University of Bath

Programme Specification

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Validated/Franchised (if appropriate)	
Programme accredited by (including date of accreditation)	MRes Economics, Education, Politics & International Studies, European Social Policy, International Development, Psychology, Social Policy, Social Work, and Sociology recognised by the ESRC in 2007 .
Programme approved by (including date & minute number of Senate)	MRes Education, MRes International Development, MRes European Social Policy, MRes Psychology and MRes Social Policy approved by Senate on 13th June 2001 (Min: S11212) MRes European Politics (renamed Politics & International Studies) and MRes Sociology were approved by Senate on 11th June 2003 (Mins: SS11691 and S11692) MRes Economics was approved by Senate (Special Working Group) on 15th August 2003 and Noted by Senate on 22 October 2003(Min:S11699) MRes Social Work was approved by Senate on 15th February 2006 (Min S12316).
Final award	For each of the disciplines (Economics, Education, European Politics & International Studies, European Social Policy, International Development, Psychology, Social Policy, Social Work, and Sociology): 　Postgraduate Certificate (PGCert) in Research (*discipline*) 　Postgraduate Diploma (PGDip) in Research (*discipline*) 　Master of Research (MRes) in *(discipline)*
Programme title	Economics: 　PGCert in Research (Microeconomics) 　PGDip in Research (Economics) 　MRes Economics Education:

	PGCert in Research (Education)
	PGDip in Research (Education)
	MRes Education
	Politics & International Studies:
	PGCert in Research Politics & International Studies)
	PGDip in Research (Politics & International Studies)
	MRes Politics & International Studies
	European Social Policy:
	PGCert in Research (European Social Policy)
	PGDip in Research (European Social Policy)
	MRes European Social Policy
	International Development:
	PGCert in Research (International Development)
	PGDip in Research (International Development)
	MRes International Development
	Psychology:
	PGCert in Research (Psychology)
	PGDip in Research (Psychology)
	MRes Psychology
	Social Policy:
	PGCert in Research (Social Policy)
	PGDip in Research (Social Policy)
	MRes Social Policy
	Social Work:
	PGCert in Research (Social Work)
	PGDip in Research (Social Work)
	MRes Social Work
	Sociology:
	PGCert in Research (Sociology)
	PGDip in Research (Sociology)
	MRes Sociology
UCAS code (if applicable)	n/a
Subject Benchmark Statement	n/a for M level
Intended level of completed programme (in line with FHEQ)	M
Duration of programme & mode of study	Postgraduate Certificate: One semester, full-time residential; two years, part time residential/distance. Postgraduate Diploma: Nine months, full-time residential; two years part-time residential/distance.

	MRes: One year, full-time residential; two years part-time residential/distance
Date of Specification preparation/revision	1 June 2011 updated June 2012, rev Feb 2013, rev June 2015, rev July 2016.
Applicable to Cohorts (eg. for students commencing in September 2014 or 2014/15-2015/16)*:	2016/17

Synopsis and academic coherence of programme

The overall objective of the programme is to develop a systematic understanding and critical appreciation of alternative approaches, methodologies and paradigms of research in social and educational enquiry, with some awareness of the application of these approaches in the specific areas of social, educational and political enquiry in which students are specialising, and some ability to identify and investigate their own original research questions.

The overall goal of the programme is to develop fully trained and competent social science researchers, able to understand and use research techniques appropriate to their subject area and conversant with approaches used by other social scientists. Each programme has a substantial theoretical and quantitative core, which provides an essential basis for any working researcher, whether they are doing a PhD or otherwise engaged in research. The training aims to enable students to think through how they can use their existing knowledge and skills in different contexts and apply them to a variety of problems; and, progressively, to identify their own needs for training. For doctoral students the programme is designed to provide high quality training, both to enable them to carry out their doctoral research and to equip them to pursue other professional research activities subsequently.

The MRes will do more than provide a student with the necessary foundations for doing a specific PhD. Its larger purpose is to create a craftsman/woman who is capable of contributing to research projects in any of the main methodologies of the social sciences. A student who goes on from the MRes to do the PhD would utilise and apply some of the craftsman's skills; but the student would be equally equipped to go on then to other types of research project, using methodologies quite different from those used for the PhD.

The student who does not do the research training Masters but goes straight for the PhD will not have this larger education. At the end of the PhD s/he will be equipped only to work with the narrow range of methodologies that the PhD required him or her to develop. Nevertheless, as far as the PhD itself is concerned, the two students will have needed the same degree of specialised training and there will be no difference in the standards of rigour by which the final product, the PhD thesis, is then judged. This is two track, therefore, not two tier. The MRes is far from being just the ante-room to the PhD and it attests to a different type of competence. The PhD attests to rigour and deepening; the Masters to broadening and adaptability. Any other student who is pursuing the MPhil/PhD will follow those units of the MRes as required by their Supervisor(s) and Director of Studies. Where appropriate, such students shall be encouraged to pursue and obtain the PG Certificate during the course of their MPhil/PhD studies, subject to a timetable to be prescribed by their Director of Studies.

Study is on a one year full-time basis or a two-year part-time basis (allowing three months for the final dissertation). However, at the discretion of the Director of Studies (DoS), p/t

students may be able to have an extension of three months (giving a total of six months for the dissertation and an overall total registration period of 27 months).

Educational aims of the programme

The Programme has four broad aims:

1. to review systematically, and to evaluate critically, alternative approaches, methodologies and paradigms of research in social and educational enquiry;
2. to review systematically, and to evaluate critically, the application of these approaches in the specific areas of social and educational enquiry in which students are specialising;
3. to support students, within an active research community, in identifying and investigating their own original research questions;
4. to equip students with the skills to contribute to research projects using any of the main methodologies of the social sciences.

The PG Certificate focuses principally on aim (1), but offers students scope for some specialist application of what they are studying aim (2) and, through the Short Research Apprenticeship Project (SRAP), the opportunity to undertake a research enquiry on a modest scale aim (3). The PG Diploma gives additional scope for appreciation and application of different methodologies of research in the student's specialist field aim (2); the Large Research Apprenticeship Project (LRAP) gives a more substantial opportunity to undertake a research enquiry of the student's choosing aim (3). The MRes involves a dissertation which meets aim (3) on a still more substantial scale. The PG Certificate involves some attention to aim (4), but this increases with the PG Diploma and the MRes, as a progressively wider range of research methodologies and their applications is critically reviewed.

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Knowledge & Understanding:

Students will

1. understand the basic principles of research design and appreciate alternative approaches to research;
2. understand the significance of alternative epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques.

There are additional Learning Outcomes specific to particular specialisms

Economics

- have a systematic and thorough understanding of modern economic theory that is especially relevant to major applied economic areas, and be able to apply this to their own research;
- have an understanding of, and a critical engagement with, appropriate and representative literature in the field of graduate level economics;
- have a knowledge of quantitative methods beyond the undergraduate level in order to have appropriate mathematical, statistical and econometric skills to carry out quantitative analyses of economic problems;
- a specific knowledge and ability to use major econometric package programs;
- have an advanced training in the analysis of economic problems and policy of use in private and public sector employment;

- have a critical appreciation of existing applications of economic theory in policy choices and conflicts.

Education

- understand the nature of theory and explanation in educational research; and how new knowledge in education is generated;
- be familiar with the major paradigms within which education is conducted; and the relationship between them;
- understand how research in education relates to research in other social science disciplines.

Politics & International Studies

- be familiar with the major paradigms within which political science is conducted, and the relationship between them;
- understand the basic principles of research design and appreciate alternative approaches to research;
- understand the significance of alternative epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques;
- show awareness of the application of suitable approaches to research in the field of Politics and International Relations, as well as an ability to contribute to research projects in this area;
- understand the key concepts and theories of politics, government, the state and policy-making/implementation;
- have knowledge of contemporary global political issues and debates and how they emerge and are being dealt with;
- have a comparative understanding of political issues - both in historical and cross-national terms.

European Social Policy

- understand the key concepts and theories of welfare, the state and policymaking/ implementation;
- have knowledge of contemporary social problems and how they emerge;
- understand the origins, development, current activity and organisation of the UK's social welfare institutions;
- have a comparative understanding of social policy - both in historical and cross national terms.

International Development

- have a sound understanding of the formulation and implementation of social and economic research principles, both generally in development and in a given developing context;
- have a sound understanding of one social science discipline and awareness of inter-disciplinary considerations in researching development issues;
- be familiar with the history and culture of international development thinking, co-operation and its institutions, especially as these impact on their area of study;
- have a firm grasp of the cultural and historical background of an area(s) and relevant knowledge of contemporary economic, social and political developments and their relevance for social science research in a given geographical area.

Psychology

- have knowledge of historical, theoretical and philosophical issues underlying the discipline of psychology;

- understand how psychological knowledge is embedded in biological, social and cultural context;
- understand how theory in psychology develops, and be aware of current debates and issues in specific areas.

Social Policy
- understand the key concepts and theories of welfare, the state and policy-making/implementation;
- have knowledge of contemporary social problems and how they emerge;
- understand the origins, development, current activity and organisation of the UK's social welfare institutions;
- have a comparative understanding of social policy - both in historical and cross-national terms.

Social Work
- be familiar with the major paradigms within which social work research is conducted; and the relationship between them;
- understand how research in social work relates to research in other social science disciplines.
- understand the nature of theory and explanation in social work research; and how new knowledge in education is generated
- have knowledge of historical, theoretical and philosophical issues underlying the discipline of social work
- understand how theory in Social Work develops, and be aware of current debates and issues in specific areas
- understand the social nature of the relationship between individuals, groups and social institutions.
- understand the social processes underpinning social change and social stability.
- Have a comparative understanding of social work - both in historical and cross-national terms

Sociology
- be familiar with the major paradigms within which sociology is conducted; and the relationship between them;
- understand how research in sociology relates to research in other social science disciplines;
- understand the basic principles of research design and appreciate alternative approaches to research;
- understand the significance of alternative epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques;
- understand the nature of theory and explanation in sociological research and how new knowledge in education is generated;
- have knowledge of historical, theoretical and philosophical issues underlying the discipline of sociology;
- understand how theory in sociology develops, and be aware of current debates and issues in specific areas;
- understand the social nature of the relationship between individuals, groups and social institutions;
- understand the social processes underpinning social change and social stability;
- have a comparative understanding of sociology - both in historical and cross-national

terms.

Intellectual Skills:

All Students will:

1. be able to define researchable problems and formulate questions and hypotheses;
2. understand the relationships between, and the rationale for, particular qualitative and quantitative research methods and be able to select appropriate strategies for research and/or evaluation;
3. understand the role of sampling and the relationship between sampling and theory generation;
4. understand and apply concepts of generalisability, validity, reliability and replicability from a variety of standpoints;
5. be competent in questionnaire design, interviewing and survey design, the interpretation of measurement error, data gathering through the Internet;
6. be competent in methods of recording, analysing and interpreting qualitative data, including observation and the interpretation of text;
7. appreciate the strengths and weaknesses of data from primary and secondary sources, and be able to select relevant information and data sources;
8. acquire skills in specific data analysis methods and tools, including appropriate computer packages;
9. be proficient in using data from large scale surveys and qualitative data sets;
10. be able to construct new data sets;
11. be competent in descriptive and inferential statistics and be able to use, model and interpret multivariate statistical data;
12. be competent in the collection, analysis and interpretation of qualitative data using a variety of techniques.

There are additional Learning Outcomes specific to particular specialisms:

Economics

- deal with complex academic economic arguments both systematically and creatively;
- evaluate economic research and a variety of types of information and evidence;
- synthesise information from a number of sources;
- demonstrate self-direction and some originality in tackling and solving economic problems;
- use chains of reasoning in an economic model to derive hypotheses capable of falsification.

Education

- understand the concepts of objectivity, subjectivity and reflexivity in educational research; and be able to apply this understanding to the conduct and interpretation of research;
- be able to identify appropriate topics for enquiry and formulate research questions;
- be able to access and review critically relevant research literature;
- understand the range of subject-specific research strategies and designs, including life history, action-research, discourse and linguistic analysis, evaluation, ethnography, experimental methods;
- be able to interpret and evaluate the outcome of research on educational topics;
- be aware of the ways in which research designs may affect user and practitioner views about the results and applicability of research.

Politics & International Studies

- be familiar with quantitative methods of data collection and analysis as used in political science;
- understand the use of qualitative methods in political science, such as structured interviews and focus groups;
- be able to apply problem-solving skills in seeking solutions to political problems in a supra-national and international as well as national and sub-national context;
- be able to assess the outcomes of interventions by governments and other organisations to solve political problems;
- be able to undertake investigations of political questions, issues and problems in a comparative and global setting;
- be able to distinguish between the normative and pragmatic factors that affect policies and their outcomes.

European Social Policy
- be able to apply problem-solving skills in seeking solutions to social problems and individual welfare needs;
- be able to assess the outcomes of interventions by governments and other organisations to meet human needs;
- be sensitive to the values and interests of others;
- be able to apply some of the established theories and concepts of social policy to analyse social needs and particular policy problems and issues;
- be able to undertake investigations of social questions, issues and problems;
- be able to distinguish between the technical, normative, moral and political differences that affect policies and their consequences.

International Development
- be aware of the issues involved in their choice of quantitative and qualitative methods in the study of development issues;
- be able to apply multi- and inter-disciplinary understandings to real world issues and problems;
- be able to evaluate international development research and engage with a range of information, evidence, and debate.

Psychology
- be familiar with quantitative methods of data collection and analysis as used in psychology;
- have a critical awareness of the distinctions between, and relative benefits of, experimental, real-life and laboratory designs;
- be familiar with non-experimental designs and longitudinal methods;
- be familiar with the design and use of psychometric measures in research;
- understand the use of qualitative methods in psychology, such as focus groups, diary techniques;
- be familiar with the methods and interpretation techniques of narrative records, text, audio and visual materials;
- be able to apply and interpret statistical analysis, including analysis of variance and covariance, regression, structural equation modelling, path analysis, confirmatory factor analysis;
- be familiar with methods for the analysis of qualitative data, including conversational and discourse analysis, textual analysis and content analysis;
- be familiar with computer packages, spreadsheets, graphical packages, statistical packages, and packages for analysing qualitative data.

Social Policy
- be able to apply problem-solving skills in seeking solutions to social problems and individual welfare needs;
- be able to assess the outcomes of interventions by governments and other organisations to meet human needs;
- be sensitive to the values and interests of others;
- be able to apply some of the established theories and concepts of social policy to analyse social needs and particular policy problems and issues;
- be able to undertake investigations of social questions, issues and problems;
- be able to distinguish between the technical, normative, moral and political differences that affect policies and their consequences.

Social Work

- **understand the concepts of objectivity, subjectivity and reflexivity in social work research; and be able to apply this understanding to the conduct and interpretation of research.**

- **be able to interpret and evaluate the outcome of research on social work topics.**

- **be aware of the ways in which research designs may affect user and practitioner views about the results and applicability of research.**

- be familiar with methods for the analysis of qualitative data, including conversational and discourse analysis, textual analysis and content analysis;
- be familiar with computer packages, spreadsheets, graphical packages, statistical packages, and packages for analysing qualitative data.
- be sensitive to the values and interests of others
- be able to undertake investigations of social questions, issues and problems

Sociology

- **understand the concepts of objectivity, subjectivity and reflexivity in sociological research; and be able to apply this understanding to the conduct and interpretation of research;**

- **be able to interpret and evaluate the outcome of research on sociological topics;**

- **be aware of the ways in which research designs may affect user and practitioner views about the results and applicability of research;**

- be familiar with methods for the analysis of qualitative data, including conversational and discourse analysis, textual analysis and content analysis;

- be familiar with computer packages, spreadsheets, graphical packages, statistical packages, and packages for analysing qualitative data;

- be sensitive to the values and interests of others;

- be able to undertake investigations of social questions, issues and problems.

Professional Practical Skills:

Students will:
1. acquire bibliographic skills, enabling them to identify and use library and other bibliographic resources and maintain a personal research bibliography;
2. acquire basic computing skills including word processing, spreadsheets and database management;
3. be able to evaluate research, including undertaking refereeing and book reviews;
4. understand issues posed by social research in relation to ethics, confidentiality and legality (including IPR), and acquire the skills needed in order to respect, consider and

attend to the rights of other researchers and research participants;
5. understand the role of data from large scale surveys in public and commercial life;
6. acquire language skills where appropriate.

There are additional Learning Outcomes specific to particular specialisms:

Economics
- to have developed the required knowledge and skills to pursue independent research either as a PhD student or otherwise, or be professional economists;
- to be able to evaluate and contribute to economic debates;
- to be able to act autonomously in planning and implementing economic tasks.

Education
- understand the connection between researcher and researched in educational settings;
- be able to make connections between theory and practice; and between research and professional knowledge in education;
- be familiar with the political dimensions of educational research;
- be able to understand the basic principles of policy-relevant research – including the development of evidence-based policy.

Politics & International Studies
- where appropriate, have developed the required knowledge of a relevant language for a chosen geographical area(s) of study;
- be familiar with the format and mechanisms for the dissemination of political science research through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

European Social Policy
- understand the role of research in the policy-making process;
- be familiar with the political dimensions of social policy research;
- be familiar with the format and mechanisms for the dissemination of social policy research through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

International Development
- where appropriate, have begun to develop a working knowledge of a relevant language for a chosen geographical area(s) of study;
- have developed the skills to pursue independent research either as a PhD student, or as a professional development practitioner;
- be familiar with current codes relating to the ethics of development research;
- be familiar with the preaches of research dissemination through professional bodies, conference papers, journal articles and briefings;
- understand the relevance of development research for a range of stakeholders;
- understand the significance of research to issues of social, public, and civil policy.

Psychology
- be familiar with current codes of conduct relating to the ethics of psychological investigation;
- be familiar with the format and mechanisms for the dissemination of psychological research through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

Social Policy
- understand the role of research in the policy-making process;
- be familiar with the political dimensions of social policy research;

- be familiar with the format and mechanisms for the dissemination of social policy research through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

Social Work

- be able to make connections between theory and practice; and between research and professional knowledge in social work
- understand the relevance of social work to issues of social, public and civic policy.
- be familiar with the political dimensions of social work research
- be familiar with the format and mechanisms for the dissemination of social work research through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

Sociology

- be able to make connections between theory and practice; and between research and professional knowledge in sociology;
- understand the relevance of sociological work to issues of social, public and civic policy;
- be familiar with the political dimensions of sociological research;
- be familiar with the format and mechanisms for the dissemination of sociological research through professional bodies, including conference papers, posters and journal articles, and the process of peer review.

Transferable/Key Skills:

Students will

1. develop writing, presentation and dissemination skills, including Internet-based tools;
2. develop competency in the presentation of research findings to practitioners and lay audiences;
3. establish a critical facility;
4. develop an understanding of how the media communicates specialist material to lay audiences, and the skills required to engage with the media, such as writing press releases and being interviewed;
5. develop research management skills, including the development of research proposals for external funding, time and resource planning and monitoring, archiving of data and completion of end-of-award reports to sponsors;
6. develop skills in effective team working through collaboration in projects;
7. develop career management skills, including skills in using new technologies for obtaining information about new career opportunities, skills in networking and negotiation, evaluation of personal and career development needs, self-promotion and marketing.

There are additional Learning Outcomes specific to particular specialisms:

Economics

- to be able to utilise problem-solving skills in a variety of theoretical economic models;
- develop skills in collecting and analysing data (both statistically and econometrically) using standard packages;
- develop the skills to enable the continuation of advancement in their knowledge and understanding in economics.

Education

- develop skills in applying and using research to inform professional knowledge and practice in education research;
- develop skills in informing policy debates and policy formation in education.

European Social Policy
- develop skills in applying and using research to inform professional knowledge and practice in social policy;
- develop skills in informing policy debates and policy formation in social policy.

International Development
- be able to utilise skills in a range of research contexts;
- develop skills to engage with policy debate and formation in development.

Social Policy
- develop skills in applying and using research to inform professional knowledge and practice in social policy;
- develop skill in informing policy debates and policy formation in social policy

Social Work
- develop skills in applying and using research to inform professional knowledge and practice in social work research
- develop skill in informing policy debates and policy formation in social work.

Sociology
- develop skills in applying and using research to inform professional knowledge and practice in sociological research;
- develop skill in informing policy debates and policy formation in sociology.

Structure and content of the programme (including potential stopping off points)

The MRes programmes are all structured around a series of Core units (known as 'XX units, common across the Faculty) and Discipline specific units (delivered by specific academic departments), some of which are compulsory and others of which are optional. Each MRes programme uniquely combines these Units in order that students develop skills, understanding, and research techniques appropriate to their own subject area. In addition to taught units, there are opportunities for students to plan and carry out their own investigation(s) with the support of a supervisor for the Short Research Apprenticeship Project (SRAP), Long Research Apprenticeship Project (LRAP), and Dissertation units. The Director of Studies agrees the best choice of Units to suit each student's personal aims and objectives, and in the case of part-time students DoS advise students on the best route through the taught units over the two years.

Please see Annex 1 for the individual MRes Programme Descriptions. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html - please note that these are updated in July of each year to list units for the following academic year.

Details of work placements / work-based learning / industrial training / study abroad requirements

For the MRes International Development, a placement is an optional component at the Masters Stage and may include working with development organisations abroad. It must be explicitly linked to an agreed dissertation topic. Being linked with the dissertation, the placement itself does not have any credits explicitly linked to it but is part of the 30-credit dissertation. All placement students must have a named placement manager within the host organisation and be in contact by e-mail with a placement tutor at the University who usually also acts as their dissertation supervisor. Where placements require work that is incidental to

the programme then the Director of Studies may grant an extension to the deadline for their dissertation and arrange a transfer to part-time registration.

No other MRes programmes have a placement option.

Details of support available to students (e.g. induction programmes, programme information, resources)

For residential students

1. Initial induction programme to clarify expectations, identify computing training needs, brief students on available learning resources, strengthen group identity and reflect upon diverse learning styles.
2. Detailed programme handbook and outlines for each Unit.
3. Each student has a home department and a personal tutor. The personal tutor will meet frequently with the student, to review progress during the Master's year, and to facilitate the transition from MRes to MPhil/PhD. Access to a wide range of additional staff within the Faculty able to assist in more specialised areas. Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.
4. Support services offer information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/. There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.
5. Membership of a wider academic community (through seminars and social activities) for those engaged in applied social science research and study.
6. Student internet communications and VLEs.
7. Mutual support among those enrolled together on the programme is also very important, and students are encouraged to develop this, particularly during the induction phase and quarterly organised student lunches.
8. Extensive library, including 24-hour access to computers, the web and many on-line journals and databases.
9. High class sports and arts facilities enable students to develop themselves in an all-round manner. There is a Health Centre which includes dental services and a Chaplaincy centre.

Admissions criteria (including arrangements for APL/APEL)

1. Students should normally have a 2:1 in a relevant subject. See the individual web page for each programme for other criteria which may be considered.
2. For those with English as a second language a minimum overall IELTS score of 6.5 is normally required, with not less than 6.0 in each of the four sub-categories. Pre-sessional English language training may be offered to help some applicants to obtain this.
3. Two references are required, of which one must be an academic reference.
4. Accredited Prior Learning or Accredited Prior Experiential Learning (APL or APEL) –

exemptions may be offered for up to 12 credits of the Certificate, 24 credits of the Diploma or the MRes programme, taking into account a student's previous academic and/or experiential learning

5. A student who has already been awarded the University of Bath PG Certificate in Research or PG Diploma in Research within the particular discipline (within five years of initial registration) may be admitted directly onto the next Stage of the programme, subject to agreement by the Admissions Tutor, rescinding the previous award and payment of an additional Tuition Fee.

All decisions are subject to agreement by the Director of Studies/Admissions Tutor.

Summary of assessment and progression regulations

The programmes assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at http://www.bath.ac.uk/registry/nfa/index.htm.

Specific regulations for the masters are summarised in Appendix 11 at http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.

Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Description in Appendix 1.

Schedule for Board of Examiners and Timings of Re-assessment

Once assessed work has been marked/moderated and viewed by the external examiner, all marks are considered by a Board of Examiners for Units (BEU) – these typically meet at the end of each semester i.e. February and June, and once the dissertation has been completed in November. Once the marks have been officially agreed by a BEU, they are then collated and subsequently considered by a Board of Examiners for Programmes (BEP).

In the case of **Full-Time students**, BEPs meet at the *end* of the taught stage (in June) to make formal progression decisions and in November to make formal award decisions (including progression with resubmitted dissertations, exit with a lesser award, and failing). Interim sub-BEPs *may* meet at specific point(s) during the taught stage of the programme (typically in February) to monitor student performance. Supplementary BEPs *may* meet in early September to consider supplementary assessment results taken over the summer.

Condoning and/or supplementary assessment requirements/timings/deadlines will usually be recommended at the full BEP in June and in November. All decisions will be based on the Persistent Generic PGT Rules for the programme (http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf). Whilst final award decisions are normally made at the November BEPs, occasionally where students may have had extensions to their original dissertation deadlines or may have had to submit revised dissertations, final award decisions may have to be made in the June boards (and very occasionally in the February board).

In the case of **Part-Time students**, decisions on condoning and/or supplementary assessment requirements will be made at each June BEP *during* the taught stage (as well as at the *end* of the stage) to avoid the student having to wait until they have completed all their taught units. Any decisions regarding condoning and/or supplementary assessment requirements will be based on the Persistent Generic PGT Rules *for the whole taught stage* (http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf). It should be noted however that, very occasionally, those decisions made *during* the stage may have to be reconsidered at a subsequent BEP, depending on the students' performance during the remainder of the stage, taking into account the timeframe in which supplementary assessment has to be

completed. Given the extended durations for dissertations, final award decisions may be delayed beyond the normal November BEP to the following June BEP.

Indicators of quality and standards (e.g. professional accreditation)

The Economic and Social Research Council's (ESRC) recognition of masters courses and outlets is part of its quality assurance procedures and is designed to ensure that students funded by the ESRC receive high quality training, supervision and support in an active research environment. The University of Bath's MRes programmes were all ESRC recognised by the ESRC's 2007 Recognition exercise.

Following changes to the ESRC recognition process, in 2010 the Faculty of Humanities & Social Sciences at the University of Bath joined with the Universities of Bristol and Exeter to develop the South West Doctoral Training Centre (SWDTC) – which received official recognition from the ESRC in January 2011 (for the next 5 years). A number of the MRes programmes now form part of ESRC-recognised SWDTC Pathways, including; MRes Education, MRes International Development, MRes Psychology (since 2014), MRes Management, MRes Social Policy and MRes Social Work.

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:
For more general information on each part of the framework, click on the links.

1. A Quality Assurance Code of Practice, and associated regulations and policies:
    http://www.bath.ac.uk/quality/cop/statements.html

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
    Governance:
    http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc
    Review and Monitoring:
    http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
    http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc

    Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

    http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document:
http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of

learning opportunities. The University was commended on its provision of information.
Sources of other information
Faculty of Humanities and Social Sciences http://www.bath.ac.uk/hss/graduate-school/taught-masters.html,

Departmental websites
http://www.bath.ac.uk/econ-dev/pg/res-economics.htm
http://www.bath.ac.uk/education/mres/
http://www.bath.ac.uk/study/pg/programmes/mres-poli-and-inte-stud
http://www.bath.ac.uk/soc-pol/postgraduate/mres-esp/index.html
http://www.bath.ac.uk/econ-dev/pg/res-development.htm
http://www.bath.ac.uk/prospectus/postgrad/psychology/progs/research.shtml
http://www.bath.ac.uk/soc-pol/postgraduate/mres-socpol/index.html
http://www.bath.ac.uk/soc-pol/postgraduate/mres-sw/index.html
http://www.bath.ac.uk/soc-pol/postgraduate/mres-sociology/index.html

Postgraduate brochure:
http://www.bath.ac.uk/prospectus/postgrad/

ESRC website and guidelines
http://www.esrc.ac.uk/ESRCInfoCentre/opportunities/postgraduate/eligibleoutlets/ . |

Appendix 1: Programme Descriptions

MRes ECONOMICS

Programme code	THXX-AFM20 MRes Economics (Full-time), (sem 1 & 2 + summer) THXX-AFM28 MRes Economics (Full-time - leading to PhD), (sem 1 & 2 + summer) THXX-APM20 MRes Economics (Part-time), (sem 1 & 2 + summer)
Programme title	MASTER of RESEARCH in ECONOMICS
Award type	MASTERS
Award title	MRes in Economics with the following intermediate qualifications: THXX-AFC11 PG Cert in Research (Economics) (Full-time) THXX-AFL09 PG Dip in Research (Economics) (Full-time) THXX-APL09 PG Dip in Research (Economics) (Part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months full time, 2 years part-time
State any designated alternative programme(s)	**PG Certificate in Research (Economics)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *Comprising 30TSC in total but to include the minimum of 6 credit from ES500XX (Econometric Theory), 6 credits from XX50133 and 6 credits from either ES500XX (Microeconomic Theory) or ES500XX (Macroeconomic Theory).* **PG Diploma in Research (Economics)** (Designated Alternative Programme (DAP) for MRes) *Comprising 60 TSC.*
Approving body and date of approval	

Year 1 (for implementation with effect from 2016-17)										
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation/ project credits**	**Notes**
4	1	S1	ES500XX	Econometric Theory	C	6	DEU	Non SRU	TSC	
			ES500XX	Microeconomic Theory	C	6	DEU	Non SRU	TSC	
			ES500XX	Macroeconomic Theory	C	6	DEU	Non SRU	TSC	
			ES50073	Research Methods	C	6	DEU	Non SRU	TSC	
			XX50133	Short Research Apprenticeship Project (MRes)	C	6	DEU	Non SRU	TSC	
			Units to be Audited: Select between 0 and 1 Unit(s) from the following list: **Students may find it beneficial to audit a unit from this list to help develop the Short research apprenticeship project (XX50133). Your selection must have the approval of the relevant unit convenor.**							
			AA0001	Choose nothing from this list of options	OA	0	-	Non SRU	TSC	

	Code	Unit						
	ES50052	Welfare Economics & Distributive Justice	OA	0	-	Non SRU	TSC	
	ES50054	International Monetary Economics	OA	0	-	Non SRU	TSC	
	ES40087	Macroeconomic and financial risk Management	OA	0	-	Non SRU		**Added September 2012**
	ES50058	Environmental Regulation	OA	0	-	Non SRU	TSC	
S2	ES500XX	Quantitative Methods for Economics	C	6	-	Non SRU	TSC	
	ES5009	Advanced Economic Theory	C	6	-	Non SRU	TSC	
	XX50137	Long Research Apprenticeship Project (MRes)	C	12	DEU	Non SRU	TSC	
Optional Units: Select 1 Unit(s) from the following list:								
	ES50053	Growth Theory	O	6	-	Non SRU	TSC	
	ES50074	Financial Economics	O	6	-	Non SRU	TSC	
	ES50051	Economic Methods	O	6	-	Non SRU	TSC	
	ES50078	International Monetary Policy & Institutions	O	6	-	Non SRU	TSC	
	ES50061	Financial Economics	O	6	-	Non SRU	TSC	
Other unit option subject to agreement by Director of Studies			O	6	-	Non SRU	TSC	
Units to be Audited: Select between 0 and 1 Unit(s) from the following list:								
Students may find it beneficial to audit an additional unit from this list to help develop XX50137 (Long research apprenticeship project). You may not choose a unit for audit that you have already selected from the previous list.								
	AA0001	Choose nothing from this list of options	OA	0	-	Non SRU	TSC	
	ES50053	Growth Theory	OA	0	-	Non SRU	TSC	
	ES50055	Public Economics	OA	0	-	Non SRU	TSC	
	ES50057	Development Economics	OA	0	-	Non SRU	TSC	

			ES50059	Environmental Valuation & Resource Economics	OA	0	-	Non SRU	TSC
	2	Summer	ES50064	Economics: Masters Dissertation	C	30	-	Non SRU	DPC

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment
2	33%	All assessment

where: **C   Compulsory   O   Optional   OA Optional Audit**

MRes EDUCATION

Programme code	THXX-AFM11	MRes Education (Full-time)
	THXX-AFM21	MRes Education (Full-time - leading to PhD)
	THXX-APM05	MRes Education (Part-time)
Programme title	MASTER of RESEARCH in EDUCATION	
Award type	MASTERS	
Award title	MRes in Education with the following intermediate qualifications: PG Cert in Research (Education) (Full-time) / PG Cert in Research (Education) (Part-time) PG Dip in Research (Education) (Full-time) / PG Dip in Research (Education) (Part-time)	
Mode of Attendance	FULL TIME / PART TIME	
Length	12 months full time, 2 years part-time	
State any designated alternative programme(s)	**PG Certificate in Research (Education)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (ED50337, ED50369)* **PG Diploma in Research (Education)** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC*	
Approving body and date of approval	Senate 06/04/11; Update approved by FLTQC 3.12.14	

Year 1 (for implementation with effect from 2015-16)									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4	1	S1	XX50170	Principles and skills of social research	C	6	DEU	Non SRU	TSC	
			XX50136	Qualitative methods 1	C	6	DEU	Non SRU	TSC	
			XX50134	Quantitative methods 1: introduction to quantitative methods	C	6	DEU	Non SRU	TSC	
			ED50337	Contemporary issues in education research 1: critical users	C	6	-	Non SRU	TSC	
			XX50133	Short research apprenticeship project (MRes)	C	6	DEU	Non SRU	TSC	
			Students may find it beneficial to audit a unit to help develop their Short research apprenticeship project (XX50133). Please contact your Director of Studies to discuss this.							
			ZZ50001	Director of Studies Approved Unit	AO	0	-	Non SRU	TSC	

		S2	ED50369	Contemporary issues in educational research 2: competent producers	C	6	-	Non SRU	TSC	
			XX50137	Long research apprenticeship project (MRes)	C	12	DEU	Non SRU	TSC	
			Designated Essential Optional Units: Select 1 Unit(s) from the following list:							
			XX50135	Quantitative methods 2	O	6	DEU	Non SRU	TSC	
			XX50138	Qualitative methods 2	O	6	DEU	Non SRU	TSC	
			Optional Units: Select 1 Unit(s) from the following list: You may not select a unit already chosen from the list above.							
			XX50135	Quantitative methods 2	O	6	-	Non SRU	TSC	
			XX50138	Qualitative methods 2	O	6	-	Non SRU	TSC	
			XX50207	Independent research essay	O	6	-	Non SRU	TSC	
			ZZ50005	Director of Studies approved unit	O	6	-	Non SRU	TSC	
			Students may find it beneficial to audit a unit from this list to help develop their LRAP. Please contact your Director of Studies to discuss this							
	2	Summer	XX50140	MRes dissertation	C	30	-	Non- SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment

where:　C　Compulsory
　　　　O　 Optional
　　　　OA Optional Audit

MRes EUROPEAN SOCIAL POLICY

Programme code	THXX-AFM15 MRes European Social Policy (Full-time) THXX-AFM25 MRes European Social Policy (Full-time - leading to PhD) THXX-APM09 MRes European Social Policy (Part-time)
Programme title	MASTER of RESEARCH in EUROPEAN SOCIAL POLICY
Award type	MASTERS
Award title	MRes in European Social Policy, with the following intermediate qualifications: THXX-AFC12 PG Cert in Research (European Social Policy) (Full-time) THXX-APC05 PG Cert in Research (European Social Policy) (Part-time) THXX-AFL10 PG Dip in Research (European Social Policy) (Full-time) THXX-APL10 PG Dip in Research (European Social Policy) (Part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months full time, 2 years part-time
State any designated alternative programme(s)	**PG Certificate in Research (European Social Policy)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (SP50075, SP50144)* **PG Diploma in Research (European Social Policy)** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC*
Approving body and date of approval	

Year 1 (for implementation with effect from 2016-17)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1	XX50170	**Principles and Skills of Social Research**	C	6	DEU	Non SRU	TSC	
			XX50134	**Quantitative methods 1: introduction to quantitative methods**	C	6	DEU	Non SRU	TSC	
			XX50136	**Qualitative Methods 1**	C	6	DEU	Non SRU	TSC	
			XX50133	**Short Research Apprenticeship Project (MRes)**	C	6	DEU	Non SRU	TSC	
			SP50279	**Comparative public policy and social welfare: cross-national, European and global perspectives**	C	6	-	Non SRU	TSC	
		S2	SP50144	**Research for Policy: Concepts, Methods and Values**	C	6	-	Non SRU	TSC	
			XX50137	**Long Research Apprenticeship Project (MRes)**	C	12	DEU	Non SRU	TSC	
			One must be taken:							

			Code	Unit	C/O	Credits		SRU	Dec	
			XX50135	**Quantitative Methods 2**	**O**	**6**	DEU	Non SRU	**TSC**	
			XX50138	**Qualitative Methods 2**	**O**	**6**	DEU	Non SRU	**TSC**	
			One must be taken (other units may be added subject to agreement with the DoS):							
			XX50135	**Quantitative Methods 2**	**O**	6		Non SRU	**TSC**	
			XX50138	**Qualitative Methods 2**	**O**	6		Non SRU	**TSC**	
			XX50207	**Independent Research Essay**	**O**	6	-	Non SRU	**TSC**	
			ZZ50005	**Director of Studies Approved Unit**	**O**	6		Non SRU	**TSC**	
			(Students may find it beneficial to audit an additional unit to help develop their LRAP students need to discuss and seek approval from the unit convener)							
	2	Summer	XX50140	**MRes Dissertation**	**C**	30	-	Non-SRU	**DPC**	

	Assessment weightings and decision references	
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: **http://www.bath.ac.uk/registry/nfa/index.htm**
1	67%	All assessment:
2	33%	All assessment:

where: C=Compulsory; O=Optional

MRes INTERNATIONAL DEVELOPMENT

Programme code	THXX-AFM12 MRes International Development (Full-time) THXX-AFM22 MRes International Development (Full-time - leading to PhD) THXX-APM06 MRes International Development (Part-time)
Programme title	MASTER of RESEARCH in INTERNATIONAL DEVELOPMENT
Award type	MASTERS

Award title	MRes in International Development, with the following intermediate qualifications:
	    THXX-AFC16 PG Cert in Research (Int. Development) (Full-time)
	    THXX-AFL14 PG Dip in Research (Int. Development) (Full-time)

Mode of Attendance	FULL TIME / PART TIME / PLACEMENT OPTION
Length	12 months full time, 2 years part-time
State any designated alternative programme(s)	**PG Certificate in Research (International Development)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (SP50254, SP40215, SP50220, SP50226, SP40251, SP50227, SP50231)* **PG Diploma in Research (International Development** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC*
Approving body and date of approval	Senate 06/04/11; Update approved by FLTQC 3.12.14

Year 1 (for implementation with effect from 2016-17)									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4	1	S1	XX50170	**Principles and skills of social research**	**C**	6	DEU	Non SRU	**TSC**	
			XX50134	**Quantitative methods 1: introduction to quantitative methods**	**C**	6	DEU	Non SRU	**TSC**	
			XX50136	**Qualitative methods 1**	**C**	6	DEU	Non SRU	**TSC**	
			XX50133	**Short research apprenticeship project (MRes)**	**C**	6	DEU	Non SRU	**TSC**	
			SP50254	**Foundations of international development**	**C**	6	-	Non SRU	**TSC**	
			Students may find it beneficial to audit a unit from this list to help develop the Short research apprenticeship project (XX50133). Please contact your Director of Studies to discuss this							
			AA00001	**Choose nothing from this list of options**	**OA**	0	-	Non SRU	**TSC**	

			Code	Unit Title		Credits				
			SP50079	Comparative public policy and social welfare: cross-national, European and global perspectives	OA	0	-	Non SRU	TSC	
			SP50216	Economics for international development	OA	0	-	Non SRU	TSC	
			SP50217	Sociology & social anthropology of development	OA	0	-	Non SRU	TSC	
			SP50218	Policy and politics of developing countries	OA	0	-	Non SRU	TSC	
			ZZ50001	Director of Studies approved unit	OA	0	-	Non SRU	TSC	
	S2		XX50137	Long research apprenticeship project (MRes)	C	12	DEU	Non SRU	TSC	
One of the following units must be taken										
			XX50138	Qualitative methods 2	O	6	DEU	Non SRU	TSC	
			XX50135	Quantitative methods 2	O	6	DEU	Non SRU	TSC	
Two of the following units must be taken: (other units may be added subject to agreement with the DoS) Note: Student must take a total of 30 credits in Semester 2.										
			XX50138	Qualitative methods 2	O	6	-	Non SRU	TSC	
			XX50135	Quantitative methods 2	O	6	-	Non SRU	TSC	
			SP40215	Critical issues in social development	O	6	-	Non SRU	TSC	
			SP50220	Management of development (MID)	O	6	-	Non SRU	TSC	
			SP50226	World politics: conflict, security & development	O	6	-	Non SRU	TSC	
			SP50227	Natural resources and sustainability	O	6	-	Non SRU	TSC	
			SP50231	Ethics and public policy	O	6	-	Non SRU	TSC	
			XX50207	Independent research essay	O	6	-	Non SRU	TSC	
			ZZ50005	Director of Studies approved unit	O	6	-	Non SRU	TSC	
Students may find it beneficial to audit an additional unit from this list to help develop XX50137 (Long research apprenticeship project). Please contact your Director of Studies to discuss this										
			AA00001	Choose nothing from this list of options	OA	0	-	Non SRU	TSC	

			SP50219	Academic research skills and dissertation preparation	OA	0	-	Non SRU	TSC	
			SP50235	Contemporary issues in South Asian development	OA	0	-	Non SRU	TSC	
			SP50236	Contemporary issues in African development	OA	0	-	Non SRU	TSC	
			ZZ50005	Director of Studies approved unit	OA	0	-	Non SRU	TSC	
	2	Summer	XX50140	MRes dissertation	C	30	-	Non-SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: **http://www.bath.ac.uk/registry/nfa/index.htm**
1	67%	All assessment:
2	33%	All assessment

where: C=Compulsory; O=Optional; OA Optional Audit

MRes POLITICS & INTERNATIONAL STUDIES

Programme code	THXX-AFM50 MRes Politics & International Studies (Full-time) THXX-AFM51 MRes Politics & International Studies (Full-time - leading to PhD) THXX-APM50 MRes Politics & International Studies (Part-time)
Programme title	Master of Research in Politics & International Studies PG Certificate/PG Diploma in Research (Politics & International Studies)
Award type	Master of Research
Award title	MRes in Politics & International Studies, with PG Certificate and PG Diploma as intermediate qualifications
Mode of Attendance	Full time / Part time
Length	12 months full time, 2 years part-time
State any designated alternative programme(s)	**PG Certificate in Research (Politics & International Studies)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (PL50869, PL50686, PL50764)* **PG Diploma in Research (Politics & International Studies)** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC*
Approving body and date of approval	Senate 06/04/11; Update approved by FLTQC 3.12.14

Year 1 (for implementation with effect from September 2015-16)										
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught or Dissertation / project credits**	**Notes**
			XX50134	Quantitative methods I	C	6	DEU	Non SRU	TSC	
			XX50136	Qualitative methods I	C	6	DEU	Non SRU	TSC	
			XX50133	Short research apprenticeship project (SRAP)	C	6	DEU	Non SRU	TSC	
			PL50869	Scopes and methods of politics and international relations	C	6	DEU	Non SRU	TSC	
				Students may find it beneficial to audit a unit from this list to help develop the Short research apprenticeship project (XX50133). Please contact your Director of Studies to discuss this.						
			ZZ50001	Director of Studies approved unit	OA	0	-	Non SRU	TSC	
		S2	XX50137	Long research apprenticeship project (LRAP)	C	12	DEU	Non SRU	TSC	
				One must be taken:						

			Code	Title						
			XX50135	Quantitative methods II	O	6	DEU	Non SRU	TSC	
			XX50138	Qualitative methods II	O	6	DEU	Non SRU	TSC	
			Two must be taken:							
			XX50135	Quantitative methods II	O	6		Non SRU	TSC	
			XX50138	Qualitative methods II	O	6		Non SRU	TSC	
			PL50884	International relations of South and Central Asia	O	6	-	Non SRU	TSC	
			PL50868	International organisations in world politics	O	6	-	Non SRU	TSC	
			XX50207	Independent research essay	O	6	-	Non SRU	TSC	
			ZZ50005	Director of Studies approved unit	O	6	-	Non SRU	TSC	
			Students may find it beneficial to audit a unit from this list to help develop the Long research apprenticeship project (XX50137). Please contact your Director of Studies to discuss this.							
	2	Summer	XX50140	Masters dissertation	C	30	-	Non SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

where:

C   Compulsory
O   Optional
OA Optional Audit

MRes PSYCHOLOGY

Programme code	THXX-AFM13 MRes Psychology (Full-time) THXX-AFM23 MRes Psychology (Full-time - leading to PhD) THXX-APM07 MRes Psychology (Part-time)
Programme title	MASTER of RESEARCH in PSYCHOLOGY
Award type	MASTERS
Award title	MRes Psychology with the following intermediate qualifications: THXX-AFL15 PG Dip in Research (Psychology) (Full-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months full time, 2 years maximum part-time
State any designated alternative programme(s)	**PG Certificate in Research (Psychology)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit.* **PG Diploma in Research (Psychology)** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC.*
Approving body and date of approval	Senate 06/04/11; Update approved by FLTQC 3.12.14

Year 1 (for implementation with effect from 2015-16)									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation/ project credits**	**Notes**
4	1	S1	XX50170	Principles and skills of social research	C	6	DEU	Non SRU	TSC	
			XX50136	Qualitative methods 1	C	6	DEU	Non SRU	TSC	
			XX50133	Short research apprenticeship project (MRes)	C	6	DEU	Non SRU	TSC	
			Designated Essential Optional Units: Select 6 Credits from the following list:							
			XX50134	Quantitative methods 1: introduction to quantitative methods	O	6	DEU	Non SRU	TSC	
			PS50148	Multivariate statistics for use in health contexts (Unit 7)	O	6	DEU	Non SRU	TSC	
			Optional Units: Select 1 Unit(s) from the following list:							
			PS30101	Psychology of pain	O	6	-	Non SRU	TSC	
			PS30102	Traffic and transport psychology	O	6	-	Non SRU	TSC	
			PS30103	Attitudes and social cognition	O	6	-	Non SRU	TSC	
			PS30115	Contemporary educational psychology	O	6	-	Non SRU	TSC	

		ZZ50001	Director of Studies approved unit	O	6	-	Non SRU	TSC	
		Students may find it beneficial to audit a unit from this list to help develop the Short research apprenticeship project (XX50133). Please contact your Director of Studies to discuss this.							
	S2	XX50137	Long research apprenticeship project (MRes)	C	12	DEU	Non SRU	TSC	
		XX50138	Qualitative methods 2	C	6	DEU	Non SRU	TSC	
		Optional Units: Select 2 Unit(s) from the following list:							
		PS50112	Advanced statistics for use in health contexts	O	6	-	Non SRU	TSC	
		XX50135	Quantitative methods 2	O	6	-	Non SRU	TSC	
		XX50207	Independent research essay	O	6	-	Non SRU	TSC	
		ZZ50005	Director of Studies approved unit	O	6	-	Non SRU	TSC	
		Students may find it beneficial to audit a unit from this list to help develop the Long research apprenticeship project (XX50137). Please contact your Director of Studies to discuss this.							
2	Summer	XX50140	MRes Masters dissertation	C	30	-	Non-SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment

where:

C Compulsory
O   Optional
OA Optional Audit

MRes SOCIAL POLICY

Programme code	THXX-AFM14 MRes Social Policy (Full-time) THXX-AFM24 MRes Social Policy (Full-time - leading to PhD) THXX-APM08 MRes Social Policy (Part-time)
Programme title	MASTER of RESEARCH in SOCIAL POLICY
Award type	MASTERS
Award title	MRes in Social Policy with the following intermediate qualifications: THXX-AFC15 PG Cert in Research (Social Policy) (Full-time) THXX-APC08 PG Cert in Research (Social Policy) (Part-time) THXX-AFL13 PG Dip in Research (Social Policy) (Full-time) THXX-APL13 PG Dip in Research (Social Policy) (Part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months full time, 2 years part-time
State any designated alternative programme(s)	**PG Certificate in Research (Social Policy)** (Designated Alternative Programme (DAP) for PGDip and MRes) --*comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (SP50075, SP50144).* **PG Diploma in Research (Social Policy)** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC.*
Approving body and date of approval	Senate 06/04/11; Update approved by FLTQC 3.12.14

Year 1 (for implementation with effect from 2016-17)									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4	1	S1	XX50170	**Principles and skills of social research**	C	6	DEU	Non SRU	TSC	
			XX50134	**Quantitative methods 1: introduction to quantitative methods**	C	6	DEU	Non SRU	TSC	
			XX50136	**Qualitative methods 1**	C	6	DEU	Non SRU	TSC	
			XX50133	**Short research apprenticeship Project (MRes)**	C	6	DEU	Non SRU	TSC	
			Optional Units: Select 1 Unit(s) from the following list:							
			SP50279	**Comparative public policy and social welfare: cross-national, European and global perspectives**	O	6				
			ZZ50001	**Director of Studies approved unit**	O	6	-	Non SRU	TSC	
			Students may find it beneficial to audit a unit from this list to help develop the Short research apprenticeship project (XX50133). Please contact your Director of Studies to discuss this.							

		S2	SP50144	Research for Policy: concepts, methods and values	C	6	-	Non SRU	TSC	
			XX50137	Long research apprenticeship project (MRes)	C	12	DEU	Non SRU	TSC	
			One of the following units must be taken:							
			XX50138	Qualitative methods 2	O	6	DEU	Non SRU	TSC	
			XX50135	Quantitative methods 2	O	6	DEU	Non SRU	TSC	
			Students may find it beneficial to audit an additional unit from this list to help develop XX50137 (Long research apprenticeship project). Please discuss this with your Director of Studies.							
			XX50138	Qualitative methods 2	O	6	-	Non SRU	TSC	
			XX50135	Quantitative methods 2	O	6	-	Non SRU	TSC	
			XX50207	Independent Research Essay	O	6	-	Non SRU	TSC	
			ZZ50005	Director of Studies approved unit	O	6	-	Non SRU	TSC	
	2	Summer	XX50140	MRes dissertation	C	30	-	Non-SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

where:

C   Compulsory
O   Optional

MRes SOCIAL WORK

Programme code	THXX-AFM30 MRes Social Work (Full-time) THXX-AFM31 MRes Social Work (Leading to PhD) (Full-time) THXX-APM21 MRes Social Work (Part-time)
Programme title	MASTER of RESEARCH in SOCIAL WORK
Award type	MASTERS
Award title	MRes in Social Work with the following intermediate qualifications: THXX-AFC13 PG Cert in Research (Social Work) (Full-time) THXX-APC06 PG Cert in Research (Social Work) (Part-time) THXX-AFL11 PG Dip in Research (Social Work) (Full-time) THXX-APL11 PG Dip in Research (Social Work) (Part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months full time, 2 years maximum part-time
State any designated alternative programme(s)	**PG Certificate in Research (Social Work)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (SP50158, SP50144)* **PG Diploma in Research (Social Work)** (Designated Alternative Programme (DAP) for MRes) - c*omprising 60 TSC.*
Approving body and date of approval	Senate 06/04/11; Update approved by FLTQC 3.12.14

*Year 1 (for implementation with effect from 2016-17)*

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation / project credits	Notes
4	1	S1	XX50170	**Principles and skills of social research**	C	6	DEU	Non SRU	TSC	
			XX50134	**Quantitative methods 1: introduction to quantitative methods**	C	6	DEU	Non SRU	TSC	
			XX50136	**Qualitative methods 1**	C	6	DEU	Non SRU	TSC	
			XX50133	**Short research apprenticeship project (MRes)**	C	6	DEU	Non SRU	TSC	
			SP50158	**Research for social work: values, methods and contexts**	C	6	-	Non SRU	TSC	
		S2	SP50144	**Research for policy: concepts, methods and values**	C	6	-	Non SRU	TSC	
			XX50137	**Long apprenticeship project (MRes)**	C	12	DEU	Non SRU	TSC	
			**Students may find it beneficial to audit an additional unit from this list to help develop XX50137 (Long research apprenticeship project). Please discuss this with your Director of Studies.**	

			One of the following must be taken:						
			XX50138	Qualitative methods 2	O	6	DEU	Non SRU	TSC	
			XX50135	Quantitative methods 2	O	6	DEU	Non SRU	TSC	
			Select 1 Unit from the following list: You may not select a unit already chosen from the list above							
			XX50138	Qualitative methods 2	O	6	-	Non SRU	TSC	
			XX50135	Quantitative methods 2	O	6	-	Non SRU	TSC	
			XX50207	Independent research essay	O	6		Non SRU	TSC	
			ZZ50005	Director of Studies approved unit	O	6	-	Non SRU	TSC	
	2	Summer	XX50140	MRes dissertation	C	30	-	Non-SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: **http://www.bath.ac.uk/registry/nfa/index.htm**
1	67%	All assessment:
2	33%	All assessment

where:

    C   **Compulsory**
    O   **Optional**

MRes SOCIOLOGY

Programme code	THXX-AFM18 MRes Sociology (Full-time) THXX-AFM26 MRes Sociology (Full-time - leading to PhD) THXX-APM18 MRes Sociology (Part-time)
Programme title	MASTER of RESEARCH in SOCIOLOGY
Award type	MASTERS
Award title	MRes in Sociology with the following intermediate qualifications: THXX-AFC14 PG Cert in Research (Sociology) (Full-time) THXX-APC07 PG Cert in Research (Sociology) (Part-time) THXX-AFL12 PG Dip in Research (Sociology) (Full-time) THXX-APL12 PG Dip in Research (Sociology) (Part-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months full time, 2 years part-time
State any designated alternative programme(s)	**PG Certificate in Research (Sociology)** (Designated Alternative Programme (DAP) for PGDip and MRes) - *comprising 30TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a Programme Specific unit (SP50136,).* **PG Diploma in Research (Social Sociology)** (Designated Alternative Programme (DAP) for MRes) - *comprising 60 TSC.*
Approving body and date of approval	

Year 1 (for implementation with effect from 2016-17)									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation/ project credits**	**Notes**
4	1	S1	XX50170	**Principles and Skills of Social Research**	C	6	DEU	Non SRU	TSC	
			XX50134	**Quantitative methods 1: introduction to quantitative methods**	C	6	DEU	Non SRU	TSC	
			XX50136	**Qualitative Methods 1**	C	6	DEU	Non SRU	TSC	
			XX50133	**Short Research Apprenticeship Project (MRes)**	C	6	DEU	Non SRU	TSC	
			SP50136	**Theoretical Issues in Sociology**	C	6	-	Non SRU	TSC	
		S2								
			XX50137	**Long Research Apprenticeship Project (MRes)**	C	12	-DEU	Non SRU	TSC	
				Students may find it beneficial to audit an additional unit from this list to help develop XX50137 (Long research apprenticeship project). Please discuss this with your Director of Studies.						

		One must be taken:							
		XX50135	Quantitative Methods 2	O	6	DEU	Non SRU	TSC	
		XX50138	Qualitative Methods 2	O	6	DEU	Non SRU	TSC	
		Two must be taken depending on above (other units may be added subject to agreement with the DoS):							
		XX50135	Quantitative Methods 2	O	6		Non SRU	TSC	
		XX50138	Qualitative Methods 2	O	6		Non SRU	TSC	
		XX50207	Independent Research Essay	O	6		Non SRU	TSC	
		ZZ50005	Director of Studies Approved Unit	0	6		Non SRU	TSC	
2	Summer	XX50140	MRes Dissertation	C	30	-	Non-SRU	DPC	

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** *See*: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment

where: C=Compulsory; O=Optional