



Undergraduate Programme Specification

Session	2025/26	Last Modified	01/05/2025
Named Award Title	BEng (Hons) Cyber Security (Single)		
Award Title for Each Award	BEng (Hons) Cyber Security BEng Cyber Security Diploma of Higher Education (DipHE) in Computing Certificate of Higher Education (CertHE) in Computing		
Date of Approval			
Details of Cohort Applies to	From September 2025 for students undertaking this programme at the London campus.		
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		6 Years (Full-time)	
Duration of Study			
Full-time	3 Years	Part-time	
Placement (compulsory)			
Mode of Study	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Computing, Engineering and Physical Sciences		
Divisional Programme Board	Computing		
Programme Leader	Manesh Thankappan		

Admissions Criteria

<p>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:</p>
<p>SQA National Qualifications:</p> <p>Standard Entry Requirements: BCCC (90 UCAS Tariff points) including Maths/Applications of Maths or Computing.</p> <p>Minimum Entry Requirements: CCC (63 UCAS Tariff points) including Maths/Applications of Maths or Computing.</p>
<p>Or GCE</p> <p>Grades CCD at A-level (88 UCAS Tariff Points), including Maths or Computing at least at GCSE.</p>
<p>Or SQA National Qualifications / Edexcel Foundation</p> <p>An appropriate HNC/HND award.</p> <p>Level 8 entry with an HNC with a 'B' in the Graded Unit.</p> <p>Level 9 entry with at least a 'B' in the Graded Unit.</p> <p>The level of entry and/or credit awarded being subject to the content of the HN programme.</p>
<p>Other Required Qualifications/Experience</p> <p>Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.</p>
<p>Further desirable skills pre-application</p> <p>Applicants to the BEng (Hons) Cyber Security programme at UWS will benefit from possessing the following desirable skills and attributes prior to application:</p> <ul style="list-style-type: none"> - Basic Programming Knowledge: Familiarity with the use of languages like Python, Java and SQL will be advantageous. - Mathematical Aptitude: A good foundation in algebra, statistics, or calculus is helpful for understanding key concepts in Cyber Security. - Analytical Thinking: The ability to approach problems methodically and being able to critically evaluate simulation results or processes. - Digital Literacy: Comfort with basic computer applications or cloud platforms. - Communication Skills: Proficiency in written and verbal communication for articulating ideas and collaborating effectively. - Curiosity and Innovation: A keen interest in technology trends, especially in the advancements in Cyber Security solutions and threats. - Time Management: Strong organisational skills to manage coursework and independent study effectively.

While not mandatory, these skills will give prospective students a head start in mastering the challenges and opportunities presented in this rapidly evolving field.

General Overview

This programme has been devised to meet a growing need, as identified by the Scottish and UK Governments, for individuals who possess the skillsets to meet the challenges posed by the constantly evolving computer systems.

There is currently a short supply of highly skilled cyber professionals and this programme will produce graduates with the skillsets required to fill this gap. Students will learn to identify, assess and evaluate cyber security threats and attacks, and in turn work with others to develop robust and secure solutions using best practice frameworks.

This exciting programme has been developed with due cognisance of the IISP and NCSC (National Cyber Security Centre) frameworks. The integration of academia and industry in delivering the programme will ensure the currency of this innovative industry-focused programme.

Typical Delivery Method

The BEng (Hons) Cyber Security programme is delivered through a face-to-face teaching mode on campus, offering students a highly interactive and engaging learning experience. Lectures and tutorials are conducted in person, providing opportunities for direct interaction between students and teaching staff. This approach fosters a supportive learning environment where students can easily ask questions, discuss complex concepts, and receive immediate feedback.

To enhance student participation and involvement, a variety of modern educational tools and technologies are integrated into the teaching methodology. These include interactive presentations, group discussions, and live demonstrations of practical techniques. Digital platforms such as MS Teams, Aula, and email communication are utilised to ensure students can access additional support when needed, even outside of formal class hours.

All course materials, including lecture slides, reading resources, and assignments, are made available through the Virtual Learning Environment (VLE), enabling students to review and reinforce their understanding at their own pace. This blended approach ensures students are well-supported both during and outside classroom sessions, promoting active learning and a deeper understanding of core concepts in Cyber Security.

Any additional costs

There are no additional costs associated with this Programme

Graduate Attributes, Employability & Personal Development Planning

UWS' Graduate Attributes focus on academic, personal and professional skills throughout the programmes. These skills develop graduates who are universally prepared and work-ready. The Cyber Security programme provides opportunities throughout the levels to ensure these skills are developed and focussed appropriately.

Critical, analytical and investigative skills are developed and used to solve industry-related problems wherever possible. The programme promotes cultural awareness and emotional intelligence with a variety of group exercises developing resilient, ambitious and enterprising

leadership qualities whilst ensuring that group members are emotionally and culturally aware. Respectful communication and behaviours are essential.

Ethical awareness and social responsibility are developed throughout and are formalised during the final year project where School/University ethical approval is sought if required.

Links to current University programme research are promoted throughout the programme, with opportunities for students to become involved in aspects of the research from the earliest opportunity, either discretely or as part of an assessment.

Employability - The School regularly receives interest from companies to engage with our students and we are keen to facilitate this where we see benefits for our students. The School also runs a number of specific employability events at the London campus, including employer speed networking events and an annual 'Working with Industry' event. Guest speakers are invited in the form of industry experts and former students to provide insight.

Personal Development Planning (PDP) within the programme is based on four standards:

- 1) personal tutor support
- 2) numerous modules linked to PDP outcomes
- 3) support for the development of an e-portfolio
- 4) various events relating to PDP

A personal tutor is allocated to each student and students are expected to meet with their personal tutors on a regular basis - at least once per term - to discuss issues relating to PDP, including progress, development goals and aspirations.

A number of modules core to the programme at each level have been identified as being strongly linked to PDP themes. These are:

- Level 7: COMP07067 Professional Development in Computing
- Level 8: Embedded in several of the modules
- Level 9: COMP09093 Professional Computing Practice
- Level 10: COMP10034 Computing Honours Project

Work Based Learning/Placement Details

Sandwich placement is not offered as part of this programme.

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 academically engaged if they are regularly attending and participating in timetabled teaching sessions, asynchronous online learning activities, and course-related learning resources, and complete assessments and submit these on time.

Students are also required to be in regular contact with their academic tutor, regularly engaging with materials and discussions on the learning platform, and engaging in independent study.

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](#).

Aligned with the University's commitment to equality and diversity, this programme supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access to and manipulation of content.

Module Co-ordinators will ensure that language is inclusive and culturally sensitive within any university-created material. However, some external resources, such as textbooks or websites, may still contain outdated or non-inclusive terminology, and students will be made aware of this.

The programme complies with university regulations and guidance on inclusive learning and teaching practice. Students can speak to the the relevant Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.

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

Learning Outcomes	
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SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
A1	Describe and explain the dynamic nature of the cyber security sector.
A2	Define and discuss the key areas, concepts and principles of cyber security.
A3	Describe and explain the standard mathematical and statistical concepts used in computing.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Develop computing applications by applying knowledge and understanding of the principles and techniques of structured programming.
B2	Compile, execute, debug and document software using a current Integrated Development Environment (IDE).
B3	Employ the professional skills, techniques, practices and/or materials associated with cyber security.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Solve problems of a non-routing nature in creative and innovative ways.
C2	Practice numeracy in understanding and presenting cases involving a quantitative dimension.
C3	Use a range of ICT applications to support and enhance work, adjusting features to suit the purpose.
C4	Practice electronic, oral and written communication skills suitable for their target audience.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Coherently present and evaluate arguments, information and ideas.
D2	Participate within the legal, ethical and professional framework within which they study.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Define and explain key issues in relation to the accountability and responsibilities of computer professionals to clients, the community and society at large.

E2	Manage limited resources within defined areas of computing work.
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	COMP07009	Introduction to Web Development	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	COMP07012	CCNA 1: Introduction to Networks	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	COMP07027	Introduction to Programming	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	COMP07086	Fundamentals of Computing Systems	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	APPD07001	Aspire: Foundations For Success	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	COMP07075	Security Fundamentals	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	MATH07005	Mathematics for Computing	10				

Footnotes for Core Modules

The delivery format on London campus is cyclic, based on 3 term delivery and student intake.

Student entry point determines the relevant module delivery for initial and subsequent term modules. Students will undertake either Module Group 1 or Module Group 2 on their initial Term, and complete the other Module Group in the following Term. This will be communicated and explained during programme induction and programme material provided.

Module group 1: Introduction to Web Development; Aspire: Foundations For Success, and Mathematics for Computing and Fundamentals of Computing Systems; OR

Module group 2: CCNA1: Introduction to Networks; Introduction to Programming and Security Fundamentals.

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

Within the Regulatory Framework, students are eligible to progress from Level 7 to Level 8 with a 40-credit deficit.

To be eligible for the award of Certificate of Higher Education (CertHE) Computing, a student must comply with the UWS Regulatory Framework: students must achieve 120 credit points at SCQF level 7. Students must also successfully pass all core modules for this exit award.

SCQF LEVEL 8	
Learning Outcomes	
Knowledge and Understanding	
A1	Define and explain the concepts and principles of the object-oriented paradigm in the development of computing applications.
A2	Identify and explain the importance of data abstraction and the role this plays in computing.
A3	Demonstrate an intellectual understanding of, and an appreciation for, the central role of algorithms and data structures, and work with a variety of them.
A4	Identify and explain the key aspects of relational database theory.
A5	
Practice - Applied Knowledge and Understanding	
B1	Analyse the extent to which a proposed or existing computer-based application meets the criteria defined for its intended use.
B2	Use a range of routine and advanced skills, techniques and practices to develop software.
B3	Analyse a new or existing workplace system, designing and implementing a relational database to better meet client requirements.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Present a reasoned and evidence-based proposal for a computer-based solution to meet an identified need in the workplace.
C2	Employ routine and specialised software development skills, for example, using a range of standard applications to process and obtain data.
C3	Utilise a database to store and retrieve information effectively.
C4	Employ routine and specialised network penetration testing and ethical hacking skills.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Employ a range of approaches to formulate evidence-based solutions/responses to defined and/or routine cyber security problems/issues.
D2	Critically evaluate and analyse evidence-based solutions/responses to defined and/or routine cyber security problems/issues.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, in the discipline of computing science as a whole and cyber security specifically, under guidance.

Students will undertake either Module 1 or Module 2 on their initial Term, and complete the other Module Group in the following Term. Where this will be communicated and explained during programme induction and programme material provided.

Module 1: CCNA2: Switching Routing & Wireless Essentials

Module 2: Programming for Cyber Security

Level 8

Criteria for Progression and Award

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

Within the Regulatory Framework, students are eligible to progress from Level 8 to Level 9 with 40-credit deficit.

To be eligible for the award of Diploma of Higher Education (DipHE) in Computing, a student must comply with the Regulatory Framework: students must achieve 240 credits points of which a minimum of 90 are at SCQF Level 8 or above. Students must also successfully pass all core modules for this exit award.

SCQF LEVEL 9	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a critical understanding of relevant cyber security principles and practices.
A2	Demonstrate a critical understanding of the scope, main areas and boundaries of cyber security.
A3	Analyse theories, principles, concepts and terminology with cyber security.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Practice routine methods of enquiry and research associated with computing science.
B2	Apply the principal skills, techniques, practices and/or materials associated with cyber security.
B3	Practise routine methods of enquiry and/or research associated with cyber security.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Use a range of tools and techniques associated with cyber security.
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Understand and apply a range of computing concepts, principles and practices in the context of well-specified scenarios, exercising judgment in the selection of tools and techniques.
D2	Draw on a range of sources in making judgements.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Recognise and deal with the professional, economic, social, environmental, moral and ethical issues involved in the sustainable application of computer technology, and be guided by the adoption of appropriate professional, ethical and legal practices in the workplace.
E2	Use initiative in managing ethical and professional issues in accordance with current professional and/or ethical codes or practices.
E3	
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	COMP09092	Research Methods in Computing	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	COMP09093	Professional Computing Practice	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	COMP09106	Cryptography	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	COMP09107	Digital Forensic Analysis	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	COMP09111	Systems Programming Concepts	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Footnotes for Core Modules</p> <p>The delivery format on London campus is cyclic, based on 3 term delivery and student intake. Student entry point determines the relevant module delivery for initial and subsequent term modules. Students will undertake either Module Group 1 or Module Group 2 on their initial Term, and complete the other Module Group in the following Term. This will be communicated and explained during programme induction and programme material provided.</p> <p>Module group 1: Cryptography; Digital Forensic Analysis; System Programming Concepts</p> <p>Module group 2: Research Methods in Computing; Professional Computing Practice</p>							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	COMP09109	Web Application Security Testing	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	COMP09116	CCNA: CyberOps	20	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Footnotes for Option Modules</p> <p>The delivery format on London campus is cyclic, based on 3 term delivery and student intake. Student entry point determines the module delivery of initial Term and second Term modules. Students will undertake both modules on their respective Term where this will be communicated and explained during programme induction and programme material provided.</p>							

Level 9

Criteria for Progression and Award

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

Within the Regulatory Framework, students are eligible to progress from Level 9 to Level 10 with 20-credit deficit.

To be eligible for the award of BEng Cyber Security students must comply with the Regulatory Framework: students must achieve 360 credits points of which a minimum of 90 are at SCQF Level 9 or above. Students must also successfully pass all core modules for this exit award.

SCQF LEVEL 10

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1	Demonstrate and work with a knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions within cyber security.
A2	Demonstrate a critical understanding of the principal theories, concepts, principal conventions within the selected area of cyber security study, some of which are informed by or at the forefront of the selected theme(s) of study.
A3	Demonstrate knowledge and understanding of cyber security including a range of established techniques of enquiry or research methodologies.
A4	
A5	

Practice - Applied Knowledge and Understanding

B1	Execute a defined project of research, development or investigation within the area of cyber security and identify and implement relevant outcomes.
B2	Critically review and assess contributions to the research literature on cyber security.
B3	Use a range of the principal skills, practices and/or materials associated within the selected theme(s) of study in a project.
B4	Use and integrate skills, practices and/or materials which are specialised, advanced, or at the forefront of cyber security.
B5	

Communication, ICT and Numeracy Skills

C1	Deliver a coherent and reflective presentation of an extended piece of project work to an informed audience.
C2	Produce a critical and evaluative written report of a development project.
C3	Use a wide range of routine and specialised skills in support of established practices within the selected theme(s) of study - for example: <ul style="list-style-type: none">- make formal presentations about specialised topics to informed audiences.- use a range of software to support and enhance work at this level and specify refinements/ improvements to software to increase effectiveness.

	- interpret, use and evaluate a range of numerical and graphical data to set and achieve goals/ targets.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically analyse and apply a range of computing concepts, principles and practices in the context of loosely defined problems where information is limited and/or comes from a range of sources, exercising judgment in the selection of tools and techniques.
D2	Critically review and consolidate knowledge, skills, practices and thinking within the selected theme(s) of study.
D3	Demonstrate originality and creativity in dealing with professional-level computing issues.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Practice in ways which show a clear awareness of own and other's roles and responsibilities.
E2	Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.
E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	COMP10034	Computing Honours Project	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	COMP10068	Secure Programming	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	COMP10073	Advanced Digital Forensics Analysis	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	COMP10075	Governance, Risk & Compliance	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Core Modules

The delivery format on London campus is cyclic, based on 3 term delivery and student intake. Student entry point determines the module delivery of initial Term and second Term modules. Students will undertake either Module Group 1 or Module Group 2 on their initial Term, and complete the other Module Group in the following Term. Where this will be communicated and explained during programme induction and programme material provided.

Module group 1: Secure Programming; Advanced Digital Forensics Analysis; Governance, Risk & Compliance

Module group 2: Computing Honours Project

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	COMP10014	Network Security	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
		OR		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	COMP10082	Machine Learning for Data Analytics	20	<input checked="" type="checkbox"/>	<input checked="" 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"/>	

Footnotes for Option Modules

The delivery format on London campus is cyclic, based on 3 term delivery and student intake. Student entry point determines the module delivery of initial Term and second Term modules. Students will undertake both modules on their respective Term where this will be communicated and explained during programme induction and programme material provided.

Select ONE module (20 credits) from the list. Optional modules available are dependent on the number of students enrolled on module. This will be discussed and explained with the Programme Team.

Level 10

Criteria for Award

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

To be eligible for the award of BEng (Hons) Cyber Security students must comply with the Regulatory Framework: students must achieve 480 credits points of which a minimum of 90 are at SCQF Level 10 or above. Students must undertake an independent dissertation element and also successfully pass all core modules for this exit award.

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.

Study	Year	Population	Intervention	Comparison	Outcome	Effect Size	Quality
Study 1	2015	1000	Intervention A	Control B	Primary	0.15	High
Study 2	2016	1200	Intervention A	Control B	Primary	0.12	Medium
Study 3	2017	1100	Intervention A	Control B	Primary	0.18	High
Study 4	2018	1300	Intervention A	Control B	Primary	0.14	Medium
Study 5	2019	1400	Intervention A	Control B	Primary	0.16	High
Study 6	2020	1500	Intervention A	Control B	Primary	0.13	Medium
Study 7	2021	1600	Intervention A	Control B	Primary	0.17	High
Study 8	2022	1700	Intervention A	Control B	Primary	0.11	Medium
Study 9	2023	1800	Intervention A	Control B	Primary	0.19	High
Study 10	2024	1900	Intervention A	Control B	Primary	0.10	Medium
Study 11	2025	2000	Intervention A	Control B	Primary	0.20	High
Study 12	2026	2100	Intervention A	Control B	Primary	0.09	Medium
Study 13	2027	2200	Intervention A	Control B	Primary	0.21	High
Study 14	2028	2300	Intervention A	Control B	Primary	0.08	Medium
Study 15	2029	2400	Intervention A	Control B	Primary	0.22	High
Study 16	2030	2500	Intervention A	Control B	Primary	0.07	Medium
Study 17	2031	2600	Intervention A	Control B	Primary	0.23	High
Study 18	2032	2700	Intervention A	Control B	Primary	0.06	Medium
Study 19	2033	2800	Intervention A	Control B	Primary	0.24	High
Study 20	2034	2900	Intervention A	Control B	Primary	0.05	Medium
Study 21	2035	3000	Intervention A	Control B	Primary	0.25	High
Study 22	2036	3100	Intervention A	Control B	Primary	0.04	Medium
Study 23	2037	3200	Intervention A	Control B	Primary	0.26	High
Study 24	2038	3300	Intervention A	Control B	Primary	0.03	Medium
Study 25	2039	3400	Intervention A	Control B	Primary	0.27	High
Study 26	2040	3500	Intervention A	Control B	Primary	0.02	Medium
Study 27	2041	3600	Intervention A	Control B	Primary	0.28	High
Study 28	2042	3700	Intervention A	Control B	Primary	0.01	Medium
Study 29	2043	3800	Intervention A	Control B	Primary	0.29	High
Study 30	2044	3900	Intervention A	Control B	Primary	0.00	Medium
Study 31	2045	4000	Intervention A	Control B	Primary	0.30	High
Study 32	2046	4100	Intervention A	Control B	Primary	-0.01	Medium
Study 33	2047	4200	Intervention A	Control B	Primary	0.31	High
Study 34	2048	4300	Intervention A	Control B	Primary	-0.02	Medium
Study 35	2049	4400	Intervention A	Control B	Primary	0.32	High
Study 36	2050	4500	Intervention A	Control B	Primary	-0.03	Medium
Study 37	2051	4600	Intervention A	Control B	Primary	0.33	High
Study 38	2052	4700	Intervention A	Control B	Primary	-0.04	Medium
Study 39	2053	4800	Intervention A	Control B	Primary	0.34	High
Study 40	2054	4900	Intervention A	Control B	Primary	-0.05	Medium
Study 41	2055	5000	Intervention A	Control B	Primary	0.35	High
Study 42	2056	5100	Intervention A	Control B	Primary	-0.06	Medium
Study 43	2057	5200	Intervention A	Control B	Primary	0.36	High
Study 44	2058	5300	Intervention A	Control B	Primary	-0.07	Medium
Study 45	2059	5400	Intervention A	Control B	Primary	0.37	High
Study 46	2060	5500	Intervention A	Control B	Primary	-0.08	Medium
Study 47	2061	5600	Intervention A	Control B	Primary	0.38	High
Study 48	2062	5700	Intervention A	Control B	Primary	-0.09	Medium
Study 49	2063	5800	Intervention A	Control B	Primary	0.39	High
Study 50	2064	5900	Intervention A	Control B	Primary	-0.10	Medium
Study 51	2065	6000	Intervention A	Control B	Primary	0.40	High
Study 52	2066	6100	Intervention A	Control B			

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

[illegible]