

**Amendments to Academic Regulations 2020–21**

Section	Amended regulation for 2020/21 reads:	Prior to amendment the regulation had read in 2019/20:	Paper reference
<b>Section A</b>			
<b>A11.2.15</b>	The authority of the Academic Board to review a decision of a Programme Assessment Board may be devolved to a review group appointed by the Academic Board to act on its behalf. The Academic Board retains the right to annul or amend any outcome flowing from a Programme Assessment Board, if in its opinion due and proper account has not been taken of the relevant factors set out in Regulation A10 and Regulation A11; or if any other material matters come to light which affect an award from the University.	The authority of the Academic Board to review a decision of a Programme Assessment Board may be devolved to a review group appointed by the Academic Board to act on its behalf. The Academic Board retains the right to annul any decision of a Programme Assessment Board if in its opinion due and proper account has not been taken of the relevant factors set out in Regulation A10 and Regulation A11.	QS(19/20)45
<b>A9.2 - A9.3</b>	A9.2 In circumstances where the University's academic business has been significantly disrupted by an emergency situation, and where module results are unable to be presented for endorsement at a Programme Assessment Board, then the Principal and Vice-Chancellor or in his/her absence, the appropriate Vice-Principal will take appropriate action, on behalf of Academic Board, to minimise the detrimental impact upon students, whilst ensuring the maintenance of academic standards.	In circumstances where the University's academic business has been significantly disrupted by an emergency situation, and where module results are unable to be presented for endorsement at a Programme Assessment Board, then the Principal and Vice-Chancellor or in his/her absence, the Vice Principal and Deputy Vice-Chancellor will take appropriate action, on behalf of Academic Board, to minimise the detrimental impact upon students, whilst ensuring the maintenance of academic standards.	QS(19/20)44

A9.3 When emergency regulations are invoked, Programme Assessment Boards shall have the authority for the following:

- a) to make recommendations to Academic Board for the award of degrees and other awards as set out in Regulation A4
- b) to make decisions about the progression of students
- c) to award credit for individual modules

The Principal and Vice-Chancellor or in his/her absence, the appropriate Vice-Principal will issue University-wide policy on how A9.3 a)-c) should be implemented to ensure consistency and fairness in academic decision-making.

Assessment, progression and award regulation arrangements may be adjusted as follows:

- a) Assessment Where it has not been possible to provide a final mark/grade based on all assessment components of a module, the final assessment mark/grade may be based on assessed work already completed and marked provided there is sufficient evidence to demonstrate that the learning outcomes of the module have been met. Normally a minimum of 50% of the module assessment would require to have been completed. Such an arrangement will be subject to the approval of the Principal and Vice-Chancellor or in his/her absence, the Vice Principal and Deputy Vice-Chancellor.
- b) Progression The Programme Assessment Board may allow students to progress to the next stage of study, carrying up to a maximum of 60 credits. These credits must be successfully completed at the next available opportunity and cannot be carried forward again into a subsequent stage of study, in accordance with Regulation B6.4.
- c) Awards The Programme Assessment Board in considering a student for an Award of the University, as defined in Regulation A4.1, will give due consideration to modules affected by Regulation A9.2(a) in respect of:

		<p>An award with distinction (Regulation B3)</p> <p>An honours classification (including identification of the cusp of an honours classification boundary) (Regulation B3)</p> <p>A Compensatory Pass (Regulations B6.3a and C6.3)</p>	
<b>A11-14</b>	Renumbered for clarity.		
<b>Section B:</b>			
<b>B3.17</b>	<p>The designation of the classification of a bachelor's degree with honours based on the calculation defined in Regulation B3.16 will be:</p> <p>a) 69.50 per cent (70%) or above, First Class</p> <p>b) 59.50 to 69.49 per cent (60% to 69%), Second Class, Upper division</p> <p>c) 49.50 to 59.49 per cent (50% to 59%), Second Class, lower division</p> <p>d) 39.50 to 49.49 (40% to 49%) per cent, Third Class</p> <p>These boundaries take account of a 0.5% allowance.</p>	<p>The designation of the classification of a bachelor's degree with honours based on the calculation defined in Regulation B3.16 will be:</p> <p>a) 70 per cent or above, First Class</p> <p>b) 60 to 69.5 per cent, Second Class, Upper division</p> <p>c) 50 to 59.5 per cent, Second Class, lower division</p> <p>d) 40 to 49.5 per cent, Third Class</p>	QS(19/20)45
<b>B3.18</b>	<p><b>For students who were undertaking Level 9 study prior to Academic Year 20/21 only,</b></p> <p>Programme Assessment Boards may consider a student at the cusp of an honours classification boundary for the award of a higher honours classification.</p>	<p>Programme Assessment Boards may consider a student at the cusp of an honours classification boundary for the award of a higher honours classification.</p>	QS(19/20)45

	<p>a) A student at the cusp of an honours classification boundary is identified using the calculation defined in Regulation B3.16.</p> <p>b) The cusp of an honours classification boundary is defined as:</p> <ul style="list-style-type: none"> <li>i) First Class: 68.00 per cent to 69.49 per cent.</li> <li>ii) Second Class, upper division: 58.00 per cent to 59.49 per cent.</li> <li>iii) Second Class, lower division: 48.00 per cent to 49.49 per cent.</li> <li>iv) Third Class: 38.00 per cent to 39.49 per cent.</li> </ul> <p>c) In such cases where a student has been identified as being at the cusp of an honours classification boundary, the Programme Assessment Board may use its judgement and discretion, based on the students' overall performance across the best 100 credits at SCQF level 10, to award a higher classification. All students who meet criteria set out in Regulation B3.18b should be considered, irrespective of whether the students have a profile which includes capped module marks following reassessment (in accordance with Regulation B5.6e).</p>	<p>a) A student at the cusp of an honours classification boundary is identified using the calculation defined in Regulation B3.16.</p> <p>b) The cusp of an honours classification boundary is defined as:</p> <ul style="list-style-type: none"> <li>i) First Class: 68.0 per cent to 69.4 per cent.</li> <li>ii) Second Class, upper division: 58 per cent to 59.4 per cent.</li> <li>iii) Second Class, lower division: 48 per cent to 49.4 per cent.</li> <li>iv) Third Class: 38 per cent to 39.4 per cent.</li> </ul> <p>c) In such cases where a student has been identified as being at the cusp of an honours classification boundary, the Programme Assessment Board may use its judgement and discretion, based on the students' overall performance across the best 100 credits at SCQF level 10, to award a higher classification. All students who meet criteria set out in Regulation B3.18b should be considered, irrespective of whether the students have a profile which includes capped module marks following reassessment (in accordance with Regulation B5.6e).</p>	
<p><b>B7.2.4</b></p>	<p>A student who has satisfied the requirements of Regulation B7.2.3 may be considered for an <b>Integrated Master of Engineering</b> or an <b>Integrated Master in Science with classification</b> based on the following:</p> <p>a) The calculation of the classification will be based on:</p>	<p>A student who has satisfied the requirements of Regulation B7.2.3 may be considered for an <b>Integrated Master of Engineering</b> or an <b>Integrated Master in Science with classification</b> based on the following:</p> <p>a) The calculation of the classification will be based on:</p>	<p>QS(19/20)45</p>

- i) average marks for the programme-specific compulsory and option modules at SCQF level 11 will be weighted 0.60
  - ii) average marks for the programme-specific compulsory and option modules at SCQF level 10 will be weighted 0.30
  - iii) average marks for the programme-specific compulsory and option modules at SCQF level 9 will be weighted 0.10
- b) The calculation of the classification will be:
- i) i)69.50 per cent (70%) or above, First Class
  - ii) ii)59.50 to 69.49 per cent (60% to 69%), Second Class, Upper division
  - iii) iii)49.50 to 59.49 per cent (50% to 59%), Second Class, lower division
  - iv) iv)39.50 to 49.49 (40% to 49%) per cent, Third Class
- These boundaries take account of a 0.5% allowance.
- c) **For students who were undertaking Level 9 study prior to Academic Year 20/21 only**, Programme Assessment Boards may consider students at the cusp of a classification for the award of a higher classification.
- d) The cusp of a classification boundary is defined as a student with an overall average mark of:
- i) 68.00 per cent to 69.49 per cent or
  - ii) 58.00 per cent to 59.49 per cent or

- i) average marks for the programme-specific compulsory and option modules at SCQF level 11 will be weighted 0.60
  - ii) average marks for the programme-specific compulsory and option modules at SCQF level 10 will be weighted 0.30
  - iii) average marks for the programme-specific compulsory and option modules at SCQF level 9 will be weighted 0.10
- b) The calculation of the classification will be:
- i) 70 per cent or above, First Class
  - ii) 60 to 69.5 per cent, Second Class, upper division
  - iii) 50 to 59.5 per cent, Second Class, lower division
  - iv) 40 to 49.5 per cent, Third Class
- c) Programme Assessment Boards may consider students at the cusp of a classification for the award of a higher classification.
- d) The cusp of a classification boundary is defined as a student with an overall average mark of:
- i) 68 per cent to 69.4 per cent or
  - ii) 58 per cent to 59.4 per cent or
  - iii) 48 per cent to 49.4 per cent.
  - iv) In such cases, the best 100 credits at SCQ level 11 may be considered by the Programme Assessment Board. A student may be awarded the higher classification if the credit achieved from the

	<p>iii) 48.00 per cent to 49.49 per cent.</p> <p>iv) In such cases, the best 100 credits at SCQ level 11 may be considered by the Programme Assessment Board. A student may be awarded the higher classification if the credit achieved from the modules being considered is at or above the level defined in Regulations B7.2.4b)i) to iv).</p>	<p>modules being considered is at or above the level defined in Regulations B7.2.4b)i) to iv).</p>	
<b>B 9.3.17</b>	<p>The designation of the classification of a <b>Bachelor of Science with Honours Veterinary Nursing</b> or a <b>Bachelor of Science with Honours Animal Health</b>, will be:</p> <p>a) 69.50 per cent (70%) or above in all theory modules, and if all practice modules at SCQF level 9 have been passed: First Class</p> <p>b) 59.50 to 69.49 per cent (60% to 69%) in all theory modules, and if all practice modules at SCQF level 9 have been passed: Second Class, upper division</p> <p>c) 49.50 to 59.49 per cent (50% to 59%) in all theory modules, and if all practice modules at SCQF level 9 have been passed: Second Class, lower division</p> <p>d) 39.50 to 49.49 (40% to 49%) per cent in all theory modules, and if all practice modules at SCQF level 9 have been passed: Third Class</p> <p>These boundaries take account of a 0.5% allowance.</p>	<p>The designation of the classification of a <b>Bachelor of Science with Honours Veterinary Nursing</b> or a <b>Bachelor of Science with Honours Animal Health</b>, will be:</p> <p>a) 70 per cent or above in all theory modules, and if all practice modules at SCQF level 9 have been passed: First Class</p> <p>b) 60 to 69.5 per cent in all theory modules, and if all practice modules at SCQF level 9 have been passed: Second Class, upper division</p> <p>c) 50 to 59.5 per cent in all theory modules, and if all practice modules at SCQF level 9 have been passed: Second Class, lower division</p> <p>d) 40 to 49.5 per cent in all theory modules, and if all practice modules at SCQF level 9 have been passed: Third Class</p>	QS(19/20)45

<p><b>B 9.3.18</b></p>	<p><b>For students who were undertaking Level 9 study prior to Academic Year 20/21 only</b>, Programme Assessment Boards may consider a student at the cusp of an honours classification boundary for the award of a higher honours classification.</p> <p>a) A student at the cusp of an honours classification boundary is identified using the calculation defined in Regulation B9.3.18.</p> <p>b) The cusp of an honours classification boundary is defined as:</p> <p>i) First Class: 68.00 per cent to 69.49 per cent.</p> <p>ii) Second Class, upper division: 58.00 per cent to 59.49 per cent</p> <p>iii) Second Class, lower division; 48.00 per cent to 49.49 per cent.</p> <p>c) In such cases where a student has been identified as being at the cusp of an honours classification boundary, the Programme Assessment Board may use its judgement and discretion, based on the student's overall performance across the best 100 credits at SCQF level 10, to award a higher classification.</p>	<p>Programme Assessment Boards may consider a student at the cusp of an honours classification boundary for the award of a higher honours classification.</p> <p>a) A student at the cusp of an honours classification boundary is identified using the calculation defined in Regulation B9.3.18.</p> <p>b) The cusp of an honours classification boundary is defined as:</p> <p>i) First Class: 68 per cent to 69.4 per cent.</p> <p>ii) Second Class, upper division: 58 per cent to 59.4 per cent</p> <p>iii) Second Class, lower division; 48 per cent to 49.4 per cent.</p> <p>c) In such cases where a student has been identified as being at the cusp of an honours classification boundary, the Programme Assessment Board may use its judgement and discretion, based on the student's overall performance across the best 100 credits at SCQF level 10, to award a higher classification.</p>	<p>QS(19/20)45</p>
<p><b>Section C:</b></p>			
<p><b>C3.9</b></p>	<p>A <b>master's degree</b> in Advanced Clinical Practice or associated exit awards will be awarded to a student who has satisfied all programme and University requirements</p>	<p>N/A</p>	

	and has successfully completed all associated and compulsory tripartite reflections required by the programme.		
<b>C6.4</b>	Students enrolled on the award of MSc Advanced Clinical Practice must complete each compulsory tripartite reflection before progressing to the next modules of study. Failure to complete the tripartite reflection will require a pause to the programme of study until the outstanding assessment(s) and/or related core clinical competencies are completed.	N/A	
<b>Section D</b>	<b>No change</b>		
<b>Section E</b>			
<b>E1.1</b>	These regulations set-out programme-specific regulations for NMC pre-registration programmes of study in nursing and midwifery which are identified in Regulation A4.1a) and A4.1c) as awards of the University.	These regulations set-out programme-specific regulations for NMC pre-registration programmes of study in nursing and midwifery which are identified in Regulation A4.1a) as awards of the University.	QS(19/20)45
<b>E1.3</b>	In applying the programme-specific regulations, account will be taken of the regulations contained in Section A: General Regulations which apply to all programmes of study offered by the University and to the following regulations contained in Section B: Undergraduate Regulations and Section C Taught Master's Regulations: a) Regulation B and C1: Introduction b) Regulation B2 and C2: Definitions c) Regulation B4 and C4: Admission regulations.	In applying the programme-specific regulations, account will be taken of the regulations contained in Section A: General Regulations which apply to all programmes of study offered by the University and to the following regulations contained in Section B: Undergraduate Regulations: a) Regulation B: Introduction b) Regulation B2: Definitions c) Regulation B4: Admission regulations.	QS(19/20)45



<p><b>E2.1</b></p>	<p>As a means of helping to ensure that the University's academic regulations are consistently interpreted and applied, the following definitions are applicable to nursing and midwifery pre-registration programmes of study. In so doing appropriate account will also be taken of the definitions included in Regulation A3, Regulation B2 and Regulation C2 as appropriate.</p>	<p>As a means of helping to ensure that the University's academic regulations are consistently interpreted and applied, the following definitions are applicable to nursing and midwifery pre-registration programmes of study. In so doing appropriate account will also be taken of the definitions included in Regulation A3 and Regulation B2 as appropriate.</p>	<p>QS(19/20)45</p>
<p><b>E2.1 b)i)</b></p>	<p><i>Deleted clause referring to shortened route.</i></p>	<p>A shortened route through the programme of study leading to the award of a Bachelor of Nursing is available to students who started prior to 2015/16 who are either professionally registered with NMC or who are in possession of a recognised degree level qualification in an appropriate subject area. The structure of a shortened route will be designed to take account of Regulation E3.2. In considering individuals for admission to a shortened route account will be taken of Regulation E4.2.</p>	<p>QS(19/20)45</p>
<p><b>E2.1 c)</b></p>	<p>All NMC pre-registration programmes of study include approved practice and theory modules; the balance of which complies with NMC requirements.</p> <p>i) <b>Nursing Practice modules</b> are designed to enable a student to achieve a level of performance as prescribed by NMC. Practice modules are delivered in an approved placement learning location under the supervision of a suitably prepared practice supervisor/assessor practice supervisor/ assessor in accordance with NMC requirements. Practice modules</p>	<p>All NMC pre-registration programmes of study include approved practice and theory modules; the balance of which complies with NMC requirements.</p> <p>i) <b>Nursing Practice modules</b> are designed to enable a student to achieve a level of performance as prescribed by NMC. Practice modules are delivered in an approved placement learning location under the supervision of a suitably prepared mentor in accordance with NMC requirements. Practice modules are assessed using competence-based assessment</p>	<p>QS(19/20)45</p>

	<p>are assessed using proficiency-based assessment and/or portfolio and a student will be awarded either a pass or fail grade.</p> <p>ii) <b>Midwifery Practice modules</b> are designed to enable a student to achieve a level of performance as prescribed by NMC.</p> <p>iii) For pre-2020 cohort student midwives, practice modules are delivered in an approved placement learning location under the supervision of an approved practice supervisor/ assessor due regard NMC registrant. Practice modules are assessed using competence-based assessment and/or portfolio and a student will be awarded a mark.</p> <p>iv) For students commencing in 2020 practice modules are delivered in an approved placement learning location under the supervision of an approved practice supervisor/ assessor/ due regard NMC registrant. Practice modules are assessed using Proficiency-based assessment and/or portfolio and a student will be awarded a pass or fail grade.</p>	<p>and/or portfolio and a student will be awarded either a pass or fail grade.</p> <p>ii) <b>Midwifery Practice modules</b> are designed to enable a student to achieve a level of performance as prescribed by NMC.</p> <p>iii) Practice modules are delivered in an approved placement learning location under the supervision of an approved due regard NMC registrant. Practice modules are assessed using competence-based assessment and/or portfolio and a student will be awarded a mark.</p>	
E2.1 d)	<p>An <b>ongoing achievement record</b> is used to record a nursing or midwifery student's achievement of practical learning throughout a programme of study.</p> <p>i) The ongoing achievement record is used by a student nurse's assessor/ academic assessor at designated points throughout a programme of study to confirm a student's competence to continue on their programme</p>	<p>An <b>ongoing achievement record</b> is used to record a nursing or midwifery student's achievement of practical learning throughout a programme of study.</p> <p>i) The ongoing achievement record is used by a student nurse's mentor at designated points throughout a programme of study to confirm a student's competence to continue on their programme of study.</p>	QS(19/20)45

	<p>of study. Students are required to sign a consent form to enable their ongoing achievement record to be passed between different approved placement learning locations and assessors/ academic assessors. The final practice assessment which forms part of the ongoing achievement record must be verified by an approved practice assessor/ academic assessor.</p> <p>ii) The ongoing achievement record is used by a student midwife's practice assessor/ academic assessor at designated points throughout a programme of study, to confirm a student's competence to continue on their programme of study. Students are required to sign a consent form to enable their ongoing achievement record to be passed between different approved placement learning locations and practice supervisors/ assessors and academic assessors.</p>	<p>Students are required to sign a consent form to enable their ongoing achievement record to be passed between different approved placement learning locations and mentors. The final practice assessment which forms part of the ongoing achievement record must be verified by an approved sign-off mentor.</p> <p>ii) The ongoing achievement record is used by a student midwife's sign-off mentor at designated points throughout a programme of study, to confirm a student's competence to continue on their programme of study. Students are required to sign a consent form to enable their ongoing achievement record to be passed between different approved placement learning locations and mentors.</p>	
<p><b>E2.1 g) and h)</b></p>	<p><i>Deleted clauses referring to progression points and prerequisite entry into final practice consolidation module.</i></p>	<p>g) Progression points are set points within a NMC pre-registration programmes of study. Professional progression points provide an opportunity for a Programme Assessment Board to ensure that a student has achieved outcomes, including competencies and essential skills cluster (ESCs), set out by NMC in order to progress with their programme of study.</p> <p>h) Prerequisite for entry into the final nursing practice consolidation module. The NMC requires satisfactory</p>	<p>QS(19/20)45</p>

		completion of all other practice modules prior to commencement of the final consolidation practice module.	
<b>E3.11</b>	<i>Deleted – refer to students who commenced prior to 2015/16</i>	<b>A Bachelor of Nursing with Distinction</b> (students who commenced prior to 2015/16) will be awarded to a student who has achieved an overall average of at least 65 per cent in the best 40 credits from SCQF level 9 or above programme-specific theory modules and the SCQF level 9 final or consolidation practice module has been passed at the first attempt.	QS(19/20)45
<b>E3.13</b>	<b>A Bachelor of Midwifery with Distinction (students commencing prior to September 2020)</b> will be awarded to a student who has achieved an overall average of at least 65 per cent in the best 60 credits from SCQF level 9, or above programme specific theory modules and the best 20 credits from practice modules at SCQF level 9 or above.	<b>A Bachelor of Midwifery with Distinction</b> will be awarded to a student who has achieved an overall average of at least 65 per cent in the best 60 credits from SCQF level 9, or above programme specific theory modules and the best 20 credits from practice modules at SCQF level 9 or above.	QS(19/20)45
<b>E3.14</b>	<b>A Bachelor of Midwifery with Distinction (students commencing prior in September 2020)</b> will be awarded to a student who has achieved an overall average of at least 65 per cent in the best 60 credits from SCQF level 9, or above programme specific theory modules.	<i>(new clause added)</i>	QS(19/20)45
<b>E3.23</b>	<b>A Master’s degree in Midwifery with distinction</b> (students commencing in September 2020) will be awarded to a student who has satisfied all programme	<b>A Master’s degree in Midwifery with distinction</b> will be awarded to a student who has satisfied all programme specific requirements and gained a minimum of 180 credits	QS(19/20)45

	<p>specific requirements and gained a minimum of 180 credits at SCQF level 11, of which a minimum of 40 credits at SCQF level 11 must be derived from a dissertation module or equivalent.</p> <p>a) a minimum total of 120 credits at SCQF level 11 are at a grade of D1 or above on the Master's Grading Scale; or</p> <p>b) a minimum total of 80 credits at SCQF level 11 are at a grade of D2 or above on the Master's Grading Scale plus a minimum of 20 credits at a grade of D1 or above on the Master's Grading Scale.</p> <p>c) Students must achieve an additional 180 programme specific undergraduate credits from practice modules. In addition, students must satisfy all other NMC professional registration requirements.</p>	<p>at SCQF level 11, of which a minimum of 40 credits at SCQF level 11 must be derived from a dissertation module or equivalent.</p> <p>a) a minimum total of 120 credits at SCQF level 11 are at a grade of D1 or above on the Master's Grading Scale; or</p> <p>b) a minimum total of 80 credits at SCQF level 11 are at a grade of D2 or above on the Master's Grading Scale plus a minimum of 20 credits at a grade of D1 or above on the Master's Grading Scale.</p> <p>c) achievement of one further 20 credit SCQF Level 9 practice module graded 65% or above</p> <p>d) Students must achieve an additional 180 programme specific undergraduate credits from practice modules. In addition, students must satisfy all other NMC professional registration requirements.</p>	
<b>E4.2</b>	<p>In accordance with NMC requirements, students applying for recognition of prior learning to be taken into account for a programme of study leading to the award of an NMC approved pre-registration programme may apply to have:</p> <p>a) Recognition of Prior Learning (RPL) accredited as part of learning undertaken within an approved programme that may exceed 50 per cent of the programme, provided all programme, professional and other requirements are met in full.</p> <p>b) For first and second level nurses registered with the NMC, entering programmes that lead to qualification in</p>	<p>In applying for recognition of prior learning to be taken into account for a programme of study leading to the award of an NMC approved pre-registration programme may apply to have:</p> <p>a) Recognition of Prior Learning (RPL) accredited as part of learning undertaken within an approved programme that must not exceed a maximum of 50 per cent of the programme, provided all programme, professional and other requirements are met in full.</p> <p>b) For first and second level nurses registered with the NMC, entering programmes that lead to qualification in</p>	QS(19/20)45

	<p>the same or another field of practice, unlimited Recognition of Prior Learning (RPL) may exceed 50 per cent of the programme provided that the requirements of Regulations B3.19 and C3.12 for minimum credit is achieved, and all programme, professional and other requirements are met in full.</p> <p>c) For NMC registered midwives entering pre-registration nursing programmes, Recognition of Prior Learning (RPL) may exceed 50 per cent of the programme, provided that the requirements of Regulations B3.19 and C3.12 for minimum credit is achieved, and all programme, professional and other requirements are met in full.</p>	<p>the same or another field of practice, unlimited Recognition of Prior Learning (RPL), provided that all programme, professional and other requirements are met in full.</p> <p>c) For NMC registered midwives entering pre-registration nursing programmes, Recognition of Prior Learning (RPL) must not exceed a maximum of 50 per cent of the programme, provided that all programme, professional and other requirements are met in full.</p>	
<b>E6.2</b>	<i>Deleted clause.</i>	In accordance with NMC accreditation requirements, a Programme Assessment Board must confirm within 12 weeks of students entering the next stage of study that nursing and midwifery pre-registration students have passed all elements of assessment within a professional progression point and are eligible to continue on their programme of study.	QS(19/20)45
<b>E6.3</b>	<i>Deleted clause.</i>	Where exceptional circumstances prevent all outcomes being achieved within the assessed period for that part of the programme, any outstanding outcomes are met and confirmed within 12 weeks of the students entering the next part of the programme. The 12 week period includes	QS(19/20)45

		holidays and any absences. Reasonable adjustments may be applied for students with a disability.	
<b>Section F</b>	<b>No change</b>		