

University of the West of Scotland

Undergraduate Programme Specification

Session: 2024/25

Last Modified: 30/08/2024

Status: Published

1	Named Award Title:	BSc (Hons) Environmental Health with Prof Practice Single	
2	Award Title for Each Award: ¹	BSc (Hons) Environmental Health with Prof Practice BSc Environmental Health Dip HE Science Cert HE Science	
3	Date of Validation / Approval:	May 2020	
4	Details of Cohorts Applies to:	All existing level 7 students as well as those entering level 7 from September 2023	
5	Awarding Institution/Body:	University of the West of Scotland	
6	Teaching Institution:	University of the West of Scotland	
7	Language of Instruction & Examination:	English	
8	Award Accredited By:	The Royal Environmental Health Institute of Scotland (REHIS)	
9a	Maximum Period of Registration:	Authorised Interruption Guidance notes (uws.ac.uk) 5 Years	
9b	Duration of Study:	Full Time – 4 years	
10	Mode of Study:	Full Time	
11	Campus:	Lanarkshire	
12	School:	School of Health and Life Sciences	
13	Programme Board:	Biological Sciences and Health	
14	Programme Leader:	Mr Jan Miller	

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:

SQA National Qualifications:

YEAR 1 ENTRY

SQA Highers:

Standard Entry Requirements: ABBB (114 UCAS Tariff points) including Biology or Human Biology.

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

Minimum Entry Requirements: BBBB (108 UCAS Tariff points) including Biology or Human Biology: Applies to Care leavers, Widening Access
SIMD20/40

YEAR 2 ENTRY

SQA Advanced Highers: BBC including Biology, and Chemistry at least at Standard Grade/Nat 5/Int2 or 136 UCAS Tariff Points

or GCE

YEAR 1 ENTRY

A-LEVEL: BCC (104 UCAS Tariff Points) including Biology or Human Biology

OTHERS:

Irish Leaving Certificate: H1H2H2H2 (including Biology or Human Biology), International Baccalaureate (IB) Diploma: 24 points (including 3 subjects at H4 including Biology or Human Biology)

YEAR 2 ENTRY

GCE A-Levels: BBC (including Biology) or 112 UCAS Tariff Points

International Baccalaureate (IB) Diploma: 30 points (including Biology at HL plus Chemistry at OL) or 136 UCAS Tariff Points

or SQA National Qualifications/Edexcel Foundation

Entry to Level 8 will be considered for applicants with HNC in an appropriate Environmental Health based subject.

Other Required Qualifications/Experience

Recognition of Prior Learning (RPL): Other academic, vocational, or professional qualifications deemed to be equivalent may be considered for entry, please refer to chapters 2.13, UWS Regulatory Framework.

Please note: All direct entrants will be referred for interview and will require to be approved on a case-by-case basis by the accrediting body REHIS.

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

It would be desirable that all direct entrant students to SCQF level 8 have skills in the following areas: numeracy, communications including report writing and presentations, and investigation techniques.

General Overview

The Environmental Health sector is increasingly important throughout the UK and Europe and this programme aims to train individuals to support this development. The guiding principle that underpins Environmental Health comprises Public Health in its totality. The guiding ethos for the course therefore comprises this aspect and in particular the epidemiological relationships that exist between the physical/biological environments and human health. Environmental Health is an area of Public Health activity that strives to improve, protect and maintain health and well-being through actions in the physical environment and on life circumstances.

Graduates who successfully complete all elements of the course, gaining first or second-class Honours, can seek employment as professional Environmental Health Officers following successful completion of the REHIS mandatory scheme of professional examinations. The course is therefore vocational in nature and supports the university mission of providing vocationally relevant training within the health sector in Scotland.

The theoretical aspects are fully integrated with a high proportion of practical, on-the-job training, so that much of the student's experience involves 'learning by doing'.

Experience from other programmes within the University 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, following the first professional practice placement, further refines practical abilities and intensifies the development of independent learning skills, providing an excellent introduction to research-based skills. This is ideal for those intending to pursue a career in environmental health or a higher degree and consequent research orientated career.

Graduates with an appropriate classification of Honours degree will be well placed to continue their studies at M.Sc. or Ph.D. level. Graduates gaining first or second-class Honours degrees, may progress to undertaking the REHIS professional exams which, on successful completion, can lead to individuals being able to qualify and practice as an Environmental Health Officer (EHO). Students who do not want to progress to the professional exams can leave with an Honours degree and seek employment in the private / public sector in a variety of roles.

The curriculum and content of the programme have been specifically designed to meet the requirements of the relevant accrediting authorities – REHIS. 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 in developing the skills required for both autonomous practice and team working.
- To develop in the student a knowledge and understanding of the principles governing the environmental health sector.
- To enable the student to extend knowledge and understanding to a critical assessment of current views and developments in the environmental health sectors.
- To enable the student to acquire competence in a range of practical methods in environmental health.
- To practice in ways which show an ability to follow due process, however, maintain a flexibility in approach whilst utilising various interpersonal skills.

All of the modules that support the above utilize a blend of formal lectures and practical work. Practical work includes both laboratory work and field trips in the first two years.

	<p>In addition, students at all levels are supported by personal tutors. E-learning is specifically enabled using the Virtual Learning Environment. All modules within the programme use the VLE to support the delivery of material. The programme is additionally supported by several external professionals working as EHOs, Safety Advisors and Waste and Environmental Managers.</p>
17	<p>Graduate Attributes, Employability & Personal Development Planning</p>
	<p>Graduates in vocationally relevant employment such as the Environmental Health sector will be continuously engaging with Continuous Professional Development or Lifelong Learning activities. It is fundamental that, to engage with and profit from these activities, students embrace PDP as a central strategy and integral to their learning process from day 1.</p> <p>They will be supported and empowered to develop the skill of purposeful reflection which will lead to 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.</p> <p>Undertaking this programme will develop a range of 'I am UWS' Graduate Attributes.</p> <p>Universal – development of critical thinking, ethically and research minded.</p> <p>Work Ready – an effective problem solver, communicator and ambitious.</p> <p>Successful – by being autonomous, resilient and driven.</p> <p>Graduate Attributes</p> <p>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.</p> <p>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.</p> <p>Knowledgeable Well informed with knowledge and understanding of specific areas of study.</p> <p>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.</p> <p>Autonomous Taking responsibility for own actions to help become an independent learner. Applying learning and knowledge out with university, having confidence in self, taking responsibility for own actions and making informed decisions. Self-directed, disciplined, using initiative and being self-motivated.</p> <p>Incisive The ability to express thoughts and ideas clearly, briefly and when required, forcefully.</p>

	<p>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.</p> <p>Culturally aware Be aware of your own culture and biases, learn other more about cultures and be considerate.</p> <p>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.</p> <p>Motivated The ability to get things done, on time and to a high standard.</p> <p>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 willpower. Not fearing failure.</p> <p>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.</p> <p>Socially responsible Obligated to act for the benefit of the whole society. A balance between economic growth and the welfare of society and the environment.</p> <p>Ambitious Aiming to achieve. Know where you want to be, setting goals, targets and making progress to accomplish these.</p> <p>Driven Ambitious; highly motivated to achieve desired outcome; focused. 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.</p> <p>Daring To be bold, will take on uncertain and possibly risky situations for the benefit of the general public, while maintaining clear analytical thinking.</p> <p>In the School of Health and Life Sciences we 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 modules at each level will be seminal to the entire process. The timetabled PDP sessions will be associated with the following modules for the BSc (Hons) Environmental Health programme:</p> <p>Level 7 Term 1/2 Foundations of Life and Aspire Level 8 Term 1 Environmental Protection Level 9 Term 1 Food Safety, Food Inspection Level 9 Terms 1, 2 and 3 Environmental Health Professional Practice Level 10 Terms 1 and 2 Research Project</p>
18	Work Based Learning/Placement Details
	<p>A key component of training to become an Environmental Health Officer (EHO) comprises of a compulsory placement (Professional Practice). The placements will comprise of 39 weeks in terms 1, 2 and 3 of year 3 with a further 9 weeks in Term 2 of year 4.</p>

	<p>Students engage with the placements to provide them with the practical opportunity to acquire evidence of experience for completion of the REHIS mandatory scheme of practical training. The type of work to be carried out and the expected outcomes are described in the Environmental Health Professional Practice modules and in the placement handbook.</p> <p>The placements will form part of the REHIS mandatory scheme of practical training and eliminate the need for students to find a training placement. However, before students can go on placement, it is a mandatory requirement that they are members of REHIS. In addition, a tri-partite agreement must be completed before student go on placement.</p>
19	Attendance and Engagement
	<p>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.</p> <p>For the purposes of this programme, academic engagement equates to the following: Students are required to attend all scheduled classes, on campus or online, and participate with all delivered elements of the module, including any compulsory elements, as part of their engagement with their programme of study. This includes the two full-time placements the students will complete. Please refer to chapters 1.64 - 1.67, UWS Regulatory Framework.</p>
20	Equality and Diversity
	<p>The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.</p>

21	Learning Outcomes (Maximum of 5 per heading)
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>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</p>

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SCQF LEVEL 7	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad awareness of the main scientific subject areas underpinning environmental health.
A2	Demonstrate a basic awareness of Environmental Health as it relates to Public Health
A3	A broad knowledge of the biodiversity that exists on earth
A4	Understanding of interrelationships that exist within and between species
A5	Developing an understanding of what is required in scientific report writing and the quality, use and accurate citation of reference materials.
Practice - Applied Knowledge and Understanding	
B1	An appreciation of the use of scientific techniques and a basic understanding of how they work in routine and non-routine contexts
B2	An ability to collect and record environmental health related data
B3	Be able to work safely in a laboratory environment
B4	An understanding of the basic requirements and structure of a scientific report
Communication, ICT and Numeracy Skills	
C1	Use relevant computing technologies to display environmental health related biological data
C2	Develop skills in gathering and analysing information in the biosciences, from a range of sources, using IT skills as appropriate.
C3	Communicating information on environmental health, particularly on relation to the production of practical reports

C4	Information retrieval from a variety of sources, its assessment and integration. Structured report writing. Presentation of information in a variety of formats using a range of methods.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate basic scientific related information.
D2	Collate and use information from a variety of sources
D3	Use a range of approaches to develop analytical skills in theoretical and practical aspects of cell and molecular.
Autonomy, Accountability and Working With Others	
E1	Exercise initiative in undertaking laboratory reports and other written material
E2	Demonstrate an ability to work in a group or as part of a team.
E3	Plan and implement scientific practice in a laboratory setting including all health & safety, technical and data analysis steps.

Learning Outcomes - Level 7 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	BIOL07023	Fundamentals of Life	40	✓			
7	APPD07001	Aspire	20	✓	✓		
7	BIOL07020	Diversity of Life	40		✓		
7	BIOL07022	Chemistry for Environmental and Bioscience	20	✓	✓		

22 a	Level 7 Criteria for Progression and Award
	<p>To progress to level 8, a total of 120 credits at SCQF level 7 must be achieved. Progression with credit deficit is subject to the provisions in chapter 3.13 UWS Regulatory Framework. The exit award, see chapter 1.21 UWS Regulatory Framework, is the Certificate in Higher Education in Science, the requirements for which are 120 credits at SCQF level 7 or above.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p>

	Links: UWS Regulatory Framework ; and Student Experience Policy Statement .
Level 8 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of the essential facts, major concepts, principles and core theories associated with the field of environmental health
A2	Demonstrate an understanding of ideas, concepts and facts relating to environmental health, especially as they relate to epidemiological relationships between health stressors and human health
A3	Be able to formulate simple hypotheses
A4	Demonstrate an appreciation and awareness of the legal frameworks and legislation associated with environmental health related issues.
Practice - Applied Knowledge and Understanding	
B1	Use a range of basic and routine practical skills in environmental health
B2	Formulate and test hypotheses using scientific methods
B3	Detailed data collection in environmental health related areas
B4	Appreciate the importance of safety in both laboratory and field environments when collecting data
B5	Understand the importance of safety and the development of the skills required to carry out a suitable and sufficient risk assessment
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 environmental health related data.
C3	Ability to interpret different sets of environmental health data
C4	Evaluate qualitative and quantitative data and recognize the difference between these data sets
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Evaluate and analyse environmental health data and information
D2	Use different approaches to formulate evidence-based solutions
D3	Give reasoned opinions, identifying flaws in arguments and discriminating between the legally relevant and irrelevant.

	Bringing together information from a variety of primary and secondary legal sources.
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 also to follow instructions in relation to laboratory work
E3	Development of the ability to manage time in respect of laboratory practical work.
E4	Be able to deal with ethical issues associated with aspects of environmental health.
E5	Work in support of current professional practice under guidance

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	CEWM08006	Legislative Framework	20	✓			
9	BIOL09013	Entomology and Parasitology	20	✓			
8	CEWM08008	Managing Risks in Business	20	✓			
8	CEWM08001	Health and Hygiene	20		✓		
8	CEWM08007	Environmental Protection	20		✓		
8	BIOL08004	Introductory Microbiology	20		✓		

Footnotes for Core Modules:

All modules on this programme are core modules.

22b	Level 8 Criteria for Progression and Award
	<p>To progress to level 9, a total of 240 credits of which a minimum of 90 are at SCQF level 8 or above. Progression with credit deficit is subject to the provisions in chapter 3.13 UWS Regulatory Framework. The exit award, see chapter 1.21 UWS Regulatory Framework, is the Diploma of Higher Education in Science, the requirements for which are 240 credits with at least 90 credits being at SCQF 8 or above.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad and integrated knowledge of ideas, concepts and facts relating to environmental health in a diversity of situations including public health, environmental protection, waste management, health and safety, food safety, and the built environment.
A2	Demonstrate an appreciation and awareness of the legal frameworks and legislation associated with environmental health related issues.
A3	Gain a knowledge and understanding of food hygiene and food safety standards and good practice.
A4	Combining knowledge, theories and principles of food hygiene and food safety in novel ways in the analysis of complex and substantial problems and situations, objectively analysing these from a range of different viewpoints and theoretical standpoints to achieve successful outcomes
Practice - Applied Knowledge and Understanding	
B1	Use a range of routine practical skills, and a few specialized skills in environmental health practical situations
B2	Show an ability to interpret experimental and practical evidence and standards, and critical evaluation of theory, process, solutions and outcomes.
B3	Having an extended ability to collect primary data and develop a growing awareness of the importance of the choice and application of suitable methods for this.
B4	Evidence academic/technical knowledge, its application in relation to practical situations and the legal provisions required for action to be taken and relate this to the relationship between environment and human health
Communication, ICT and Numeracy Skills	
C1	Communicating clearly and concisely, orally and in writing, in an appropriate manner including, to non-practitioners without expertise in the area of Environmental Health (as would be required following food hygiene and food safety inspections of premises) and in formal style in relation to major pieces of academic work.
C2	Using IT effectively to organise and present information in an accessible and understandable form. It is understood that candidates will have demonstrated an appropriate level of numeracy to pass previous academic modules in this Degree course.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically evaluate and synthesize environmental health information
D2	Be able to identify routine professional problems and issues

D3	The derivation of solutions to specific problems of food safety and hygiene from general principles and standards, subsequently reflecting on the validity and appropriateness of these approaches and using the fruit of this reflection to modify future responses to these and related issues and the transfer of knowledge/solutions into new contexts.
D4	The application of underpinning knowledge to critically analyse, evaluate and generate effective information ideas and concepts related to food hygiene and food safety, from a variety of sources.
Autonomy, Accountability and Working With Others	
E1	Be able to take responsibility for the work of others when undertaking group project work
E2	Working autonomously over significant and critical academic and practical tasks, accepting ownership and accountability for both the process and outcomes
E3	Developing the confidence required to carry out food hygiene and food safety inspections against recognized standards and inform those inspected of the conclusions arrived at.
E4	Recognise the importance of Continuous Professional Development to extend knowledge and competence.
E5	Working and interacting, as part of a team, with individuals and groups from a variety of professional and vocational settings, developing the confidence and self-awareness to influence and, where appropriate lead, such groups.

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	CEWM09011	Environmental Health Professional Practice 1	100	✓	✓	✓	
9	CEWM09010	Food Inspection and Food Safety	20	✓	✓		

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22c	Level 9 Criteria for Progression and Award
	To progress to level 10, a total of 360 credits of which a minimum of 90 are at SCQF level 9 or above. Progression with deficit is not normally allowed from SCQF level 9 to level 10. The exit award, see chapter 1.21 UWS Regulatory Framework, from the programme is a Scottish Bachelor's Degree, BSc (Ordinary) Environmental Health, the requirements for which are 360 credits, with at least 90 of these at SCQF level 9 or above.

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

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

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Show an awareness of current developments in environmental health and their applications, noting philosophical and ethical issues that can arise.
A2	Demonstrate knowledge of the applicability of training in environmental health to career development.
A3	Demonstrate a critical understanding of key principles, theories, and concepts within environmental health and the applications of these.
A4	Develop specific hypotheses for testing in a research project
A5	A practice-based level of knowledge and understanding of legal structure and due process governing Environmental Health disciplines and their application
Practice - Applied Knowledge and Understanding	
B1	Use a wide range of basic and routine practical skills, and a few specialized skills in environmental health related situations
B2	Execute a defined research project. Be able to accurately collect and record specific data as it relates to environmental health
B3	Critically identify, define, conceptualise and analyse complex professional problems in a tenacious manner using various streams of evidence while being cognisant of cause and effect due to actions taken.
B4	Present information clearly, accurately and in a professional manner.
Communication, ICT and Numeracy Skills	
C1	Present or convey, formally and informally, information about specialised topics to informed audiences by means of the final presentations
C2	Be able to use different statistical packages to analyse, manipulate and present data sets that are relevant to environmental health.
C3	Display an understanding of preparation for presentations on environmental health issues and the ability to plan for and communicate in any given situation
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Be able to identify routine professional problems and issues and to offer professional insights and interpretations in the field of environmental health.
D2	Critically identify, define and conceptualize issues within environmental health and the applications of its discipline.
D3	Be able to review and consolidate knowledge and to make judgments where the information available is limited.

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	Demonstrate an ability to follow due process during interactions with colleagues and various stakeholders, including service users and business operators, making use of good interpersonal skills and taking a flexible approach to adapt to the situation.
E4	Exercise autonomy and initiative during the project work.

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	BIOL10025	Food and Environmental Microbiology	20	✓			
10	BIOL10023	Housing, Acoustics and Health	20	✓			
10	CEWM10001	Control of Pollution	20	✓			
10	BIOL10006	Bioscience Research Project	40	✓	✓		
10	BIOL10002	Public Health Microbiology	20		✓		
10	CEWM0007	Environmental Health Professional Practice 2	20		✓		

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22d	Level 10 Criteria for Award
	<p>The award, UWS Regulatory Framework, chapter 1.21, from the programme is a Scottish Bachelor's Degree with Honours in Environmental Health with Professional Practice, the requirements for which is 500 credits, with a minimum of 90 credits at SCQF 10.</p> <p>No Distinction is awarded at Honours level (Regulation 3.25).</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>

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23	Regulations of Assessment
<p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>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.</p> <p>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.</p>	

24	Combined Studies
<p>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).</p> <p>For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.</p> <p>For students studying BEng or BSc awards, the award will be BSc Combined Studies.</p>	