Programme Specification: PDS

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Awarding Institution/Body</th>
<th>University of Bath</th>
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<tbody>
<tr>
<td>Teaching Institution</td>
<td>University of Bath</td>
</tr>
<tr>
<td>Validated/Franchised (if appropriate)</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme accredited by (including date of accreditation)</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme approved by (including date &amp; minute number of Senate)</td>
<td>Programme Approval Panel, 26 May 2009</td>
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<tr>
<td>Final award</td>
<td>Cert HE, FdA/FdSc/Dip HE, BA/BSc (Hons), PG Cert, PG Dip, or MA/MSc</td>
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<tr>
<td>Programme title</td>
<td>Professional Development Scheme</td>
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<tr>
<td>UCAS code (if applicable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Subject Benchmark Statement</td>
<td>Foundation degree qualification benchmark</td>
</tr>
<tr>
<td>Intended level of completed programme (in line with FHEQ)</td>
<td>C, I, H or M</td>
</tr>
<tr>
<td>Duration of programme &amp; mode of study</td>
<td>Maximum of 8 years at UG or PG level</td>
</tr>
<tr>
<td>Date of Specification preparation/revision</td>
<td>April 2009</td>
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<tr>
<td>Applicable to cohorts (e.g. for students commencing in September 2008 or 2008/09 – 2009/10)</td>
<td>Commencing in 2009/10</td>
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Synopsis and academic coherence of programme

The Professional Development Scheme (PDS) is an academic framework designed to meet the needs of professionals from a wide range of academic and business backgrounds. It is based on a nationally-recognised scheme for learning outcomes and provides:

- a mechanism within which learner-centred units, which are clearly structured, coherent and progressive, may be accumulated towards higher education awards;
- availability to students of a series of staged awards, based on the principles of credit accumulation and transfer;
- a range of units/courses not limited by programme or departmental boundaries;
- a mechanism for accrediting bespoke learning, in-house training, prior and experiential learning.

Flexibility is a key principle and the framework enables units from existing programmes to be offered on a stand-alone basis. Additionally, it facilitates the development of new individual credit-bearing or non-credit-bearing units which are not part of defined awards. Students are given the option of taking a single unit, or taking further units and working towards one of the following awards:

- Cert HE in Professional Development
• FdA/FdSc/Dip HE in Professional Development
• BA/BSc (Hons) in Professional Development
• PG Cert in Professional Development
• PG Dip in Professional Development
• MA/MSc in Professional Development

These are not limited by current programme or departmental boundaries but offer a flexible approach to meeting individuals’ CPD requirements. The notion of coherence is considered in relation to individuals’ professional needs and the agreed selection of units is recorded in a learning contract. Students are required to complete a unit in which they demonstrate the synthesis of these units and relate them to their professional experience.

This Programme Specification relates to the overall framework and the generic awards. Approval will be sought separately should departments/faculties wish to use the framework to introduce subject-specific Professional Development awards, e.g. MSc Professional Development (named subject).

Educational aims of the programme

The primary aim of the PDS is to provide an opportunity for students to supplement their existing knowledge, enhance their professional practice skills and develop their intellectual and key/transferable skills. Students’ choice of units will reflect their professional needs; some may be looking to enhance performance in an existing role or be preparing to move into a higher level management or leadership role, others may be looking to move onto a new career path.

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

On successful completion of the Certificate of Higher Education it is expected that the student will be able to:

Knowledge & Understanding:
• Demonstrate a factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology;
• Demonstrate awareness of ethical issues in current areas of study and discuss these in relation to personal beliefs and values;
• Demonstrate the ability to relate academic content to professional or work-based practice or considerations.

Intellectual Skills:
• Analyse with guidance using given classifications/principles;
• Collect and categorise ideas and information in a predictable and standard format;
• Evaluate the reliability of data using defined techniques and/or tutor guidance;
• Apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues.

Professional Practical Skills:
• Operate in predictable, defined contexts that require use of a specified range of standard techniques;
• Act with limited autonomy, under direction or supervision, within defined guidelines;
Translate and adjust academic content and debate into practice and application within a professional context.

Transferable/Key Skills:
- Work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues);
- Work within an appropriate ethos and use and access a range of learning resources;
- Evaluate own strengths and weaknesses within criteria largely set by others;
- Manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance;
- Take responsibility for own learning with appropriate support;
- Communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner;
- Apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues in the discipline.

On successful completion of the Foundation degree or Diploma of Higher Education it is expected that the student will be able to:

Knowledge & Understanding:
- Demonstrate a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks;
- Be aware of the wider social and environmental implications of area(s) of study and debate issues in relation to more general ethical perspectives;
- Demonstrate the ability to relate academic content to professional or work-based practice or considerations.

Intellectual Skills:
- Analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data;
- Reformulate a range of ideas and information towards a given purpose;
- Select appropriate techniques of evaluation and evaluate the relevance and significance of the data collected;
- Identify key elements of problems and choose appropriate methods for their resolution in a considered manner.

Professional Practical Skills:
- Operate in situations of varying complexity and predictability requiring application of a wide range of techniques;
- Act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines;
- Translate and adjust academic content and debate into practice and application within a professional context.

Transferable/Key Skills:
- Interact effectively within a team / learning group,
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<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding:</th>
<th>Intellectual Skills:</th>
<th>Professional Practical Skills:</th>
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| giving and receiving information and ideas and modifying responses where appropriate;  
  • Manage learning using resources for the discipline;  
  • Develop working relationships of a professional nature within the discipline(s);  
  • Evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement;  
  • Select appropriate data from a range of sources and develop appropriate research strategies;  
  • Take responsibility for own learning with minimum direction;  
  • Communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats;  
  • Identify key areas of problems and choose appropriate tools/ methods for their resolution in a considered manner. | • Analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject.  
  • (With minimum guidance) transform abstract data and concepts towards a given purpose and design novel solutions;  
  • Critically evaluate evidence to support conclusions/ recommendations, reviewing its reliability, validity and significance;  
  • Investigate contradictory information/identify reasons for contradictions;  
  • Demonstrate confidence and flexibility in identifying and defining complex problems and apply appropriate knowledge and skills to their solution. | • Operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques;  
  • Act autonomously, with minimal supervision or direction, within agreed guidelines;  
  • Translate and adjust academic content and debate into practice and application within a professional |

On successful completion of the BA/BSc (Hons) it is expected that the student will be able to:

Knowledge & Understanding:
• Demonstrate a comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth, and an awareness of the provisional nature of knowledge;
• Demonstrate an awareness of personal responsibility and professional codes of conduct and incorporate a critical ethical dimension into a major piece of work;
• Demonstrate the ability to relate academic content to professional or work-based practice or considerations.

Intellectual Skills:
• Analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject.
• (With minimum guidance) transform abstract data and concepts towards a given purpose and design novel solutions;
• Critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance;
• Investigate contradictory information/identify reasons for contradictions;
• Demonstrate confidence and flexibility in identifying and defining complex problems and apply appropriate knowledge and skills to their solution.

Professional Practical Skills:
• Operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques;
• Act autonomously, with minimal supervision or direction, within agreed guidelines;
• Translate and adjust academic content and debate into practice and application within a professional
| Transferable/Key Skills: | • Interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict;  
  • (With minimum guidance) manage own learning using full range of resources for the discipline(s) and work professionally within the discipline;  
  • Be confident in application of own criteria of judgement and challenge received opinion and reflect on action;  
  • Seek and make use of feedback;  
  • Select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance;  
  • Take responsibility for own work and criticise it;  
  • Engage effectively in debate in a professional manner and produce detailed and coherent project reports;  
  • Be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution. |

On successful completion of the MA/MSc it is expected that the student will be able to:

| Knowledge & Understanding: | • Demonstrate a systematic understanding of knowledge in specialised / applied areas and / across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline;  
  • Demonstrate the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions;  
  • Demonstrate a comprehensive understanding of techniques / methodologies applicable to their own work (theory or research-based);  
  • Demonstrate the ability to relate academic content to professional or work-based practice or considerations. |

| Intellectual Skills: | • (With critical awareness) undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;  
  • (With critical awareness) synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline / practice;  
  • Demonstrate a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;  
  • Demonstrate initiative and originality in problem solving;  
  • Act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations. |
Professional Practical Skills:
- Operate in complex and unpredictable and/or specialised contexts, and have an overview of the issues governing good practice;
- Exercise initiative and personal responsibility in professional practice;
- Demonstrate technical expertise, perform smoothly with precision and effectiveness;
- Adapt skills and design or develop new skills and/or procedures for new situations;
- Translate and adjust academic content and debate into practice and application within a professional context.

Transferable/Key Skills:
- Work effectively with a group as leader or member;
- Clarify tasks and make appropriate use of the capacities of group members;
- Negotiate and handle conflict with confidence;
- Use full range of learning resources;
- Reflect on own and others’ functioning in order to improve practice;
- Competently undertake research tasks with minimum guidance;
- Be an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
- Engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
- Demonstrate independent learning ability required for continuing professional study, making professional use of others where appropriate.

Structure and content of the programme (including potential stopping off points)
Candidates register for an award at the point at which they negotiate a learning contract outlining the choice of units to be taken. The choice of units will only be approved where coherence in relation to their professional context can be demonstrated. The learning contract represents the ‘programme’ to be followed by the student in order to gain an award and will be reviewed regularly.

Students working towards one of the generic Professional Development awards are required to take the relevant compulsory unit, Integrated Professional Development 1, 2, 3, or 4. The compulsory units are designed to enable the students to draw together, and reflect on, the content of the range of units taken. Additionally, they provide an opportunity to meet those programme-level learning outcomes which have not been addressed through the optional units. A final dissertation or work-based project unit is required for an Honours or Masters award and students are required to take a research methods unit in preparation for this.

Candidates register for a Certificate of Higher Education, Diploma of Higher Education/Foundation degree, Honours degree, PG Certificate, PG Diploma or Masters degree. Students are not permitted to hold more than one of these awards and, where a lower level of award is achieved, the award must be rescinded should the candidate wish to progress to a higher award.

For the undergraduate awards, each level of study is referred to as a stage. The Certificate of Higher Education may be awarded on successful completion of Stage 1, the Foundation
A programme specification is provided that outlines the structure and progression of the programme, including degrees and diplomas on successful completion of stages. At postgraduate level, there are also three stages. The PG Certificate can be awarded on successful completion of Stage 1, the PG Diploma on successful completion of Stages 1 and 2 and the Masters degree on successful completion of Stages 1, 2 and 3.

A catalogue of optional units is published on the CPD website. The availability of units within the scheme is subject to a minimum number of participants. The semester(s) in which each unit is delivered is determined at the point of approval for the unit and recorded in the unit description.

The University credit framework conforms to the European Credit Transfer System, whereby 6 ECTS credits are equal to 12 Credit Accumulation and Transfer System (CATS) credits.

### Undergraduate Level

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td>Agreed selection of PDS units</td>
<td>6 credits at level C</td>
<td>12 credits at level I</td>
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<tr>
<td>54 credits at level C or above</td>
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<tr>
<td>(normally 18 in a main subject)</td>
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<tr>
<td>Agreed selection of PDS units</td>
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<tr>
<td>48 credits at level I or above</td>
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<td></td>
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<tr>
<td>(normally 18 in a main subject)</td>
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</tr>
<tr>
<td>Integrated Prof Development 1</td>
<td>Integrated Prof Development 2</td>
<td>Integrated Prof Development 3</td>
</tr>
<tr>
<td>6 credits at level C</td>
<td>12 credits at level I</td>
<td>12 credits at level H</td>
</tr>
<tr>
<td>Integrated Prof Development 3</td>
<td></td>
<td></td>
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<tr>
<td>12 credits at level H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 credits at level I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>Diploma in Higher Education / Foundation Degree (FdA/FdSc)</td>
<td>Degree (BA/BSc (Hons))</td>
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<tr>
<td>Integrated Prof Development 2</td>
<td></td>
<td></td>
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<tr>
<td>12 credits at level I</td>
<td></td>
<td></td>
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<tr>
<td>Integrated Prof Development 3</td>
<td></td>
<td></td>
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<tr>
<td>12 credits at level H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed selection of PDS units</td>
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### Postgraduate Level

**Stage 1**
- Agreed selection of PDS units
  - 24 credits (18 or more at level M)

**Stage 2**
- 6 credits at level M
- Agreed selection of PDS units
  - 24 credits (18 or more at level M)
- Integrated Prof Development 4
  - 6 credits at level M

**Stage 3**
- Work-based Research Project / Dissertation
  - Max. 30 credits at level M *
- Research Methods
  - 6 credits*

- Integrated Prof Development 4
  - 6 credits at level M

- Postgraduate Certificate
- Postgraduate Diploma
- MA/MSc

* Where the Work-based Research Project / Dissertation is 30 credits, a 6 credit research methods unit must be taken at the Postgraduate Diploma stage.

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

The PDS is aimed at those already in employment and students are expected to relate their academic study to their own workplace where appropriate, or to an appropriate professional context. Students who are not currently in employment are required to relate their learning either to their previous professional environment or to the one they are seeking to enter.
Details of support available to students (e.g. induction programmes, programme information, resources)

All students are registered students of the University for the period of their studies and have full access to the facilities (e.g. Library, Learning Support etc). On completion of the registration process, students are issued with a username and password which they can use to access a range of Moodle-based resources (via the main CPD web site) including a student handbook, an on-line induction programme and other support materials. The on-line induction programme is based on the presentations normally given in face-to-face induction sessions.

All students are allocated a home department and additional support is available from the CPD Support and Development Office. Where students are studying individual units, the home department will be the department responsible for delivering that unit. Where students are studying towards an award, an appropriate home department is identified and a personal tutor is allocated.

The CPD Support and Development Office monitor unit registrations and contact students who are gathering credits (normally after 12 credits). Students are advised of the opportunity to work towards an award and, if they are interested in a Professional Development award, they will negotiate a learning contract and specify the intended units of study (subject to the availability of those units). The contract will be reviewed annually and any necessary changes made. All learning contracts will be submitted to the CPD Academic Board for approval. Students who are not interested in working towards an award are able to continue to accrue credit but are advised that they may not be able to count some of this towards an award at a later date.

Admissions criteria (including arrangements for APL/APEL)

Students who are interested in professional development are normally recruited to individual units of study in the first instance. After they have completed 12 credits successfully they may apply to register for a Professional Development award by negotiating a learning contract. The CPD Support and Development Office will advise on this process. Alternatively students may apply to register for an award at the outset if they are able to demonstrate a proven ability to engage with the proposed level of study.

Students may opt to work towards an existing named University of Bath award, in which case they will be required to satisfy the normal entry criteria for that programme of study. Alternatively they may opt for a generic Professional Development award, in which case they must demonstrate a proven ability to engage with the proposed level of study. For Masters awards, students will normally require a first degree or equivalent and have a minimum IELTS score of 6.5 (or evidence of having worked/studied in an English speaking country) where English is not the student’s first language. Admission to a Professional Development award will be subject to the successful negotiation of a learning contract outlining the units that will be taken and receipt of a satisfactory professional reference.

Applicants may apply for credit exemption through AP(E)L. The maximum threshold for exemption will normally be 50% of the total credits required for an award (e.g. a 45-credit exemption towards a 90-credit Masters degree). The AP(E)L process is linked to the negotiation of the learning contract. Students are required to demonstrate the coherence of all units contributing to their award (i.e. those already taken and those they wish to take) and are required (in the Integrating unit) to reflect on the content of the AP(E)L units.
Summary of assessment and progression regulations

Units Regulations

Credit is gained for successful completion of a unit. This is normally defined as the achievement of at least 40% of the total marks available for the summative assessments. Credit is also gained on successful re-assessment of a unit. Students who retake and pass a unit gain the credit for the unit.

Coursework must be submitted by the specified deadline. Requests for extensions should be submitted to the Unit Convenor. Coursework submitted late, without prior approval, will normally receive a maximum mark of 40%. Coursework that is handed in after five working days, without prior approval, will normally receive a mark of zero.

Re-assessment: Where students fail a unit at the first attempt, they will be required to submit additional work and/or sit a further examination as detailed in the unit description.

Repeat: Where students fail a unit at the second attempt (i.e. through re-assessment) they will be permitted to repeat the unit. Repeating a unit means retaking the unit and all associated assessment with attendance and paying the appropriate tuition fee.

Where students without mitigating circumstances successfully retrieve failure through re-assessment in a unit at Level C, I or H, the original marks will be recorded on the transcript. At Level M, a maximum unit mark of 40% will be awarded. Students with mitigating circumstances who successfully retrieve a unit will be recorded as having gained the actual mark achieved at the second attempt.

The Board of Examiners will normally allow students undertaking re-assessment in units to the value of 12 credits to progress to a further unit of study. Students undertaking re-assessment in units totalling more than 12 credits will not normally be allowed to progress until they have completed their reassessment successfully.

Students will not be permitted an opportunity to improve their marks through re-assessment if they have already passed a unit.

Programme Regulations

The period of study will be determined at the point at which the learning contract is negotiated. Students will normally be permitted a maximum of 8 years to complete all three stages at undergraduate or postgraduate level.

Students may apply for exemption through AP(E)L in accordance with University procedures. The maximum threshold for exemption will normally be 50% of the total credits for an award.

Students will progress at their own rate through the negotiated programme of study and their progression will be measured in terms of unit completion rather than completion of a year of study.

Students may undertake units for more than one stage of study concurrently where:

- all pre-requisites and other conditions have been met;
- the learning agreement states clearly which stage each unit will contribute towards.

Where a stage requires students to study units at a minimum level, students will have the option of using higher level credits towards the award. Unit credit can only contribute to one
award at any time.

Within each stage of a programme, the contribution of a unit’s assessment to the calculation of the overall stage average will be directly proportional to the credit values of the units concerned.

Each unit contributing to an award must be passed and failure cannot be condoned by taking into account compensating higher level performance elsewhere in the student’s profile. There is no limit on the number of times a student may take a failed unit.

To be eligible for the award of the Certificate of Higher Education (Cert HE) in Professional Development, students must have achieved 60 ECTS credits at Level C or above. This must include Integrated Professional Development 1.

To be eligible for the award of the Foundation degree in Professional Development, students must have achieved 120 ECTS credits, of which at least 60 must be at Level C or above and 60 at Level I or above. This must include Integrated Professional Development 2.

To be eligible for the award of the Diploma of Higher Education in Professional Development, students must have achieved 120 ECTS credits, of which 60 must be at Level C (or above) and 48 at Level I or above. This must include Integrated Professional Development 2.

To be eligible for the award of the BA/BSc (Hons) in Professional Development, students must have achieved 180 ETCS credits, at least 60 of which should be at Level C or above, 48 at Level I or above and 48 at Level H or above. This must include Integrated Professional Development 3, a research methods unit and a work-based research project or dissertation. The classification of the award will be calculated taking into account the credit values of the units taken. Stage 2 will count for 32% and Stage 3 for 68% of the overall programme average.

To be eligible for the award of the Postgraduate Certificate in Professional Development, students must have achieved 30 ECTS credits, of which at least 24 must be at Level M. This must include Integrated Professional Development 4.

To be eligible for the award of the Postgraduate Diploma in Professional Development, students must have achieved 60 ECTS credits, of which at least 48 must be at Level M. This must include Integrated Professional Development 4.

To be eligible for the award of MA/MSc in Professional Development, students must have achieved 90 ECTS credits, of which at least 72 must be at Level M. This must include Integrated Professional Development 4, a research methods unit and a work-based research project or dissertation. Students will normally be eligible for the award of a Masters degree with Distinction if they achieve a mark of at least 70% in the dissertation/project and an average mark across the taught units of 70%.

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

The University’s Quality Assurance Code of Practice is the key reference point that describes the academic processes and principles, roles and responsibilities through which the University develops and implements an effective and efficient quality management framework, assuring itself and external bodies of the quality and standards of its provision. It is also one of the channels of communication via which good practice in learning and teaching is encouraged and disseminated.

The CPD Academic Board will be responsible for approving the aims, learning outcomes, academic standards, admissions criteria, curriculum and assessment of the programme.
Academic Board will also be responsible for the approval of staff teaching on the programme, approving the appointment of external examiners, approving annual monitoring reports on the programmes, and ensuring that appropriate monitoring, evaluation and review procedures are carried out and result in quality enhancement.

Quality assurance mechanisms include:

- Appointment of external examiners to the programme and the establishment of appropriate reporting mechanisms.
- Annual examination of standards by External Examiners for the programme;
- Staff-student liaison committee (via Moodle).
- Annual Monitoring and Periodic Review of programmes by the University of Bath.
- Board of Examiners meetings confirming assessment activities, the annual assessment schedule and confirming the assessment recommendations.
- Student evaluations of each Unit using a standard pro-forma and a questionnaire covering the whole programme. Quantitative results and written comments are discussed at the Staff-Student Liaison Committee.
- Individual staff appraisal, peer monitoring of teaching, induction and mentoring of new staff. Teaching staff have access to a continuous University-wide staff development programme.
- University of Bath’s consistent placing around the top 10 of UK Universities.
- QAA Institutional Audit 2003 and 2008 – identification of the University’s engagement with its partners in work-based learning as good practice.

Sources of other information

- Programme Specification URL:
- University of Bath CPDSODO Website: www.bath.ac.uk/cpd/
- CPD Student handbook

Chair of Programme Approval Panel/Dean* Date

*For all new programmes the programme specification must be signed by the Chair of the Programme Approval Panel. Amended versions of the programme specifications must be signed by the Dean/Director of Faculty/School/Division.