



Programme Specification

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath, Department of Social and Policy Sciences
<i>Validated/Franchised/Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	(originally MSc IPA, Senate 24/03/99, S10761) (MGIPA Faculty Board of Studies 2003)
<i>Final award</i>	Master of Science Postgraduate Diploma Postgraduate Certificate
<i>Programme title*</i>	MSc in International Public Policy Analysis Postgraduate Diploma in International Public Policy Analysis Postgraduate Certificate in International Public Policy Analysis
<i>UCAS code (if applicable)</i>	n/a
<i>Subject Benchmark Statement*</i>	n/a
<i>Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)*</i>	Level 7 = Masters
<i>Duration of programme & mode of study*</i>	MSc: One year, full-time; up to three years part-time. The programme also comprises the following components: PGDip.: Nine months, full-time; 21 months part-time. PGCert: One semester, full-time; Six months, 18 months part-time.
<i>Date of Specification preparation/revision*</i>	Revised May 2010 (Faculty Board of Studies) Rev. June 2012, rev. Feb 2013, Dec 2015
<i>Applicable to cohorts (eg. for students commencing in September 2014 or 2014/15-2015/16)*</i>	2016-17

***Synopsis and academic coherence of programme**

The MSc in International Public Policy Analysis is designed to meet the increasing demand for expertise in international and comparative analysis of public policies. The programme is designed to offer:

- a) A rigorous, systematic, multidisciplinary, social science-based understanding of the processes governance structures and outcomes of social and public policies in international and cross-national contexts;
- b) Advanced training in key techniques of policy analysis and policy evaluation in national, cross-national and international settings;
- c) Opportunities for student-driven research in substantial social and public policy areas (eg welfare and social security, family policy, migration policy, employment and labour market policy, health policy, , international development) in a large number of national, regional (eg European Union, Asia, Africa, Latin America) and global (eg UN) settings.

The programme is designed for graduates who want to pursue a career as policy analysts or mid-career professionals who want to advance their expertise in international and comparative policy analysis and are interested in (or pursuing careers in) national social and public administration, European or international organisations and national or international non-governmental organisations (NGOs) and agencies. The programme is also designed for graduates who want to pursue an academic career, using the MSc as a first step towards doctoral research (e.g. PhD).

Successful graduates from previous years are now employed as policy analysts and policy advisors in a variety of national and international organisations, including governmental and non-governmental organisations, charities, agencies, research institutes, as well as corporate organisations.

***Educational aims of the programme**

The MSc in International Public Policy Analysis aims to

- 1. Systematically review, and critically evaluate the literature on the processes of globalisation and its impact on public policymaking nationally and internationally from the perspective of different social sciences and schools of thought and analysis.
- 2. Provide training in conceptual strategies, methodologies and techniques for analysing and evaluating public policies in a variety of national, supra-national and global contexts.
- 3. Provide opportunities to apply advanced skills in policy analysis in a variety of public policy fields in national, comparative or global contexts, of the students' choosing.

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

By the end of the programme participants will be able to :

- a) Demonstrate a critical understanding of the institutional and policy environment within which governments, corporations and other socio-political actors are shaping systems of governance and decision making at national, supra-national and global levels.

	<p>b) Analyse the policy choices and conflicts with which these actors are presenting each other and the issues of public and private responsibility which these raise by applying at least one of the advanced techniques of policy analysis taught in the programme.</p> <p>c) Demonstrate a thorough understanding of the merits and limitations of different types and styles of public policy analysis by applying a number of advanced techniques of policy analysis taught in the programme in a number of different public policy fields.</p> <p>d) Identify and pursue in depth an original research question relating to some aspect of globalisation and/or international policy making of their own choosing.</p>
<p>➤ Knowledge & Understanding:</p>	<p>By the end of the PG Certificate stage, students should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Different techniques and methodologies associated with analysis and evaluation <i>of</i> and <i>for</i> policy. • The institutional and policy environment within which governments, corporations and other socio-political actors are shaping systems of governance and decision making at national, supra-national and global levels. <p>By the end of the PG Diploma stage (as well as the above), students should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The policy choices and conflicts with which these actors are presenting each other and the issues of public and private responsibility which these raise by applying at least one of the advanced techniques of policy analysis taught in the programme. • The merits and limitations of different types and styles of public policy analysis by applying a number of advanced techniques of policy analysis taught in the programme in a number of different public policy fields. <p>By the end of the MSc stage, students should have:</p> <p>Researched and produced a fully referenced dissertation that critically assesses or evaluates an international social or public policy issue.</p> <p><u>Learning and teaching methods</u></p> <p>The postgraduate certificate and postgraduate diploma phases (Stage 1) are tightly structured and include lectures and guided reading, student and tutor-led seminars, essays/dissertation and seminar presentations with tutorial guidance. The emphasis is on guided self-study and research during the Masters (Stage 2).</p> <p><u>Assessment Methods</u></p> <p>Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Unseen examinations are used to test knowledge of some more narrowly defined concepts and issues.</p>

<p>➤ Intellectual Skills:</p>	<p>By the end of the PG Certificate stage, students should have knowledge and understanding and:</p> <ul style="list-style-type: none"> • Ability to synthesise information from a number of sources in order to gain a coherent understanding. • Ability to analyse and evaluate international policymaking experiences and outcomes over time and space. • Ability to analyse critically the relationship between local, national and global processes of policymaking. <p>By the end of the PG Dip and MSc stages, (as well as the above) students should have the ability to:</p> <ul style="list-style-type: none"> • Evaluate critically contemporary issues on globalisation and international policymaking from a multidisciplinary perspective. • To evaluate critically and assess research and evidence as well as a variety of other information. <p>By the end of the MSc stage, students should have:</p> <ul style="list-style-type: none"> • Ability to develop an in depth and critical analysis of an area of international public policy. • Ability to apply and evaluate specific methods of policy analysis. <p><u>Teaching and Learning Methods</u></p> <p>The postgraduate certificate phase involves lectures and guided reading, problem-orientated and case-study based group assignments and seminars, essay/dissertation and seminar presentations with tutorial guidance, group-based practice in identification and piloting of research questions. These methods continue into the postgraduate diploma phase. The Master's degree phase involves a research project to produce a dissertation.</p> <p><u>Assessment Methods</u></p> <p>Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Unseen examinations are used to test knowledge of some more narrowly defined concepts and issues.</p>
<p>➤ Professional Practical Skills:</p>	<p>By the end of the PG Certificate stage, students should have knowledge and understanding:</p> <ul style="list-style-type: none"> • Ability to gather information, data, research and literature from a number of different sources. • Ability to utilise problem solving skills. • Ability to work independently <p>By the end of the PG Dip and MSc stages, (as well as the above) students should have the ability to:</p>

	<ul style="list-style-type: none"> • To undertake policy analysis and evaluation applied to a specific area of public policy taken from a comparative or international context. <p>To apply understanding of theoretical policy analysis framework to practical problem solving – in other words carry out independent and original analysis of concrete policymaking problems.</p> <p><u>Teaching and Learning Methods</u> Lectures and guided reading, problem-orientated and case-study based group assignments and seminars, essay/dissertation and seminar presentations with tutorial guidance, group-based practice in identification and piloting of research questions.</p> <p><u>Assessment Methods</u> Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Unseen examinations are used to test knowledge of some more narrowly defined concepts and issues.</p>
<p>➤ Transferable/Key Skills:</p>	<p>By the end of the PG Cert stage, the following transferable skills will be acquired:</p> <ul style="list-style-type: none"> • Ability to research a pre-set question or problem, develop and deliver a coherent response both in writing and orally. • Enhanced cross-cultural sensitivity and improved interpersonal communication skills. • Ability to produce work to meet agreed specifications and deadlines. <p>By the end of the PG Dip and MSc stages the following transferable skills will be acquired:</p> <ul style="list-style-type: none"> • Ability to analyse and synthesise multidisciplinary perspectives on the same problem • Ability to identify an issue in policy analysis, to select, interpret, evaluate and synthesise relevant research findings and theoretical literature into a coherent written argument. • Ability to formulate a research question, develop and present original and sustained argument. <p>Ability to produce work to meet agreed specifications and deadlines, responding appropriately to comments on draft output.</p> <p><u>Teaching and Learning Methods</u> Student-led study groups, problem-orientated group assignments and seminars, student and tutor-led seminars, essay/dissertation and seminar presentations with tutorial guidance, group-based practice in identification and piloting of research questions, monitoring of personal development with personal tutor.</p> <p><u>Assessment Methods</u></p>

	Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds. Peer assessment of seminar presentations.
Structure and content of the programme (including potential stopping off points) <i>(Append the relevant programme description (PD) form(s) and cross reference below)</i>	
<p>The full programme comprises two stages:</p> <ul style="list-style-type: none"> • Stage 1 comprises the taught units (covering the postgraduate certificate and postgraduate diploma phases), and • Stage 2 the Dissertation stage – see Annex 1 for the detailed Programme Description. <p>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.</p> <p>The PG Certificate and PG Diploma qualifications exist as components of the full Master's programme.</p> <p>Students complete the programme through attendance at the University.</p> <p>Units often include students from other Masters programmes, encouraging multi-disciplinarity and sharing of experiences between subjects.</p>	

Details of work placements / work-based learning / industrial training / study abroad requirements	
<p>A work placement (internship) is an optional component at the Masters stage and may include working with organisations in the UK or overseas, usually during the summer months. The placement <i>per se</i> earns no credits but students are encouraged to link their placement to an agreed dissertation topic. All placement students will need to have a named placement manager within the host organisation and be in contact by email with a placement tutor at the University who usually also acts as their dissertation supervisor. Students doing placement usually are granted an extension for their dissertation, if requested, according to the length of placement.</p>	
Details of support available to students (e.g. induction programmes, programme information, resources)	
<p>Support specific to The MSc in International Public Policy Analysis includes:</p> <ul style="list-style-type: none"> • Initial induction programme to clarify expectations, identify computing training needs, brief students on available learning resources, strengthen group identity and reflect upon diverse learning needs; • A detailed programme handbook and outlines for each unit; • The Director of Studies for the programme is available to respond to issues as they arise; • Access to a wide range of additional staff within the Faculty able to assist in more specialised areas; 	

- Extensive library, including 24 hour access to computers, the web and many online journals and databases;
- Student email and open personal access to the personal tutor and Director of Studies;
- 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 through structured social activities;
- The Academic Skills Centre (ASC) provides classes in essay writing for native and non-native English speakers.

All MIPPA students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students. Full-time MIPPA students are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

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.

These services can provide 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.

Admissions criteria (including arrangements for APL/APEL)

Academic criteria

Students should normally have a 2.2 or higher first degree or equivalent in a social science subject, or a 2.1 in another subject or substantial prior appropriate experience (e.g. professional experience, voluntary work etc.)

Two academic references are required.

English requirements

- IELTS 6.5 (with not less than 6 in each of the four components)

Pre-sessional English language training may be offered to help some applicants to obtain this.

Prior Qualifications

A student who has already been awarded the University of Bath PG Certificate or PG Diploma in International Public Policy Analysis (within five years of initial registration) may be admitted directly to the next phase of the programme.

Exemptions to some PG Diploma units may be permitted for those who already have relevant postgraduate English-medium qualifications or professional experience. In all cases the University's QA procedures (QA45 or QA47) will be followed.

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 Annex 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 Department of Social and Policy Studies

The Department of Social & Policy Sciences has an international reputation having been rated excellent in both teaching and research assessment exercises. The excellence of the research undertaken within the Department has been recognized most recently by the award of the prestigious Queen's Anniversary Prize in 2011.

The Department's staff comprise leading researchers in a range of social and policy subject areas, including disciplines international, European and British social and public policy, international development, sociology and community-orientated social work. Research in Social Policy and Social Work was cited second in the country in the 2008 RAE exercise. Established comparisons of teaching excellence and students' satisfaction have repeatedly placed the Department high among UK Universities (see for example the Good University Guide 2013).

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

- <http://www.bath.ac.uk/study/pg/programmes/msc-inte-publ>

Annex 1: Programme Description

Programme code	THSP-AFM13 - MSc International Public Policy Analysis (Full-time) THSP-APM13 - MSc International Public Policy Analysis (Part-time)	
Programme title	MASTERS IN INTERNATIONAL PUBLIC POLICY ANALYSIS (MIPPA)	
Award type		
Award title	MSc International Public Policy Analysis, with intermediates qualifications: THSP-AFC13 - PG Cert International Public Policy Analysis (Full-time) THSP-APC13 - PG Cert International Public Policy Analysis (Part-time) THSP-AFL13 - PG Dip International Public Policy Analysis (Full-time) THSP-APL13 - PG Dip International Public Policy Analysis (Part-time)	
Mode of Attendance	FULL TIME / PART TIME	
Length	12 months F/T; 24 months P/T	
State any designated alternative programme(s)	PG Certificate in IPPA PG Diploma in IPPA	DAP for PGDip and MSc comprising any 30 TSC DAP for MSc
Approving body and date of approval	7/5/14, 27/8/15, 16/12/15	

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	SP50249	Advanced Policy Analysis: Approaches and Techniques	C	6	DEU	Non SRU	TSC	
			SP50250	The Politics of Policy: Actors and Arenas and Conflict in International Perspective	C	6	DEU	Non SRU	TSC	
			Select 18 credits from the following options. Options are grouped in themed pathways but choice of options across different pathways is permitted.							
			Pathway A: Public policy, social welfare and the economy							
			PL50436	European union politics & policy-making	O	6	-	Non SRU	TSC	
			SP50123	Business Society and States: corporate power and accountability	O	6	-	Non SRU	TSC	
			SP50279	Comparative Public Policy and Social Welfare: Cross-national, European and global perspectives	O	6	-	Non SRU	TSC	
			Pathway B: Public policy and International Development							
			SP50216	Economics for Development	O	6	-	Non SRU	TSC	
			SP50217	Sociology and Social Anthropology of Development	O	6	-	Non SRU	TSC	
			SP50254	Foundations of International Development	O	6	-	Non SRU	TSC	
			Pathway C: Professional practice and research competence							
			XX50134	Quantitative Methods 1 introduction to quantitative methods	O	6	-	Non SRU	TSC	
			XX50136	Qualitative Methods 1	O	6	-	Non SRU	TSC	
			SP50293	Critical Skills in International Development and Policy	O	6	-	Non SRU	TSC	

S2	SP50144	Research for policy: concepts, methods and values	C	6	-	Non SRU	TSC	
	SP50162	Governance, Public Policy and Society	C	6	-	Non SRU	TSC	
	SP50251	Policy Evaluation: methods and techniques	C	6	-	Non SRU	TSC	
	ZZ50001	<i>Other unit option subject to agreement by Director of Studies</i>	O	6	-	Non SRU	TSC	
	Select 12 credits from the following options. Options are grouped in themed pathways but choice of options across different pathways is permitted.							
	Pathway A: Public policy, social welfare and the economy							
	PL50764	International Security: the contemporary agenda	O	6	-	Non SRU	TSC	
	SP50225	Political economy of globalisation	O	6	-	Non SRU	TSC	
	SP50253	Policy Analysis Short Apprenticeship Project with area specialism	O	12	-	Non SRU	TSC	
	MN50480	Principles of corporate social responsibility	O	6	-	Non SRU	TSC	
	Pathway B: Public policy and International Development							
	SP40215	Critical Issues in Social Development	O	6	-	Non SRU	TSC	
	SP50220	Management of Development	O	6	-	Non SRU	TSC	
	SP50226	World Politics: conflict, security and development	O	6	-	Non SRU	TSC	
	Pathway C: Professional practice and research competence							
	XX50135	Quantitative Methods 2	O	6	-	Non SRU	TSC	
	XX50138	Qualitative Methods 2	O	6	-	Non SRU	TSC	
	SP50122	Comparative research methods	O	6	-	Non SRU	TSC	
	SP50294	Policy research skills and dissertation preparation	O	6	-	Non SRU	TSC	
	SP50242	Wellbeing assessment in public policy and development practice*	O	6	-	Non SRU	TSC	
	ZZ50005	<i>Other unit option subject to agreement by Director of Studies</i>	O	6	-	Non SRU	TSC	
2	DIS	SP50252	International Public Policy Analysis: 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

C=Compulsory; O=Optional; OA=Optional Audit; SRU=Stage required units; TSC=Taught stage credit; DEU=Designated essential unit