University of the West of Scotland

Undergraduate Programme Specification

Session: 2024/25
Last Modified: June 2023
Status: Published

1	**Named Award Title:**	BSc (Hons) Chemistry (Sandwich available)
2	**Award Title for Each Award: [1]**	BSc (Hons) Chemistry (Sandwich available) BSc Chemistry (Sandwich available) Dip HE Science Cert HE Science
3	**Date of Validation / Approval:**	June 2023
4	**Details of Cohorts Applies to:**	Any new students entering at L7 in Session 2024/25. Any new students entering at L7 or L8 in Session 2023/24 and any L7 students from Session 2022/23 continuing to L8 in Session 2023/24
5	**Awarding Institution/Body:**	**University of the West of Scotland**
6	**Teaching Institution(s)[2]:**	**University of the West of Scotland** [click here to add detail]
7	**Language of Instruction & Examination:**	**English**
8	**Award Accredited By:**	Honours programme is accredited by the Royal Society of Chemistry (RSC).
9a	**Maximum Period of Registration:**	8 Years Authorised Interruption Guidance notes (uws.ac.uk)
9b	**Duration of Study:**	Full Time – X years; Part Time – X years; Placement (compulsory) – X years
10	**Mode of Study:**	Full Time Part Time
11	**Campus:**	Paisley
12	**School:**	**School of Computing, Engineering and Physical Sciences**
13	**Programme Board:**	**Physical Sciences**
14	**Programme Leader:**	**Dr Callum J. McHugh**

15. Admission 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:

[1] Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

SQA National Qualifications:

Year 1: Scottish Highers:

- Standard Entry Requirements: BCCC (90 UCAS Tariff points) including Chemistry, plus English and Mathematics at National 5.
- Minimum Entry Requirements: CCCC (84 UCAS Tariff points) including Chemistry, plus English and Mathematics at National 5

Year 2: Advanced Highers:

- CCD (112 UCAS Tariff points) including Chemistry plus English and Mathematics and at least 1 science subject at National 5

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or GCE

Year 1: A-Level:

- CCD (88 UCAS Tariff Points) including Chemistry, plus English and Mathematics and 1 science subject at GCSE level

Year 2: A-Level:

- BBC (112 UCAS Tariff points) including Chemistry, plus English and Mathematics and 1 science subject at GCSE level

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or SQA National Qualifications/Edexcel Foundation

Year 1:

- Access to Medicine; Access to Life Sciences; Access to Science with BBB including Chemistry
- HNC: Industrial Biotechnology

Year 2:

- HNC/BTEC Level 4 HNC: Chemistry; Applied Science or related subject

Year 3:

- HND/BTEC Level 5 HND/Foundation Degree: Chemistry; Applied Chemical Science or related subject

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Other Required Qualifications/Experience

Year 1:

- Irish Leaving Certificate: H3H3H3H4 including Chemistry
- International Baccalaureate: 24 points including Chemistry

Year 2:

- International Baccalaureate: 28 points including Chemistry and 1 other science

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

16	**General Overview** The programme is designed to provide a sound fundamental knowledge of the subject, and the practical skills to operate successfully in areas such as drug research, chemical analysis, in industry, in academic research and in teaching. Chemistry degrees at the university are recognised by employers as having a strong analytical and applications focus which are a good preparation for work in many industries. Throughout the programme professional skills are developed through practical and project work, problem solving activities with the aid of computer technology, group working, together with the analytical and communication skills which are expected of the modern scientist. The broad-based structure of the programme offers a range of options to suit a desired career: other science subjects are included within the programme, and it is also possible to include an outside subject such as a language or management, to match a variety of individual interests. Within the specifically Chemistry part of the programme, optional topics allow the selection of modules from the Forensic, Mathematical and Physics areas in line with personal and career aspirations. The programme includes an optional industrial placement which allows the development of additional skills and can enhance employability. Students with an Honours degree may proceed to postgraduate studies for MSc / PhD at this or other universities. Chemistry covers a wide variety of theoretical, conceptual and practical areas, and requires its practitioners to display and exercise a range of knowledge and skills. Delivery of the programme therefore involves a diversity of teaching and assessment methods appropriate to the learning outcomes of the modules and of the overall programme, as indicated below. Lectures are used to present, discuss and evaluate subject matter and content. Tutorial work is closely integrated with the lecture material, and generally requires students to solve problems or otherwise to develop understanding of the materials presented. Investigations and case studies require students to gather, organise and evaluate numerical or non-numerical information, either individually or on a group basis (the latter specifically designed to develop teamwork skills). Most modules involve an element of practical work, to develop laboratory skills, to familiarise students with modern instrumentation and experimental techniques and to enhance investigative, evaluative and presentational skills. Assignments, investigations, laboratory results and other coursework require presentation in a variety of forms, developing skills in oral and written presentation and in the application of various forms of IT. The level and intensity of the programme is developed throughout the programme in line with SCQF criteria for each level, while the content is closely aligned with QAA subject benchmark statements at all stages. Student autonomy and individual responsibility for learning is encouraged at all levels, and Personal Development Planning (PDP) is developed throughout the programme.
17	**Graduate Attributes, Employability & Personal Development Planning**
	Graduate attributes, employability, PDP and reflective practice are embedded in modules at all levels of the programme. The aim of this structure is to year on year develop attributes appropriate to the level of study and to monitor and record their progress. Exercises used to develop transferable skills and employability are generally drawn from mainstream modular provision, to ensure that there is a strong link with the curriculum. In all aspects of development, the emphasis will be on students taking personal responsibility for their learning and reflection, with support from staff as appropriate.

	A variety of sources have been used to inform this content; UWS Graduate Attributes “I am UWS”, SCQF Level Descriptors and the QAA Subject Benchmark Statement for Chemistry (2022). The UWS framework for graduate attributes is called “I am UWS”, it states that as a graduate from UWS students will be: • Universal – globally relevant with comprehensively applicable abilities, skills and behaviours • Work ready – dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience • Successful – as a UWS graduate with a solid foundation on which to continue succeeding and realising my potential, across various contexts And that through studying and graduating from UWS, students will develop attributes across three dimensions: • Academic – knowledge, skills and abilities related to high-level academic study • Personal – qualities and characteristics of well-rounded, developed, responsible individuals • Professional – skills, aptitudes and attitudes required for professional working life in the 21st Century Opportunities to develop transferable skills and graduate attributes are embedded in modules throughout the Chemistry programme. Details can be found in individual module descriptors. Level 7: Term 1: • Structure of Chemistry • ASPIRE Level 7: Term 2: • Chemistry and Reactions • Scientific Investigation Level 8: Term 1: • Physical Chemistry 2 • Chemical Lab Techniques Level 8: Term 2: • Chemical Analysis & Evaluation • ASPIRE Level 9: Term 1: • Inorganic Chemistry 3 • Physical Chemistry 3 Level 9: Term 2: • Safety, Health, Env. Protection • Analytical Chemistry Level 10: Terms 1&2: • Science Project

	Students are introduced to the concept of reflective practice and PDP in Level 7 and supported to make use of PebblePad in the ASPIRE modules to record their progression during each year of study. Sandwich placement: The employability skills and attributes which Students will gain experience in developing, applying and reflecting upon during the sandwich placement will be those identified by The Council for Industry and Higher Education (CIHE) (2006) as the key competencies which employers value as defined below: **Cognitive skills** (attention to detail, analysis and judgment) • Demonstrate the use of their knowledge, understanding and skills, in both identifying and analysing problems and issues and formulating, evaluating and applying evidence-based solutions and arguments • Undertake critical analysis, evaluation and/or synthesis of ideas, concepts information and issues • Identify and analyse routine professional problems and issues • Draw on a range of sources in making judgments **Generic competencies** (planning & organisation, influencing, written communication, questioning, listening, teamworking, interpersonal sensitivity, organisational sensitivity and lifelong learning and development) • Well-developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT as appropriate to the subject(s) • Communication of the results of their own and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject(s) • Identifying and addressing their own learning needs including being able to draw on a range of current research, development and professional materials • Interpreting, using and evaluating numerical and graphical data to achieve goals targets • Making formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences • Work under guidance with qualified practitioners • Practice in ways which take account of own and others' roles and responsibilities • Take some responsibility for the work or others and for a range of resources **Personal capabilities (**creativity, decisiveness, initiative, adaptability/flexibility, achievement orientation, tolerance for stress and leadership) • Application of their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making is also required. • Exercising autonomy and initiative in some activities at a professional level **Technical ability** (knowledge of key trends in modern technology and experience of using modern technology) • Use of a range of IT applications to support and enhance work **Practical and professional elements** (professional expertise, process operation and image) • Show familiarity and competence in the use of routine materials, practices and skills and of a few that are more specialised, advanced and complex

	• Practise in a range of professional level contexts which include a degree of unpredictability • Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate
18	**Work Based Learning/Placement Details**
	If selected, the sandwich placement is designed for students to gain and reflect on work experience attained during their time in the workplace. The experience may also contribute towards meeting the membership requirements of a Professional body. Students undertaking a sandwich placement are required to undertake PDP and maintain a portfolio from which they will be required to produce a comprehensive learning log report charting their development during placement. This is assessed on a pass /fail basis only with the majority of ongoing assessment being formative in nature. The student will be required, through reflection, to explore their own role within their placement organisation and to take account of the roles and responsibilities of themselves and others in the context of the structures in which they operate. On successful completion of the placement, the learner will be more employable as a result of having developed their ability to integrate essential generic skills and attributes with subject/discipline related knowledge. The placement will be governed by a tripartite learning agreement between the student, placement provider and the University which defines the learning outcomes and confirms elements of support and commitment from all parties. The agreement will be signed by each party prior to the start of the placement, and it is expected that Schools will continue to use their existing placement systems for the management of such agreements.2 **Assessment** Assessment will be based on pass/fail only and all assessment elements must be passed for progression as part of the Sandwich programme. Assignments will be open to external examination in accordance with University regulations. To submit for assessment, students are required to: • Attend the workplace(s) in which they have been placed for a minimum total of 36 weeks (180 full working days) and have their employer(s) confirm their attendance • Receive a satisfactory assessment of work performance from their workplace supervisor(s) and academic tutor (based on two interviews and other evidence as required) • Maintain a PDP portfolio and use this to submit a satisfactory learning log report reflecting on the placement experience (minimum 2,000 words) • Successfully complete a subject related project (minimum 3,000 words or equivalent) Where a student's sandwich placement is made up of two separate planned periods of work experience (i.e. a "Thin Sandwich"), the PDP portfolio report and subject related report will normally be submitted and assessed during the second period of placement. Assessment of the first period of placement will relate to satisfactory performance in the workplace. Mitigating circumstances will be taken into consideration in accordance with University regulations.

	Reassessment • Minimum period in work: It is essential that the student completes at least 36 weeks (180 working days) in employment. If the student does not meet this minimum requirement, then they cannot pass the placement. • Catch up: Where through no fault of their own a student has been unable to attain at least 36 weeks placement experience they will be entitled to secure the additional work experience required through a suitable additional period of work experience provided this is agreed in advance with the Programme Team • Retake of Placement: a repeat or alternative placement will only be considered on health or other mitigating grounds or where the placement is terminated due to no fault of the student. In such cases the student will receive counselling from the placement tutor on how best to proceed • Satisfactory Performance: The first interview will be used to assess the student's progress. If it is considered that the student's performance is less than expected at that stage, the student will be advised of this and of the elements of their performance that need to improve. If the student's performance is assessed as unsatisfactory at the second interview, then the student will be given further advice on the steps they need to take to achieve a satisfactory assessment and will be reassessed through a third interview at the end of their placement period. Interviews will normally be conducted within the workplace unless a suitable alternative method is agreed by all parties • Reflective Report from PDP: If the reflective report is unsatisfactory, the student will be given the opportunity to resubmit in line with University regulations • Subject related report: If the subject related report is unsatisfactory the student will be given the opportunity to resubmit in line with University regulations **Progression/Award** • Placement students will be assigned to a specific School Assessment Board and Progression and Award Board • The relevant Progression and Award Board will consider the performance of each sandwich placement student enrolled on that Programme and decide eligibility for reassessment, progression and awards in accordance with University Regulations, in particular Regulation 7.10.4 • A student who fails the sandwich placement after reassessment will no longer be eligible for a "with sandwich" award. They will either progress to Level 9 or 10 (as appropriate) of a non- sandwich equivalent programme or exit with an equivalent non-sandwich award Successful completion of the placement element will result in the award of Chemistry (sandwich)
19	**Attendance and Engagement**
	In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.
20	**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.

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

21	**Learning Outcomes (Maximum of 5 per heading)**
	Outcomes should incorporate those applicable in the relevant QAA Benchmark statements. Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool | Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf

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	SCQF LEVEL 7 **Learning Outcomes (Maximum of 5 per heading)**
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of chemical structures, reactions and equilibria
A2	Relate knowledge to chemical theories, concepts and principles
A3	Show an awareness of the evidence base for chemical science
Practice - Applied Knowledge and Understanding	
B1	Apply basic knowledge and skills in solving routine problems in chemistry
B2	Demonstrate the practice of basic laboratory skills
Communication, ICT and Numeracy Skills	
C1	Tackle a range of numerical and non-numerical problems in theoretical and practical situations
C2	Present information in a variety of forms relevant to the context
C3	Obtain information and data from standard sources
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate information and ideas in the handling of chemical issues
D2	Use a range of approaches to the solution of routine problems.

Autonomy, Accountability and Working With Others	
E1	Exercise some initiative in and take responsibility for defined activities
E2	Take supervision especially in unfamiliar laboratory situations
E3	Work with others in defined group exercises

Learning Outcomes - Level 7 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	CHEM07003	Structure of Chemistry	20	✓			
7	APPD07001	ASPIRE	20	✓			
7	MATH07011	Applied Mathematics 1	20	✓			
7	CHEM07011	Chemistry and Reactions	20		✓		
7	CHEM07009	Scientific Investigation	20		✓		

Footnotes for Core Modules:

[click here to add detail]

Learning Outcomes - Level 7 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
		Appropriate Term 2 module from CHEM, MATH, PHYS or BIOL	20		✓		

Footnotes for option modules

Appropriate Term 2 module worth 20 credit points from chemistry, mathematics, physics or biology modules (prefix CHEM, MATH, PHYS or BIOL).

22 a	**Level 7** **Criteria for Progression and Award**
	Rules for progression are as given in the university's regulatory framework. A Certificate in Higher Education Science is available in accordance with University regulations. (At least 120 credits are required of which a minimum of 100 are at least SCQF level 7). Progression to SCQF level 8 is subject to academic advice, to module prerequisites and to timetable constraints. Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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	Level 8 **Learning Outcomes (Maximum of 5 per heading)**
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of main areas of chemistry
A2	Display an understanding of some major core theories and principles of chemistry
A3	Show some knowledge of major current issues
Practice - Applied Knowledge and Understanding	
B1	Use a range of routine skills, techniques and practices in chemistry, including some advanced aspects
B2	Carry out routine investigations into practical and theoretical issues
Communication, ICT and Numeracy Skills	
C1	Use a range of standard applications and instrumentation to obtain and process data
C2	Apply and evaluate numerical and graphical procedures to laboratory and literature data
C3	Present information in numerical, graphical and verbal forms to a variety of audiences
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of information related to the main ideas and concepts within the understanding and practice of chemistry
D2	Use a variety of approaches to develop solutions to defined problems in chemistry
D3	Display a critical evaluation of solutions and explanations of experimental information and chemical phenomena

Autonomy, Accountability and Working With Others	
E1	Exercise autonomy and initiative in defined professional activities
E2	Take responsibility for work planning and time management within specified contexts
E3	Co-operate in group working exercises
E4	Work under guidance on current professional practice and issues

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	APPD08001	ASPIRE 2 *	20		✓		
8	CHEM08004	Chemical Analysis & Evaluation	20		✓		
8	CHEM08013	Chemical Laboratory Techniques	20	✓			
8	CHEM08003	Inorganic Chemistry 2	20		✓		
8	CHEM08002	Organic Chemistry 2	20	✓			
8	CHEM08001	Physical Chemistry 2	20	✓			

Footnotes for Core Modules:

Learning Outcomes - Level 8 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

Footnotes for option modules

X

22b	**Level 8** **Criteria for Progression and Award**
	Rules for progression are as given in the university's regulatory framework. A Diploma in Higher Education Science is available in accordance with University regulations. (At least 240 credits are required of which a minimum of 100 are at least SCQF level 8). Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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	SCQF LEVEL 9 **Learning Outcomes (Maximum of 5 per heading)**
Knowledge and Understanding	
A1	Demonstrate a broad and integrated knowledge and understanding of major aspects of chemistry
A2	Display a critical understanding of principal theories, concepts and terminologies of chemistry
A3	Show a knowledge of specialisms informed by forefront developments in chemistry
Practice - Applied Knowledge and Understanding	
B1	Use a selection of skills, techniques and practices in handling chemical concepts and experimental information
B2	Display skills in techniques, practices and information at a specialised level in chemistry
B3	Practise routine and more unpredictable investigations and enquiries in chemistry
Communication, ICT and Numeracy Skills	
C1	Use a selection of skills, techniques and practices in handling chemical concepts and experimental information
C2	Display skills in techniques, practices and information at a specialised level in chemistry
C3	Practice routine and more unpredictable investigations and enquiries in chemistry
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in chemistry
D2	Identify and analyse routine professional problems and issues in chemistry

D3	Make use of a range of sources in making judgments on matters relating to chemistry
Autonomy, Accountability and Working With Others	
E1	Exercise autonomy and initiative in dealing with activities at a professional level
E2	Take some responsibility for the work of others and for the use of resources
E3	Practise working in group exercises taking account of others' roles and responsibilities
E4	Work under guidance on aspects of professional skills and ethical codes

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	CHEM09002	Analytical Chemistry	20		✓		
9	CHEM09005	Safety Health and Environmental Protection	20		✓		
9	CHEM09001	Inorganic Chemistry 3	20	✓			
9	CHEM09004	Organic Chemistry 3	20		✓		
9	CHEM09003	Physical Chemistry 3	20	✓			

Footnotes for Core Modules:

Learning Outcomes - Level 9 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	CHEM09023	Designer Drugs	20	✓			
9	CHEM09024	Forensic Toxicology	20	✓			
		Appropriate module (from CHEM, MATH, PHYS or BIOL)	20	✓			

Footnotes for option modules

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22c	Level 9 Criteria for Progression and Award
	Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26) Students may proceed to an optional industrial placement, and, on satisfactory completion (including satisfactory written and oral or poster presentation), qualify for a BSc (Sandwich) degree Progression to SCQF 10 is subject to academic advice, to module prerequisites and to timetable constraints Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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	SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)
Knowledge and Understanding	
A1	Display knowledge and critical understanding of a broad range of facts, concepts, principles and theories of the main branches of chemistry
A2	Show knowledge of modern specialist topics in major areas of chemistry, and awareness of significant issues at the frontiers of chemical research and development
A3	Demonstrate understanding of factors influencing the feasibility, kinetics and mechanisms of chemical reactions
A4	Display familiarity with the principles and applications of a range of modern instrumentation in analysis and characterisation
A5	Show awareness of the importance of safe working practices and of risk assessment
Practice - Applied Knowledge and Understanding	
B1	Exhibit practical skills in traditional and modern laboratory practice in synthetic and analytical work
B2	Display familiarity with computers for data handling and when interfaced with instruments, for monitoring and evaluating properties, events and changes
B3	Demonstrate investigative skills and planning of strategies in problem solving
B4	Use printed and other published materials as a learning resource

B5	Execute a defined investigative project within a chemically based specialism
Communication, ICT and Numeracy Skills	
C1	Communicate effectively within a team or group
C2	Communicate effectively to a non-expert audience
C3	Communicate effectively with a wide range of individuals using a variety of means
C4	Utilise information management skills, especially IT skills including on-line computer searches
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Develop rigour in investigation, evaluation and analysis
D2	Synthesise information from a number of sources to gain a coherent understanding of theory and practice
Autonomy, Accountability and Working With Others	
E1	Operate effectively in a group / team situation
E2	Take responsibility for personal and professional learning and development
E3	Manage time and prioritise workloads

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	CHEM10002	Advanced Analytical Techniques	20	✓			
10	CHEM10003	Organic Chemistry 4	20	✓			
10	CHEM10004	Physical & Inorganic Chemistry 4	20		✓		
10	CHEM10001	Science Project	40	✓	✓		

Footnotes for Core Modules:

Learning Outcomes - Level 10 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	CHEM10018	Drugs and Human Interactions	20		✓		
		Appropriate module (from CHEM, MATH, PHYS or BIOL)	20		✓		

Footnotes for option modules

Appropriate Term 2 module worth 20 credit points from chemistry, mathematics, physics or biology modules (prefix CHEM, MATH, PHYS or BIOL).

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22d	**Level 10** **Criteria for Award** *(normal UG – delete as applicable)* **OR** **Criteria for Progression and Award** *(Integrated Masters Only – delete as applicable)*
	Standard University guidelines will be followed to decide on honours degree classification. At least 480 credits are required with at least 200 in the subject area at SCQF level 9 and SCQF level 10 of which a minimum of at least 100 are at SCQF level 10. Students who have satisfactorily completed (as defined above) an industrial placement qualify for a BSc Hons (Sandwich) in Chemistry. No Distinction is awarded at Honours level (Regulation 3.25). Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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23	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.	

24	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.	

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
APPD07001 ASPIRE moved to Term 1 delivery	11/06/24	C. J. McHugh
MATH07001 Analysis of Data replaced by MATH07003 Applied Mathematics as core module with Term 1 delivery	11/06/24	C. J. McHugh
APPD08001 ASPIRE 2 moved to Term 2 delivery	11/06/24	C. J. McHugh
CHEM08013 Chemical Lab Techniques moved to Term 1 delivery	11/06/24	C. J. McHugh
CHEM09023 Designer Drugs replaced with CHEM09005 Safety Health and Environmental Protection as core module. Delivery is in Term 2	11/06/24	C. J. McHugh
Updated Level 9 option modules	11/06/24	C. J. McHugh
Minor revisions to text in Graduate Attributes, Employability and Personal Development Planning section	11/06/24	C. J. McHugh

Version Number: UG 1 (2023-24)