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IB Diploma Programme, Career-related Programme and IB Courses Entry and Promotion Policy

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Policy Details

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Applicable To	IB Curriculum Schools

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1. Purpose

The IB Diploma Programme (IBDP), Career-related Programme (CP) and IB Courses Entry and Promotion Policy at Taaleem Holdings P.J.S.C. (hereafter referred to as "Taaleem" or "Company") aims to guide students toward pathways that enhance their potential for success. This policy outlines the minimum entry requirements for the three pathways offered at Taaleem schools: IB Diploma Programme (DP), IB Career-related Programme (CP), and IB Courses. It also outlines the minimum requirements for promotion from Grade 11 to Grade 12 to ensure students are well-positioned for success.

2. Overview

At Taaleem, we recognise that each student is an individual with unique strengths, aspirations, and areas for growth. Consequently, we emphasise personalised guidance starting in Grade 9 to help students choose suitable subjects and pathways aligned with their learning needs. Key review points will occur throughout this process, allowing for adjustments based on student development and success until final registration.
To ensure that every student is appropriately prepared to succeed in their chosen pathway, specific academic entry and progression requirements must be met for admission to Grade 11 programmes and registration for Grade 12 examinations.

3. Curriculum Structure & Pathways

Taaleem offers a range of academic pathways to accommodate the diverse strengths, interests, and future aspirations of its students. Pathways may include:

A. **International Baccalaureate Diploma Programme (IBDP)**
- A broad and academically demanding programme in which students study six subjects alongside the three core elements: Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS).

B. **International Baccalaureate Career-related Programme (IBCP)**
- CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study such as BTEC.

C. **IB Courses**
- Provides certification in one to six individual DP courses without undertaking full DP Core requirements.

D. **Alternative Pathway**
- Children already following a modified curriculum may study an alternative pathway suited to their individual needs such as a standalone BTEC or ASDAN course.

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4. Guidance - Beginning in Grade 9

Beginning in Grade 9, Taaleem schools must implement a structured and supportive guidance framework to prepare students for selecting the most appropriate pathway within the Post-16 Programme. The following activities must be incorporated into this framework to ensure that students and their families receive timely, consistent and informed guidance throughout the decision-making process.

- **Personalised Counselling Sessions:** Each student must meet with an appropriately experienced staff member to discuss their interests, strengths and career aspirations. These sessions must help students understand the differences between the IBDP, IBCP and DP Courses pathways.
- **Skill Assessment and Development:** From Grade 9 onwards, students must engage in assessments designed to identify their academic strengths and areas for development. The outcomes must inform guidance and subject selection for Grade 10.
- **Parent Workshops:** Schools must provide regular workshops for parents to develop their understanding of the IB programmes and support them in guiding their children's pathway decisions.
- **Options Evenings: Schools** must hold information sessions to introduce the subjects available at DP level and explain the importance of aligning subject choices with students' strengths, future aspirations and career goals.
- **Pathway Meetings:** Where a student is at risk of not meeting the prerequisites for the Diploma Programme, the school must meet with the student's parents or guardians before the end of Term 2 to discuss the concerns, review the student's progress and explore appropriate alternative pathways, such as the IBCP or DP Courses pathway.

5. Minimum Entry Requirements

Preliminary DP subject choices will be based on Grade 9 end-of-year or the most recent Grade 10 report grades. Final subject allocations will be determined by Grade 10 MYP end-of-year grades or MYP eAssessment results, where applicable.

Note: The MYP comprises of seven subjects plus the Personal Project, each with a possible score of 7 – therefore the total mark is out of a possible 56.

A. **International Baccalaureate Diploma Programme (IBDP)**

To enter the IBDP, students must:

- Score a minimum of 27 (out of 42) points in the six subjects they wish to study in the IBDP.
- Achieve a minimum MYP grade of 4 in three subjects intended for the DP Standard Level.
- Achieve a minimum MYP grade of 5 in three subjects intended for the DP Higher Level.
- Achieve a minimum MYP grade of 4 for the Personal Project.

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- Maintain good standing concerning behaviour, punctuality, and attendance as per the school's Behaviour policy.

Individual subject requirements:
Due to the academic demands of certain DP subjects, additional subject-specific entry criteria apply beyond the general minimum requirements of Grade 4 for SL and Grade 5 for HL. These additional requirements are as follows:

Chosen Subject	MYP Entry Requirement
HL Math	6 in mathematics
SL Math	5 in mathematics
HL Physics	6 in science plus 5 in mathematics
SL Physics	5 in Science 5 in Math
HL Chemistry	6 in science
SL Chemistry	5 in Science
SL & HL Computer Science	5 in Mathematics
SL & HL Economics	5 in Mathematics

Extended Mathematics: Where an extended Grade 10 Mathematics curriculum includes content beyond the mainstream curriculum, Mathematics-related subject entry requirements will be applied one grade below the published requirement.
Science: Where only Combined Science grades are available, entry to Chemistry, Physics or Biology will be permitted if the relevant individual MYP Science Criterion A scores meet the published subject entry requirements. Where individual sciences are offered in Grade 10, students must have studied the corresponding subject (e.g. Grade 10 Chemistry to progress to DP Chemistry) to be eligible for that subject at DP level.

B. **International Baccalaureate Career-related Programme (IBCP)**
To enter the IBCP, students must:

- Achieve a minimum of 28 points across the seven MYP subject groups and the Personal Project combined.
- Achieve a minimum MYP grade of 4 in any subject intended for the DP Standard Level.
- Achieve a minimum MYP grade of 3 for the Personal Project.
- Successfully complete all school requirements related to Service as Action.
- Maintain good standing concerning meeting deadlines during MYP, behaviour, punctuality, and attendance.

Note: Permission to take more than two DP subjects will only be granted with special approval by the Principal and will be considered on an individual basis.

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C. **IB Courses Programme**

For entry into the IB Courses Programme:

- Students will be assessed on a case-by-case basis.
- Students must meet the specific subject entry criteria for each chosen DP subject.
- Students must maintain good standing concerning behaviour, punctuality, and attendance.

Entry from a non-MYP curriculum school

- Students entering Grade 11 from a UK curriculum school will be considered using the following conversions from GCSE grades: GCSE 5 = MYP 4; GCSE 6 = MYP 5; GCSE 7= MYP 6
- Students entering from other curricula will be considered on an individual case by case basis.

Note: All such decisions will be made by the relevant academic and admissions teams with final approvals by the Principal.

6. Assessing and Grading

While each school may establish its own timelines for student and parent consultations, the following practices are consistently implemented across Taaleem schools:

- **Grade 9 & 10 Grades:** Final grades are established based on prerequisites for each course and published at the end of the academic year. Grade 10 MYP eAssessment results will be communicated in August, when released by the IB.
- **Monitoring and Reporting:** Student progress throughout Grade 11 is monitored through ongoing assessment and communicated through regular academic reports and student-parent meetings. These provide opportunities to review current achievement, discuss predicted grades, evaluate progress towards meeting pathway requirements and identify any areas of concern where additional support or intervention may be required.
- **Final Registration for IBDP exams:** Final registration for the May examination session takes place in Grade 12. Schools will review students' academic progress and confirm that they continue to meet the requirements of their selected courses and pathway before finalising examination registrations.

Taaleem schools aim to offer a structured feedback loop, ensuring regular check-ins with students and parents to foster a collaborative approach to student success.

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7. Progression to Grade 12 and Continuation of Programme

Progression from Grade 11 to Grade 12 and continuation within a student's chosen programme will be determined through a review of their academic achievement and overall progress. The criteria for each programme are outlined below.

IBDP:

- Attain at least 12 points in Higher Level (HL) subjects.
- Attain at least 9 points in Standard Level (SL) subjects.
- Receive a grade of at least 2 in all subjects.
- Have no more than two grade 2s awarded (SL or HL).
- Have no more than three grade 3s or below awarded (SL or HL).
- Make satisfactory progress towards achieving a minimum of a D in Theory of Knowledge (TOK) and the Extended Essay (EE).
- Demonstrate satisfactory progress towards completing the Creativity, Activity, Service (CAS) portfolio.

IBCP:

- Achieve a minimum of a Pass in each of the BTEC assignments submitted within Grade 11.
- Receive a grade of at least 2 in each DP subject.
- Make satisfactory progress within the four elements of the CP Core.

IBDP Courses:

- Receive a grade of at least 2 in all DP subjects.

Programme Amendments:

Students who do not meet the minimum criteria to progress between Grade 11 and Grade 12, for their specific programme, will meet with the Programme Coordinator to agree on final deadlines for demonstrating the required levels of attainment. If students are unable to meet these expectations by the agreed deadlines, they will be required to amend their programme and/or individual courses.

Possible amendments may include:

- Moving from the full DP to DP Courses.
- Reducing the number of DP subjects studied.
- Changing subjects from Higher Level to Standard Level.
- Moving from CP to BTEC + 1 DP course.
- Moving to BTEC only.
- Reducing the size of the BTEC qualification from Diploma to Certificate or Award.

Once amendments have been made, schools will enter students into IBDP examinations accordingly. Where prior discussions on performance have taken place with parents, parental agreement will be formally captured to ensure they are fully aware of and aligned with the academic expectations and any resulting amendments to the

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student's programme.

8. Course and Programme Changes

Students can make course or programme changes, subject to approval by coordinators and availability, up until the following dates:

- Course change deadline: October half term of Grade 11
- Programme change deadline
    - DP to CP: End of term 1 of Grade 11.
    - DP to Courses: At any time with approval from Diploma Programme Coordinator

Exceptional Changes: The Principal, in consultation with the relevant Programme Coordinator, may approve changes to a student's programme or subject choices beyond the published deadlines in exceptional circumstances, where the change is considered to be in the student's best interests and is operationally possible.

9. Application Process

Schools may ask students, particularly new students, to complete the following as consideration for entry to one of the G11 curriculum pathways:

A. Submission of documents:
- Students must submit their final Grade 10 report card or Grade 10 MYP eAssessment Certificate, a personal statement, and any additional supporting documents, as required.

B. Interviews:
- Selected candidates may be invited for an interview with the academic team to further discuss their suitability for the programme.

Notification

Admission decisions will be communicated to students and parents, detailing the next steps for enrolment in the relevant programme or pathway, in accordance with the school's Admissions Policy.

10. Appeals and MOU Process

Grade 11: Appeals and Trial Entry

Students who do not meet programme or subject entry criteria may appeal by submitting the school's appeals form. Appeals will be reviewed individually by an Appeals Committee chaired by the School Principal and comprising the Head of Secondary, Diploma Programme or Career-related Programme Coordinator, and **Executive Principal IB Schools**. Additional members may be included as required.

Where an appeal is approved subject to trial entry, the student and parents must sign

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the relevant MOU – Trial Entry to IB Diploma Programme or MOU – Trial Entry to Career-related Programme, outlining the conditions to be met by October half term and the alternative pathway should these not be met.

Cases requiring further escalation will be referred to the Director of Education.

Grade 12: Progression and Continuation Agreement

Where a Grade 11 student does not meet the requirements for progression to Grade 12 and parents request continued enrolment, a review meeting must be held with the School Principal, Head of Secondary, Diploma Programme or Career-related Programme Coordinator, Executive Principal IB Schools and **Taaleem Director of Education.**

Where the school advises against a student continuing in the Diploma Programme or a specific subject due to unmet academic requirements, but the decision is made to permit continuation, the parents must sign the *MOU IB Grade 12 Continuation Agreement*. This MOU will document the school's advice and the conditions of continuation.

Cases requiring further escalation will be referred to the Director of Education.

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APPENDIX 1

Memorandum of Understanding – TRIAL ENTRY TO IB DIPLOMA PROGRAMME

[School Name] is committed to supporting all students and families with clear advice and guidance, in line with the *Taaleem IB Diploma Programme, Career-related Programme and IB Courses Entry and Promotion Policy*. This support is intended to help students succeed in their chosen programme of study.

Because (student name) has not yet met the prerequisites for the IB Diploma Programme, this trial period will give them the opportunity to demonstrate both the required knowledge and the commitment needed to succeed in the programme.

1. Trial Period (First Half Term)

The student will join the IBDP on a trial basis until (XX October 20XX).

IB Diploma Programme Subject Selection

Higher Level (HL) Subjects	Standard Level (SL) Subjects
Option 1:	Option 1:
Option 2:	Option 2:
Option 3:	Option 3:

2. Assessment of Progress

At the end of the trial period, the student will complete a formal assessment for any subject(s) where prerequisites were not met.

Overall MYP Points score met (y/n)	
Prerequisites not met in the following DP subjects:	

Note: Continuation in the Diploma Programme requires students to demonstrate a minimum grade of 4 in HL subjects and 3 in SL subjects.

3. End of Trial Outcomes

Outcome 1: The student meets the academic expectations and continues in the IB Diploma Programme.

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Outcome 2: The student does not meet the academic expectations and will transition immediately to the Career-related Programme or a DP Courses pathway.

Career-related Programme Course Selection:

BTech	
IB DP Standard Level (SL) Option 1	
IB DP Standard Level (SL) Option 2	

DP Courses Pathway Selection:

DP Subject	Name of subject (specify if SL/HL)
DP Subject 1	
DP Subject 2	
DP Subject 3	
DP Subject 4 (if applicable)	
DP Subject 5 (if applicable)	
DP Subject 6 (if applicable)	

4. Expectations of the School

Academic Support: The school will provide guidance and support to ensure a smooth transition to the Career-related Programme, if required.

University Guidance: The Futures Counsellor will support the student in understanding how pathway changes may affect university applications and provide assistance throughout the process.

Progress Review: A review meeting will be held with the parent and Diploma Programme Coordinator prior to the October half-term break to give feedback on the student's academic performance and determine any necessary next steps.

By signing this Memorandum of Understanding (MOU), you acknowledge and agree that:

- Your child has entered the IB Diploma Programme (IBDP) on a trial basis only.

- If your child does not meet the academic expectations outlined in Section 2 above, they will move to the IB Career-related Programme or an IB Courses pathway at the conclusion of the trial period
- Parents and students should review university and course entry requirements to ensure alignment with their chosen CP pathway and future aspirations, seeking guidance from the University Counsellor where needed.

Student Signature: _____

Parent Signature: _____

Principal Signature: _____

Appeals Committee Representative Signature: _____

Date: _____

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APPENDIX 2

Memorandum of Understanding – TRIAL ENTRY TO IB CAREER RELATED PROGRAMME

[School Name] is committed to supporting all students and families with clear advice and guidance, in line with the *Taaleem IB Diploma Programme, Career-related Programme and IB Courses Entry and Promotion Policy*. This support is intended to help students succeed in their chosen programme of study.

Because (student name) has not yet met the prerequisites for the IB Career-related Programme, this trial period will give them the opportunity to demonstrate both the required knowledge and the commitment needed to succeed in the programme.

1. Trial Period (First Half Term)

The student will join the IBCP on a trial basis until (XXX October 20XX).

IB Career-related Programme Subject Selection

DP Subjects	HL or SL
Option 1:	
Option 2:	
Option 3:	

2. Assessment of Progress

At the end of the trial period, the student will complete a formal assessment for any subject(s) where prerequisites were not met.

Subjects where prerequisites met:	
Subjects where prerequisites not met:	

Note: Continuation in the Career-related Programme requires students to demonstrate a minimum grade of 4 in HL subjects and 3 in SL subjects by the end of the trial period.

3. End of Trial Outcomes

Outcome 1: The student meets the academic expectations and continues in the

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IB Career-related Programme.

Outcome 2: The student does not meet the academic expectations and will be required to pursue one of the following pathways:

A. Transition to the DP Courses pathway.

B. Select alternative subjects for which they meet the entry criteria, subject to availability.

C. Continue with a BTEC qualification alongside one DP subject.

Alternative Pathway:

If the student does not meet the conditions of the MOU by the October half-term, the alternative programme or pathway they will transition to must be specified below.

Selected Option (from above)	A B C (circle one)
BTEC (if appropriate)	
IB DP Standard Level (SL) Subjects	
IB DP Higher Level (HL) Subjects	

4. Expectations of the School

Academic Support: The school will provide guidance and support to ensure a smooth transition to the Career-related Programme, if required.

University Guidance: The Futures Counsellor will support the student in understanding how pathway changes may affect university applications and provide assistance throughout the process.

Progress Review: A review meeting will be held with the parent and Career-related Programme Coordinator prior to the October half-term break to give feedback on the student's academic performance and determine any necessary next steps.

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By signing this Memorandum of Understanding (MOU), you acknowledge and agree that:

- Your child has entered the IB Career-related Programme (IBCP) on a trial basis only.
- If your child does not meet the academic expectations outlined in Section 2 above, they will move to the IB Career-related Programme pathway at the conclusion of the trial period.
- Parents and students should review university and course entry requirements to ensure alignment with their chosen CP pathway and future aspirations, seeking guidance from the University Counsellor where needed.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Principal Signature: _____

Executive Principal Taaleem IB Schools Signature: _____

Date: _____

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APPENDIX 3

Memorandum of Understanding – IB GRADE 12 CONTINUATION AGREEMENT

{School Name} is committed to supporting all students and families through clear advice and guidance, in line with the Taaleem IB Diploma Programme, Career-related Programme and IB Courses Entry and Promotion Policy. This agreement ensures that the school, student and parents/guardians share a clear understanding of the student's current academic position, the school's recommendations and the agreed arrangements for continuing their programme of study.

Following a review of (Child's Name) _____'s current academic performance and progress, the school has identified concerns regarding their ability to meet the requirements of their current programme and/or selected subjects.

The school has discussed these concerns with the student and parents/guardians and outlined the available options and recommendations. These may include continuing on the current programme or subject combination, moving to an alternative pathway, changing selected subjects or levels, or making other adjustments in accordance with the policy.

The specific circumstances and agreed arrangements are recorded below:

1. School's concerns and recommendations:

2. Options discussed:

3. Student and parent/guardian decision:

4. Agreed conditions and support arrangements for continuation:

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By signing this Memorandum of Understanding (MOU), you acknowledge and agree that:

- The school has explained the student's current academic position, the concerns identified and the potential implications for successful completion of their chosen programme.
- The school has discussed the available alternative pathways and/or subject options and provided its recommendations in good faith and with the student's best interests in mind.
- The student and parents/guardians understand the agreed programme of study and any conditions or expectations recorded in this agreement.
- The student will make every reasonable effort to meet the academic requirements of their programme, including completing assessments, Internal Assessments (IAs), coursework and relevant IB Core requirements, as applicable.
- The school will provide the agreed support and monitor the student's progress in line with the arrangements outlined above.
- The decision to continue on a particular programme or subject combination does not guarantee successful completion of the qualification or individual subjects.

Please note that the school reserves the right to exclude the student's results from its statistical reporting where deemed appropriate.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Principal's Signature: _____

Taaleem Director of Education Signature: _____

Date: _____

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APPENDIX 4 – Sample Appeals Form

See next page.

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ACADEMIC APPEALS

IB Diploma Programme (DP), IB Career-related Programme (CP) & IB Courses

This form provides students and parents/guardians with an opportunity to request a formal review of an academic decision relating to programme or subject entry.

1. Purpose of the Appeals Process

The Academic Appeals process allows a student and/or parent/guardian to request a formal review of an academic decision where they believe relevant information has not been considered, exceptional circumstances should be taken into account, an error may have occurred in applying the published entry criteria, or additional academic evidence is available.

2. Grounds for Appeal

- Relevant information was not considered as part of the original decision.
- Exceptional circumstances may reasonably affect the decision.
- There may have been an error in applying the published programme or subject entry criteria.
- Additional relevant academic information is available that was not previously considered.

Important: An appeal is not intended simply to challenge a decision because a student or parent/guardian disagrees with the published entry requirements.

3. Information Considered by the Committee

- MYP final and predicted grades and relevant assessment evidence.
- Proposed DP/CP programme and subject choices.
- Published programme and subject-specific entry criteria.
- Relevant academic records, including assessment and progress information.
- Any evidence relating to exceptional circumstances, where applicable.
- Any additional information submitted through this appeal.

4. Appeals Procedure

STEP	STAGE	PROCESS
1	**Submission**	Student/parent completes this form and provides the reason for the appeal and supporting information.
2	**Review**	The Academic Appeals Committee reviews the submission alongside relevant academic records and entry criteria.
3	**Decision**	The Committee will either uphold the original decision, approve the appeal, or request additional information if required.
4	**Communication**	The final decision and rationale will be communicated in writing.

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PART A — STUDENT & PARENT/GUARDIAN APPEAL

Student Information

Student Name		**Grade**	
Student ID (if applicable)		**Date of Appeal Request**	
Parent/Guardian Name		**Relationship**	

MYP Performance

Please list the student's G10 end-of-year Grades or MYP eAssessment Results, if applicable

Subject	MYP Grade	Subject	MYP Grade
English		**Mathematics**	
Science		**Individuals & Societies**	
Language Acquisition		**Interdisciplinary Unit**	
Personal Project		**ePortfolio**	
TOTAL MYP POINTS	**___ / 56**		

Proposed DP Subjects

Please list the subjects the student is requesting, including the proposed level.

Proposed DP Subject	Level (SL/HL)	School Entry Requirement	Related MYP Grade
1.			
2.			
3.			
4.			
5.			
6.			
MYP POINTS from 6 chosen subjects			**Total points _____ (27 points required for IBDP candidate)**

Reason for Requesting an Appeal

Please explain the decision you are asking the Committee to reconsider and the reasons for your appeal.

Additional Information for the Committee

Please include any further information you would like the Committee to consider, including relevant circumstances or academic evidence.

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PART B — COMMITTEE REVIEW & FINAL DECISION

Committee Review

Date Appeal Received		**Date Reviewed**	
Committee Chair		**Decision Date**	
Student/Parent Notified		**Method**	
Additional Information Requested?	☐ Yes ☐ No	**Date Received**	

Academic Appeals Committee

Committee Member (Minimum of four)	Position	Signature / Initials
	Executive Principal Taaleem IB Schools	
	Head of Secondary	
	DP Coordinator	
	CP Coordinator	

Decision

☐ **APPEAL UPHELD — Original decision amended**

☐ **APPEAL NOT UPHELD — Original decision maintained**

☐ **DEFERRED — Additional information required before a final decision**

Committee Rationale

Summarise the key evidence considered and the reasons for the final decision.

Final Confirmation

Principal / Chair Name		**Signature**	
Date		**Decision Communicated By**	
Parent/Guardian Name		**Signature**	
Date		**Acknowledgement Date**	

Parent/Guardian acknowledgement: Signature confirms receipt of the Committee's decision and does not necessarily indicate agreement with the outcome.

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Version Control

Version No.	Date	Details of Changes
1	May 2025	New Policy
2	Nov 2026	Some changes to subject requirements. Policy title changed to include CP. Removal of 40 point requirements and replaced by 27pt requirement. Appeals form added to Appendix. MOU for CP added to Appendix.

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