

Amendments to Regulations – Sections A to G

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
Section A			
A2.2	<p>The principles and operational expectations of all assessment designed and operated by the University are set out in the University's Assessment Policy. The Policy sets out the following principles which all summative assessments should adhere to in order to ensure assessment processes are designed to allow all students to effectively demonstrate their achievement of learning outcomes:</p> <p>Principle 1: Assessments are inclusive;</p> <p>Principle 2: Assessments are appropriate and valid;</p>	<p>The principles, procedures and processes of all assessment designed and operated by the University are set out in the University's Assessment Policy. Assessment should promote learning (not just measure learning); Assessments should have coherent links across relevant programmes of study (encouraging the gradual and planned development of skills and attributes); Assessments should be clear (students know what to expect and understand what is required of them); Assessments should be inclusive (assessments are fair to all students and do not unfairly prejudice the chances of students with diverse backgrounds and needs); Assessments must maximise validity (assessments must assess and</p>	QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	<p>Principle 3: Assessments and feedback are student focussed;</p> <p>Principle 4: Assessments are relevant and authentic;</p> <p>Principle 5: Assessments foster student development;</p> <p>Principle 6: Assessments engage and develop global perspectives.</p> <p>The University operates effective mechanisms to deal with breaches of assessment regulations and the resolution of appeals against assessment decisions.</p>	<p>measure what they state they do i.e. the learning outcomes); Assessments must maximise reliability (staff know how to make appropriate academic judgements on performance that can be benchmarks and compared with public standards with some degree of repeatability). All assessment should be designed to enable students to demonstrate achievement of module and programme learning outcomes. Information on assessment is clear, accurate, consistent and accessible to all staff, students and external examiners. The University operates effective mechanisms to deal with breaches of assessment regulations and the resolution of appeals against assessment decisions.</p>	
A2.7	<p>The University reserves the right to decline, defer or withdraw enrolment where a candidate has not met the conditions of offer or where they cannot provide evidence that they have the appropriate immigration status to enable them to enrol as a student.</p> <p>Eligibility to register or continue on study at</p>	<p>The University reserves the right to decline, defer or withdraw enrolment where a candidate has not met the conditions of offer or where they cannot provide evidence that they have the appropriate immigration status to enable them to enrol as a student. Students may be unable to suspend study or may be withdrawn by the University where they are</p>	<p>Paper QS(24/25)31</p>

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	the University may be impacted by legislation/guidance issued by UK Visas and Immigration (UKVI) in relation to matters including (but not limited to) course level, duration, remote delivery etc. Students may be unable to suspend study or may be withdrawn by the University where they are determined to be ineligible under the Home Office rules to remain in the UK	determined to be ineligible under the Home Office rules to remain in the UK	
A3.1b)i)	An assessment brief describes the minimum amount of information which must be provided for students for each summative assessment which they undertake, including examinations.	An assessment brief describes the minimum amount of information which must be provided for students for each assessment task which they undertake.	QS(24/25)41
A3.1b)ii)	Marking criteria are used to mark each assessment task or element, clearly defining the knowledge, understanding and skills that a student is required to evidence to demonstrate achievement of the intended learning outcomes.	Assessment criteria are used to mark or grade each assessment task or element and clearly define the knowledge, understanding and skills markers that a student is expected to display based on the intended learning outcomes for the work being assessed.	QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
A3.1b)iii)	Formative assessment is intended to help students develop by providing timely and constructive high-quality feedback from which students can learn to identify their own strengths and development needs. Formative assessment tasks should be planned in a systematic way to provide 'feedforward' so that students' current knowledge, skills and understanding can be developed and demonstrated in subsequent summative assessments.	Formative assessment is explicit and planned activities that feature throughout a programme, usually within a module, and are designed for all students studying it. Formative assessment is not credit-bearing. Its purpose is to provide high quality feedback to students on their current knowledge and skills so that these can be developed and demonstrated in subsequent summative assessments.	QS(24/25)41
A3.1b)iv)	Summative assessment is the use of an assessment instrument to evaluate students' learning and measure their achievement of module learning outcomes. A module may have one or two components of summative assessment.	Summative assessment is used within a module to evaluate student learning, skill acquisition and academic achievement against the stated learning outcomes. A module may have one or two components of summative assessment.	QS(24/25)41
A3.1x) (new)	Qualified Fail describes a situation where two components of assessment are used and one of the components of assessment falls below the threshold of 30 per cent (SCQF		QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	Levels 7-10)/ 40 per cent (SCQF Level 11) despite the weighted marks suggesting an overall pass and relates to Regulations B5.3/ C5.2.		
A4.1d)	d) any of the following as a research degree (SCQF level 11): i. Master by Research (MRes) ii. Master of Laws by Research (LLMRes)	d) any of the following as a research degree (SCQF level 11): i. Master by Research (MRes) ii. Master of Laws by Research (LLMRes) iii. Master of Philosophy (MPhil)	QS(24/25)41
A4.6	The conditions, requirements and regulations attached to a given award will be clearly defined and distributed to all students registered on the programme of study leading to the given award	The conditions, requirements and regulations attached to a given award will be clearly defined and set out in a handbook (myProgramme) which will be distributed to all students registered on the programme of study leading to the given award	QS(24/25)41
A4.11	(removed as now in University Certification Policy)	The certificate of an award conferred by the University shall bear two signatures of either the Chancellor, Vice-Chancellor or a Vice-Principal, and record: a. the name of the University together with, if appropriate, the name of any other institution sharing responsibility for the student's programme of study or research	QS(24/25)32

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
		<ul style="list-style-type: none"> b. the student's name c. the award d. the title of the programme as approved for the purpose of the certificate e. the date of conferment (graduation) f. in addition, and where appropriate, the certificate of award will record an approved endorsement: <ul style="list-style-type: none"> i.that the programme of study was in the sandwich mode ii.that the award is made with distinction iii.that the award is made with an honours classification iv.indicating the date when the award was achieved (publication date). 	
A5.6	Where the objectives of a module or programme of study are such that attendance is compulsory for certain areas of work, a rationale to support this will be approved by the University. Provision reports will detail programme-specific regulations to	Where the objectives of a module or programme of study are such that attendance is compulsory for certain areas of work, a rationale to support this will be approved by the University. Provision reports will detail programme-specific regulations to include details of the attendance requirements to be met by	Paper QS(24/25)31

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	include details of the attendance requirements to be met by students. The regulations will describe the formal arrangements designed to monitor students' progress and warn students of any consequences of failure to meet the attendance requirements set. This information will be shared in accordance with Regulation A14.4. Students with visa permission to study in the UK will also be required to comply with the attendance and engagement requirements of their student visa (including limitations on undertaking study by remote delivery). Failure to engage and attend will lead to a student's withdrawal from their programme and cessation of visa sponsorship.	students. The regulations will describe the formal arrangements designed to monitor students' progress and warn students of any consequences of failure to meet the attendance requirements set. This information will be included in student handbooks in accordance with Regulation A14.4.	
A7.3	Marking criteria for every assessment will be developed from and directly mapped to the learning outcomes of the module.	Module assessment criteria will be appropriate to the learning outcomes of the module.	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
A7.6	An assessment brief will be provided for students for each summative assessment task which they undertake, including examinations. The minimum range of information to be included in each assessment brief is set out in the <i>Assessment Policy</i> .	An assessment brief will be provided for students for each assessment task which they undertake. The minimum range of information to be included in each assessment brief is set out in the <i>Assessment Policy</i> .	Paper QS(24/25)41
A7.7	(removed – refer to Assessment Policy) New A7.7 is: Students will be assessed fairly and transparently in line with the learning outcomes and marking criteria, and free from any bias or prejudice.	The University ensures that the assessment of students' work is as free from any potential bias (both positive and negative) as possible. Assessment processes are designed to separate the assessment of the students' work from any other experience of, or knowledge about, the student thus reducing students' cause for concern that assessment could be influenced by such factors. a) After the assessment method has been determined, procedures to anonymise the assessment process are standard University practice wherever it is possible to introduce them.	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
		b) In cases where anonymous assessment cannot reasonably be adopted, every effort is made to separate the assessment of a student's performance from any other knowledge or experience of the student, or otherwise to introduce such measures which will increase students' confidence that their work is being assessed without inappropriate influence.	
A7.8	In the case of students with disabilities, reasonable adjustments will be made at the earliest point in the process, and the assessment of outputs will be undertaken on an equal basis with all other students leading to work being marked on an equitable and transparent basis.	In the case of the assessment of students with disabilities, reasonable adjustments will be made at the earliest point in the process, and the assessment of outputs will be undertaken on an equal basis with all other students leading to work being marked on an equitable and transparent basis.	Paper QS(24/25)41
A14.2	General information on regulations, policies, support and services is provided for all students on MyNapier. Complementing this, at the start of each academic year the relevant School will also provide students with written,	At the start of each academic year, the University will provide all students with a handbook (myProgramme/myUniversity) which contains clear and concise information on student responsibilities, programme specific regulations and procedures and	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	clear and concise programme specific information to assist and guide them successfully in their studies.	University regulations, procedures, information, services and organisations.	
A14.4	Where the University has approved that attendance is compulsory for certain areas of work in order to meet the objectives of a module or programme of study, the student will be provided with details of the attendance requirements to be met by students, the formal arrangements designed to monitor students' progress and warn students of any consequences of failure to meet the attendance requirements set.	Where the University has approved that attendance is compulsory for certain areas of work in order to meet the objectives of a module or programme of study, the student handbook (myProgramme) will provide details of the attendance requirements to be met by students, the formal arrangements designed to monitor students' progress and warn students of any consequences of failure to meet the attendance requirements set.	Paper QS(24/25)41
A15.1	All students have a responsibility to ensure that they have received and engaged with the relevant information regarding their programme of study. This information will be provided by the University at either the start of each University academic year or the start of each year of study applicable to their programme.	All students have a responsibility to ensure that they have received a copy of the programme handbook (myProgramme) applicable to their programme of study. Programme handbooks are provided by the University at either the start of each University academic year or the start of each year of study applicable to their programme	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
A15.2	All students have a responsibility to ensure that they are fully acquainted with the information on student responsibilities, programme specific regulations and procedures, and University academic regulations, procedures, information, services and organisations.	All students have a responsibility to ensure that they are fully acquainted with the information on student responsibilities, programme specific regulations and procedures, and University academic regulations, procedures, information, services and organisations contained in the programme handbook provided by the University (myProgramme/myUniversity)	Paper QS(24/25)41
Section B			
B2.1b)	ii) Multiples of 20 credits are permitted for work-based learning, or industry-partnered modules (eg. Live projects)	ii) Multiples of 20 credits are permitted for work-based learning	Paper QS(24/25)41
B2.1c)	Sandwich programme of study is a programme of study, which contains compulsory work-based learning as defined by the Higher Education Statistics Agency (HESA). The University is required to report on two types of sandwich programme of study: thick sandwich in which students have one period of work-based learning; and thin sandwich in which students have two periods	Sandwich programme of study is a programme of study, which contains compulsory work-based learning. The University offers two types of sandwich programme of study: thick sandwich in which students have one period of work-based learning; and, thin sandwich in which students have two periods of work-based learning. In both cases, there is a requirement for not less than 48 weeks of work-based learning which has an approved credit rating	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	of work-based learning. In both cases, there is a requirement for not less than 48 weeks of work-based learning which has an approved credit rating equivalent to at least 60 credits. The number of compulsory weeks of work based learning must be recorded within the provision records within the Curriculum Management Environment. Degrees which include compulsory work-based learning should reflect this within the approved programme title.	equivalent to at least 60 credits. The award of a sandwich degree will be indicated on the award certificate.	
B8	This section has been removed.	This section provided regulations for the Veterinary Nursing programme.	Paper QS(24/25)41
Section C	Amendments made primarily relate to changes associated with the introduction of the percentage marking scheme for 2025/26, including the introduction of the award of merit as well as distinction. The key amendment is noted below		
C2.1d)	In general, Taught masters's awards will be conferred with merit or distinction on the	The Master's Grading Scale is a 16-point scale which is used to define standards of performance in taught	Paper QS(24/25)40

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference						
	<p>basis of at least two thirds of the modules within the approved programme structure being passed at:</p> <p>a)59.5% to 69.5% (60% to 69%) (Award with Merit) and</p> <p>b) 69.5% (70%) or above (Award with Distinction)</p> <p>These boundaries take account of a 0.5% allowance.</p>	<p>master’s modules and programmes of study University-wide. The original Master’s Grading Scale was approved by Academic Board in 2001 and is based on generic qualitative criteria for the grade of Master’s awards of the University at three standards; distinction, pass and fail. Each grade is defined in terms of: knowledge and understanding; generic cognitive skills; practice (applied knowledge and understanding); communication, information technology and numeracy skills; and autonomy, accountability and working with others. Using the University’s generic qualitative criteria for the grade of Master’s awards as a guide, specific grading criteria for each scale grade shown below will be approved by the University for all taught master’s modules and programmes of study. Grade F6 was introduced from session 2010-11 to indicate non-submission.</p> <table><tr><td>Overall Grade</td><td>Scale Grade</td></tr><tr><td>Distinction</td><td>D5</td></tr><tr><td></td><td>D4</td></tr></table>	Overall Grade	Scale Grade	Distinction	D5		D4	
Overall Grade	Scale Grade								
Distinction	D5								
	D4								

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:		Paper reference																												
		<table><tr><td></td><td>D3</td></tr><tr><td></td><td>D2</td></tr><tr><td></td><td>D1</td></tr><tr><td>Pass</td><td>P5</td></tr><tr><td></td><td>P4</td></tr><tr><td></td><td>P3</td></tr><tr><td></td><td>P2</td></tr><tr><td></td><td>P1</td></tr><tr><td>Fail</td><td>F1</td></tr><tr><td></td><td>F2</td></tr><tr><td></td><td>F3</td></tr><tr><td></td><td>F4</td></tr><tr><td></td><td>F5</td></tr><tr><td></td><td>F6</td></tr></table>		D3		D2		D1	Pass	P5		P4		P3		P2		P1	Fail	F1		F2		F3		F4		F5		F6		
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		A University wide project is underway with the intention of introducing marks (0-100%) to postgraduate provision for academic year 2025/26 onwards and should this be approved, updated regulations will apply to all new module enrolments, including for students who commenced study prior to 2025/26																														

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
Section D			
D2.1	<p>The following research degrees are considered in this section of the University's academic regulations:</p> <ul style="list-style-type: none"> a. Master by Research (MRes); b. Master of Laws by Research (LLMRes) c. Doctor of Philosophy (PhD); d. Doctor of Philosophy by Published Works (PhD); e. Professional Doctorate (Doctor of Business Administration (DBA)) f. Professional Doctorate (Prof Doc) 	<p>The following research degrees are considered in this section of the University's academic regulations:</p> <ul style="list-style-type: none"> a. Master by Research (MRes); b. Master of Laws by Research (LLMRes) c. Master of Philosophy (MPhil); d. Doctor of Philosophy (PhD); e. Doctor of Philosophy by Published Works (PhD); f. Professional Doctorate (Doctor of Business Administration (DBA)) g. Professional Doctorate (Prof Doc) 	Paper QS(24/25)41
D3.5	a) (Removed)	A Master of Philosophy will be awarded to a student who has satisfied all award-specific requirements within 24 months following registration (40 months part-time) and has been assessed as meeting the standard required for the degree.	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference	
D5.1	The periods of study dating from first registration for the various research degrees are:		Paper QS(24/25)41	
	Award	Mode of Attendance		Standard Period
	MRes and LLMRes	Full-time		12 months
		Part-time		20 months
	PhD (except Graduate Training Assistants)	Full-time		36 to 42 months
		Part-time		60 to 70 months
	PhD by Published Works	Part-time		12 months
	PhD (Graduate Training Assistants)	Full-time		48 months
	Professional Doctorates	Part-time		36 to 48 months
	Award	Mode of Attendance		Standard Period
	MRes and LLMRes	Full-time		12 months
		Part-time		20 months
	MPhil	Full-time		24 months
Part-time		40 months		
PhD (except Graduate Training Assistants)	Full-time	36 to 42 months		
	Part-time	60 to 70 months		
PhD by Published Works	Part-time	12 months		
PhD (Graduate Training Assistants)	Full-time	48 months		
Professional Doctorates	Part-time	36 to 48 months		

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
Section E	Amendments made relate to changes associated with the introduction of the percentage marking scheme for 2025/26, including the introduction of the award of merit as well as distinction.		
Section F	Amendments made relate to changes associated with the introduction of the percentage marking scheme for 2025/26, including the introduction of the award of merit as well as distinction.		
Section G			
G2.3	Modules within ENUIC may be non-standard modules as defined within Regulation A3.1 p) and Regulation B2.1b). Modules within ENUIC may be approved as multiples of 5 credits, including 15 and 30 credit modules. Modules delivered within ENUIC may also be approved at SCQF level 6.	Modules within ENUIC may be non-standard modules as defined within Regulation A3.1 p) and Regulation B2.1b). Modules within ENUIC may be approved as multiples of 5 credits, including 15 and 30 credit modules.	Paper QS(24/25)41
G3.3	Students who successfully complete all programme specific requirements of the IIM	Students who successfully complete all programme specific requirements of the IIM programme are	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	programme are permitted to continue to register onto their selected Edinburgh Napier University Masters' programme. Students gain a certificate of credit for the IIM. The record of student achievement (marks) during the IIM do not form part of the Masters study transcript.	permitted to continue to register onto their selected Edinburgh Napier University Masters' programme. Students are issued with a certificate of credit for the IIM. The record of student achievement (marks) during the IIM do not form part of the Masters study transcript.	
G3.4 (new)	Students who successfully complete all programme specific requirements of the International Foundation Year Nursing are permitted to continue to register on the Bachelor of Nursing (Adult) programme. Students gain a certificate of credit for the International Foundation Year Nursing. The record of student achievement (marks) during this ENUIC programmes do not form part of the Bachelor of Nursing (Adult) transcript.		Paper QS(24/25)41
G4.1 (new)	Where modules include a component which has a competency-based assessment, these will be assessed on a pass/fail basis and the		Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	theory component assessed in accordance with the standard University marking scheme. To pass a module, both components must be passed and the overall mark will be in accordance with that achieved in the theory component.		
Fitness to Practise			
FP2.1	Where the primary concern relates to 'good health', a referral will be made to Occupational Health and their recommendations implemented where feasible.	Where the primary concern relates to 'good health', a referral will be made to Occupational Health and their recommendations implemented.	Paper QS(24/25)41
FP2.6	Where FP2.4 v) is invoked, the Authorised Officer will refer the case to the member of staff from the University's Governance team responsible for the management of student misconduct who will review the case and confer with the Secretary to Court and the	Where FP2.4 v) is invoked, the Authorised Officer will refer the case to the member of staff from the University's Governance team responsible for the management of student misconduct who will review the case and confer with the Secretary to Court and the University's legal advisers as appropriate prior to	Paper QS(24/25)41

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	<p>University's legal advisers as appropriate prior to a final decision being agreed on whether to convene a Fitness to Practise Panel. If agreed following this review, the Authorised Officer will organise a Fitness to Practise Panel hearing which will meet normally within 15 working days of the report being sent to the student. The letter of invitation will include a link to Fitness to Practise Regulations. The Panel will be convened by a Dean of School from a different School to that of the student whose case is being considered, or by a deputy at an appropriate level appointed by the convenor, and will have no fewer than three and not normally more than four members, at least two of whom must be professionally qualified in the field and one of whom is normally appointed from outside the University e.g. the relevant professional or partner body. In cases concerning students studying on a</p>	<p>a final decision being agreed on whether to convene a Fitness to Practise Panel. If agreed following this review, the Authorised Officer will organise a Fitness to Practise Panel hearing which will meet normally within 15 working days of the report being sent to the student. The letter of invitation will include a link to Fitness to Practise Regulations. The Panel will be convened by a Dean of School from a different School to that of the student whose case is being considered and will have no fewer than three and not normally more than four members, at least two of whom must be professionally qualified in the field and one of whom is normally appointed from outside the University e.g. the relevant professional or partner body. In cases concerning students studying on a Midwifery programme, the Panel must consist of the Lead Midwife for Education (LME) and a Clinical midwife as the relevant professional member. In cases concerning student Veterinary Nurses, the College of Animal Welfare (CAW) will hold hearings to address professional practice issues (as stated above</p>	

Section	Amended regulation for 2025/26 reads:	Prior to amendment the regulation had read in 2024/25:	Paper reference
	<p>Midwifery programme, the Panel must consist of the Lead Midwife for Education (LME) and a Clinical midwife as the relevant professional member. In cases concerning student Veterinary Nurses, the College of Animal Welfare (CAW) will hold hearings to address professional practice issues (as stated above in FP1.9.) All other allegations of misconduct will be considered at a Fitness to Practise Panel hosted by Edinburgh Napier University as described here and elsewhere in these regulations.</p>	<p>in FP1.9.) All other allegations of misconduct will be considered at a Fitness to Practise Panel hosted by Edinburgh Napier University as described here and elsewhere in these regulations.</p>	
FP3.1	<p>The Fitness to Practise Panel may decide on one or more of the following outcomes: [....]</p> <p>vii) the student's education on the relevant PSRB course is terminated and it is recommended to the Programme Assessment Board that the student be given the option to transfer to an alternative non-professional practice course [...]</p>	<p>The Fitness to Practise Panel may decide on one or more of the following outcomes: [....]</p> <p>vii) the student terminate professional education and training and it is recommended to the Programme Assessment Board that the student be given the option to transfer to an alternative non-professional practice course [...]</p>	<p>Paper QS(24/25)41</p>

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