



Undergraduate Programme Specification

Session	2025/26	Last Modified	19/03/2025
Named Award Title	BEng (Hons) Engineering Management		
Award Title for Each Award	BEng (Hons) Engineering Management BEng Engineering Management Dip HE Engineering Cert HE Engineering Science		
Date of Approval	February 2025		
Details of Cohort Applies to	Continuing students in L9 2025/26 New entrants to L10 from 2025/26 onwards		
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	N/A		
Maximum Period of Registration	3 Years (Full-time)		
Duration of Study			
Full-time	2 year	Part-time	4 years
Placement (compulsory)	N/A		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Computing, Engineering and Physical Sciences		
Divisional Programme Board	Engineering Physical Sciences		
Programme Leader	F Anvari		

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:

Year 4 Entry: a degree in Engineering Management or Aircraft Engineering or Electrical Engineering or Architectural Technology or Engineering Systems or Mechanical Engineering or other relevant discipline.

Or GCE

N/A

Or SQA National Qualifications / Edexcel Foundation

N/A

Other Required Qualifications/Experience

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent. We welcome applications from international students with equivalency of qualifications. Scholarships may be available on application.

Further desirable skills pre-application

N/A

General Overview

The programme has been developed in response to three major influences; an identified skills shortage of competent engineers in industry, constant demand for courses in engineering management at all levels in HE and a recognised need for the University to produce 'generalists' in order to improve student recruitment, retention, achievement and employment.

The Engineering sector has shrunk and has restructured, leaving behind a 'leaner and fitter' industry. There are fewer large firms due to downsizing and outsourcing and as a result many small firms take on more responsibility which in turn has changed the required skills mix. The content of this programme reflects this and more than 40 companies continue to sponsor students on a part time mode of study.

Three main themes influence this programme and are developed throughout the four years of the programme. The themes combine to produce effective graduates that can work initially as Incorporated Engineers but may eventually progress to become Chartered Engineers. Underpinning all three themes is the development of key interpersonal and transferable skills. In addition, the themes are informed by the use of industrial visits, specialist visitors, project work and case studies.

The three themes that influence the programme are as follows:

Engineering and Technology

The Engineering and Technology theme develops an understanding of fundamental engineering theory, basic design and the use of graphical and analytical methods in the early

years. The theme is developed throughout later years with the study of applications of engineering with particular reference and relevance to current practices within Industry.

Industry Practice and Engineering Management

The theme of Industry Practice and Engineering Management combines academic study with industrial practice and experience of the application of Planning and of Engineering Management. This is supported by the use of case studies, role play exercises, individual and group work and the application of current continuous improvement tools and strategies. The theme is further developed by evaluating the effectiveness of the various techniques studied.

Project and Business Management

This theme encompasses the study of project and business management with the aim of strengthening and broadening the students' management skills that are required at all levels within the engineering profession. The theme develops students' abilities in critically appraising engineering systems and service functions with the aim of determining the contribution made by each.

Student may progress to an MSc in Sustainable Technology and Management or others on offer at UWS. The teaching and learning methods employed by staff in the delivery of the module portfolio covers a wide range of established and some novel approaches. Much of this is left to the professionalism of the staff delivering the material with traditional lectures and tutorials still forming the basis for much of the teaching within engineering. Extensive use is also made of laboratories, seminars, group work, independent learning and demonstrations. More use is now being made of problem-based learning materials in the teaching environment.

One of the main objectives in this area is to keep teaching materials as interesting and as relevant possible to ensure student enthusiasm for the subjects being presented. Staff make full use of all technologies when delivering material to students including high quality notes, use of multimedia presentations and use of the VLE. Engineering has a policy of using small tutorial groups in key subject areas and either sub-divides cohorts into small groups or increases staff numbers in classes or laboratories. All modules are taught by subject experts and for final year students staff make use of case study materials and topics raised through their industrial activities whether project, research or consultancy based. Many case studies and examples of applications are taken from live industrial situations.

The standard system for providing a VLE (Virtual Learning Environment) within the University is AULAtis system is used mainly for dissemination of materials and information regarding module administration. Students can also contact staff via e-mail and vice-versa.

It is recognised that while most of the assessments are summative in nature, demands from students have indicated a desire for more assessment, which delivers regular feedback. The programme and programme specification has been reviewed and updated taking cognisance of the University's Curriculum Framework principles as discussed below.

Student Centred

Reflection on learning is inherent and credit bearing in all years of the programme. Advanced entry to the programme is available where RPL/CPD/informal learning is evidenced.

Access to student support (programme team, peers and wider University student services) is promoted at induction, through personal tutoring/year/programme leader, group activity in all

levels of the programme, SCQF Level appropriate employability and careers sessions and within modules evident in entry level of the programme.

Engagement and progress is monitored by module coordinators, this takes the form of VLE analytics, assessment engagement, on-campus activity engagement and formative and summative assessment engagement. Monthly meetings with year leads and programme leads allows the programme teams to respond appropriately and quickly both from a student and programme learning, teaching and assessment perspective.

Co-creation of curriculum is challenging due to many modules of this programme need to demonstrate that Engineering Council learning outcomes are met by all students. However, within a number of modules students can determine the direction of their learning with boundaries set to ensure the assessment is fit for purpose. [1]

Flexible Programme

Delivery Delivery of the programme is on-campus lectures, tutorials, laboratory and group work activity. The timetables are produced to ensure on-campus learning time is efficiently maximised.

Simple and Coherent

The programme has multiple exit award points as demonstrated in the programme specification and students are supported/counselled appropriately by the programme leader after examiners' panels.

Programme teams are aware of the programme learning outcomes through ongoing programme development meetings. The importance of the modular outcomes and assessment approaches on the overall programme outcomes and Engineering Council's learning outcomes, student feedback and sustainability are core to the discussions at these meetings. Students are made aware of the programme learning outcomes at induction, module introductions and programme development workshops. A capstone module is present at L10- Final Year Project.

Assessment, wherever possible, follows real-world activities examination is required as part of the accreditation requirements however this follows an open-book approach providing time-bound, individually assessed, unfamiliar problems- assessing content and developing a number of important meta-skills. All modules have inherent tutorial activity with formative assessment providing concurrent feedback allowing implementable feedforward. Meta-skills are embedded in the programme as is required by the Engineering Council and these include digital skills, creativity, critical thinking, innovation, and entrepreneurship and social enterprise.

Students are assessed in a variety of ways and settings including, practical, written, oral, time-bound, group, real- world environment, creative, critical thinking and this broad approach to assessment provides a number of transferrable skills to be developed whilst assessing.

Inclusivity

The programme team have reviewed the content of the AdvanceHE Anti-Racist Curriculum Project [2] and are aware that in this regard 'curricular reform is a continual process rather than a final destination'. With this in mind, further institutional guidance is welcomed to ensure that every effort has been made to safeguard the curriculum is and will continue to be anti-racist and inclusive for all.

Sustainability

Wherever possible modules are shared with other engineering programmes to maximise efficiency with specific programme contextualised components of learning, teaching and assessment. All modules have been reviewed to ensure they meet the norms around contact hours.

[1]- <https://www.uws.ac.uk/media/8142/assessment-handbook-2021-22.pdf>

[2]- <https://www.advance-he.ac.uk/anti-racist-curriculum-project>

During the course of this programme students will develop their UWS Graduate Attributes. Academic Universal and Work-ready attributes: Students will gain knowledge and understanding of this important discipline as well as having the opportunity to develop a broad range of ICT, technical and transferable skills.

Typical Delivery Method

The programme is delivered on-campus through a combination of lectures, tutorials, laboratory sessions, and group work activities. Timetables are designed to ensure that on-campus learning time is utilised efficiently.

Any additional costs

N/A

Graduate Attributes, Employability & Personal Development Planning

UWS' Graduate Attributes focus on academic, personal and professional skills and throughout the programmes that these skills develop graduates who are universally prepared, work-ready and successful. The Engineering Management programme provides opportunities throughout the levels to enable these skills to be developed and focussed appropriately.

Engineering Management knowledge is assembled throughout the programme and wherever possible digital literacy skills and ability to provide effective solutions is enhanced utilising industry standard appropriate methods and technologies such as Lean, Six Sigma, TPM, TQM, and CAD, CAM, Simulation and Project Management softwares.

Particularly, but not exclusively, in later years of the programme, critical analytical and inquiry skills are developed and used to solve industry related problems.

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 and respectful communication and behaviours are the norm.

Commercial awareness is linked to operations design activities during the programme ensuring that costs associated with staff, materials, manufacture, in-service and decommissioning are considered when developing transformational/innovative solutions with commercial potential.

Ethical awareness and social responsibility is developed throughout and is formalised in the 4th year during project studies where School/University ethical approval is sought if required.

UWS Graduate Attributes- <https://www.uws.ac.uk/current-students/your-graduate-attributes/>

Employability

The local engineering management market contains a number of international companies and the programme has been developed with feedback from those local companies. Such is the diversity of the work these companies undertake the skills the graduates gain from undertaking the programme are internationally transferrable.

The majority of the final year projects are offered in collaboration with these partner industries and the programme is also organised to allow part time entry allowing those in employment to undertake degree award on a day release manner and thereby supporting employers to increase qualification levels of their employees manageably.

Personal Development Planning

Across the programme of study, the Personal Development Planning (PDP) process gives the opportunity for engagement of students with a set of core activities, which include reflection on prior experience, personal attributes and goals; audits of skills and feedback on their development; opportunities and guidance on the recording of achievements; the identification/development of learning goals; opportunities to reflect on this material and to gain feedback; opportunities (and guidance) on presentation of evidence for different audiences and planning of future learning and career development (such as CVs); maintaining an effective PDP record.

Work Based Learning/Placement Details

This programme offers an optional Work-Based Learning (WBL) module which must be agreed and documented according to the module descriptor before it can be undertaken.

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 sessions and to engage with all formative and summative assessment elements of all the modules that are included in the programme specification as core modules as well as any optional module when applicable.

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](#).

Please detail any specific arrangements for this programme. This should be considered and not just refer the reader to the UWS Equality and Diversity policy.

Aligned with the University's commitment to equality and diversity, this module 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 and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/> (N.B.

Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School).

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	
				<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

				<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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SCQF LEVEL 9	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate knowledge and understanding of 3D Modelling and Rapid Prototyping techniques.
A2	Demonstrate an integrated knowledge and understanding of project organisation, management and execution.
A3	Demonstrate an integrated knowledge and understanding of the team based approach to project management.
A4	Demonstrate a knowledge of advanced troubleshooting techniques and their application.
A5	N/A
Practice - Applied Knowledge and Understanding	
B1	Undertake testing, data-collection and analysis for engineering products and systems.
B2	Compare the results from a laboratory test with the theoretical values generated from computer analysis software.
B3	Undertake a risk assessment for a selected engineering procedure or test.
B4	Apply project tools to execute a prescribed project with set boundaries.
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Demonstrate the ability to create 3D models of engineering products as a communication aid.
C2	Demonstrate to ability to present complex engineering or system data to an audience
C3	Use project management software as a planning tool to improve the probability of completing a project on time and within budget.
C4	Use computer software to develop a rapid prototype to assist in communicating ideas and concepts to potential customers.
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake a critical analysis of a current manufacturing system and propose alterations to improve efficiency.
D2	Analyse business data as the basis for financial decision making.
D3	Undertake a comparison between several engineering approaches to manufacturing methods.
D4	N/A
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Ability to work independently or as part of a team.
E2	Prepare, under supervision a risk assessment in line with current industry practice.
E3	Carry out testing, or another engineering activity in line with agreed procedures.
E4	N/A
E5	N/A

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG09006	Engineering Management 1	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	ENGG09004	Project Management	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	ENGG09001	Design Prototyping & Testing	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	ENGG09008	H&S and Risk Assessment	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"/>	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG09007	Project Tool Box	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommended option.
9	ENGG09018	Independent Study	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recommended option.
		Any other appropriate option at Level 9 or 8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Note 1
				<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							
<p>Note 1: Students who do not wish to take one of the recommended option modules shown above can select any other Level 9 or Level 8 20 credit module that is deemed suitable by the Programme Leader and which is appropriately timetabled.</p>							

Level 9

Criteria for Progression and Award

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

Progression

1. To progress from SCQF Level 9 to SCQF Level 10 on this programme, students are required to obtain 120 credits from the programme of modules identified above.
2. Regulation 3.13 refers to progression with credit deficit.

Award

1. Students wishing to exit after SCQF Level 9 and who have achieved 120 credits from the programme of modules identified above, will be awarded a BEng Engineering Management.
2. Distinction will be awarded in line with University Regulations 3.25 and 3.26 and no imported credit can be used.

SCQF LEVEL 10

Learning Outcomes (Maximum of 5 per heading)

Knowledge and Understanding

A1	Demonstrate a detailed and innovative understanding of the integration of a range of engineering techniques through project activity.
A2	Demonstrate a detailed knowledge and understanding of engineering principles and apply them to the development of an engineering system.
A3	Demonstrate a clear understanding of the scope, application and limitations of computer simulation when applied to engineering processes.
A4	Demonstrate a deep understanding of the essential relationships between service and engineering functions.
A5	Demonstrate a further in-depth knowledge and understanding of the key elements of a managed project activity involving multiple projects.

Practice - Applied Knowledge and Understanding

B1	Integrate a number of engineering planning activities through a major individual project.
B2	Undertake a design, evaluate, manufacture and test team-based project.
B3	Apply computer based simulation to optimise a process.
B4	Apply discrete event simulation to the design and optimisation of a system.
B5	Apply continuous improvement tools to record and improve engineering systems.

Communication, ICT and Numeracy Skills

C1	Use computer simulation to communicate system solutions and the optimisation of a range of processes.
C2	Analyse and evaluate advanced process data as a means of optimising a process or system.
C3	Use computer software to present project results to a variety of audiences including peers, academics and industrialists.
C4	N/A
C5	N/A

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Demonstrate creative skills in preparing system improvement solutions.
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D2	Demonstrate the ability to investigate and solve system problems through the use of advanced techniques.
D3	Assess the requirements of international standards and how they impact system design.
D4	Carry out individual and group projects in a professional manner .
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Practice project planning, time and resource management techniques.
E2	Working with peers demonstrate a high level of ability to function effectively as a team member, demonstrating leadership when required.
E3	Undertake and complete an individual product or process design project.
E4	Investigate and apply relevant international standards to a particular design study.
E5	Analyse the risk involved in the design and operation of a product or process.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	ENGG10008	Engineering Management 2	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	ENGG10007	Advanced Project Management	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	ENGG10001	Final Year Project	40	<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"/>	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	ENGG10015	Modern Practice in Construction Management	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommended option.
10	ENGG10010	Manufacturing Systems Engineering	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recommended option.
10	WRKB10002	WBL 4 - Industrial Project (20 Point)	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	WRKB10001	WBL 4 - Industrial Project (40 Point)	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Option for Part-time students. (Note 1)

		Any other appropriate option at level 10 or 9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Note 2
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

Note 1: WRKB10001 WBL4 - Industrial Project is an option only available to students who are in employment within a relevant company who can provide a suitable industrial project. Students taking WRKB10001 must also complete the ENGG10001 Final Year Project module.

Note 2: Students who do not wish to take one of the recommended option modules shown above can select any other level 10 or level 9 20 credit module that is deemed suitable by the Programme Leader and which is appropriately timetabled.

Level 10

Criteria for Award

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

Award

1. To be eligible for the award of BEng (Hons) Engineering Management a student must hold 240 credits from the programme above, including a minimum of 100 credits from SCQF Level 10.
2. The Classification of Honours will be determined by University Regulation 3.20-3.24.

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
Following 2025 ILR - Updated General Overview, Graduate Attributes, Employability, PDP, Progression and Award Statements.	28/03/2025	T. Leslie
The programme no longer takes 3rd year students and only accepts 4th year students.	From September 2024	PL