of Technology (DTech)

**J1.6 Honorary awards**

The University may also confer Honorary awards:

Master of the University (MUniv)

Doctor of the University (DUniv)

**J1.7 Non-Middlesex qualifications**

Non-Middlesex qualifications such as Edexcel and professional body qualifications which are offered by the University do not have to conform to the learning framework although they must be credit rated and must demonstrate at validation that transfer points exist.

**J2 Qualifications with merit or distinction**

Where the regulations for the programmes of study allow, the above qualifications may be granted with merit or distinction.

**J3 Bachelor's qualifications**

Bachelor's degrees may be granted as the

following: Bachelor's Degree with First Class

Honours

Bachelor's Degree with Second Class Honours (Upper

Division) Bachelor's Degree with Second Class Honours

(Lower Division) Bachelor's Degree with Third Class

Honours

Bachelor's Degree (Ordinary degree)

**J4 Aegrotat awards**

All qualifications may be conferred as aegrotat awards, providing that an Assessment Board is satisfied, from the work that has been submitted, that the candidate would, had they been assessed, have achieved the level necessary for the qualification in accordance with the Policy and Procedures of Conferral of Aegrotat and Posthumous Awards. A candidate is not obliged to accept an aegrotat award but may elect to be reassessed if such opportunities exist. Aegrotat awards do not carry any Classification. 'Aegrotat' is not indicated on certificates.

**J5 Posthumous awards**

Any qualification listed above may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The level of the award will be determined by the Programme Assessment Board in consultation with the Academic Registrar in accordance with the Policy and Procedures of Conferral of Aegrotat and Posthumous Awards.

**J6 Rescinding of qualifications**

The Academic Board may, in exceptional circumstances, rescind a qualification which it has conferred.

**J7 Qualification certificates**

Each person who is awarded a qualification of the University shall be given a certificate. The qualification certificate will be issued in the full legal name of the student at the point of

conferment. Certificates are dispatched within 2 months of the publication of results. A replacement certificate will normally be issued once only on receipt of a written request and on payment of the appropriate fee.

## J8 Undergraduate

### qualifications

#### B FHEQ level 6

**Bachelor's Degree with Honours** The standard of the Bachelor's Degree with Honours is that expected of a student with prior knowledge and skill equivalent to passes in two subjects at Advanced Level, supported by passes in three other subjects at GCSE; who has successfully completed a programme of study assessed at not less than 360 credits at FHEQ level 4 or above including 210 at FHEQ level 5 or above and 120 at FHEQ level 6 or above.

**Bachelor of Science (BSc)** Honours degree programmes will lead to the qualification of a BSc to a more closely defined qualification restricted to programmes of certain types of study.

The title of Bachelor of Science is traditionally used where studies are substantially based on one or more scientific or mathematical disciplines and their applications.

Programmes of study leading to the qualification of a BSc will normally have a title which gives a more specific indication of subjects studied.

#### C FHEQ level 7

**Master in Science (MSci)** MSci is a generic integrated Masters qualification. It comprises an extended and enhanced undergraduate course, of four years of full-time study, or equivalent. The qualification requires 480 credits, including 240 credits at level 6 or above, with at least 120 credits at level 7. Thus study at Bachelor's level is integrated with study at Master's level and the programmes are designed to meet the level 6 and level 7 qualification descriptors in full.

## J10 Taught postgraduate qualifications

#### A FHEQ level 7

**Postgraduate Certificate (PGCert)** The standard of the postgraduate certificate is that expected of a graduate who has successfully completed a programme of study at a level demanding more advanced study than a first degree, assessed at 60 credits including at least 40 at FHEQ level 7.

**Postgraduate Certificate in Higher Education (PGCertHE)** The standard of the PGCertHE is that expected of a graduate who has successfully completed the study of learning and teaching in higher education, including curriculum innovation and evaluation of current teaching responsibilities. It is a professional development provision for, and limited to staff involved in teaching and the support of student learning. The qualification requires 60 credits at FHEQ level 7.

**Postgraduate Diploma (PGDip)** The standard of the Postgraduate Diploma is that expected of a graduate who has successfully completed study in a field for which prior knowledge and skill have provided an appropriate foundation, at a level demanding more advanced and intensive study than a first degree, to be assessed at not less than 120 credits, including at least 90 at FHEQ level 7.

## J11 Taught Master's degrees

**Master of Science (MSc)** Programmes of study at Master's level may lead either to the MSc, or to a more closely defined qualification restricted to certain specific areas of study.. The title Master of Science (MSc) is generally used where studies are substantially based on science or mathematics and their applications. Programmes of study leading to the MSc will normally have a

title which gives a more specific indication of the subject(s) studied. The qualification requires 180 credits at FHEQ level 6 or above, including at least 150 at FHEQ level 7 or above, including a 60 credit dissertation/project. Exceptionally, where the dissertation /project is not 60 credits, this should be stated in the programme specification.

### **FHEQ level 8**

**Doctor of Psychotherapy by Professional Studies (DPsych) including special validated pathways (eg DPsych Existential Counselling and Psychotherapy)** The standard of the DPsych is that expected of a candidate who has engaged in advanced learning from taught and project sources which achieves major organisational change and/or excellence in professional practice resulting in original work worthy of publication in complete and abridged form. The candidate must have shown evidence of ability to undertake self-managed and/or collaborative research and project development and have produced and defended orally the product of the study to the satisfaction of the assessors. The qualification requires 540 credits at FHEQ level 7 and above of which a minimum of 360 credits must be at FHEQ level 8\*\*. The minimum period of registration on a full-time basis is 24 months (where full accreditation has been awarded). The DPsych may also be awarded on the basis of public works.

**Doctor of Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)** The standard of the DPsych is that expected of a candidate who has engaged in advanced learning from taught and project sources which achieves major organisational change and/or excellence in professional practice resulting in original work worthy of publication in complete and abridged form. The candidate must have shown evidence of ability to undertake self-managed and/or collaborative research and project development and have produced and defended orally the product of the study to the satisfaction of the assessors. The qualification requires 540 credits at FHEQ level 7 and above of which a minimum of 360 credits must be at FHEQ level 8. The minimum period of registration on a full-time basis is 24 months (where full accreditation has been awarded).

The standard of higher doctorate qualifications is that expected of an applicant who is a holder of at least seven years' standing of a first degree or a holder of at least four years' standing of a higher degree, who is a leading authority in the field of study concerned and has made an original and significant contribution to the advancement or application of knowledge in that field.

### **J15 Honorary awards**

Honorary awards are made to those who have achieved regional or national eminence and who have a connection with the University. Honorary graduates may use the approved designatory letters after their names. Recipients of an honorary doctorate may not adopt the prefix "Dr."

Full details of the award of Honorary degrees are available from the Academic Registrar

**CODE OF ASSESSMENT PRACTICE MINIMUM REQUIREMENTS**

This Code of Assessment Practice applies to all programmes of study, including at FHEQ Level 8. It sets out assessment principles and minimum requirements related to the: assessment of coursework; examinations; dissertations/projects; and other forms of assessment; and provision of feedback on assessed work.

**M1 Principles**

**M1.1** Assessment should be an integral part of the learning process, appropriately matched to learning outcomes.

- a) Assessment tasks should be appropriate for the learning outcomes to be assessed
- b) The relationship between the assessment of Programme level and module learning outcomes should be clear to students.

**M1.2** There should be clear and consistent assessment criteria underpinning every assessment.

- a) Each Programme should have generic and level specific criteria, informed by Subject Benchmarks and the University's Grade Criteria Guide.
- b) Programme information provided to students should clearly state the criteria, purposes and methods of assessment.
- c) Written guidance on the relevant criteria should be provided for each assessment task.

**M1.3** There should be an appropriate balance of assessment designed for summative and formative purposes

- a) Each Programme should have an assessment strategy which provides opportunities for formative assessment (which does not contribute to students' grades), during the year.
- b) 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.
- c) Programme information should clearly state the assessment strategy.

**M1.4** Assessment should be transparent, valid, reliable and free from bias.

- a) Clear information about University assessment regulations and processes should be provided and explained to students.
- b) Procedures should be in place to ensure appropriate moderation and scrutiny of assessment.

**M1.5** 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.

- a) Each Programme should have a feedback strategy which explains the purpose of feedback and how and when feedback will be provided.
- b) Feedback should be given on all assessments used for summative purposes.
- c) In addition, formative assessment tasks should be used specifically and regularly to give feedback on students' work.
- d) The feedback strategy should be discussed with students at the outset of the Programme, and at appropriate points during the Programme.

**M1.6** All student assessments that contribute to students' final mark for a module (i.e., summative assessments) where possible, practical and appropriate will be marked anonymously. Markers will be unaware of students' identity at the time of marking assessments, wherever this is possible, in terms of teaching and assessment approaches and practicality. Where anonymous marking of assessment is not practical, possible or appropriate students will be informed of the rationale.

**M1.7** The rigour and consistency of the assessment process is key to the achievement of standards expected by Metanoia. 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 Programme handbook. They may vary from Programme to Programme depending upon such factors and are outlined in paragraph M1.1. above. Precise arrangements shall include the minimum provision detailed in this Code of Practice and shall be included in the relevant Programme Handbook. All modules for that Programme shall adopt and implement the same policy. Where a module is part of more than one programme there will be a clear statement on which programme moderation process it is aligned to. Policy may vary at different levels within a Programme.

## **M2 Moderation – minimal requirements**

**M2.1** Normally, assessments shall be marked by one member of staff and moderated by a second member of staff. Larger cohorts may have more than one marker and in these cases moderation arrangements will reflect this and there will also be a process of ensuring parity in marking. At FHEQ level 5 and above assessments shall be subject to moderation. Arrangements for moderation by a second member of staff shall include sampling across all grade bands and all fails. A minimum square root of the total and at least 10 assessments (from pass grade bands) shall be moderated or all if the cohort is less than 10. Precise arrangements for moderation shall be published in the Programme Handbook. Where assignments have been marked by more than one marker then any sample will need to be equally representative of each marker.

**M2.2** Students shall be provided with feedback on all assessments. The nature of the feedback shall be helpful and informative, consistent with aiding the learning and development process. The nature of the feedback shall be determined at Subject/Programme level but will take the form of text or audio in an appropriate format for the discipline (subject area). Feedback to students will normally be provided within 20 working days of the published component submission date or after assessment results have been published for examinable components. Assessments shall be retained for a period of *twelve months* following the date of the Assessment Board.

In addition, Metanoia will retain a sample of appropriate records of assessed students' work for a period of five years after the end date of the course. This sample will be of sufficient scale and coverage to meet the OfS requirements for conditions B4 and B5.

**M2.3** Students shall be expected to keep a copy of their submitted work so that they can relate any feedback comments they receive to their work. Where some work (e.g. design briefs etc.) is returned to a student this should be clearly indicated in Programme Handbooks along with deadlines after which it will be disposed of if not collected.

**M2.4** All examinable components (e.g. paper based or electronically completed) shall be subject to scrutiny to ensure all student work has been marked and that marks are totalled correctly. This is an administrative process to ensure examinable components have had each

section marked and scores calculated correctly, it does not review the marks given.

Confirmation that scrutiny has taken place should be clearly recorded. Normally, scrutiny will be undertaken by the module tutor.

**M2.5** In cases where marking of assessments takes place in a 'live' situation (e.g. oral presentations) the assessment should be moderated in one of the following ways: at least two members of the module team are present, the assessment is recorded using an appropriate recording medium for internal moderation at a later stage, or another method specific to the module is determined by subject staff. Samples of assessments undertaken in these conditions must be made available to external examiners.

### **M3 Postgraduate dissertations/ Projects, or equivalent modules (major pieces of work submitted towards the end of a programme of study) – minimal requirements**

**M3.1** All postgraduate (FHEQ level 7 and above) dissertations/projects shall be double-marked. Precise arrangements for double-marking shall be determined at Subject/Programme level and recorded in the Programme Handbook. If there is a failure to reach agreement, the Head of Department (or nominee) should identify a third, independent marker to adjudicate the decision.

**M3.2** Feedback, normally in the form of a standard proforma report, shall be made available to students upon request. It is expected, however, that as standard practice students shall receive feedback as part of the supervision provided during the period leading to the submission of the project/dissertation.

### **M4 Variations from this code of practice**

**M4.1** It is inevitable that a Code of Practice such as this cannot cover every eventuality related to the complexities of the assessment process. All assessment practice shall, however, conform to the principles outlined in Section 1 above and shall be consistent with the baseline specification detailed in other parts of this Code.

### **M5 Other issues**

**M5.1** This paper refers to moderation practices in several sections. It needs to be emphasised that the moderator should not change the mark(s) awarded to individual students but should make a judgement regarding the overall standards (in line with the learning outcomes and assessment criteria). Where the moderator believes the overall standard to be unduly harsh or lenient, for example where there is a discrepancy of >5% in the mark distribution for the sample as a whole then the initial marker should review the full set of assignments in consultation with the moderator. If there is a failure to reach agreement, the Head of Programme (or nominee) should identify a third, independent marker(moderator) to adjudicate the decision.

**M5.2** The only marking indicated on feedback to students should be the agreed mark for the work following the completion of the moderation processes set out above. Feedback to students would normally be restricted to that provided by the initial marker, although this may be supplemented by the initial marker following moderation to reflect elements of the discussions within the moderation process.

**M5.3** Where an assessment includes more than one marker it is good practice to hold a parity meeting at the start of the marking process where markers can discuss and develop a shared

understanding of the marking criteria. This can include comparing marks for a small sample of student work. Parity meetings are particularly important where there is a large number of markers and where there are new markers in a team

## MODULE LEVEL DESCRIPTORS

### Scope

This section offers guidance on the generation and use of level descriptors for taught modules (including project and proposition modules). These descriptors are based on those devised by the England, Wales and Northern Ireland Credit Consortia.

### Key definitions

- Level descriptors are generic statements describing the characteristics and context of learning expected at each level.
- Levels are an indicator of relative demand, complexity, depth of study and learner autonomy. The level identifies the relative demands of learning which will be required of a learner undertaking the module/unit of learning.
- Learning outcomes are statements of what the learner should be able to do (for instance, demonstrate through assessment), as a result of undertaking the module/unit of learning.
- Assessment criteria provide clear statements of how the successful achievements of the learning outcomes can be demonstrated.

## GRADE CRITERIA GUIDE

Metanoia used the Middlesex University 20 point scale for grading assessments. The Grade Criteria Guide describes the five main classes of student performance.

Each of the classes comprises four grade points.

The Grade Criteria descriptors can be applied at any level of study (see section on Module Level Descriptors). The Grade Criteria Guide is intended to provide guidance for lecturers, who may adapt and build on the descriptors when defining assessment criteria appropriate for the subject and the learning outcomes of particular modules.

The Guide is also intended to be helpful to students in interpreting the assessment criteria against which they are assessed.

Performance level	Best Possible				Unsatisfactory	Incomplete
MU Grade Level	1-4 (70-100%)	5-8 (60 <70%)	9-12 (50<60%)	13-16 (40<50%)	17-19 (Less than 40%)	20
<b>Description</b>	<p>understanding and coverage of a number of aspects of the topic, showing relation and integration of the aspects into a coherent whole, and drawing on aspects of relevant knowledge outside of the topic in question.</p> <p>Student is able to use what they have learned in order to construct their own understanding, to reflect on their own practice, and evaluate their decisions made in terms of theory</p>	<p>understanding and coverage of a number of aspects of the topic, showing relation or integration of the aspects.</p> <p>Student can apply what they have learned to novel situations and can recognise good or poor applications of principle student understands, in that course content is used as a theory that drives action</p>	<p>understanding and coverage of a number of aspects of the topic but there is little relation or integration between aspects.</p> <p>Student understands declaratively, in that they can discuss content meaningfully, they know about a reasonable amount of content, but don't transfer or apply it easily</p>	<p>knowledge of some basic ideas and facts, an acceptable number of elements of the topic are understood.</p> <p>Student can identify and describe the main concept. There is evidence of originality and appropriate referencing.</p>	<p>Irrelevant or incorrect learning; fundamental misunderstandings</p> <p>Student has not been able to construct sufficient meaningful learning</p>	Non submission
<b>Characteristics</b>	<p>high level of abstract thinking original ideas understanding is generalised and applied to new contexts ideas drawn to conclusions highly reflective sharply perceived generalised from personal experience shows metacognitive understanding goes beyond what has been given the whole is conceptualised at a higher level of abstraction than in purely relational terms</p>	<p>ideas coherent student demonstrates selectivity and judgement uses the appropriate language of the discipline explanation or application rather than a list – trees become the wood aspects are seen as making sense in relation to the whole a qualitative change in learning has occurred</p>	<p>several, or many, elements of the topic are understood, but are not drawn into a coherent whole often forming a list (knowledge telling = snowing with many facts) student sees the trees but not the wood – a necessary but insufficient preliminary to full understanding</p>	<p>the work meets one part of the task, but misses other important attributes little evidence of moving from the specific to the general often focuses on terminology sparse understandings, or some higher level understanding offset by some misunderstandings</p>	<p>responses may simply miss the point or may use tautology to cover lack of understanding (sometimes can use elaborate Tautology)</p>	Non submission

MU Grade Level	1-4 (70-100%)	5-8 (60<70%)	9-12 (50<60%)	13-16 (40<50%)	17-19 (Less than 40%)	20
<b>Technical proficiency in the English language*</b>	Very well expressed and understanding of content with limited spelling or grammatical errors	Very well expressed; good understanding of content with some spelling and/ or grammatical errors	Well expressed; understanding of content with several spelling and/ or grammatical errors	Simple expression of information; little understanding of content; several spelling and grammatical errors	Inaccurate expression of information; lacks understanding of content; many spelling and grammatical errors	Non submission
<b>Verbs to describe performance. The student can ....characteristic student involvement</b>	generate, theorise, generalise, hypothesise, reflect, evidence of significant personal engagement with the topic and effort to go beyond the given	integrate, compare, contrast, explain causes and effects, analyse relate, apply evidence of involvement or engagement with ideas, genuine effort to make sense	classify, enumerate, describe, list, combine, carry out algorithms, evidence of effort and involvement in acquisition of taught content	identify correctly, carry out simple procedure, pick out main concept, evidence of some effort in the acquisition of terminology	student misses the point; significant lack of effort/ involvement in the unit	Non submission
<b>For Reference: SOLO levels to which descriptors relate</b>	<b>Extended abstract</b>	<b>Relational</b>	<b>Multistructural</b>	<b>Unistructural</b>	<b>Prestructural</b>	
	the relevant elements are integrated into a structure, and the whole is generalised to a related domain of knowledge	the relevant elements are integrated into a structure but without drawing significantly on relevant knowledge beyond the subject	several relevant elements are present but are largely independent of each other	One correct and relevant element is present	No correct elements present	Non submission

## Classification Descriptors

This section provides information on expectations for student achievement beyond the minimum necessary for awarding a bachelor's degrees with honours as set out in the FHEQ for level 6 qualifications. These descriptors are based on the sector recognised standards developed by the UK Standing Committee for Quality Assurance (UKSCQA). These are intended to be used a reference point along with Module Level Descriptors and the Grade Criteria Guide to inform assessment criteria and rubrics for FHEQ level 6 study. They are intended to support staff development, course design and approval, and act as an external reference point to support the calibration of standards and external examiner processes.

Upon awarding a degree, a graduate can be expected to have demonstrated and possess the skills and attributes attached to their respective classification, as described below.

Not successful	Third-class honours (3rd)	Lower second-class honours (2.2)	Upper second-class honours (2.1)	First-class honours (1st)
The student did not achieve the required course learning outcomes and:	The student achieved all their required course learning outcomes and:	The student achieved all their required course learning outcomes and:	The student achieved all their required course learning outcomes and:	The student achieved all their required course learning outcomes and:
did not consistently demonstrate sufficient knowledge and understanding, cognitive, practical and transferable skills	demonstrated knowledge and understanding, cognitive, practical and transferable skills	demonstrated strong knowledge and understanding, cognitive, practical and transferable skills	demonstrated thorough knowledge and understanding, cognitive, practical and transferable skills	consistently demonstrated advanced knowledge and understanding, cognitive, practical and transferable skills
did not consistently demonstrate adequate initiative and personal responsibility	demonstrated initiative and exercised personal responsibility	demonstrated initiative and personal responsibility	demonstrated good initiative and personal responsibility	consistently demonstrated exceptional initiative and personal responsibility
did not consistently demonstrate ability to reflect on their work	demonstrated some ability to reflect on their work	demonstrated an ability to reflect on their work	demonstrated an ability to reflect critically on their work	consistently demonstrated ability to reflect critically and independently on their work
did not consistently demonstrate problem-solving skills	demonstrated problem-solving skills	demonstrated strong problem-solving skills	demonstrated thorough problem-solving skills	consistently demonstrated exceptional problem-solving skills