



## Undergraduate Programme Specification

<b>Session</b>	2025/26	<b>Last Modified</b>	7/3/25
<b>Named Award Title</b>	BA Honours Graphic Arts and Moving Image		
<b>Award Title for Each Award</b>	BA Graphic Arts and Moving Image BA Honours Graphic Arts and Moving Image		
<b>Date of Approval</b>	25/4/24		
<b>Details of Cohort Applies to</b>	Level 9 & 10 Ayr Campus		
<b>Awarding Institution</b>	University of the West of Scotland	<b>Teaching Institution(s)</b>	University of the West of Scotland
<b>Language of Instruction &amp; Examination</b>	English		
<b>Award Accredited by</b>	University of the West of Scotland		
<b>Maximum Period of Registration</b>	Authorised Interruption Guidance notes (uws.ac.uk)		
<b>Duration of Study</b>			
<b>Full-time</b>	BA Hons Graphic Arts and Moving Image (GAMI) Full Time - 2 years, Levels 9 & 10.	<b>Part-time</b>	
<b>Placement (compulsory)</b>			
<b>Mode of Study</b>	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
<b>Campus</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
<b>School</b>	<b>Business and Creative Industries</b>		
<b>Divisional Programme Board</b>	<b>Arts Media</b>		
<b>Programme Leader</b>	Chris Mackenzie		

### 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:**

**Or GCE**

**Or SQA National Qualifications / Edexcel Foundation**

Year 3

HND in Art, Design, Computer Arts, Contemporary Art Practice, Film craft, Animation, Photography, Visual Communication, Audio Visual Technology, Digital Media, Sound Production, Technical Theatre, Production Arts, or relevant discipline and English Higher (B grade or above) or relevant alternative.

**Other Required Qualifications/Experience**

All applicants will be expected to submit a personal statement, reference, and portfolio. Full explanation of this will be provided to applicants through an Admissions Staff contact. Initial offers and rejections will be made based on the above. Should places remain available after this first stage, remaining applicants will be invited for interview. Full details of the interview criteria will be provided to the applicants ahead of their interview date through an Admissions Staff contact.

**Further desirable skills pre-application**

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Further desirable skills pre-application (i.e., to satisfy additional PSRB requirements or other)

Applicants should demonstrate at least basic competence in some or all of the following:

Observational drawing.

Familiarity with conventions inherent in the visual arts, such as composition, perspective, and proportion.

Applied knowledge or skill in media such as printmaking, painting, illustration, photography, or sculpture.

Some knowledge of notable historical and current creative practitioners in the visual arts.

Applied knowledge or skill in computer-based applications such as Photoshop, Illustrator, InDesign, Procreate or similar equivalents.

### **General Overview**

Students on the BA (Hons) Graphic Arts and Moving Image degree will develop the essential professional and technical skills required to work in creative industries such as publishing, cultural heritage, animation, contemporary art practice, advertising, film and television design, helping them build up a portfolio of work to prepare them for employment and future developments in the ever-changing landscape of visual arts, culture, and communications. Keeping up with these cultural and industry trends, the programme will equip them with the creative and critical learning skills to effectively explore relationships between visual art-making, the emerging technologies in their practice areas and how these relate to and reflect the political, social, cultural, and historical contexts around them.

By gaining this practical and critical knowledge that underpins practice, and working with industry specialists, such as designers, publishers, writers and artists, this degree will provide students with a range of skills to help them find employment within the multi-platform environment of the creative industries in which we work.

Within the Division of Arts and Media, students on this programme will have crossover and collaborative opportunities with degree programmes such as BA Hons Performance, BA Hons Film and Television, BA Hons Commercial Music and BA Hons Broadcast Production

For example, students are working on a collaborative project with music students, creating animated videos of their performances, others are creating album covers and identities for our UWS music label.

Opportunities also exist for collaboration with external agencies that we have strong links with; students have been involved in projects with partners such as Jupiter Artland, Renfrewshire Council, One Ren, FableVision Studios, Civil Disobedience Theatre Company, The Grain Exchange, Ayr, and Impact Arts, with more joint ventures planned in the future with these and other organisations.

This cross-disciplinary approach mirrors the real world, team-based working structures that exist in most creative service industry providers today, giving the student an authentic, professional, and developmental learning experience.

### **Typical Delivery Method**

### **Any additional costs**

### **Graduate Attributes, Employability & Personal Development Planning**

#### UWS Graduate Attributes

The University of the West of Scotland developed the 'I am UWS' graduate attributes in 2017. Described as "the skills, personal qualities and understanding to be developed through your university experience that will prepare for life and work in the 21st century", these state that graduates from UWS will be Universal, Work Ready and Successful.

This involves the development of attributes across three dimensions: academic, personal, and professional.

The Graphic Arts and Moving Image degree aligns well with these graduate attributes, allowing students opportunities to develop their skills related to high-level academic study through flexible, hybrid delivery, authentic assessment, and opportunities for reflection and personal development. The Creative Research Project (60 credits) module provides bespoke opportunity for this at the core of the programme at Level 10, with the wider curriculum, designed to support students in preparing for success within and beyond university, encouraging rigorous academic research to underpin their creative specialisms.

### **Work Based Learning/Placement Details**

Professional work-based skills are embedded in the Creative, Critical and Technical modules of the programme, and students will be introduced to relevant professionals, protocols and employment opportunities which will prepare them for the two level ten exit modules, Practice in Context and Presentation and Promotion.

Practice in Context offers students the opportunity to gain credit for a specific contemporary practice-based specialism within the arts and media industries. The module is designed to assist students to enhance their skills in such a way that it facilitates career and practice development in a professional manner/environment. Students will be required to demonstrate ability to apply evidence-based methods in a practical setting, demonstrating their skills with art based related issues as a 'reflective practitioner' in a relevant genre. Students will be expected to demonstrate their awareness and relevancy of their choices leading them to deploy a range of professional creative skills to realise a contemporary practice-based specialism.

Presentation and Promotion module aims to develop students' critical thinking about career choice and work ethics in combination with their practical projects. The outcome of all student work should demonstrate a critical knowledge and understanding of the ways in which their career plans are developed and conceptualised. The students will utilise a number of processes specific to their cultural study in relation to the wider cultural industries chosen career path such as showreels, exhibitions, installations, audio examples, CV's, covering letters and promotional portfolio websites to demonstrate their own personal skills. The module will allow students to consider career routes and opportunities and supply them with presentation, communication, and generic cognitive skills to move towards employment in the cultural sector.

Graduates will develop specialist skills and experience to support careers in:

- Animation and Motion Graphics
- Illustration and Graphic Design
- Contemporary Art Practice
- Visual Communications
- Storyboarding, Concept Art, and Production Design
- Social Media and Online Content generation
- Self-employment
- Post Graduate Research.

### **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:

As personal and professional development within this programme is dependent on studio practice and involves autonomous self-directed study, group critique, collaborative practice and discussion, students are expected to demonstrate a commitment to this learning journey by consistent attendance and involvement.

Please see the Programme Handbook for general Programme Attendance protocol.

Where a student has failed to engage in the programme, the Dean of School or nominee may convene a School Panel to consider withdrawal of the student on the grounds of nonattendance.

A student may appeal against the decision of withdrawal on the basis of failing to meet engagement requirements.

### **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](#).

This programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where appropriate, scribes, interpreters and guides will be deployed to assist students. BA Hons Graphic Arts and Moving Image will follow the UWS Equality and Diversity policy and in the process of curriculum design, refer to the Equality Impact Assessment Toolkit as a guideline, which incorporates Human Rights to ensure widening of access to education from socially and economically disadvantaged areas and promoting (from first contact to graduation) equality in terms of disability, age, gender, race, religion, belief or non-belief, sexual orientation, identity, campus, or community.

Our approaches to teaching and learning ensure that students are able to engage in their learning regardless of their personal circumstances. We provide additional support to students who require it, taking advice from colleagues in Student Support Services as required. Often, students who identify as having disabilities will address these issues in their creative practice and assessment on our programmes and we are currently in discussion to see how some of this work can be utilised in staff CPD in order to further improve our accessibility and inclusiveness at UWS.

Many of the modules taught on these programmes will have content in-built that encourages students to engage with and produce critical and creative discourse, examining areas such as gender orientation, race, social justice, environment, community engagement, poverty, and mental health.

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

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

**Level 7 Modules**

**CORE**

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

**Level 7 Modules****OPTION**

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

**Level 7****Criteria for Progression and Award**

Please refer to [UWS Regulatory Framework](#) for related regulations

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				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

**Level 8 Modules**

**OPTION**

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

**Level 8**

**Criteria for Progression and Award**

Please refer to [UWS Regulatory Framework](#) for related regulations

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<b>SCQF LEVEL 9</b>	
Learning Outcomes (Maximum of 5 per heading)	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate an appreciation of the histories, forms, and traditions of graphic arts and moving image practice
<b>A2</b>	Understand and explain foundational art contexts in terms of production and reception.
<b>A3</b>	Demonstrate knowledge and understanding of the foundational principles of research and inquiry.
<b>A4</b>	Demonstrate knowledge and understanding of a range of practitioners, and routine practices, crafts and techniques.
<b>A5</b>	Demonstrate an awareness of the educational, pedagogical, community, social and cultural context of visual arts practice.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Apply basic historical and social concepts to specific arts practices.
<b>B2</b>	Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of specific graphic arts and moving image disciplines
<b>B3</b>	Apply foundational research techniques in exercises of inquiry.
<b>B4</b>	Deploy a range of basic and routine technical skills in creative and critical modes of expression.
<b>B5</b>	Apply understanding of the social and cultural context of graphic arts and moving image disciplines
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners.
<b>C2</b>	Describe theorise, interpret, and evaluate texts and events.
<b>C3</b>	Produce written work within appropriate scholarly and or professional conventions.
<b>C4</b>	Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships.
<b>C5</b>	Consume and interpret contemporary creative practice in the field of graphic arts and moving image.
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Articulate ideas and communicate information comprehensively, in oral or textual forms.
<b>D2</b>	Create and present information in forms appropriate to content and in a range of contexts.
<b>D3</b>	Articulate ideas and concepts via a range of communication technologies.
<b>D4</b>	Articulate ideas and communicate information comprehensively, in visual or physical forms.
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Work under pressure and to deadlines.

<b>E2</b>	Accept supervision in less familiar areas of work.
<b>E3</b>	Work independently, set goals and manage limited resources within defined areas of work.
<b>E4</b>	Work in a planned and improvisatory way to anticipate and accommodate change.
<b>E5</b>	Work, under guidance, with others to acquire an understanding of current professional practice.

### Level 9 Modules

#### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	GRAM 09001	Art Research Methods	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	GRAM 09011	Moving Image & Time-based Art	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	GRAM 09013	Figurative Studies	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	GRAM 09005	Illust for Com Art & Graph Novels	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	FILM 10003	Motion Graphics - Film & TV	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

### Level 9 Modules

#### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9/10	GRAM 09002	Constructed Narratives	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9/10	GRAM 09009	Experimental Animation	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9/10	GRAM 09006	Production Design	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							
*Subject to viable minimum numbers enrolled on each module							

### Level 9

**Criteria for Progression and Award**

*Please refer to [UWS Regulatory Framework](#) for related regulations*

To progress to L10, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13). For information on progression with credit deficit please refer to University Regulation, Chapter 3 (3.13).

Those students who initially enter the programme at SCQF level 9 and who achieve the required credits including all cores, can exit with BA Graphic Arts and Moving Image, should they decide not to progress to the next level of the programme.

For information on the award of distinction please refer to University Regulation, Chapter 3 (3.25).

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Links: [UWS Regulatory Framework](#); and [Student Experience Policy Statement](#).

**SCQF LEVEL 10**

Learning Outcomes (Maximum of 5 per heading)

**Knowledge and Understanding**

<b>A1</b>	Demonstrate critical, integrated, and comprehensive knowledge and understanding of graphic arts and moving images theory.
<b>A2</b>	Demonstrate critical insight into contemporary debates and issues related to the reception, creation and interpretation of visual arts practices.
<b>A3</b>	Demonstrate command of a variety of advanced research methodologies.
<b>A4</b>	Demonstrate specialist professional knowledge and understanding of the global context of at least one area of graphic arts and moving image practice.
<b>A5</b>	Demonstrate a discerning professional insight into a specific discipline of graphic arts and moving image practice

**Practice - Applied Knowledge and Understanding**

<b>B1</b>	Deploy critical, integrated and comprehensive knowledge and understanding in the production of graphic arts and moving image practice
<b>B2</b>	Apply critical insight to contemporary debates and issues related to the reception, creation and interpretation of specific arts practices
<b>B3</b>	Apply a critical awareness of the interplay between creative and critical modes of enquiry in graphic arts and moving image practice.
<b>B4</b>	Apply specialist professional knowledge and practice effectively to collaborative working situations.
<b>B5</b>	

**Communication, ICT and Numeracy Skills**

<b>C1</b>	Apply specialist professional knowledge and practice effectively to collaborative working situations.
<b>C2</b>	Offer professional insights, interpretations and solutions to problems and issues.
<b>C3</b>	Critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material.
<b>C4</b>	Conceive, develop, and realise professional level collaborative dynamics.
<b>C5</b>	Provide authoritative and convincing justifications to experts and peers for creative, technical, and conceptual choices.
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Employ advanced and specialised skills in support of presentation of complex ideas and arguments.
<b>D2</b>	Utilise and adapt specialist professional platforms to undertake and present outcomes.
<b>D3</b>	Convey individual research findings convincingly to expert audiences using appropriate professional modes.
<b>D4</b>	Communicate with peers, senior colleagues, and specialists on a professional level.
<b>D5</b>	
<b>Autonomy, Accountability and Working with Others</b>	
<b>E1</b>	Exercise autonomy and initiative in engaging with complex/professional problems and issues.
<b>E2</b>	Realise autonomous extended research activity.
<b>E3</b>	Exercise significant autonomy and initiative in professional activities.
<b>E4</b>	Demonstrate leadership and accountability in the context of developing a specific creative practice.
<b>E5</b>	Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.

## Level 10 Modules

### CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	JOUR10004	Creative Research Project	60	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	GRAM10001	Presentation and Promotion	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	GRAM10002	Practice in Context	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

## Level 10 Modules

### OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9/10*	GRAM 09008	Projection Art		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*
	GRAM 09009	Experimental Animation		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	GRAM 09006	Production Design		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules  
\* Indicative option for Level 10

### Level 10

#### Criteria for Award

*Please refer to [UWS Regulatory Framework](#) for related regulations*

The award of BA (Hons) Graphic Arts and Moving Image is awarded to students who have at least 480 credits of which a minimum of 200 Points are at SCQF Levels 9 and 10, and of which a minimum of 100 are at SCQF Level 10.

Honours Classification will be awarded in line with the University Regulation, Chapter 3 (3.25)

No Distinction is awarded at Honours level (Regulation 3.25).

### 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

