

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>	International Development Group (26/01/07) Faculty Programme Approval Panel (23/04/07)
<i>Final Award:</i>	Master of Science Postgraduate Diploma Postgraduate Certificate
<i>Programme Title:</i>	MSc Wellbeing in Public Policy and International Development (MWPPID) PG Diploma Wellbeing in Public Policy and International Development PG Certificate Wellbeing in Public Policy and International Development
<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 and mode of study:</i>	MSc: One year, full-time residential; up to three years part-time residential. The programme also comprises the following components PGDip: Nine months, full-time; up to 21 months part-time. PGCert: One semester full-time; up to 16 months part time.
<i>Date of Specification preparation/revision:</i>	September 2009/10 revised March 2012, revised November 2012 revised May 2014, Dec 2015.
<i>Applicable to cohorts (e.g. for students commencing in September 2013 or 2013/14-2014/15)</i>	2016/17

SYNOPSIS AND ACADEMIC COHERENCE OF PROGRAMME:

Wellbeing has caught the attention of policy makers and practitioners because of its potential to provide new perspectives on what matters and new ways to assess policy outcomes and their impact in people's lives. The Bath MSc in Wellbeing in Public Policy and International Development provides a unique opportunity to develop the skills and understanding to engage with this, offering multidisciplinary approaches to the theory, analysis and assessment of wellbeing in public policy, development practice, social research and social action. Spanning the global divide between 'developed' and 'developing' countries, the MSc will appeal to students and professionals wishing to build careers which make a difference in the public, NGO or private sectors.

Located in the Department of Social and Policy Sciences, the programme builds on a high profile programme of ongoing research into wellbeing in developing countries and an expanding programme in policy research. It draws in addition on established expertise in international development, governance, social movements, and policy analysis. This gives a distinctive emphasis on social, cultural and political dimensions of wellbeing. Core units in concepts, analysis, ethics and the assessment of wellbeing are complemented by a wide range of options in international development, policy analysis, governance, politics, and environmental sustainability.

The programme comprises a modular, 90-ECTS credit structure, delivered over a two-stage and summer dissertation structure.

EDUCATIONAL AIMS OF THE PROGRAMME:

- To provide a systematic understanding of the theories and concepts and methods of assessment underlying the use of wellbeing in public policy, development practice and social action.
- To evaluate critically public policy and international development from the perspective of human wellbeing and sustainability.
- To foster reflexive practice, and provide skills and knowledge for innovative thinking and creative action to advance human wellbeing and sustainability in public policy and international development.
- To provide the knowledge and understanding of theories of social justice and promote ethical reflection in public policy, development practice and social action.
- To enable students to identify and pursue their own research questions, and research and develop original arguments in specialist areas of their choosing.
- To develop critical skills to draw policy implications from research.

INTENDED LEARNING OUTCOMES (inc. teaching, learning and assessment methods):

Knowledge and understanding:

By the end of the PGCert phase, students should be able to:

- demonstrate understanding of different concepts of wellbeing in public policy, development practice and social action, their range of applications, uses and meanings.
- demonstrate skilful reading and critical understanding of the use of different indicators and measures of wellbeing in policy

	<p>and the implications of these for public action and people's lives.</p> <ul style="list-style-type: none"> • Be familiar with the strengths and weaknesses of different methods of assessing wellbeing, and be able to apply some of these in public policy and development practice. <p>By the end of the PGDip phase, (as well as the above) students should be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of and evaluate critically the values and ethical underpinnings of public policy and development practice and how different normative frameworks affect opportunities for wellbeing. • Assess critically how different political, economic, social and cultural contexts affect the meanings, uses and outcomes of wellbeing approaches. • Evaluate how policies which promote wellbeing are shaped through the interaction between different actors (such as policy-makers, businesses, lobby groups, social movements, non-governmental organizations, international agencies and their clients) in a multiplicity of local and global arenas. <p>By the end of the MSc, (as well as the above) students should be able to:</p> <ul style="list-style-type: none"> • design and systematically undertake an independent research project in the field of public policy and international development from a wellbeing perspective. The research project takes the form of a 12,000 word dissertation.
Intellectual Skills and Professional Practical Skills	<p>Students will also be better able to frame original arguments and acquire skills of synthesising and comparing information from different disciplines. They will also improve their ability to communicate these ideas to an audience.</p> <p>By the end of the MSc, (as well as the above), students will have demonstrated:</p> <ul style="list-style-type: none"> • Ability to analyse critically differences in public policy and development outcomes over time and space and between different social groups. • Ability to analyse critically the relationship between local, national and global policy processes. • Ability to analyse critically contemporary public policy and international development issues and trends from a multidisciplinary and wellbeing perspective. • Ability to reflect critically on one's own practice. • Ability to apply understanding of wellbeing to policy analysis and development practice – in other words carry out independent and original analysis of concrete problems which require public action. • Ability to design and systematically undertake an independently formulated research project • Ability to apply concepts, theories and models to empirical problems.

	<ul style="list-style-type: none"> • Ability to produce written communication in an extended form and articulate rigorous and sustained argument.
Transferable/Key Skills:	<ul style="list-style-type: none"> • Enhanced cross-cultural sensitivity and improved interpersonal communication skills. • Ability to analyse and synthesise multidisciplinary perspectives on the same problem. • Ability to research a preset question or problem, develop and deliver a coherent response both in writing and orally. • Ability to identify specific topics in public policy and international development; to select, interpret, evaluate and synthesise relevant secondary research findings and theoretical literature into a coherent written argument. • Ability to formulate a research question, develop and present original and sustained argument. • Ability to produce work to meet agreed specifications and deadlines, responding appropriately to comments on draft output. <p>The learning outcomes will be measured through the use of the following teaching and learning methods: Lectures and guided reading; problem-oriented and case-study based group assignments and seminars; essays/dissertation and seminar presentations with tutorial guidance; practical group-based projects; group-based practice in identification and piloting of research questions. Monitoring of personal development with personal tutor.</p> <p>Assessment methods: Pre-set and self-defined coursework essays of varying length, with a progression towards more student defined and longer work as the programme proceeds.</p>

STRUCTURE AND CONTENT OF THE PROGRAMME (inc. potential stopping off points):

The programme is divided into two stages, Stage 1 (taught, over two semesters).

Students complete units through attendance at the University.

PG Certificate and PG Diploma qualifications exist as components of the full master's programme.

For part-time students, the units selected, and the balance between one year and the next, will vary with the individual students' specific requirements. This will be determined through discussion with, and subsequent agreement by, the Director of Studies. **Possible patterns include:** (a) completion of stages 1, 2 and 3 at different times over a maximum of three years. (b) part-time MSc students complete the taught component of the programme over a 21-month period (stages 1 & 2 over two academic years), followed by a 6-month dissertation. Part-time PGDip and PGCert students will follow a 21-month or 16-month (respectively) taught programme. In such a pattern, students will typically take either two or three units in each semester, aiming to complete 30 credits in the first year and 30 in the second year. Preference is given to completing as many of the compulsory units in the first year of studies (so as to provide the core knowledge). Optional units along with any remaining compulsory units are taken in the second year. **However** the actual balance will be flexible but subject to agreement

by the Director of Studies (for example the number of compulsory units as well as the actual units taken each year may vary slightly).

Some units include students from other programmes, encouraging multidisciplinary and sharing of experiences between subjects. Details of unit contents can be found from the Unit Catalogue at <http://www.bath.ac.uk/catalogues/other.html>.

The programme structure is laid out in the Appendix to this specification.

DETAILS OF WORK PLACEMENTS/WORK BASED LEARNING/INDUSTRIAL TRAINING/STUDY ABROAD

A work placement is an optional component at the Masters Stage and may include working with organisations abroad. It would normally be explicitly linked to the previously agreed dissertation topic. 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 may 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.

DETAILS OF SUPPORT AVAILABLE TO STUDENTS (e.g. include induction programmes, course information, resources)

Introduction

Support and guidance for students on the Masters programme in Wellbeing in Public Policy and International Development is provided within the framework of the Department's overall strategy and is underpinned by the University's Quality Assurance Guidelines in the area.

The Department provides support and guidance to students from first enquiries to graduation and is the first point of contact for students requiring support. Staff also recommend students to the appropriate part of the University's central support network when necessary. Students are also made aware of this central support network through the programme's Student Handbook, the University's Postgraduate Handbook, and other centrally-produced guides. The Director of Studies for the programme will act as the main source of guidance and support for the student. There is an open-door policy that allows students to meet with the Director of Studies without appointment, if mutually convenient. Via the University website students and prospective students can obtain detailed information related to academic matters, learning support, and careers advice.

Admissions and Induction Arrangements

The Director of Studies, and the designated Support Staff are available at all times to provide information and advice to potential students whether local or overseas, full-time or part-time. Advice may be provided at this stage for students whose first language is not English on the most appropriate and convenient way in which they can test for the required IELTS or TOEFL score and on the language support available within the University.

International students receive a centrally-produced Pre-Arrival Handbook, along with departmental/programme-specific guidance. Specific arrangements will be made at the commencement of Semester 1 for the induction of full-time and part-time students. During this time they are: familiarised with the physical layout of the Department and the campus; inducted into the Library/Learning Centre; familiarised with wider University support relating to finances and welfare; made aware of opportunities in creative arts, and recreational services and facilities. They are also given the opportunity to meet academic and support staff on a social

basis. The Induction process follows Guidelines set down centrally by the University. Students who have not had recent experience of a UK-type HE system are normally required, subject to the discretion of the Director of Studies, to enrol on a specially-designed seven-week Writing Skills tutorial (delivered during semester 1), developed/presented by the English Language Centre specifically for postgraduate students.

Academic Guidance and Tutorial Support

All students will receive a Student Handbook at the commencement of their studies. The handbook provides an essential source of reference for students, particularly in relation to assessment criteria, procedures for submitting work and obtaining feedback, contacting relevant lecturers, and accessing Departmental and University facilities. In addition, the handbook provides useful practical information about facilities available on campus and in-depth advice for part-time students.

During each unit students have the opportunity of receiving feedback on their progress via exercises and/or seminar work. Students will also receive detailed feedback from their supervisor at various stages of their work on the dissertation. This support takes place, for example, when the students present their dissertation outline and when draft dissertation chapters are submitted.

Students have access to University support on ethical issues.

Continuous improvement in the provision of academic support and guidance is assured through formal discussions at the postgraduate Staff/Student Liaison Committee. This committee has student representatives as part of the formal membership. In addition, any suggestions from the appointed external examiner will be acted upon. Student evaluations are sought and reported on each unit and across the programme.

Pastoral and Welfare Support

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

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/>.

The department offers an open door policy where students are actively encouraged to discuss problems with their Director of Studies or Personal Tutor. The Director of Studies will act as the main source of guidance and support for the student, but this does not affect their ability to receive feedback and support from other members of the academic staff. The Postgraduate Administrator, who is responsible for a number of programmes, also actively encourages students to raise issues/problems.

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 (inc. arrangements for ARL/APEL)

Students should normally have a:

- a good first degree (i.e. typically 2.1 or higher or international equivalent) in a social science subject, or an
- equivalent degree in another subject, together with substantial relevant working experience.

Underlying these conditions is a belief that students must bring a minimum combination of theoretical knowledge and practical experience to the programme. Marginal cases will be dealt with at interview.

Applicants should have a good command in English, oral as well as written. In particular, non-Anglophone students should have obtained a minimum score in English language tests of:

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

Pre-sessional language training can be arranged through the University's English Language Centre to improve a student's English proficiency before commencing their studies.

Two references are required. At least one of these should be an academic reference.

A student who has already been awarded the University of Bath PG Certificate or PG Diploma in Wellbeing in Public Policy and International Development may be admitted directly onto the next Stage of the programme. A student who has been awarded the PG Cert in Professional Development and completed 24 credits of the Programme may be admitted to the Diploma or Masters Stage of the Programme.

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

ASSESSMENT AND PROGRESSION REGULATIONS:

The programme 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>. Specific regulations for the Master's awards are summarised in Appendix 11.

Details of 'stage required units' and 'designated essential units' (DEUs) can be found in the Programme Description in the Appendix to this document.

INDICATORS OF QUALITY AND STANDARDS (e.g. professional accreditation, QAA Subject Review results)

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, the enhancement of learning opportunities. The University was commended on its provision of information.

The Department has a strong international reputation for research and teaching, having been rated excellent in both teaching and research assessment exercises. Social Policy was rated 6th in UK, and Social Work 2nd in the UK in the Guardian University Guide 2008.

The Department of Social and Policy Sciences has been graded 2nd in the Country for Social Work and Social Policy in Administration in the 2008 Research Assessment Exercise (RAE). The 2008 RAE exercise recognised the Department of Social and Policy Sciences for its top 4*(Star) Research – 'quality that is world-leading in terms of originality, significance and rigour'. International Development staff were part of the submission to the Development Studies Research Panel that was ranked 4th in the Country.

EXAMPLES OF OPPORTUNITIES AVAILABLE TO STUDENTS ON COMPLETION OF PROGRAMME

. Past students are working in a range of organizations in relation to wellbeing in public policy and international development. These include: UNDP, UNRISD, organization working with disabled children in the UK, organization working for environmental conservation in South Africa, diplomatic service, local government in Latin America and others. There is also an established tradition of students proceeding from the programme to pursue academic research in Public Policy and International Development and other fields such as Education, Theology and Psychology.

SOURCES OF OTHER INFORMATION:

Full details of the MSc programme is available on the University website. This programme sits alongside the existing Masters degrees offered by the Department of Social and Policy Sciences:

- [MSc International Development](#)
- [MSc International Public Policy Analysis](#)
- [MRes European Social Policy](#)
- [MRes Global Political Economy: transformations and policy analysis](#) (delivered collaboratively with the University of Bristol)
- [MRes International Development](#)
- [MRes Security, Conflict & Justice](#) (delivered collaboratively with the Universities of Bristol and Exeter)
- [MRes Social Policy](#)
- [MRes Social Work](#)
- [MRes Sociology](#)

Programme website at <http://www.bath.ac.uk/soc-pol/postgraduate/index.html>

Appendix: Programme Description

Programme code	THSP-AFM07 MSc Wellbeing in Public Policy and International Development (Full-time) THSP-APM07 MSc Wellbeing in Public Policy and International Development (Part-time)
Programme title	MSc in WELLBEING IN PUBLIC POLICY AND INTERNATIONAL DEVELOPMENT (MWIPPID)
Award type	
Award title	MSc Wellbeing in Public Policy and International Development (MWIPPID), with the following intermediate qualifications: THSP-AFC07 PG Cert Wellbeing in Public Policy and International Development (Full-time) THSP-AFL07 PG Dip Wellbeing in Public Policy and International Development (Full-time) THSP-APC07 PG Cert in Public Policy and International Development (Part-time) THSP-APL07 PG Dip in Public Policy and International Development (Part-time)
Mode of Attendance	FULL TIME/PART TIME
Length	12 months (F/T) or 24 months (P/T)
State any designated alternative programme(s)	PG Certificate in WPPID PG Diploma in WPPID DAP for PGDip and MSc DAP for MSc
Approving body and date of approval	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	SP50230	Wellbeing: concepts, measurement & policy	C	6	DEU	Non SRU	TSC	
			Select 6, 12 or 18 credits from the following:							
			SP50249	Advanced Policy Analysis: Approaches and Techniques	O	6	-	Non SRU	TSC	
			SP50250	The Politics of Policy: Actors and Arenas and Conflict in International Perspective	O	6	-	Non SRU	TSC	
			SP50254	Foundations of International Development	O	6		Non SRU	TSC	
			Select 0, 6, 12 or 18 credits from the following:							
			SP50216	Economics for international development	O	6	-	Non SRU	TSC	
			SP50217	Sociology & social anthropology of development	O	6	-	Non SRU	TSC	
			SP50218	Policy & politics of developing countries	O	6	-	Non SRU	TSC	
			SP50293	Critical Skills for International Development and Policy	O	6	-	Non SRU	TSC	
			SP50279	Comparative public policy and social welfare	O	6	-	Non SRU	TSC	

		ZZ50001	<i>Other unit option subject to agreement by Director of Studies</i>	O	6	-	Non SRU	TSC	
	S2	SP50294	Policy research skills and dissertation preparation	C	6	-	Non SRU	TSC	
		SP50231	Ethics and Public Policy: Wellbeing and Social Justice	C	6	-	Non SRU	TSC	
		SP50242	Wellbeing assessment in public policy and development practice*	C	6	DEU	Non SRU	TSC	
		Select between 0 and 6 credits from the following:							
		SP50235	Contemporary Issues in South Asian Development	O	6	-	Non SRU	TSC	
		SP50236	Contemporary Issues in African Development	O	6	-	Non SRU	TSC	
		Select 6, 12 or 18 credits from the following:							
		SP40215	Critical issues in social development	O	6	-	Non SRU	TSC	
		SP50122	Comparative research methods	O	6	-	Non SRU	TSC	
		SP50162	Governing contemporary societies	O	6	-	Non SRU	TSC	
		SP50220	Management of development (MID)	O	6	-	Non SRU	TSC	
		SP50225	Political economy of globalisation	O	6	-	Non SRU	TSC	
		SP50226	World politics: conflict, security & development	O	6	-	Non SRU	TSC	
		SP50227	Natural resources and sustainability (previously entitled 'Sustainable development livelihoods and wellbeing')	O	6	-	Non SRU	TSC	
		SP50232	Wellbeing in public policy and international development: extended essay	O	6	-	Non SRU	TSC	
		SP50243	Wellbeing assessment research project	O	12	-	Non SRU	TSC	
		SP50251	Policy evaluation: methods & techniques	O	6	-	Non SRU	TSC	
		MN50480	Principles of corporate social responsibility	O	6	-	Non SRU	TSC	
		ZZ50005	<i>Other unit options subject to agreement by Director of Studies</i>	O	6	-	Non SRU	TSC	
2	Summer	SP50234	Wellbeing in Public Policy and International Development 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