Undergraduate Programme Specification

Session	2026/27	**Last Modified**	February 2026
Named Award Title	BSc (Hons) Applied Biomedical Science		
Award Title for Each Award	BSc (Hons) Applied Biomedical Science BSc Applied Bioscience Dip HE Science Cert HE Science		
Date of Approval	March 2026		
Details of Cohort Applies to	New students starting from September 2026		
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		BSc (Hons) title is accredited by the Institute of Biomedical Science (IBMS) and approved by the Health and Care Professions Council (HCPC).	
Maximum Period of Registration		8 years	
Duration of Study			
Full-time	4 years	**Part-time**	8 years
Placement (compulsory)	This programme has a compulsory 15 week integrated placement within an approved NHS clinical laboratory which takes place in Term 2 of year 3.		
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Biological Sciences Health**		
Programme Leader	Fiona Menzies		

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

SQA National Qualifications:

Or GCE

Or SQA National Qualifications / Edexcel Foundation

Other Required Qualifications/Experience
EEntry to the Applied Biomedical Science programme only occurs after successful completion of Level 8 of the Biomedical Science programme and a competitive selection process. You cannot apply directly to the Applied Biomedical Science programme. The number of students who can follow the applied route is limited, based on the number of available NHS placements.

There is a minimum entry qualification for competence in the use of the English language of attainment of level 7 in the IELTS (International English Language Testing System) with no element below 6.5.

Further desirable skills pre-application

General Overview
Biomedical Science is the branch of medical science specifically concerned with the laboratory diagnosis and monitoring of disease. The aim of the programme is to provide the student with training as a Biomedical Scientist according to the criteria set out by the Health and Care Professions Council, which facilitates entry into NHS accredited hospital laboratories. The degree programme has accordingly been approved by the HCPC. The degree is also accredited by the Institute of Biomedical Science (IBMS). It is an integrated degree in which academic study is integrated with work-based learning in an accredited National Health Service (NHS) laboratory.

Graduates are exceptionally well qualified to enter a range of medically-related professions in a very buoyant employment market. Their skills are sought after by a wide range of employers: NHS clinical laboratories, National Blood Service laboratories, Health Protection Agency, medical/pharmaceutical/veterinary/food/etc research & development laboratories, sales & marketing in health-related commerce, and a wide range of research laboratories.

The programme is carefully prescribed to ensure that the key areas regarded as essential for a Biomedical Scientist have been addressed i.e. human anatomy & physiology, cell biology, biochemistry, genetics, molecular biology, immunology, and microbiology. The theoretical aspects are fully integrated with a high proportion of practical work, so that much of the student's experience involves 'learning by doing'. Experience has shown that students value this approach and become more involved with the subjects so that their motivation to produce high quality work increases. The Honours level research project further refines practical abilities and intensifies the development of independent learning skills, providing an

excellent introduction to research-based skills for those intending to pursue a higher degree and consequent research orientated career. Many of the past graduates are now employed in promoted positions throughout the medical and health sector both at home and abroad.

Students are taught using a wide range of innovative teaching approaches that are fully supported by the University Virtual Learning Environment, which also helps provide linkage between different learning environments (e.g. Home, University, & Placement) and aids the transition towards independent learner. There are a wide range of quality facilities, including well-equipped laboratories within the University to support students during the tenure of their degree, and the Life Science staff are renowned for their approachabilty and concern for student success.

This particular programme places a strong emphasis on the transition from student into Biomedical Scientist, which involves more than just the acquisition of the relevant scientific and technical information. The University places focus on Personal Development Planning (PDP) to emphasise the importance of employability skills. Following graduation, a Biomedical Scientist engages with Continuing Professional Development as a mandatory aspect of their employment, and since this is the natural successor to PDP, the student will be ideally prepared for the transition. In addition to this, students on the programme are encouraged to engage with the professional governing bodies (HCPC and IBMS) as soon as they embark on the programme and then receive a wide range of opportunities to participate in professionally related activities, including a 15 week period spent in an approved clinical laboratory (SCQF L9 or year 3 of the programme).

Entry to the Applied Biomedical Science programme only occurs after successful completion of Level 8 of the Biomedical Science programme and a competitive selection process (based upon a variety of criteria including development of a professional attitude and their academic achievement, assessed partly through interview). You cannot apply directly to the Applied Biomedical Science programme. The number of students who can follow the applied route is limited, based on the number of available NHS placements.

Students who are unable to progress on this programme will be given the opportunity to transfer to a related programme.

Graduates from this degree programme would be very well equipped to enter a range of health-related professions and would also possess a range of very valuable skills that would make them most suitable for further post-graduate training in life-based scientific research.

The teaching strategy associated with the programme seeks to foster the following:
- To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment.
- To enable the student to engage in lifelong learning, study and enquiry, and to appreciate the value of education to society.
- To assist the student to develop the skills required for both autonomous practice and team-working.
- To develop in the student a knowledge and understanding of the principles governing the biological & biomedical sciences.
- To enable the student to extend knowledge and understanding to a critical assessment of current views and theories in the biological sciences.
- To enable the student to acquire competence in a range of practical methods in biological/biomedical science.

The above, particularly work-related skills, will be enhanced where a student undertakes a placement. All of the modules that support the above utilise a blend of formal lectures and practical work. Practical work includes both laboratory work and field trips. In addition, students at all levels are supported by personal tutors. E-learning is specifically enabled through the use of the Virtual Learning Environment, which is utilised by all modules in the programme to support the delivery of material.

Typical Delivery Method

This module is delivered on campus. Students will attend lectures, practical laboratories, tutorials and workshops and participate in both independent and group work based activities. Students are expected to extend their learning through independent study.

Students are bound by the general assessment regulations of the University Regulatory Framework.

An overview of the assessment criteria for each module is provided in the module descriptors and are identified against specific module learning outcomes. For the modules that cover the clinical specialisms, students are required to pass all components with no less than 40%, and an aggregate overall mark of no less than 40%. This is specified within the relevant module descriptors. Information about assessments, criteria, marking criteria/rubrics and submissions for each module are available to students through each module VLE site.

Modules that cover the clinical specialisms are:
BIOL08030 IBMS Human Biology
BIOL08019 Core Biomedical Science
BIOL08031 IBMS Introductory Microbiology
BIOL09041 IBMS Infection & Immunity
BIOL09032 Intermediate Blood Sciences
BIOL09033 Molecular & Cellular Pathology
BIOL10033 IBMS Biology of Disease
BIOL10032 IBMS Clinical Immunology
BIOL10034 IBMS Clinical Genetics

Assessment methods vary across modules, but include the following:
(1) Unseen examinations / class tests - ensures students have obtained required subject knowledge and can produce work within a specified time limit.
(2) Coursework - may take various formats, including but not limited to, short answer questions, essays, lab reports, poster preparation, presentation of case studies, and coursework may be defined as an individual assignment or a group assignment.
(3) Oral presentations - may be defined as an individual assignment or a group assignment.
(4) Practical laboratory assessments - these are designed to ensure have obtained the required practical competencies within the laboratory.

Additional time is allocated in modules for development of PDP Skills.

Any additional costs

Students must provide their own laboratory coat for use in the practical sessions. Safety glasses/ goggles must also be worn in all practical sessions. Students can bring their own safety glasses, but these can be provided by the technical staff in the laboratories.

Travel costs are not provided for any student undertaking the NHS Integrated Placement.

Graduate Attributes, Employability & Personal Development Planning

This programme places a strong emphasis on the transition from student into Biomedical professional, which involves more than just the acquisition of the relevant scientific and technical information. The University has recently engaged in a complete revision of its programmes, part of which relates to a focus on Personal Development Planning to emphasise the importance of employability skills. Following graduation, a Biomedical Scientist engages with Continuing Professional Development as a mandatory aspect of their employment, and since this is the natural successor to PDP, it provides an ideal preparation for the transition. In addition to this, students will be encouraged to engage with the professional governing body (IBMS) as soon as they embark on the programme.

The development of skills from SCQF 7 through to SCQF 10 follows a carefully planned progression combining generic graduate skills with practical and subject-specific based aspects to encourage independent learning over a supported transition period of 3-4 years. The PDP aspects are being designed to emphasise and encourage self-reflective analysis.

Students will be supported and empowered to develop the skill of purposeful reflection which will lead into planning for and throughout their entire educational experience. By engaging with these twin processes of reflection and planning they will develop a set of skills and attributes that will underpin their employability.

It is the intention of the School of Health and Life Sciences to utilise the additional allocated time to develop not only the generic aspects of PDP but also to focus on the equally important discipline specific skills. To these ends the core modules at each level will be seminal to the entire process. Notwithstanding the previous remarks, all module leaders and teaching teams will be encouraged to support the implementation of the University's PDP Policy wherever and whenever possible in situations that make sense educationally and are subject relevant.

Graduate Attributes

The development of UWS graduate attributes is embedded within all years of the programme. Our aim is to provide students at UWS with opportunities to develop academically, professionally and personally: to broaden their ambitions, extend their attitudes, challenge their assumptions, and assist towards unlocking their potential to succeed in their studies and future lives.

Critical Thinker: The ability to evaluate yourself and your own thinking; assessing and evaluating complex information from different sources, challenging and questioning presented knowledge and facts, drawing reflective conclusions and articulating knowledge. Thinking reflectively and logically, being able to explain your thought processes, forming you own conclusions, constructing coherent arguments and taking actions based on your own thinking and relevant information

Ethically-Minded: Understanding ethical principles, awareness and appreciation of the values and beliefs of others in relation to own actions. Knowledge of moral decisions; respect for other people's beliefs and the environment; being non-judgmental.

Collaborative: Ability to work with a range of people, receptive to others' views and working well with others to reach shared goals. Being a good communicator, open-minded, flexible, empathetic, a good listener, and pro active.

Autonomous: Taking responsibility for own actions to help become an independent learner. Applying learning and knowledge outwith university, having confidence in self, taking responsibility for own actions and making informed decisions. Self-directed, disciplined, using initiative and being self-motivated.

Resilient: The ability to weather challenges and setbacks, utilising adversity to build new skills and support others in the future. Being determined, motivated, self-confident and demonstrating will-power. Not fearing failure.

Driven: Ambitious; highly motivated to achieve desired outcome; focussed. A willingness to work hard; committed to achieving objectives; highly engaged with self-determination. Pushing personal boundaries and having the confidence to gain new experience.

Problem Solver: Identifying what the problems are, including both what is known and what is unknown. Showing the application of knowledge to problematic situations/issues and evaluating a range of creative options; Identifying a problem and then finding solutions. Ability to be creative and knowledgeable enough to ask the right questions and to step up to take ownership of tasks/activities.

Effective Communicator: To adapt what you are communicating to a specific audience. Communicating effectively to present ideas, discuss, persuade, negotiate, debate and challenge. Possessing skills to communicate verbally and non-verbally in an engaging and articulate manner. Listening.

Ambitious: Aiming to achieve. Know where you want to be, setting goals, targets and making progress to accomplish these.

Individual modules will specify where opportunities to develop these skills occur.

Work Based Learning/Placement Details

Work related learning forms an integral and compulsory part of this programme, as the student engages with a 15 week placement in an approved hospital laboratory during the second term of their third year (SCQF 9).

Students engage with the 15 week placement to provide them with the practical opportunity to acquire evidence of experience for completion of the HCPC Standards of Practice (additional work is undertaken for this in the University). This range of work is described in the Student's Placement Handbook and the accompanying document Record of Competence which is based on the generic West of Scotland Laboratories Clinical Placement Training Manual. The 40 point module Professional Laboratory Training in BMS outlines the work which is taken in conjunction with the module Professional Practice in Biomedical Science.

Students must fulfil certain criteria in order to gain a placement position, which is competitive and involves: a satisfactory Disclosure Scotland check, good academic progress, and development of a professional attitude.

The placement experience has been designed to match the criteria laid down in the HCPC guidelines (e.g. SOP & SETS). The Work Placement is in compliance with University's regulations and criteria for placement settings.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities

including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

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

Engagement with all classes and asynchronous activities associated with the programme is required.

Equality and Diversity

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

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

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

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad awareness of the diversity of the subject area Biomedical science and the nature of the main contributing areas.
A2	Demonstrate an awareness of the difference between explanations based in evidence and other forms of explanation and the importance of this difference.
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use of basic and routine practical skills in Biomedical science.
B2	An ability to collect and record biological/biomedical data.
B3	Be able to work safely in a laboratory environment.
B4	Understand the importance of conduct, performance and ethics in meeting HCPC standards of proficiency and implications as a student and following graduation.
B5	Understand the role of the regulatory and professional bodies in biomedical science.
Communication, ICT and Numeracy Skills	
C1	Use relevant computing technologies to analyse, display, and report biological/biomedical data.
C2	Use and manipulation of numerical data.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate biological (inc biomedical) information.
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise initiative in undertaking laboratory report and other written material.
E2	Demonstrate an ability to work in a group or as part of a team.
E3	
E4	

E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	BIOL07020	Diversity of Life	40	☐	☒	☐	
7	BIOL07022	Chemistry for Environmental and Biosciences	20	☒	☒	☐	
7	BIOL07023	Fundamentals of Life	40	☒	☐	☐	
7	APPD07001	Aspire: Foundations for Success	20	☒	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

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

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

Progression from Level 7 to Level 8 is in accordance with the University regulations.

A Cert HE Science is available in accordance with University regulations. (At least 120 credit points at SCQF level 7 or above are required).

Successful completion of Level 7 will provide the students with the 120 points necessary to progress to the next year of study.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of the essential facts, major concepts, principles and core theories associated with the biological (inc biomedical) sciences.
A2	Demonstrate an understanding of ideas, concepts and facts relating to biology and biomedical science.
A3	Be able to formulate simple hypotheses.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of basic and routine practical skills in the biological (inc biomedical) sciences.
B2	Formulate and test hypotheses using scientific methods.
B3	Detailed data collection in the biological (inc biomedical) sciences.
B4	Appreciate the importance of safety in both laboratory environment when collecting biological (inc biomedical) data.
B5	
Communication, ICT and Numeracy Skills	
C1	Be able to convey complex ideas to a range of different audiences including peers and academics.
C2	Routine use of IT for the presentation and manipulation of biological (inc biomedical) data.
C3	Ability to interpret different sets of data.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate biological (inc biomedical) information.
D2	Use different approaches to formulate evidence-based solutions.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise initiative in undertaking laboratory reports and other written material.
E2	Be able to work in a team and to also follow instructions in relation to laboratory work.
E3	Development of the ability to manage time in respect of laboratory practical work.
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	BIOL08005	Cells & Sugars	20	☐	☒	☐	
8	BIOL08019	Core Biomedical Science	20	☒	☐	☐	*
8	BIOL08012	Genetics	20	☐	☒	☐	
8	BIOL08030	IBMS Human Biology	20	☒	☐	☐	*
8	BIOL08031	IBMS Introductory Microbiology	20	☐	☒	☐	*
8	APPD08001	Aspire: Shaping Your Future	20	☒	☐	☐	
Footnotes for Core Modules *Clinical specialism module, therefore, students are required to pass all components with no less than 40%, and an aggregate overall mark of no less than 40%.							

Level 8 Modules

OPTION

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

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression from Level 8 to Level 9 is in accordance with the University regulations.

A Dip HE Science is available in accordance with University regulations (at least 240 credits are required of which a minimum of 90 are at least SCQF Level 8).

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate an integrated knowledge of ideas, concepts and facts relating to selected areas of biomedical science. Situations ranging from the basic to the complex, in a variety of cellular and organismal systems.
A2	Demonstrate an appreciation and awareness of the complexity and diversity of human life processes through knowledge of the human organism, and the inter-relationships between humans and their environment.
A3	Be able to formulate and to test hypotheses as they relate to biomedical knowledge.
A4	Demonstrate the link between theory and practice in a workplace context.
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of basic and routine practical skills, and some specialized skills in biomedical science in both laboratory and workplace situations.
B2	Show an ability to interpret experimental evidence in both laboratory and workplace situations.
B3	An understanding of different methods of data collection and recording in the context of a working biomedical science laboratory setting.
B4	Appreciate the importance of safety and develop the skills required to carry out a risk assessment in a workplace context.
B5	
Communication, ICT and Numeracy Skills	
C1	Evaluate qualitative and quantitative data and recognize the difference between these data sets.
C2	Be able to convey complex ideas and to make formal presentations to a wide range of audiences.
C3	Be able to use appropriate IT to manipulate, statistically analyse, and present biomedical data.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically evaluate and synthesize biomedical information.
D2	Be able to identify routine professional problems and issues.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise initiative in undertaking laboratory reports and other written material.
E2	Be able to take responsibility for the work of others when undertaking group project work.
E3	Be able to deal with ethical issues associated with biomedical science.

E4	Be able to relate to and accept instruction from laboratory supervisors within the workplace.
E5	Demonstrate the ability to work within a team in the context of a professional biomedical science laboratory.

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	BIOL09041	IBMS Infection and Immunity	20	☒	☐	☐	*
9	BIOL09032	Intermediate Blood Sciences	20	☒	☐	☐	*
9	BIOL09033	Molecular & Cellular Pathology	20	☒	☐	☐	*
9	BIOL09028	Professional Laboratory Training in BMS	40	☐	☒	☐	
9	BIOL09029	Professional Practice in Biomedical Science	20	☐	☒	☐	
				☐	☐	☐	

Footnotes for Core Modules

*Clinical specialism module, therefore, students are required to pass all components with no less than 40%, and an aggregate overall mark of no less than 40%.

Level 9 Modules

OPTION

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

Footnotes for Option Modules

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

Rules for progression are as given in the University's Regulatory Framework.

An ordinary degree in Applied Bioscience may be awarded subject to University regulations. (At least 360 credits are required, of which a minimum of 90 are at least SCQF 9). If appropriate, an award with distinction will be made in accordance with University Regulations.

There is a period of work placement in term 2 of level 9 that requires a double module credit of 40 points. The WBL component is required at this level to satisfy Health and Care Professions Council requirements.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Show an awareness of current developments in biomedical science and their applications, noting philosophical and ethical issues that have arisen and which affect the quality and sustainability of life.
A2	Demonstrate knowledge of the applicability of biomedical science credentials to career development.
A3	Demonstrate a critical understanding of key principles, theories, and concepts pertaining to the practice of biomedical science in an applied setting.
A4	Develop specific hypotheses for testing in a research project.
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a wide range of basic and routine practical skills, and several specialized skills in the biological sciences.
B2	Execute a defined research project. Be able to accurately collect and record specific data as it relates to biomedical science.
B3	Identify and retrieve scientific information.
B4	Undertake a risk assessment and costing as it relates to a research project.
B5	Present information clearly and accurately.
Communication, ICT and Numeracy Skills	
C1	Be able to convey complex ideas and to make formal presentations on specialised topics to a wide range of audiences.
C2	Be able to use different statistical packages to analyse, manipulate and present data sets.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Be able to identify routine professional problems and issues and to offer professional insights and interpretations.
D2	Critically identify, define and conceptualise issues within biomedical science.
D3	Be able to review and consolidate knowledge and to make judgments where the information available is limited.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise substantial initiative in undertaking honours research project.
E2	Evidence of the development of independent research work and associated management of time.
E3	Be able to deal with complex ethical issues in biomedical science.
E4	

E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	BIOL10033	IBMS Biology of Disease	20	☒	☐	☐	*
10	BIOL10006	Bioscience Research Project	40	☒	☒	☐	
10	BIOL10034	IBMS Clinical Genetics	20	☐	☒	☐	*
10	BIOL10032	IBMS Clinical Immunology	20	☒	☐	☐	*
10	BIOL10017	Integrative Human Physiology	20	☐	☒	☐	
				☐	☐	☐	

Footnotes for Core Modules

*Clinical specialism module, therefore, students are required to pass all components with no less than 40%, and an aggregate overall mark of no less than 40%.

Level 10 Modules

OPTION

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

Footnotes for Option Modules

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

An aegrotat award would NOT provide eligibility for admission to the approving professional body's (Health and Care Professions Council) HCPC register. While this is stated here it is not likely to be a problem due to the facility for a resit opportunity at Level 10.

The award of the Honours degree in Applied Biomedical Science requires 480 points, of which 120 are at each of Levels 9 and 10 of the Programme as outlined in the Programme Specification above.

Classification of Honours is outlined in University Regulations.

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: 2

Change/Version Control

What	**When**	**Who**
Updates to module names Typical Delivery section updated	July 2025	F Menzies
Typical Delivery section updated, footnotes to Clinical specialism modules added	February 2025	F Menzies