

**South West Doctoral Training Centre**

<b>GENERAL INFORMATION</b>	
<i>Awarding Institution//Body</i>	University of <del>Bristol</del> / Bath / <del>Exeter</del> <i>(form to be used by all collaborating partners)</i>
<i>Teaching Institution/College/Faculty/School/Discipline</i>	University of Bath, with inputs from University of Bristol and University of Exeter
<i>Validated/Franchised (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	Economics & Social Research Council (ESRC), 14/01/11
<i>Programme approved by (including date &amp; minute number of Senate)</i>	Senate 6 April 2011
<i>Final award</i>	Master of Research (MRes), with intermediate awards of Postgraduate Certificate (PGCert) and Postgraduate Diploma (PGDip) in:  Health & Wellbeing Security, Conflict & Justice Global Political Economy: transformations & policy analysis Environment, Energy & Resilience
<i>Programme title</i>	<b>Collaborative ESRC SWDTC programmes</b>  MRes Health & Wellbeing MRes Security, Conflict & Justice MRes Global Political Economy: transformations & policy analysis MRes Environment, Energy & Resilience
<i>Programme Director</i>	Dr Joe Devine (Programme Director for MRes programmes, H&SS)
<i>QAA Subject Benchmark Statement</i>	n/a
<i>Intended level of completed programme (in line with <a href="#">FHEQ</a>)</i>	7 (Masters-level)
<i>Credit (CATS and ECTS)</i>	MRes            90 credits (ECTS) PGDip         60 credits (ECTS) PGCert        30 credits (ECTS)
<i>Mode of study</i>	Full-time or Part-time
<i>Duration of programme (for FT/PT)</i>	12 months (f/t), 2 years (p/t)

<i>Date of Specification preparation/revision</i>	01/02/11; updated: May 2012; Feb. 2013; 11 June 2014
<i>Applicable to Cohorts (eg. for students commencing in September 2014 or 2014/15-2015/16)*:</i>	2014/15

### Synopsis and academic coherence of programme

These four programmes are accredited (14/01/11) by the Economics & Social Research Council, specifically, as part of the larger South West Doctoral Training Centre (ESRC SWDTC) which is one of just 21 DTCs in the UK. The SWDTC is a joint initiative between three universities - Bath, Bristol and Exeter. *[Many of the other MRes programmes in the Faculty of Humanities & Social Sciences at the University of Bath are also included in the ESRC SWDTC.]*

The SWDTC comprises 17 pathways, each pathway typically comprising a 1+3 study pattern, the '1' being a 12-month MRes programme and the '3' being the MPhil/PhD. Twelve pathways are discipline-specific and one is interdisciplinary (i.e. with no obligatory shared teaching between the universities, although joint activities are encouraged). The remaining four pathways are collaborative + interdisciplinary, i.e. each MRes includes at least one unit taught jointly by the collaborating universities. Progression to an MPhil/PhD at Bath in Economics or Psychology is not available however.

This Programme Specification relates to these four Collaborative MRes programmes offered by Bath which address the ESRC Strategic Research Challenges set out in the Strategic Plan 2009-14: Environment, Energy and Resilience; Global Economic Performance, Policy and Management; Health and Wellbeing; Security, Conflict and Justice. The programmes reflect areas of collective research strength (across two or all three of the universities) that have grown out of broader institutional initiatives.

**MRes Health & Wellbeing** (*with Bristol & Exeter*) - examines avoidable health problems associated with poor lifestyles and socio-economic inequalities.

**MRes Security, Conflict & Justice** (*with Bristol & Exeter*) - draws together our combined strengths in security studies with expertise in human rights, conflict and violence, and cultural diversity.

**MRes Global Political Economy: transformations & policy analysis** (*with Bristol*) - trains doctoral students who can assess the impacts of globalisation both in the short run and longer term using new international data sources and comparative methods.

**MRes Environment, Energy & Resilience** (*with Bristol & Exeter*) - engages the latest critical thinking on risk management, critical infrastructure, public regulation, policy studies and the environmental sciences.

The overall objective of each MRes 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 each MRes 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, qualitative 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 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 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 projects, also using methodologies quite different from those used for the PhD.

These four MRes programmes, as well as forming important roles within the SWDTC, also contribute to the suite of existing MRes training offered by the Graduate School to its doctoral students during the life of their doctoral programme.

**Educational aims of the programme** (including academic scope; learning & teaching methods; learning environment; distinctive characteristics)

The Programmes have 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 programme outcomes** *including* Teaching, learning and assessment strategies that show how learning outcomes are achieved and demonstrated:

**A. Knowledge and understanding**

**All students will be able to:**

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.
3. acquire advanced knowledge of interdisciplinary research skills.

There are additional Learning Outcomes specific to particular specialisms:

### **MRes Health & Wellbeing**

Students will:

- understand the social science underpinning the development of effective interventions, strategies, and policies aimed at (i) sustainable improvements in health and well-being and (ii) reducing physical and psychological health inequalities.
- have an interdisciplinary understanding of the links between social, biological and environmental factors and individual health behaviours, choices, and outcomes.
- understand contemporary issues related to modifiable disease risk behaviours, and the determinants and correlates of these lifestyle behaviours across the lifespan.
- understand the interdisciplinary skills and processes required to translate scientific research into practical health and well-being applications.

### **MRes Security, Conflict & Justice**

Students will:

- be familiar with key concepts and theories that underpin an interdisciplinary understanding of security, conflict and governance;
- be able to use knowledge of concepts and research skills to inform research and analysis in the areas of security, conflict and governance
- have knowledge of contemporary security, conflict and governance problems and how they emerge at sub-national, national and supra-national levels, and how these levels are linked
- be familiar with and be able to respond to demands of carrying out research in international contexts and among sensitive or vulnerable stakeholders caught up in specific conflict situations.

### **MRes Global Political Economy: transformations & policy analysis**

Students will:

- have a deepened and interdisciplinary understanding of social science discourses and methods for analysing global processes of change both generally and in specified policy areas.
- be knowledgeable of key contributions to thinking about social, economic and political aspects of the planet as an interdependent social system.
- have an understanding of how global and national policy processes interact.

### **MRes Environment, Energy & Resilience**

Students will:

- gain a critical understanding of research-based literature on environment and energy across a range of disciplines.
- demonstrate comprehension of the relationships between theory and practice in the related fields of environment, energy and resilience.
- demonstrate thorough and in depth understanding of key debates relating to environmental challenges, energy resource use and security, and the resilience and adaptability of human systems.
- demonstrate detailed and comprehensive understanding of current issues in the disciplines within the theme of environment and energy studies.

## **B. Intellectual skills/attributes**

### **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.
13. be able to carry out high quality and informed research independently
14. be able to communicate research to specialist and non-specialist audiences
15. acquire other relevant skills for the critical evaluation of evidence
16. assess the outcomes of interventions reported by governments and other organisations in their chosen fields of specialisation.

There are additional Learning Outcomes specific to particular specialisms:

### **MRes Health & Wellbeing**

Students will:

- be able to apply an interdisciplinary understanding and methodology to real-world health and well-being issues.
- be aware of the broader social, political, and economic context in which research on health and well-being is conducted and applied in national and international policy making processes.
- be able to engage with a range of information, evidence, and debate so as to inform a critical awareness of health and well-being research issues and application.
- be aware of key competencies and processes in planning, designing, implementing and evaluating interventions and strategies targeted at improving lifestyle-related health behaviours.
- be able to apply and interpret contemporary approaches used in health and well-being research as they relate to research design, statistical analysis, and outcome

variables/behaviours.

- be aware of a range of methods for measuring lifestyle behaviors and appraise their respective strengths and limitations.
- be aware of some of the established theories and concepts of relevant behaviour change models

### **MRes Security, Conflict & Justice**

Students will:

- be able to interpret and evaluate research information, evidence, outcomes and debate on topics related to security, conflict and governance
- be able to apply an interdisciplinary understanding and methodology to real-world issues concerned with security, conflict and governance, including complex emergencies.
- be able to apply appropriate ethics in research, including in international contexts and among politically sensitive and vulnerable stakeholders
- be aware of key competencies and processes in planning, designing, implementing and evaluating interventions and strategies related to security, conflict and governance
- be able to use research to impact the research, policy and practice needed to avoid and mitigate security risks
- be able to engage from a research perspective with emerging theoretical and empirical developments in security governance

### **MRes Global Political Economy: transformations & policy analysis**

Students will:

- be able to deal with complex academic economic arguments about global processes both systematically and creatively;
- be able to evaluate different discourses of global transformation from different disciplinary perspectives, including through identification and analysis of epistemic communities.
- be able to systematically compare and synthesise information produced at sub-national, national and supra-national levels to build a comprehensive understanding of global processes;
- be able to demonstrate self-direction and some originality in framing and executing analysis of complex social systems and sub-systems spanning local, national and global levels.

### **MRes Environment, Energy & Resilience**

Students will:

- be able to address environmental problems from different perspectives e.g. economics (cost benefit analysis and contingent valuation) and psychology (attitudes and behaviour change)
- identify, formulate and evaluate research questions and research problems within the interdisciplinary study of environment and energy.
- evaluate the appropriateness and apply a number of techniques for researching social aspects of environment and energy use
- be able to systematically compare and synthesise information produced by different stakeholder groups relating to a particular environment or energy resource.

### **C. Other skills/attributes (practical/professional/transferable)**

#### **All 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.
7. be able to work in team based research contexts,
8. understand the requirements for and be able to engage with policy focussed research ,
9. be familiar with the format and mechanisms for the dissemination of research through relevant professional bodies, including conference papers, posters and journal articles, and the process of peer review
10. understand the principles of policy-relevant research – including the development of evidence-based policy.
11. develop good communication skills when delivering material to inter-disciplinary audiences.

There are additional Learning Outcomes specific to particular specialisms:

#### **MRes Health & Wellbeing**

Students will:

- understand the role of research in the health and well-being policy-making process.
- where appropriate develop practical competencies in the planning, designing, implementing and evaluating of interventions aimed at improving health and well-being.
- be able to make connections between theory and practice; and between research and professional knowledge in health and well-being contexts.
- understand the relevance and benefits associated with engaging with a range of public health stakeholders.
- develop skills in applying and using research to inform professional knowledge and practice in health and well-being contexts.

#### **MRes Security, Conflict & Justice**

Students will:

- have the required knowledge and skills to pursue independent research into political issues affecting security and justice at sub-national, national and global level
- be familiar with current codes relating to the ethics of research and be able to apply these appropriately, including in international contexts and among sensitive or vulnerable stakeholders;
- be familiar with stakeholders and networks affecting public policy towards conflict, security and justice at national and supra-national levels

- build practical competencies in engaging effectively with the different stakeholder groups, networks and communities that affect security, conflict and justice at different levels.
- be able to apply and use research to inform professional knowledge, policy and practice in security, conflict and governance.

### **MRes Global Political Economy: transformations & policy analysis**

Students will:

- have acquired appropriate statistical and econometric skills to carry out quantitative analyses of global problems using standard packages;
- be able to utilise problem-solving skills including basic systems analysis to pursue independent research into global social and economic issues,
- be able to monitor, evaluate and contribute to globalised policy debates and evaluate how they relate to those at national level and below.
- understand the importance of global research and policy networks and how to build them.

### **MRes Environment, Energy & Resilience**

Students will:

- acquire planning and presentation skills for Environmental Uncertainties Workshops and Climate Change Summer Schools.
- have the required knowledge and skills to pursue independent research into socio-economic issues affecting environment and energy use
- be familiar with stakeholders and networks affecting public policy towards the environment and energy use at local, national and supra-national levels
- build practical competencies in engaging effectively with the different stakeholder groups, networks and communities that affect environmental management and energy use.

### **D. Transferable/Key Skills:**

**All 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. 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;
  4. 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;
  5. develop skills in effective team working through collaboration in projects;
  6. 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.
- be able to apply and use knowledge and skills in different research or policy contexts;
  - have advanced understanding of research communication and dissemination;
  - develop research leadership skills.



### **Structure and content of the programme** (including potential exit points)

The full programme comprises two stages: Stage 1 comprises the taught units and Stage 2 the Dissertation stage – see Annex 1 for the detailed Programme Description.

Details of unit contents for units delivered by the UoBath can be found from the Unit Catalogue at <http://www.bath.ac.uk/catalogues/other.html> - please note that these are updated July each year with the information for the following academic year.

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

Some units include students from other programmes, encouraging multidisciplinary and sharing of experiences between subjects.

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

Work placements are encouraged on the existing Humanities & Social Sciences MRes programmes, and students often use placements as part of their SRAP, LRAP and/or Dissertation work. These four DTC programmes offer the same opportunity to students.

The University of Bath leads the management of the Placement Programme on behalf of the SWDTC consortium of three universities, facilitated through the appointment of a SWDTC Placement Officer. Whilst based at Bath, students draw on the experience of its well-established and successful placement programme for undergraduates, as well as on the experience/contacts at Bristol and at Exeter.

As well as receiving support from the SWDTC Placements Officer, students also receive subject-specific support/guidance from their Director of Studies and/or their academic supervisor. Where placement entails work experience incidental to the programme, the Director of Studies may grant extensions to deadlines (usually dissertation) if this is considered appropriate. However, where the placement is closely aligned with the dissertation, an extension may not be necessary.

All students on placement will be given appropriate preparation and training. This may include ethics support, risk and safety assessment, and language training.

Exact timings of placements will depend on the programme (and the availability) and may fall either during the MRes itself (typically in the summer after the taught component but before or during the dissertation) or later during the MPhil/PhD phase.

Examples of programme-specific placement opportunities include:

#### **MRes Health & Wellbeing**

For the MRes Health and Well-Being, a placement is an optional component at the Masters Stage and may include working with public health professionals, clinical psychologists, relevant NHS institutions, and other health-related agencies/partners across the public, private, and third sectors. The placement must be explicitly linked to an agreed dissertation topic. Being linked with the dissertation, the placement itself does not have carry any credits, but it may be linked to the 30-credit dissertation.

#### **MRes Security, Conflict & Justice**

Placement opportunities may be with organisations such as the EU Commission, European Parliament, World Bank, United Nations and other international institutions.

The pathway has an annual *Security Governance in a Globalised World* workshop that will bring pathway students and supervisors together. The workshop will provide an opportunity to reflect on placements.

### **MRes Global Political Economy: transformations & policy analysis**

Relevant placement opportunities may be with a wide range of private companies and non-profit organisations with global clients, affiliates, investments and/or competitors, or who are affected by global regulatory networks. Placements could also be with public regional, national and international organisations engaged in promotional or regulatory activities with global scope in particular sectors. These include regional development bodies, national government departments and multilateral agencies such as the EU and UN system.

### **MRes Environment, Energy & Resilience**

Placement opportunities may be with the following science institutions and organisations: @-Bristol, Natural History Museum, Royal Institution, Cheltenham Festival of Science, Holbourne Museum of Art (Bath), Royal Society of Chemistry, Glasgow Science Centre, British Academy, Royal Society, Bristol Zoo Gardens, Paigton Zoo, Living Coasts, American Association for the Advancement of Science (Washington, DC), BBC Wildlife Magazine, Focus Magazine, Physics World, Nature Journal, BBC Natural History Unit, Wildscreen Trust. Rolls Royce, General Motors, Quinetiq, Unilever and Garad Hassan. These relationships will be deepened and extended as the pathway develops.

### **Details of support available to students** (e.g. induction programmes, programme information handbooks, resources such as personal tutors, RoA, Library, etc)

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, as well as [Academic Orientation](#) - a resource intended to answer a number of questions that you may have about studying at University.
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, where appropriate, 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. Established student representation – automatic membership of the Student Union, access to representation on departmental Staff/Student Liaison Committees (and other Faculty and University committees). Students' Union also has the AWARE Centre, which provides students with information and *confidential* advice on welfare and representational issues.
6. Access to an extensive range of courses (see <http://www.bath.ac.uk/learningandteaching/student/>), including:
  - a very wide range of workshops, resources and support through the Students' Union SORTED training opportunities offered by the [Students' Union](#), [SORTED training sessions](#)

- skills for study;

- careers counseling, employer events and job/internship opportunities, the [Careers Advisory Service](#) offers a range of placement preparation and skills training workshops;
  - for those wishing to further develop their English language skills, there is the [Academic Skills Centre](#) which offer a range of opportunities, including a range of credit-rated units, such as *Academic writing for Taught Masters*, *Formal Academic Spoken English*, *Seminar Skills & Informal Spoken English*, *Reading & Vocabulary* and *English for Business*.
7. Membership of a wider academic community (through seminars and social activities) for those engaged in applied social science research and study. As part of the SWDTC, this community is extended across to students/staff in the University of Bristol and University of Exeter.
  8. Student internet communications and VLEs (University of Bath uses Moodle).
  9. 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.
  10. Extensive library, including 24-hour access to computers, the web and many on-line journals and databases.
  11. High class sports and arts facilities enable students to develop themselves in an all-round manner.

**Admissions criteria** (including arrangements for APL/APEL)

1. Students should normally have a 2.2 or higher first degree or equivalent in an appropriate social science subject, or a 2.1 in an appropriate other subject, or equivalent skills and competencies gained through professional experience.
2. A strong command of spoken and written English is required for all candidates. Those who have not undertaken a first degree delivered in English will be expected to achieve:
  - IELTS 7.0 (with not less than 6.5 in each of the four components)English language training may be offered to help some applicants to obtain this.
3. 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, and 36 credits of the MRes programme, taking account of a student's previous academic and/or experiential learning. Whether the student concerned is then required or permitted to take alternative units in place of those for which exemption has been granted will be for the Director of Studies to decide, taking the particular circumstances into account.
4. 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, payment of the necessary fees and rescinding the previous certificate.

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

**Summary of assessment and progression regulations**

The Assessment & Progression rules (as with the majority of other masters-level programmes at the University of Bath) are dictated by the University's 'New Framework for Assessment: Assessment Regulations (NFAAR)' (see <http://www.bath.ac.uk/registry/nfa/nfaar-pgt.pdf>). These have been introduced for all students commencing their studies from 2011/12 onwards (existing students, who started before this date, will retain their existing assessment/progression regulations). 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

Descriptions in Annex 1\_

### Pass Marks and Marking Schemes

The pass mark for all assessments at the UoBath is 40%, while marks of 60% to 69% indicate merit-level work and 70% or more indicate distinction-level work. However, for those students taking a unit delivered/marked by Bristol or Exeter, a different marking scale is used, such that their pass marks are both 50%. However, it is important to recognise the following:

- the standard of work required to pass is exactly the same as at Bath such that a piece of work achieving a bare pass of 40% at Bath would receive the bare pass of 50% at Bristol or Exeter (it is simply that the marking schemes are calibrated differently).
- Merit- and Distinction-level work will receive the same marks at the three universities such that work receiving 60% at Bath will also receive 60% at Bristol or Exeter).
- (in the case of a Bath student), once work has been marked by Bristol or Exeter (using their marking scheme), marks will be scaled to 'as if they had been marked using the Bath marking scheme. This will enable Overall Stage Averages (used by Boards of Examiners to determine progression and awards decisions) to accurately reflect a uniform marking scheme (and not to be 'inflated' by Bristol/Exeter marking).

A set of common descriptors (known as the MRes Marking Scheme) is used by the MRes markers for all core XX units. All assessed work will be marked by a lecturer and, apart from the Dissertation, a sample of work\* will be moderated by an internal moderator (normally the other Unit Coordinator). All Dissertations will be marked by the dissertation supervisor and blind marked by a second marker from within the University. A sample of assessed work for all units and the Dissertation unit will be sent to the External Examiner.

\* The sample selected will normally include all fails (below 40%); all Distinctions (above 70%); and at least 10% of assessed work awarded between 40% and 70%.

### 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)

These four programmes are accredited by the Economics & Social Research Council, specifically, as part of the larger South West Doctoral Training Centre (ESRC SWDTC) – accredited (21<sup>st</sup> January 2011) as one of 21 DTC's in the UK. The SWDTC is a joint initiative between three universities - Bath, Bristol and Exeter.

The ESRC's accreditation 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 core requirements for ESRC recognition are detailed in the Postgraduate Training Guidelines (<http://www.esrc.ac.uk/funding-and-guidance/guidance/postgraduates/ptguidelines.aspx>).

Many of the other MRes programmes in the Faculty of Humanities & Social Sciences at the University of Bath are also included in the ESRC SWDTC.

#### **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**

Graduate School website at <http://www.bath.ac.uk/hss/graduate-school/>.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook or online. The accuracy of the information contained in this document is regularly reviewed internally and may be checked by the Quality Assurance Agency for Higher Education.

## MRes Environment, Energy & Resilience

<b>Programme code</b>	THXX-AFM44 MRes Environment, Energy & Resilience (F/T) THXX-AFM45 MRes Environment, Energy & Resilience (F/T) (leading to PhD) THXX-APM44 MRes Environment, Energy & Resilience (P/T)
<b>Programme title</b>	<b>Master of Research in Environment, Energy &amp; Resilience</b> <i>[DTC interdisciplinary pathway – collaborative with Bristol and Exeter]</i>
<b>Award type</b>	MASTERS
<b>Award title</b>	MRes (EER), with the following intermediate qualifications: THXX-AFC44 PG Cert Research (Environment, Energy & Resilience) (F/T) THXX-APC44 PG Cert Research (Environment, Energy & Resilience) (P/T) THXX-AFL44 PG Dip Research (Environment, Energy & Resilience) (F/T) THXX-APL44 PG Dip Research (Environment, Energy & Resilience) (P/T)
<b>Mode of Attendance</b>	FULL TIME / PART TIME
<b>Length</b>	12 months full time, 2 years part-time
<b>State any designated alternative programme(s)</b>	<b>PG Certificate in Research (EER)</b> (Designated Alternative Programme (DAP) for PGDip and MRes) - <i>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 (XX50206)</i> <b>PG Diploma in Research (EER)</b> (DAP for MRes) - <i>comprising 60 TSC.</i>
<b>Approving body and date of approval</b>	Senate 06/04/11; Update approved by FLTQC 11.6.14

### Year 1 (for implementation with effect from 2014/15)

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	AY	XX50203	Contemporary debates about energy consumption, environmental uncertainties, sustainability and resilience	C	12	DEU	Non SRU	TSC		
			S1	XX50170	Principles & 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 (SRAP)	C	6	DEU	Non SRU	TSC		
		Students may find it beneficial to audit a unit to help develop their SRAP. (Students need to discuss and seek approval from the unit convener). Examples include:									
		AA0001	Choosing nothing from this list of options	OA	0	DEU	Non SRY	TSC			
		ES50058	Environmental Regulation	OA	0	DEU	Non SRU	TSC			
		PS30015	Economic & Environmental Psychology	OA	0	DEU	Non SRU	TSC			

		PS30110	Psychology of Risk	OA	0	DEU	Non SRU	TSC		
		ZZ50005	Director of Studies approved unit	OA	0	DEU -	Non SRU	TSC		
<p><b>Units available at Bristol:</b> (NB credit values at Bristol differ from Bath such that the figures indicated should be halved to compare with Bath)</p> <p>Please see the <a href="#">University of Bristol MRes Environment, Energy and Resilience programme specifications</a> for up to date information about units available</p> <p><b>Units available at Exeter:</b> (NB credit values at Exeter differ from Bath such that the figures indicated should be halved to compare with Bath. Also, Units are referred to as Modules)</p> <p>Please see the <a href="#">University of Exeter MRes Environment, Energy and Resilience programme specifications</a> for up to date information about units available</p>										
<b>S2</b>		XX50206	Interdisciplinary Research Design	C	6	DEU	Non SRU	TSC		
		XX50137	Long Research Apprenticeship Project (LRAP)	C	12	DEU	Non SRU	TSC		
	Students must take one of the following:									
		XX50135	Quantitative Methods 2	O	6	DEU	Non SRU	TSC		
		XX50138	Qualitative Methods 2	O	6	DEU	Non SRU	TSC		
		XX50207	Independent research essay	O	6	DEU	Non SRU	TSC		
	Students may find it beneficial to audit a unit to help develop their LRAP. (Students need to discuss and seek approval from the unit convener). Examples include:									
		AA00111	Choosing nothing from this list of options	OA	0	DEU	Non SRU	TSC		
		ES50059	Environmental & resource economics	OA	0	DEU	Non SRU	TSC		
		ZZ50005	Director of Studies approved unit	OA	0	DEU	Non SRU	TSC		
<b>2</b>	<b>Summer</b>	XX50140	Masters Dissertation	C	30	DEU	Non SRU	DPC		

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

where:



C Compulsory

O Optional

OA Optional Audit

**Note: All units including options are 'DEUs' because the SWDTC states that no condonement is permitted.**

## MRes Global Political Economy

<b>Programme code</b>	THXX-AFM46 MRes Global Political Economy (F/T) THXX-AFM47 MRes Global Political Economy (F/T) (leading to PhD) THXX-APM46 MRes Global Political Economy (P/T)
<b>Programme title</b>	<b>Master of Research in Global Political Economy: transformations and policy analysis)</b> <i>[DTC interdisciplinary pathway – collaborative with Bristol]</i>
<b>Award type</b>	MASTERS
<b>Award title</b>	MRes (GPE), with the following intermediate qualifications: THXX-AFC46 PG Cert Research (Global Political Economy) (F/T) THXX-APC46 PG Cert Research (Global Political Economy) (P/T) THXX-AFL46 PG Dip Research (Global Political Economy) (F/T) THXX-APL46 PG Dip Research (Global Political Economy) (P/T)
<b>Mode of Attendance</b>	FULL TIME / PART TIME
<b>Length</b>	12 months full time, 2 years part-time
<b>State any designated alternative programme(s)</b>	<b>PG Certificate in Research (Global Political Economy)</b> (Designated Alternative Programme (DAP) for PGDip and MRes) - comprising 30 TSC in total but to include the minimum of: 12 Credit from MRes unit from S1 and 6 TSC from a subject specific unit (ES50060, XX50206)  <b>PG Diploma in Research (GPE)</b> (DAP for MRes) - comprising 60 TSC
<b>Approving body and date of approval</b>	Update approved by FLTQC 11.6.14

### Year 1 (for implementation with effect from 2014/15)

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 & Skills of Social Research	C	6	DEU	Non SRU	TSC			
			XX50205	Global Transformations – Issues and Trajectories	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			
			<b>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.</b>									
			AA00001	Choose nothing from this list of options	OA	0	DEU	Non SRU	TSC			
			ES50052	Welfare Economics & Distributive Justice	OA	0	DEU	Non SRU	TSC			
			ES50058	Environmental Regulation	OA	0	DEU	Non SRU	TSC			

	SP50250	The politics of policy in international perspective: actors, arenas and conflict	OA	0	DEU	Non SRU	TSC		
	SP50249	Advanced policy analysis	OA	0	DEU	Non SRU	TSC		
	SP50254	Foundations of international development	OA	0	DEU	Non SRU	TSC		
	SP50230	Wellbeing and human development 1: concepts, measurement and policy.	OA	0	DEU	Non SRU	TSC		
	ZZ50001	Director of Studies approved unit	OA	0	-	Non SRU	TSC		
One of the following must be taken:									
	XX50134	Quantitative methods 1: introduction to quantitative methods	O	6	DEU	Non SRU	TSC		
	ES50060	Econometrics for Economics & Finance	O	6	DEU	Non SRU	TSC		
<p><b>Units available at Bristol:</b> (NB credit values at Bristol differ from Bath such that the figures indicated should be halved to compare with Bath)</p> <p>Please see the <a href="#">University of Bristol MRes Global Political Economy programme specifications</a> for up to date information about units available</p>									
<b>S2</b>	XX50137	Long Research Apprenticeship Project (MRes)**	C	12	DEU	Non SRU	TSC		
	XX50206	Interdisciplinary Research Design	C	6	DEU	Non SRU			
	One of the following must be taken:								
	XX50135	Quantitative Methods 2	O	6	DEU	Non SRU	TSC		
	ES50051	Applied Econometrics	O	6	DEU	Non SRU	TSC		
	One of the following must be taken:								
	ES50057	Development Economics	O	6	DEU	Non SRU	TSC		
	ES50059	Environmental & Resource Economics	O	6	DEU	Non SRU	TSC		
	SP50226	World Politics: conflict, security & development	O	6	DEU	Non SRU	TSC		
	SP50251	Policy evaluation: methods and techniques*	O	6	DEU	Non SRU	TSC		
	SP50080	Globalisation and economic insecurity: social policy challenges	O	6	DEU	Non SRU	TSC		
	XX50138	Qualitative Methods 2	O	6	DEU	Non SRU	TSC		
	XX50207	Independent research essay	O	6	DEU	Non SRU	TSC		
	ZZ50005	Director of studies approved unit	O	6	DEU	Non SRU	TSC		

		**Long Apprenticeship Project requires a second unit approved by DoS to be audited from the above list.							
2	Summer	XX50140	MRes Dissertation	C	30	DEU	Non SRU	DPC	

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

where:

C Compulsory

O Optional

OA Optional Audit

Note: All units including options are 'DEUs' because the SWDTC states that no condonement is permitted.

## MRes Health & Wellbeing

<b>Programme code</b>	THXX-AFM42 MRes Health & Wellbeing (F/T) THXX-AFM43 MRes Health & Wellbeing (F/T) (leading to PhD) THXX-APM42 MRes Health & Wellbeing (P/T)
<b>Programme title</b>	<b>Master of Research in Health &amp; Well-Being</b> <i>[DTC interdisciplinary pathway – collaborative with Bristol and Exeter]</i>
<b>Award type</b>	
<b>Award title</b>	MRes (HW), with the following intermediate qualifications: THXX-AFL42 PG Dip Research (Health & Wellbeing) (F/T) THXX-APL42 PG Dip Research (Health & Wellbeing) (P/T) THXX-AFC42 PG Cert Research (Health & Wellbeing) (F/T) THXX-APC42 PG Cert Research (Health & Wellbeing) (P/T)
<b>Mode of Attendance</b>	FULL TIME / PART TIME
<b>Length</b>	12 months full time, 2 years part-time
<b>State any designated alternative programme(s)</b>	<b>PG Certificate in Research (HW)</b> (DAP for PGDip and MSc) - <i>comprising 30 TSC in total but to include the minimum of: 12 Credit from MRes XX units from S1 and 6 TSC from a subject-specific unit.</i> <b>PG Diploma in Research (HW)</b> (DAP for MSc) – <i>comprising 60 TSC.</i>
<b>Approving body and date of approval</b>	Senate 06/04/11, Update approved by FLTQC 11.6.14

### Year 1 (for implementation with effect from 2014/15)

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 & 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			
			XX50204	Contemporary Debates in Lifestyle Behaviours & Public Health	C	6	DEU	Non SRU	TSC			
			One of these units to be audited for the Short Research Apprenticeship Project (XX50133). Your selection must have the approval of the relevant Unit Convenor. Please contact your Director of Studies for further information.									
			PS50029	Introduction to issues in health and health beliefs	A	0	-	Non SRU	TSC			
PS50148	Multivariate statistics for use in health contexts	A	0	-	Non SRU	TSC						
PS30103	Attitudes and social cognition	A	0	-	Non SRU	TSC						
SP50230	Wellbeing: concepts, measures & policy	A	0	-	Non SRU	TSC						

	ZZ50001	Director of Studies approved unit	A	0	-	Non SRU	TSC		
<p><b>Units available at Bristol:</b> (NB credit values at Bristol differ from Bath such that the figures indicated should be halved to compare with Bath)</p> <p>Please see the <a href="#">University of Bristol MRes Health and Wellbeing programme specifications</a> for up to date information about units available</p>									
<p><b>Units available at Exeter:</b> (NB credit values at Exeter differ from Bath such that the figures indicated should be halved to compare with Bath. Also, Units are referred to as Modules)</p> <p>Please see the <a href="#">University of Exeter MRes Health and Wellbeing programme specifications</a> for up to date information about units available</p>									
<b>S2</b>	XX50206	Interdisciplinary Research Design	C	6	DEU	Non SRU			
	XX50137	Long Research Apprenticeship Project (LRAP)	C	12	DEU	Non SRU	TSC		
	Students must take one of the following:								
	XX50135	Quantitative Methods 2	O	6	DEU	Non SRU	TSC		
	XX50138	Qualitative Methods 2	O	6	DEU	Non SRU	TSC		
	XX50207	Independent Research Essay	O	6	DEU	Non SRU	TSC		
	One of the following must be taken:								
	SP50122	Comparative Research Methods	O	6	DEU	Non SRU	TSC		
	SP50231	Ethics and Public Policy	O	6	DEU	Non SRU	TSC		
	SP50242	Wellbeing Assessment in Public Policy	O	6	DEU	Non SRU	TSC		
	Students may find it beneficial to audit a unit to help develop their LRAP. (Students need to discuss and seek approval from the unit convener). Examples include:								
	PS50112	Advanced statistics for use in health contexts	A	0		Non SRU	TSC		
	PS30083	Stress, immunity and health	A	0		Non SRU	TSC		
ZZ50005	Director of Studies approved unit	OA	0	DEU	Non SRU	TSC			
<b>2</b>	<b>Summer</b>	XX50140	MRes Masters Dissertation	C	30	DEU	Non SRU	DPC	

#### Assessment weightings and decision references

<b>Stage</b>	<b>Weighting within programme</b>	<b>NFAAR-PGT decisions reference</b> See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>
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1	67%	All assessment:
2	33%	All assessment:

where:

C Compulsory

O Optional

OA Optional Audit

**Note: All units including options are 'DEUs' because the SWDTC states that no condonement is permitted.**

## MRes Security, Conflict & Justice

<b>Programme code</b>	THXX-AFM48 MRes Security, Conflict & Justice (F/T) THXX-AFM49 MRes Security, Conflict & Justice (F/T) (leading to PhD) THXX-APM48 MRes Security, Conflict & Justice (P/T)
<b>Programme title</b>	<b>Master of Research in Security, Conflict &amp; Justice</b> <i>[DTC interdisciplinary pathway – collaborative with Bristol and Exeter]</i>
<b>Award type</b>	MASTERS
<b>Award title</b>	MRes (SCJ), with the following intermediate qualifications: THXX-AFC48 PG Cert Research (Security, Conflict & Justice) (F/T) THXX-APC48 PG Cert Research (Security, Conflict & Justice) (P/T) THXX-AFL48 PG Dip Research (Security, Conflict & Justice) (F/T) THXX-APL48 PG Dip Research (Security, Conflict & Justice) (P/T)
<b>Mode of Attendance</b>	FULL TIME / PART TIME
<b>Length</b>	12 months full time, 2 years part-time
<b>State any designated alternative programme(s)</b>	<b>PG Certificate in Research (SCJ)</b> (Designated Alternative Programme (DAP) for PGDip and MRes) - <i>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 (XX50202, XX50206, SP20080, SP50226, SP50225, PL50764)</i>  <b>PG Diploma in Research (SCJ)</b> (DAP for MRes) - <i>comprising of 60 TSC</i>
<b>Approving body and date of approval</b>	Update approved by FLTQC 2014/15

### Year 1 (for implementation with effect from 2014/15)

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				
			XX50133	Short Research Apprenticeship Project (MRes)	C	6	DEU	Non SRU	TSC				
			XX50202	Conceptual issues in security, conflict and justice	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				
			<b>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.</b>										
			AA0001	Choose nothing from this list	OA	0	DEU	Non SRU	TSC				
			SP50249	Advanced policy analysis	OA	0	DEU	Non SRU	TSC				
SP50250	The politics of policy in international perspective: actors, arenas and conflict	OA	0	DEU	Non SRU	TSC							



	PL50763	International security: theories and concepts	OA	0	DEU	Non SRU	TSC		
	PL50750	International Terrorism	OA	0	DEU	Non SRU	TSC		
	PL50766	European Security	OA	0	DEU	Non SRU	TSC		
	ZZ50001	Director of Studies approved unit	OA	0	-	Non SRU	TSC		
<p><b>Units available at Bristol:</b> (NB credit values at Bristol differ from Bath such that the figures indicated should be halved to compare with Bath)</p> <p>Please see the <a href="#">University of Bristol MRes Security, Conflict and Justice programme specifications</a> for up to date information about units available</p>									
<p><b>Units available at Exeter:</b> (NB credit values at Exeter differ from Bath such that the figures indicated should be halved to compare with Bath. Also, Units are referred to as Modules)</p> <p>Please see the <a href="#">University of Exeter MRes Security, Conflict and Justice programme specifications</a> for up to date information about units available</p>									
<b>S2</b>	XX50206	Interdisciplinary Research Design	C	6	DEU	Non SRU	TSC		
	XX50137	Long Research Apprenticeship Project (MRes)	C	12	DEU	Non SRU	TSC		
	One of the following must be taken:								
	XX50135	Quantitative Methods 2	O	6	DEU	Non SRU	TSC		
	XX50138	Qualitative Methods 2	O	6	DEU	Non SRU	TSC		
	XX50207	Independent Research Essay	O	6	DEU	Non SRU	TSC		
	One of the following must be taken:								
	SP50080	Globalisation & economic insecurity: social policy challenges	O	6	DEU	Non SRU	TSC		
	SP50226	World politics: conflict, security & development	O	6	DEU	Non SRU	TSC		
	SP50225	Globalisation 2: political economy of globalisation	O	6	DEU	Non SRU	TSC		
	PL50764	International Security – the Contemporary Agenda	O	6	DEU	Non SRU	TSC		
	Students may find it beneficial to audit a unit to help develop their LRAP. (Students need to discuss and seek approval from the unit convener). Examples include:								
	AA00011	Choose nothing from this list of options	OA	0	DEU	Non SRU	TSC		
	SP50231	Wellbeing & human development 2: development ethics	OA	0	DEU	Non SRU	TSC		
	SP50235	South Asia regional research specialism	OA	0	DEU	Non SRU	TSC		
SP50236	Africa regional research specialism	OA	0	DEU	Non SRU	TSC			

		SP50237	Latin America regional research specialism	OA	0	DEU	Non SRU	TSC	
		PL50663	Organised Crime in Europe: threats & challenges	OA	0	DEU	Non SRU	TSC	
		ZZ50005	Director of Studies approved unit	OA	0	-	Non SRU	TSC	
<b>2</b>	<b>Summer</b>	XX50140	MRes Dissertation	C	30	DEU	Non SRU	DPC	

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

where:

C Compulsory

O Optional

OA Optional Audit

**Note:** All units including options are 'DEUs' because the SWDTC states that no condonement is permitted.