Undergraduate Programme Specification

Session	2025/26	**Last Modified**	05.04.24
Named Award Title	BA (Hons) Childhood Studies Single		
Award Title for Each Award	Dip HE Childhood Studies BA Childhood Studies BA (Hons) Childhood Studies		
Date of Approval	17th May 2021 (Institutional Led Review)		
Details of Cohort Applies to	All new and exisiting cohorts.		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration		3 years Full-time; 6 years Part-time Authorised Interruption Guidance notes (uws.ac.uk)	
Duration of Study			
Full-time	3 years	**Part-time**	6 years
Placement (compulsory)	N/A		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify)
School	**Education and Social Sciences**		
Divisional Programme Board	**Education**		
Programme Leader	J. Ovington		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Applicants will normally have accrued 120 credit points at Level 7. Any credit deficit at level 7 will have been made good prior to commencing the programme.

Entry criteria can also include Level 7 (or equivalent) qualification in a subject broadly relevant to Childhood Studies, e.g. Education, Social Sciences, Child Health or similar.

For example, SQA HNC / BTEC Level 4 HNC in:

Additional Support Needs
Childhood Practice
Childcare and Education
Social Care
Social Sciences
Social Services.

Early Education and Childcare, with work placement in a range of early years' settings. Students who apply with an HNC Support for Learning will also be considered if they have appropriate workplace experience.

Applicants with an additional 120 credit points at Level 8, e.g. HND Childhood Practice and a practitioner qualification will be considered for entry to level 9. For example, SQA HND / BTEC Level 5 HND in:

Additional Support Needs
Childhood Practice
Early Education & Childcare
Childcare & Education
Social Care
Social Sciences

Or GCE

Or SQA National Qualifications / Edexcel Foundation

Relevant SVQ 3s will be given national agreed credit tariffs and additional relevant University modules or SQA HN modules will be required to make up the 120 credits required for entry.

SVQ Level 3: Social Services (Children & Young People) - will only considered on the submission of an Accreditation of Prior Experiential Learning (APEL) claim, usually limited to a 50 credit deficit where an applicant has two years post qualifying work based or relevant voluntary experience.

Other Required Qualifications/Experience

The Childhood Studies programme is considered as a capstone degree offering up the foundations for further study for qualification in various professional routes such as teaching, social work, psychology, child protection and many others. It is therefore encouraged that

applicants who wish to pursue a career as an Eary Years educator should be appropriately qualified to be eligible for registration as a practitioner with the Scottish Social Services Council (SSSC) prior to study.

Further information in relation to registration can be found here - http://www.sssc.uk.com/sssc/applying-for-registration/qualifications.html

In the international context, students will require to have the equivalent credit as deemed by UWS bringing a minimum of:

120 credits at level 7 will be considered for level 8 entry
240 credits over level 7 and 8 required for level 9 entry

For applicants whose first language is not English, Regulation 2.12 sets out the English Language Requirements in terms of IELTS.

See details at - English Language Requirements | UWS | University of the West of Scotland

An unconditional offer will automatically be generated due to candidates having already been vetted by the PL during the recruitment process subject to satisfying entry requirements and engagement at interview. Candidates will then be requested to complete the online enrolment process. Once this is complete, the study selections team can add core modules to student‘s UWS record and VLE.

Further desirable skills pre-application

Applicants may also be considered with other academic, vocational, or professional qualifications deemed to be equivalent. The University’s Recognition of Prior Learning (RPL) Policy and Procedures covers and defines RPL including Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) as they are recognised, assessed, and implemented within UWS regulations. It considers the use of prior learning as an entrance requirement including entry with advanced standing or as additional credit to the continuing UWS student. It complies with Scottish Credit and Qualifications Framework (SCQF) 20. Guidelines on RPL and is aligned to UWS Admissions Regulations and Policy.

IT skills.

Experience of some of the skills and attributes required in childhood sector settings will enhance application to this programme.

General Overview

The BA (Hons) Childhood Studies is a full-time programme of study designed for those who wish to continue their studies to deepen their knowledge, skills, and practice in the childhood sector. The programme begins at level 8, with students, mainly, articulating with an HNC in Childhood Practice or equivalent. Students with an HNC In Childhood Practice are eligible for registration as practitioners with the Social Services Council (SSSC) and as such the content of the programme is in part, aligned to the content of the Standard for Childhood Practice (SSSC, 201a).
This programme aims to:

• Develop critical, analytical, problem-based learning and transferable skills to prepare the student for graduate employment in the children's services or related work.
• Enable the student to engage in lifelong learning, study and enquiry, skills in reflective practice based on research and to appreciate the value of education and care to society.
• Assist the student to develop the skills required for both autonomous practices, leadership, and team working.
• Examine the construction of childhood from the perspectives of developmental psychology and sociology.
• Develop an awareness of the multi-disciplinary nature of services for children and their families and the influence of government policy on the nature of public.

The Programme will be delivered over three or six years depending upon the mode of study at SCQF Levels 8, 9 and 10. It will combine academic study and experiential and work related activities to develop students' knowledge and skills enabling them to become effective, high-quality graduates.

The programme will be delivered using a blend of learning and teaching strategies. This will include the use of the UWS virtual learning environment, interactive whiteboard and face to face tutor/student led discussion, lectures, tutorials, group-work, role-play, presentations, workshops, and problem-based learning. In some instances learning opportunities may extend to online sessions to allow for guest lecturing or additional assessment support.

Personal Development Planning (PDP) is central to the programme beginning with students identifying and developing goals for their own learning and development which will be evidenced in their Personal Development Plan, underpinning personal tutuorial time. All summative assessments are graded and marked by academic UWS staff.

As previously noted, the Childhood Studies programme is considered as a capstone degree offering up the foundations for further study for qualifications in various professional routes such as teaching, social work, psychology, child protection and many others.

The programme aligns with the following Sustainable Development Goals:

1. Ensure healthy lives and promote well-being for all at all ages
2. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
3. Achieve gender equality and empower all women and girls
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Typical Delivery Method

Full-time students will typically be given weekly online reading tasks to prepare them for weekly 3 hour combined lecture and workshop sessions for each SCQF module on campus, delivered face to face.

On campus attendance spans one full day, equating to 7 hours, and one half day, equating to 3 hours, with an expectation that students will further engage with a half day session of 3 hours dedicated to professional development and/or developing graduate attributes in association with their Personal Development Plan.

Part-time student engagement is personalised to the requirements of the student wherein students can choose to study 3 modules over the course of two academic years for each level of study. Each module, as above, necessitates attendance on campus for 3 hours per week.

Any additional costs

All students are required to apply for a PVG at a cost of £59.00 if this is the first issue and application. There may be other associated PVG costs to replace lost records, or to provide an update to an exsisting record.

The costs incurred with experiential learning and/or professional development will normally be paid by students.

Any other costs are considered optional and associated with the procurement of stationary or personal texts, however it is noted that texts underpinning learning are made available via the library.

Graduate Attributes, Employability & Personal Development Planning

In accordance with the UWS Personal Development Planning Policy and Framework, personal development planning is embedded within each module in the programme to enable students to become aware of their knowledge, skills, and abilities and how these have been developed within each module. The principles of personal development planning are integrated into the learning process and inform assessment foci. Students are encouraged to reflect on learning achievements and experiences, and the implications these have for their future development. PDP activities will focus on professional target setting which will benefit personal learning and development throughout their career.
As such the programme team will endeavour to enhance the career prospects and employment opportunities of individual students by enabling the development of graduate skills which are highly relevant to their own practice. This will include further developing skills in critical understanding, reviewing and critically engaging with literature, research and practice.

The programme fosters the following "I am UWS" (Universal, Work Ready and Sucessful) graduate attributes:

Critical Thinker, Analytical, Inquiring, Ethically-minded, Culturally aware, Collaborative, Research-mined and Social repsonsible

Knowledgeable, Problem-solver, Effective Communicator, Influential, Motivated, Potential leader, and Ambitious

Autonomy, Incisive, Innovative, Creativem Imaginative, Resilient, Driven, Daring and Transformational

Work Based Learning/Placement Details

Whilst the programme has no formal placement most modules (except for Term 1 level 8 modules) are linked to personal professional development and encourage experiential or work related learning activities to be carried out in an appropriate, professional environment arranged by the student co-ordinated in conjunction with the Programme Leader or Deputy Programme Leader. Thereafter, professional development planning will draw on reflection and analysis of this experiential learning to better prepare students to corolate module learning outcomes and all summative assessments with the demands of professional sectors.

Experiential or work based learning informs the student's professional development and career planning. Where appropriate students will be required to provide organisational details to the programme team to identify suitability of experiential or work based experiences in developing their desired professional knowledge and skills. Placement providers will be provided with workplace agreements and documentation, outlining the student's roles and responsibilities and the expectation for the setting to provide a named mentor who can comment on the student's engagement and professional attributes.

If, and where, specific tasks are to be carried out on experiential or work based placements clear guidance will be provided and mentor briefing events will be held to share information and support mentors. The Programme Leader should be contacted via their UWS email if there are any queries or difficulties arising.

When engaging with the experiential or work-based learning, students will continue to have contact with academic staff to support them as necessary. The experiential and work-based learning approaches fulfil the UWS Regulations as defined in the UWS Regulatory Framework (2025/26) and UWS Work Based Learning Procedures.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Students are expected to attend all timetabled lectures and workshops

It is recognised that from time-to-time students will have justifiable reasons for periods of lack of engagement. Students who are unable to attend timetabled classes for any reason should report their absence to the programme leader, deputy programme leader or their module co-ordinator.

The Programme Leader will monitor student attendance and engagement and consider the situation of individual students on a case-by-case basis, whilst ensuring consistency and clarity across the student population. A minimum attendance of 80% is the threshold associated with 'academically engaged'. Where thresholds are not met the Programme Leader may work in conjunction with Student Success and Early Intervention Specialists at UWS to drive engagement in line with achieving academic success.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on

inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate and work with a broad knowledge and understanding of the behaviour and holistic development of children.
A2	Detailed knowledge in some areas of legislation relating to children and families.
A3	Understanding of a limited range of core theories and principles of pedagogy and the child as learner.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of routine skills, techniques, practices, and materials associated with educating and caring for young children, a few of which ae advanced or complex.
B2	Understand how to adapt routine practices within accepted standards in childhood sectors.
B3	Develop skills in identifying and analysing professional problems.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Convey complex information to a range of audiences and for a range of purposes.
C2	Use a range of standard applications to process and obtain data.
C3	Use a range of approaches to formulate evidence-based solutions to routine problems in childhood sectors.
C4	Develop communication and presentation skills both oral and written.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information, and issues which are common in educating and caring for young children.
D2	Use a range of approaches to formulate evidence-based solutions to routine problems in childhood sectors.
D3	Develop skill in reasoning, analysis, and evaluation.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in some activities at a professional level.
E2	Develop an understanding of the importance of taking significant managerial or supervisory responsibility for the work of others when working with children, young people, families and in the commnity.
E3	Understand the requirements associated with taking a lead on planning in the context of working with children, young people, families and in the community..

E4	Work in support of current professional practice under guidance.
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	CHSS08001	Theory into Practice	20	☒	☒	☒	*
8	CHSS08006	Childhood Today	20	☒	☒	☒	*
8	CHSS08002	Principles of Justice in Childhood	20	☒	☒	☒	*
8	CHSS08004	Foundations of Communication	20	☒	☒	☒	*
8	CHSS08003	Strategic Leadership	20	☒	☒	☒	*
8	CHSS08007	Transitioning to Higher Education	20	☒	☒	☒	*
Footnotes for Core Modules * Module's are mapped to BA Childhood Practice in line with student progression.							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	CHSS08005	Supporting Health & Wellbeing	20	☒	☒	☒	1
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules 1. This module is only to be completed if a student has 'No Further Attempts' in one other module at level 8.							

Level 8 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*
Students obtaining 120 credit points from the core and named options at SCQF8 within the programme specification, are eligible for the exit award of Diploma of Higher Education in Childhood Studies. For information on credit minima please refer to University Regulation 1.21.

For progression between SCQF levels 8-9, a student who has not gained passes in some modules may be allowed to progress to the next level of study ("progression with deficit") provided they meet all the following criteria:

- Have gained at least 80 credits in the current level.
- Will undertake the re-assessment (or choose to retake the module while studying at the next level).
- They meet all prerequisites in the next level of study.
- They have undertaken the full set of modules as identified in the programme specification at their current level.

For information on progression please refer to University Regulation 3.13.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Detailed knowledge in several areas of legislation relating to children and families.
A2	Demonstrate and work with a broad knowledge and understanding of the behaviour and holistic development of children.
A3	A critical understanding of a selection of the principal theories, principles, concepts, and terminology associated with pedagogy and the child as learner.
A4	A critical knowledge and understanding of the child as active agent and of the construction of childhood.
A5	
Practice - Applied Knowledge and Understanding	
B1	Use skills, techniques, practices, and materials associated with childhood sector professions, some of which are specialised or advanced.
B2	Practise routine methods of enquiry within the context of childhood.
B3	Develop strategies to allow continuing improvement of professional skills required for working with and on behalf of children.
B4	Develop skills which facilitate the empowerment of children, families, and professional colleagues.
B5	
Communication, ICT and Numeracy Skills	
C1	Use a range of routine skills and some specialised skills in support of established practices in working with children.
C2	Use a range of IT applications to support and enhance children's learning.
C3	Develop information technology skills — word processing, data processing and internet communication.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically identify and conceptualise issues relating to the nature of childhood — solidly, ethically, historically, and culturally.
D2	Critically analyse policy and practice in relation to government ideology.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Develop skills as a childhood pedagogue in contexts which include a degree of unpredictability and specialisation.
E2	Work under guidance with qualified practitioners in childhood sector professions.
E3	Deal with ethical and professional issues in accordance with current professional and ethical practice.
E4	

E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	CHSS09002	Language & Communication	20	☒	☒	☒	
9	CHSS09003	Creativity in the Curriculum	20	☒	☒	☒	
9	CHSS09007	Childhood Participation	20	☒	☒	☒	
9	CHSS09005	Family Pedagogy	20	☒	☒	☒	
9	CHSS09004	Promoting Quality in Education	20	☒	☒	☒	**
9	CHSS09006	Proposing Research	20	☒	☒	☒	**

Footnotes for Core Modules

** Module's are mapped to BA Childhood Practice in line with student progression.

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	CHSS09001	Management Issues	20	☐	☐	☒	2
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

2. This module is only to be completed if a student has 'No Further Attempts' in one other module at level 8 or 9

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Students obtaining 120 credits (including all core module credits) at SCQF8 and SCQF9 are eligible for the exit award of BA Childhood Studies

For information on credit minima please refer to University Regulation 1.21.

For progression to SCQF levels 10, a student may progress to with up to 20 credits deficit provided they meet all the prerequisites for study at that level.

For information on progression please refer to University Regulation 3.13.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate and/or work with knowledge that covers and integrates most of the principal areas, features, boundaries, terminology, and conventions of the current practice in the childhood sector.
A2	Critical, detailed understanding of principal theories, concepts, and principles of one current area of and practice, which is informed by or at the forefront of the discipline.
A3	Critical awareness of current issues in a subject/discipline and of the principal theories, principles, boundaries, concepts, and terminology.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate originality or creativity in the application of knowledge, understanding and /or practices within a range of professional contexts which include a degree of unpredictability.
B2	Executing defined projects of investigation within their field of practice and identifying and implementing or suggesting relevant outcomes.
B3	Use a range of the principal skills, practices and materials associated with the rule of a professional in the childhood sector.
B4	Practice in a range of professional level contexts that include a degree of unpredictability.
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate with peers, senior colleagues, and specialists on a professional level.
C2	Presenting and conveying formally and informally, information about a specialised topic to an informed audience.
C3	Using a range of ICT applications to support and enhance their written work.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Offer professional insights and interpretation of problems and issues related to current policy and practice.
D2	Critically review, consolidate, and extend knowledge and skills related to policy and practice.
D3	Critically reviewing, analysing complex professional level problems and issues to make judgments where information comes from a range of sources.
D4	
D5	

Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in association with professional activities.
E2	Deal with professional issues and practice in ways that show a clear awareness of own and others' roles and responsibilities.
E3	Understand ways of working with others to bring about change, development, and new thinking.
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	CHSS10001	Play and Pedagogy 0 - 16	20	☒	☒	☐	***
10	CHSS10002	Honours Dissertation	40	☒	☒	☐	***
10	CHSS10005	Interprofessional Practices	20	☒	☒	☐	
10	CHSS10004	Advanced Practice	20	☒	☒	☐	***
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Core Modules

*** Module is mapped to BA Childhood Practice in line with student progression.

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	CHSS10003	Current Childhood Policy and Practice	20	☒	☐	☐	3
10	MIDW10021	Supporting Families	20	☒	☐	☐	3 and 4
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

3. An option module, not previously studied, can be completed if a student has 'No Further Attempts' in one other core module at level 10.

4. Module is delivered at Paisley campus using a hybrid mode of delivery.

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

The minimum criterion for the award of an Honours degree is a grade C or above in each of the modules studied at SCQF levels 9 and 10 according to the programme specification and subject to the credit minima outlined in Regulation 1.19. Where a student undertakes a module from another SCQF level as part of the programme this will be treated as if they are the SCQF leve 9 or SCQF Level 10 retrospectively when calculating the classification.

Degree classifications are determined by the higher of:

• The average of all 120 credit points studied at SCQF level 9 (weighted (33.3%) plus all 120 credit points studied at SCQF level 10 (weighted 66.7%); or

• The average of all 120 credit points studied at SCQF level 10; where modules are weighted according to their credit value.

Distinction

For information on the award of distinction, please see Regulations 3.25 & 3.26

As level 10 is mapped to the Childhood Practice programme, students on the Childhood Practice Programme taking this path will be awarded BA: Childhood Practice with Honours in accordance with Regulation 3.13 of the UWS Regulatory Framework.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
Updated Links: • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links	19.10.23	C. Winter
Guidance Note 2023-24 provided	12.12.23	D. Taylor
General housekeeping to text across sections and addition of links and some specific guidance. Addition of Duration of Study and some other text – for CMA.	12.12.23	D. Taylor
General housekeeping to text across sections and addition of links and some specific guidance.	08.02.24	J. Ovington
General housekeeping to text across sections and addition of links in accordance withProgramme Specifications Updates Guidance 2024/25	05.04.25	J. Ovington