

## University of the West of Scotland

### Undergraduate Programme Specification

**Session:** 2023/24

**Last Modified:** 02/02/2024 15:43:29

**Status:** Published

1	<b>Named Award Title:</b>	BSc (Hons) Nursing Studies	
2	<b>Award Title for Each Award:</b> <sup>1</sup>	BSc (Hons) Nursing Studies	
3	<b>Date of Validation / Approval:</b>	ILR 2021	
4	<b>Details of Cohorts Applies to:</b>	Sept 21 onwards	
5	<b>Awarding Institution/Body:</b>	University of the West of Scotland	
6	<b>Teaching Institution(s):</b> <sup>2</sup>	University of the West of Scotland	
7	<b>Language of Instruction &amp; Examination:</b>	English	
8	<b>Award Accredited By:</b>	n/a	
9a	<b>Maximum Period of Registration:</b>	<a href="https://www.uws.ac.uk">Authorised Interruption Guidance notes (uws.ac.uk)</a>	
9b	<b>Duration of Study:</b>	Full Time – 2 years	
10	<b>Mode of Study:</b>	Full Time	
11	<b>Campus:</b>	Distance/ Online Learning Paisley	
12	<b>School:</b>	School of Health and Life Sciences	
13	<b>Programme Board:</b>	Adult Nursing, Community and Health	
14	<b>Programme Leader:</b>	Laura Jackson	

#### 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:**

[click here to add detail]

---

**or GCE**

[click here to add detail]

---

**or SQA National Qualifications/Edexcel Foundation**

[click here to add detail]

---

**Other Required Qualifications/Experience**

All applicants must meet the general entrance requirements for admission for a first degree as specified in the current UWS Regulatory Framework.

Applicants will have a professional nursing qualification recognised by the regulatory nursing organisation in their country of origin.

Candidates who gained their nursing qualification over 5 years ago must have been in practice in the previous five years or be able to demonstrate continued further development in knowledge through academic study.

Applicants will normally enter the programme with 240 credit points, at least 100 credit points of which are at SCQF level 8. Some internationally qualified nurses may have a credit deficit at SCQF level 8. The prior learning of each applicant will be assessed by a UWS Educational Guidance Advisor in collaboration with the Programme Leader. This assessment will be in line with the University Regulatory Framework. To accommodate the Level 8 deficit three bridging modules are available within the programme. More information on Accreditation for Prior Learning and Accreditation for Prior Experiential Learning please refer to the current UWS Regulatory Framework.

As per UWS regulatory framework all applicants must have the language and literacy skills to understand and use the written materials utilised in the learning and teaching of the programme and be able to communicate clearly and accurately in spoken and written English. All international students are required to meet English Language requirements outlined by UWS, with the exception of:

- Native Speakers of English (as defined by the UK.VI)
- Erasmus students (unless advised otherwise)
- Non-Erasmus students from EU partner institutions (you may provide a statement from your institution confirming English language ability in place of a formal qualification)

If you do not fit in to any of the above categories you are required to provide proof of your English language ability through a SELT (secure English language test). Minimum requirements are IELTS 6.0 with no skill below 5.5 and should normally be taken no more than two years before applying to UWS. For more information please visit the UWS website at:  
<http://www.uws.ac.uk/international->

[students/ entry-and-english-language-requirements/](#).

---

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

[click here to add detail]

16

## General Overview

This programme has been developed to enable international nurses gain an honours degree by offering a wide range of generic and specific academic modules relevant to contemporary nursing care practices.

This programme aims to help students develop greater critical awareness of the factors that need to be addressed in their nursing practice. There will be a focus on evidence-based practice and encouragement of a proactive attitude to addressing health and wellbeing related issues.

The development of graduate skills and attributes is also seen as an essential feature of the programme. The aims of this programme are to:

- Develop nursing graduates with in depth knowledge of contemporary nursing professional practice
- Create opportunities and challenges for students to understand and evaluate professional issues to ensure safe, effective person-centred and compassionate nursing care
- Develop students' analytical knowledge and skills in interpreting the role of nursing in different social economic environments.

Throughout the programme nurses will be encouraged to engage in lifelong learning, develop role enhancing enquiry skills and appreciate the value of education for themselves and for the wider society.

There are no clinical or work placements associated with this programme.

As an international student, please be aware that successful completion of this BSc Nursing Studies programme will not make you eligible to work as a nurse in the UK. In order for you to work as a nurse in the UK you must also be registered with the Nursing and Midwifery Council (NMC). Information about applying and the testing arrangements for UK registration can be accessed on the NMC website.

This programme is designed to be attractive to international nurses and encourages them to consider nursing care issues that are important within their local context.

The development of an honours award is seen as a key step for students wishing to progress from undergraduate to postgraduate academic endeavour. Completion of the BSc (Hons) Nursing Studies programme would enable students to access one of the Masters programmes offered by the School of Health and Life Sciences. For further details see the following list of courses available at:

<http://www.uws.ac.uk/study-at-uws/postgraduate/postgraduate-course-directory/>

UWS (2018) Education Enablement Plan has been utilised to ensure that a variety of teaching and learning approaches are embedded within the programme and thus facilitate the development of cognitive skills that enhance professional practice and development. In addition QAA (2008) subject benchmarks have been utilised to maintain academic standards whilst professionals are learning about health and wellbeing subjects. Teaching and Learning and the growth in research, clinical guidance and best practice statements available to all healthcare staff, teaching will be underpinned by best evidence which aims to provide learning that is in keeping with professional development standards and the

values underpinning (UWS, 2018). Students' understanding of evidence informed practice will be enhanced by their participation in a research skills development module, which for students at SCQF level 9 will be the programme core module, Critical Research Appraisal. This core module guides students into the area of research which is one of the required pillars for professional practice (ICN, 2015). For students entering directly at SCQF level 10 without a research module at SCQF level 9, their honours programme of learning will begin with Critical Research Appraisal to ensure they have comparable skills to take forward into the rest of their studies. The importance of research and evidence informed practice continues as a theme woven through all the modules at SCQF levels 9 and 10 and culminates in the development of an extended literature review in the final dissertation module. The final dissertation module enables students to draw together the skills they have developed in research and enquiry, and present them in a major under-graduate project which is applied to practice. As outlined in Education Enabling Plan (UWS, 2018) approaches to teaching and learning within the curriculum is underpinned by ethics and informed by legislation, local, national and international policies and standards, engagement with external partners, such as experts within the field and a range of contemporary teaching and learning materials. Programme, level and individual module outcomes are based on SCQF level 9 and 10 characteristics which aim to develop subject-specific skills as well as transferrable skills within graduates (QAA, 2008). This consequently means that the programme, levels and module outcomes are aligned with Education Enabling Plan (UWS, 2018). The finer detail of the teaching and learning strategies employed within each module are detailed in the module descriptors. However the strategies for adult learners are aimed at ensuring flexible learning that meets the needs for a range of learners (UWS, 2018). Such strategies within face to face delivery include lectures, tutorials, seminars, small group work, student presentations and role play. Modules that are delivered fully online include opportunities for all students to participate in synchronous and asynchronous communication with the module delivery team and the class, e-mailing both the delivery team and the class and ePortfolio building tools. The use of contemporary teaching and learning technology affords students who are unable to learn on campus the same experience as those who are learning in the classroom. In addition the availability of course materials via the virtual learning environment (VLE) allow students to plan their studies around their professional career. The use of the VLE also enables students from different geographical locations to learn together and provide wider aspects of learning, thus promoting global citizenship. Education Enabling Plan (UWS, 2018) notes that the internationalisation of the curriculum should be encouraged and this enhances learning by opening up new areas of enquiry to students. Some modules also make use of more advanced online teaching and learning strategies such as serious games, wiki's and blogs, video content, instant messaging, screen capture software, animated slideshows, social networking, and web conferencing to enhance student engagement with the module content, delivered in line with the requirements of the QAA (2010) Code of Practice for Collaborative and Flexible Learning. This will allow the further internationalisation of the curriculum. The use of innovative technology will facilitate interaction between online and campus students to share experiences and ideas in the context of international nursing. Assessment Students undertaking assessment within this programme are bound by the Regulations for the Assessment of Students on Taught Programmes and UWS Assessment Handbook (UWS 2014c). An overview of these is given in the Programme Handbook and full details of the assessment criteria for each module are provided in each module descriptor. Module descriptors are all made available to students via the Virtual Learning Environment (VLE) and also via the UWS public website Programme Specifications and Module Descriptors (PSMD) link, which can be viewed at: <http://psmd.uws.ac.uk/>. Assessment schedules and assignment details are available to students through the Virtual Learning Environment (VLE) on each individual module site. There has been much work done in the development and delivery of assessments within the School of Health and Life Sciences.

	<p>This has served to make the assessment process for all modules more transparent and to prevent the over-assessment of modules. All modules within the school of Health and Life Sciences are using standard assessment documentation to enable this to happen. The approaches taken to assessment are detailed in individual module descriptors and are in line with the principles set in UWS Assessment Handbook</p> <p>(2018), QAA (2011 b) guidance, QAA (2008a) Audit Outcomes and the QAA (2007) Enhancement Themes. A wide variety of formative, summative and observational methods are utilised; including essays, case studies, exams and tests, presentations, portfolio building, asynchronous discussions and others. A full list of the modules within the programme and their individual assessments can be viewed in appendix 5. Feedback and feed forward is provided in line with the UWS (2018) Assessment Handbook. UWS uses the electronic marking system Tumitin and all course work assessments and many class tests and exams are submitted via this system. Feedback/forward for such assessments is provided to all students in a timely manner via Tumitin which will improve the students' access to their feedback.</p>
17	<p><b>Graduate Attributes, Employability &amp; Personal Development Planning</b></p>
	<p>I am UWS graduate attributes.</p> <p>UWS Graduate Attributes clearly align with the three corporate drivers of Student Success, Research and Enterprise, and Global Engagement from the refreshed strategy, which are translated in the graduate attributes model as Universal, Work-ready and Successful (UWS). These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional with underpinning attributes occupying relevant cells within the framework; whilst attributes have been assigned to specific cells of the grid, there is recognition that each of these are supported and contextualised by programme-specific key skills and competencies.</p> <p>The UWS Graduate Attributes were created to reflect the diverse nature of our institution and to allow for customisation and adaptation by different Schools, subject areas, programmes and levels of study, in addition to use by professional services and the Students' Association in supporting extra-curricular based experiences.</p> <p>UWS graduates are:</p> <p>Universal - globally relevant with comprehensively applicable abilities, skills and behaviours.</p> <p>Work ready - dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience.</p> <p>Successful - as a UWS graduate with a solid foundation on which to continue succeeding and realising my potential, across various contexts.</p> <p>This course recognises the importance of the UWS graduate attributes and is designed to develop nursing graduates with in depth knowledge of contemporary nursing professional practice at a local level and in a global context (WORK READY and UNIVERSAL). The programme will enhance the students' future careers by creating opportunities and challenges for students to understand and evaluate professional issues to ensure safe, effective person-centered and compassionate nursing care (WORK READY and SUCCESSFUL). The programme will develop students' analytical knowledge and skills in</p>

	<p>interpreting the role of nursing in different social economic environments (SUCCESSFUL and UNIVERSAL).</p> <p>Student success is at the heart of the programme. The programme team will support students to achieve success and encourage them to develop proactive attitude towards their professional development, allowing them to build a successful nursing career (UNIVERSAL, WORK READY and SUCCESSFUL).</p> <p>UWS has strengthened its commitment to the introduction of Personal Development Planning (PDP) in all programmes. This commitment begins at the student's commencement of study, is integral throughout their chosen programme and provides students with excellent preparation for their future careers.</p> <p>Within the School of Health and Life Sciences, all modules and programmes endorse a learner-centred approach which supports and enables the student to take responsibility for the planning and development of their own learning and career development. PDP is embedded within all modules and the overall programme with clearly articulated links to module learning outcomes, Subject Benchmarks (QAA 2008) and the Scottish Credit and Qualification Framework level descriptors (SCQF 2015).</p> <p>The School's approach to PDP has been enhanced by the implementation of the UWS PDP Policy (2011). The developmental process of PDP and the relevance of reflection are introduced to students as they begin their studies. As students progress through the programme, they have many opportunities to engage in PDP through timetabled and other modular activities. These activities are designed to help students recognise and evidence their development of skills such as academic writing, critical discussion and analytical thinking. While these are developed and considered in a professional context, students are also encouraged to recognise the wider relevance of these as generic graduate attributes, applicable in a variety of contexts. Students gather this evidence by participating in specific activities related to module content. There are templates that students can access that facilitate this process of critical reflection, enabling the student to identify how their learning is impacting on their professional development.</p> <p>The opportunity to engage in a process of PDP, including support and guidance in the development of a reflective approach to PDP activities is further supported through the implementation of the School's Personal Tutoring System. Every student will be allocated a Personal Tutor who will provide them with feedback on their engagement with PDP.</p> <p>Effective engagement with the PDP process and support made available by the School provides students with the evidence and understanding of how their learning relates to their employability. Students can also be supported in this respect by Careers Advisers from the UWS Careers and Skills Service</p> <p>( see <a href="https://www.uws.ac.uk/current-students/developing-your-career">https://www.uws.ac.uk/current-students/developing-your-career</a> D.</p> <p>Overall the School of Health and Life Science's approach to supporting student PDP is an essential component of its sustainability for lifelong learning and continuing professional development. It facilitates the development of graduate attributes and employability, and is fundamentally about empowering students, building realistic aspirations and motivating learners to enhanced achievement.</p>
18	<b>Work Based Learning/Placement Details</b>

	The modules within BSc (Honours) Nursing Studies programme are theory and skills based and there are no work based or placement requirements.
<b>19</b>	<b>Attendance and Engagement</b>
	<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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:</p> <p>[click here to add detail]</p>
<b>20</b>	<b>Equality and Diversity</b>
	<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>Please detail any specific arrangements for this programme. This should be considered and not just refer the reader to the UWS Equality and Diversity policy.</p> <p>This programme is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.</p>

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

<b>21</b>	<b>Learning Outcomes (Maximum of 5 per heading)</b>
	<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: <a href="https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/">https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/</a> and a Level Descriptors tool is available (<a href="#">SCQF Level Descriptors Tool   Scottish Credit and Qualifications Framework</a>) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. <a href="https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf">https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</a></p>



<b>SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)</b>	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Acquire a deeper appreciation of the social, scientific and human dimensions of health issues through using relevant theoretical and conceptual knowledge;
<b>A2</b>	Demonstrate critical understanding of contemporary health care issues and their location within broader social, political, legal and economic contexts;
<b>A3</b>	Recognise the need for continuing professional development and the obligation to maintain up-to-date knowledge and skills;
<b>A4</b>	Demonstrate a broad and integrated knowledge of the principles of interprofessional working.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Adapt and improve practice within a dynamic evidence based framework;
<b>B2</b>	Determine the health care needs of patients/clients/residents and their wider support network using professional and validated assessment methods;
<b>B3</b>	Apply a range of appropriate clinical skills to the care of patients/clients/residents and their wider support network;
<b>B4</b>	Evaluate the impact of health care on patients/clients/residents and their wider support network.

<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	consolidate effective communication skills evidenced in oral and written presentations;
<b>C2</b>	Examine evidence-based databases for relevant data related to the care of specific client groups;
<b>C3</b>	Analyse and report on health and social related care and its outcomes effectively;
<b>C4</b>	Effectively evaluate communication with patients, carers, other health care professionals.
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Critically analyse and evaluate the changing nature of multi-professional health and social care delivery;
<b>D2</b>	Identify and analyse issues within own workplace and have the ability to influence change;
<b>D3</b>	Critically analyse and develop best practice through clinical governance strategies;
<b>D4</b>	Develop and refine self-management in the planning and execution of study and research exercises.
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Reflect on, and in, action to ensure that all health care given reflects current best practice and is of the highest possible standard;
<b>E2</b>	Apply the principles of clinical governance to ensure the maintenance of clinical standards of care;
<b>E3</b>	Acquire multi-disciplinary perspectives on health related issues through the study of academic disciplines drawn from the natural and the social sciences;
<b>E4</b>	Demonstrate leadership in the application of up-to-date clinical skills and the prioritisation of care with junior staff and other health professionals;
<b>E5</b>	Perform effectively with other health care professionals within multi-disciplinary/ agency teams.

### Learning Outcomes - Level 9 Core Modules

SCQF Level		Module Name	Credit	Term	Footnotes
------------	--	-------------	--------	------	-----------

	Module Code			1	2	3	
9	NURS09225	Skills for Holistic Healthcare Practice	20		✓		
9	NURS09002	Critical Research Appraisal	20	✓	✓	✓	
9	NURS09226	The Principles of Quality Healthcare Practice	20	✓			

### Learning Outcomes - Level 9 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	NURS09205	An Introduction to Palliative Care	20		✓		
9	NURS09224	Healthcare Practice: Leadership and Management	20		✓		
9	NURS09214	Obesity, Weight Management and Lifestyle	20	✓			
9	NURS09122	Pain Management	20		✓		
9	NURS09145	Quality Improvement & Safety in Care	20	✓	✓		
9	NURS09218	Critical Appraisal of Care	20	✓			
9	NURS09171	Fitness for Practice	20		✓		
9	NURS09165	Therapeutic Communication	20		✓		

<b>22c</b>	<b>Level 9 Criteria for Progression and Award</b>
	<p>To be eligible for the award of BSc Nursing Studies students must achieve the credit for Scottish Bachelor Degree as per UWS Regulatory Framework. Students must successfully complete 60 credits from the core SCQF Level 9 modules "Critical Research Appraisal, Critical Appraisal of Care, Fitness for Practice".</p> <p>To gain a "with distinction" award the criteria needs to be met by candidates at their first attempt and confirmed at Programme Assessment Board (PAB). Refer to current UWS Regulatory Framework for further guidance.</p> <p>In order to progress to the honours award at SCQF level 10 students must meet the admission criteria and credit minima set out in the current UWS Regulatory Framework.</p> <p>Exceptionally, where 340 credit has been achieved AND a core module has been failed AND this results in the named award being unachievable, option to continue towards the award of BSc Combined Studies by selecting once only, a single module from the School's L9 module portfolio (as advised by the Programme Leader) will be permitted. This option will be subject to module cost.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 &amp; 3.26)</p> <p>Links: <a href="#">UWS Regulatory Framework</a>; and <a href="#">Student Experience Policy Statement</a>.</p>

<b>SCQF LEVEL 10</b> <b>Learning Outcomes (Maximum of 5 per heading)</b>	
<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate an advanced and integrated knowledge and understanding that encompasses the principal areas, features, boundaries, terminology and conventions of health and social care.
<b>A2</b>	Display an advanced critical understanding of the key theories, concepts and principles within Health and Social Care.
<b>A3</b>	Show detailed knowledge and understanding of one or more specialisms in Health and Social Care.
<b>A4</b>	Demonstrate knowledge and understanding of the ways in which Health and Social Care practices are developed.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Exhibit competency in identifying, selecting and utilising all of the key skills and associated with Health and Social Care and apply these to one's own sphere of practice.
<b>B2</b>	Use a range of skills, practices and theories which are specialised to the student's field of practice.
<b>B3</b>	Execute a defined project of applying the theories from an extended literature review to practice.
<b>B4</b>	Practice in a range of professional situations that include a degree of unpredictability and/or specialism.
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Convey informally or formally newly gained knowledge to a range of professionals within own team and other agencies.
<b>C2</b>	communicate with peers, senior colleagues and specialists at a professional level.
<b>C3</b>	Make use of range of ICT application in the pursuit of learning that can enhance the overall outcomes of care.
<b>C4</b>	Interpret, use and evaluate a wide range of data to achieve identified goals.

<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Illustrate some originality and creativity in dealing with professional level issues.
<b>D2</b>	Offer professional insights, interpretations and solutions to problems and issues.
<b>D3</b>	Critically review and consolidate knowledge, skills and practices and thinking in relation to Health and Social Care.
<b>D4</b>	Make judgments related to practice where data/information is limited and thinking in the area comes from a range of sources.
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Exercise autonomy and initiative in professional activities.
<b>E2</b>	Practice in ways that show awareness of own and other's roles and responsibilities.
<b>E3</b>	Work with others to bring about change, developments and/or new thinking.
<b>E4</b>	Deal with complex ethical and professional issues in accordance with current professional and ethical practices.

### Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
10	NURS10028	Improving Population Health L10	20		✓	✓	
10	NURS10014	Leadership in Health and Social Care	20	✓	✓		
10	NURS10019	Nursing Issues and Trends	20	✓			
10	NURS10024	The Honours Dissertation	40		✓		

## Learning Outcomes - Level 10 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	NURS09002	Critical Research Appraisal	20	✓	✓	✓	
10	NURS10010	Effective Teaching in Practice	20		✓		
10	NURS10011	eHealth: Assessment from a Distance	20		✓		

### Footnotes for option modules

To be eligible to for the award of honours degree of BSc Nursing Studies (SCQF level 10) students must have gained all their credit (either 120 points at SCQF level 10 or 100 at level 10 and 20 at SCQF level 9) within this programme. See the current UWS regulatory Framework for further guidance. In addition all students must also successfully complete the SCQF level 10 core modules including The Honours Dissertation, Improving Population Health, Leadership in Health and Social Care and Nursing Issues and Trends.

The minimum criterion for the award of Honours degrees is a grade of C or above in each of the modules studied at SCQF level 10 or in the final year stage of the programme (none less than SCQF Level 9). Where a student has undertaken a resit in one or more modules at SCQF level 10 or in the final year stage of the programme, then the resit mark will stand on the student's academic record but a mark of 40% and grade C will be used in the classification of the Honours award. See the current UWS Regulatory Framework for further information.

X

22d	<p><b>Level 10 Criteria for Award OR Criteria for Progression and Award</b></p>
	<p>To be eligible to for the award of honours degree of BSc Nursing Studies (SCQF level 10) students must have gained all their credit (either 120 points at SCQF level 10 or 100 at level 10 and 20 at SCQF level 9) within this programme. See the current UWS regulatory Framework for further guidance. In addition all students must also successfully complete the SCQF level 10 core modules including The Honours Dissertation, Improving Population Health, Leadership in Health and Social Care and Nursing Issues and Trends.</p> <p>The minimum criterion for the award of Honours degrees is a grade of C or above in each of the modules studied at SCQF ;evel 10 or in the final year stage of the programme (none less than SCQF Level 9). Where a student has undertaken a resit in one or more modules at SCQF level 10 or in the fmal year stage of the programme, then the resit mark will stand on the student's academic record but a mark of 40% and grade C will be used in the classification of the Honours award. See the current UWS Regulatory Framework for further information.</p> <p>No Distinction is awarded at Honours level (Regulation 3.25).</p> <p>Links: <a href="#">UWS Regulatory Framework</a>; and <a href="#">Student Experience Policy Statement</a>.</p>



23	<b>Regulations of Assessment</b>
<p>Candidates will be bound by the general assessment regulations of the University as specified in the <a href="#">University Regulatory Framework</a> .</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	<b>Combined Studies</b>
<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>	