



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

*Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee*

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<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>	Senate: 03/12/14
<i>Final award</i>	Doctor of Policy Research and Practice MPhil (exit award) PG Diploma in Policy Research and Practice (exit award) PG Certificate in Policy Research and Practice (exit award)
<i>Programme title*</i>	Professional Doctorate in Policy Research and Practice (PDRP)
<i>UCAS code (if applicable)</i>	
<i>Subject Benchmark Statement*</i>	
<i>Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)*</i>	Doctorate (level 8) MPhil, MSc, PG Diploma, PG Certificate (level 7)
<i>Duration of programme & mode of study*</i>	Mode of study: Part time; Duration: Typically 6 years; minimum 4 years; maximum 8 years
<i>Date of Specification preparation/revision*</i>	March 2014; Revised September 2014, Revised February 2015, Revised December 2015, Revised Jan 2016
<i>Applicable to cohorts (eg. for students commencing in September 2013 or 20013/14-2014/15)*</i>	For students commencing September 2015 onwards.

Synopsis and academic coherence of programme*

The Professional Doctorate in Policy Research and Practice (DPRP), located within the Faculty of Humanities and Social Sciences in coordination with the Institute for Policy Research (IPR), is an innovative programme designed to enable senior and mid-career policy-makers and policy researchers to make an original contribution to both research and practice in a broad range of settings while developing transferable skills for career development. The DPRP supports the IPR in its mission to bring together many of the University's research strengths, fostering inter-disciplinary research and communities of knowledge exchange, inside and outside the University, of international excellence and impact. The DPRP student body – most of whom are already involved in professional and policy settings – will enrich this activity whilst supporting the IPR in its mission to bridge the worlds of research, policy and practice.

The programme is designed to be taken over six years on a part-time basis and involves a blend of face to face and distance learning. The use of APL or APEL (only permitted in very exceptional cases - see below) for one or both of the specialist units could reduce the duration of the programme by 1 or 2 years. Only in very exceptional circumstances (other than APL/APEL) would students be allowed to accelerate their progression through the taught stage of the programme, and on the understanding that this would only be possible through a substantial reduction in other commitments (for example, where students are seeking to take both subject units in the same year). Students may also reduce the duration of the supervised research phase of the programme (although this is unlikely to have a significant effect on the overall duration of the programme). The minimum study period is 4 years.

The academic coherence of the programme is built around a 'hub and spoke' model comprising two core policy analysis units and two specialist units to enable students to broaden and deepen their understanding of policy research across a range of disciplines. Students are required to undertake a total of four units over the first three years of study – the two core units and two specialist units – followed by a supervised Research Enquiry in the final three years.

Key features of the programme:

- A high-level academic study across a range of policy issues undertaken over six years to include a supervised Research Enquiry;
- Part-time flexible study to fit in with policy makers' schedule, with support for global networks of students during time away;
- Students organised on a cohort basis (maximum of 20 students per cohort) encouraging interaction amongst candidates; the sharing of experience; good practice and concerts; and peer support;
- Fixed entry point in September commencing with a two-week residential course;
- Blend of face to face and online learning, including live streaming of seminars, tutorials, case study analysis etc;
- Opportunity for students to specialise in their own particular area of interest which will attract a broad student base.

Educational aims of the programme*

The Professional Doctorate in Policy Research and Practice is designed to:

- give particular priority to the beneficial transfer of multidisciplinary research and learning to the workplace, to enhance the academic and professional contribution which policy makers can make to theory and practice in their field
- engage current policy makers with knowledge, awareness and understanding of the philosophical, organisational, political, social, managerial, interpersonal, and technical dimensions of policy
- develop the capability to broaden an understanding of critical issues facing policymakers today, through the lens of contemporary and historical research and philosophy
- provide students with a broad foundation from which they can hone their specific interests towards the conduct of supervised research and make an original contribution to their field
- support students in publishing and disseminating their research.

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

<p>➤ Knowledge & Understanding:</p>	<p>Students completing the PG Certificate will be able to:</p> <ul style="list-style-type: none"> • Select, value and appreciate a range of research methods, techniques and approaches in different contexts, as appropriate, and evaluate their appropriateness, reliability and representativeness (assessed by coursework). • Understand the principles of academic integrity and ethical research practice and apply these principles to the processes of research and scholarship. • Make informed judgements on complex issues of practice and policy, and qualify these judgements appropriately in relation to the extent and nature of data available (assessed by coursework). • Design a piece of small scale research according to the principles of academic integrity and ethical research practice (assessed by coursework). <p>In addition, students completing the PG Diploma will be able to:</p> <ul style="list-style-type: none"> • Have a comprehensive understanding of the techniques and methodologies of policy research and have theoretical and empirical knowledge in their select field at the forefront of the discipline.
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	<p>In addition, students completing the MPhil or DPRP will be able to:</p> <ul style="list-style-type: none"> • Make informed and innovative judgements on complex issues of policy and practice, often in the absence of complete information and be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences (assessed by coursework and the Research Enquiry).
<p>➤ Intellectual Skills:</p>	<p>Students completing the PG Certificate and PG Diploma will be able to:</p> <ul style="list-style-type: none"> • Apply a systematic and coherent approach to critical analysis, evaluation and synthesis of ideas, information and issues that is well-grounded in existing policy research and literature (assessed by coursework). • Identify, conceptualise and communicate original and well-grounded insights and responses to important issues of policy and practice that demonstrate advanced scholarship of a quality to satisfy peer review, extend the forefront of practice and merit publication developed through unit assignments and assessed by coursework and the Research Enquiry if applicable. <p>In addition, students completing the MPhil or DPRP will be able to:</p> <ul style="list-style-type: none"> • Develop or adapt, and implement theoretical discourse or methodologies that have coherent and justified philosophical foundations, are valid for particular research questions and are appropriate to particular settings (assessed by coursework and the Research Enquiry, and critically analyse their development and application).
<p>➤ Professional Practical Skills:</p>	<p>Students completing the PG Certificate or PG Diploma will be able to:</p> <ul style="list-style-type: none"> • Recognise and judge the value, relevance and reliability of information drawn from multiple sources (theory, research, policy and emerging practice) (assessed by coursework). • Continually develop and enhance participant's own practice through critical reflection and practical action with the aim of improving conditions for the development of all involved in the policy context (assessed in unit assignment coursework and the Research Enquiry if applicable). <p>In addition, students completing the MPhil or DPRP will</p>

	<p>be able to:</p> <ul style="list-style-type: none"> • Identify and address complex and/or emerging issues in policy and make informed judgements in the absence of complete or consistent information (assessed in the coursework). • Recognise and judge the value, relevance and reliability of information drawn from multiple sources (theory, research, policy and emerging practice) and interpret that information in ways that cultivate improvements to practical activity and decision-making (assessed through coursework and the Research Enquiry). Work through ideas and potential solutions to wicked policy problems (assessed through coursework and the Research Enquiry), including managing complexity, incompleteness of data, or contradictions in areas of knowledge. • Reflect on own and others' functioning in order to improve practice.
<p>➤ Transferable/Key Skills:</p>	<p>Present complex and novel ideas effectively, as demonstrated in the 8,000 word assignment and informally in seminars, in a range of ways to communicate developments in policy, theory, and/or practice to a range of different audiences, including conference presentations, lectures, policy documents, and professional peer-reviewed publications (assessed by performance in the Upgrading Interview and participation in required postgraduate skills development).</p> <p>Use networked learning technologies as a means of developing one's own professional practice and scholarship (developed by contributions throughout the programme).</p> <p>Additional criteria for the award of the PDRP are set down in Regulation 16.17 and for the MPhil in Regulation 16.3 at http://www.bath.ac.uk/regulations/Regulation16.pdf</p>
<p>Structure and content of the programme (including potential stopping off points)</p>	
<p>The professional doctorate is built on a 'hub and spoke' model where students undertake a total of four units in Years 1 to 3 comprising two core policy analysis units and two specialist units, followed by a supervised Research Enquiry/ in the final three years. The overall structure of the programme is set out in Annex 1 Programme Description, and is summarised in Figure 1 below.</p> <p>Core policy analysis units</p> <p>The first year is designed to equip students with the knowledge and capability to understand and use a range of research methodologies, novel analytical frameworks and toolkits to</p>	

address key issues within a broad policy context. The two core policy analysis units are:

- *Transformational Policy and Practice* – to introduce students to theoretical understandings of ‘policy’ and policy making and how they relate to practice. This will include a series of case studies of policy making and implementation from different countries.
- *Policy Research Methodology* – to develop students’ knowledge and understanding of the methodologies (philosophic frameworks) employed in policy research, their advantages and disadvantages, as well as the merits of particular quantitative and qualitative methods.

Each of these generic units carry 18 credits and are assessed with an 8,000 word assignment or equivalent; successful completion of both of these units would normally entitle the candidate to the PG Certificate exit award if appropriate.

Specialist units

Students select two specialised units, relevant to their field of practice, from a choice of units. These are designed to enable students to develop and hone specific interests towards the conduct of supervised research: current optional units are listed below. There are a total of five specialist units on offer, which may be supplemented by further specialist units developed as the market evolves, for example in the field of International Relations and Economics.

A further unit – the ‘Reading Paper’ - offers the opportunity for a student to work individually with a member of staff to focus on an aspect of their work not covered by the existing series of specialist units. This Reading Paper unit is normally only available to students who have completed both core units and one optional unit and who is deemed to be capable of independent work as judged by the Director of Studies and a unit tutor based on feedback from previous assignments and their proposal for the independent study unit.

The choice of units offered will be informed by student expressions of interest. The optional units are:

- Educational Policy: theory and practice
- Policy Specialism: Health Policy
- Policy Specialism: International Development
- Policy Specialism: The Political Economy of Technology Policy
- Networks, governance and citizenship in a digital world
- Reading Paper

Each specialist unit carries 18 credits and is assessed by an 8,000 word assignment. Successful completion of the two core generic units and the two specialist units constitutes sufficient credit for candidate to exit with a PG Diploma.

Students are asked to choose a specialist unit in the first year, while undertaking their core modules so that teaching resources can be planned for the following year. NB in cases where Accredited Prior Learning or Accredited Experiential Learning has been applied, there may be a restriction on the optional units that can be selected (see Admissions Criteria below).

In Year 2, after successfully taking the two core policy units, students will be expected to utilise the learning involved in the two core units to reflect critically on their practice. In order to enable them to reflect critically. Case study examples will be given in the second policy unit where means for such reflection will be discussed. In Year 3 students will be asked to

choose a topic for their Research Enquiry. This will be facilitated by their tutor through online discussions and e-mail, and during their time at Bath while taking the 4th unit and when a topic has been found a supervisory team will be appointed.

Subsequent to the two-week residential course, students will be in contact through Skype discussions with their tutors, webinars on key policy topics and they will have internet access to the public lectures and seminars held by the IPR.

Research Enquiry

Students spend the final three years of their study developing a supervised Research Enquiry. Supervision is primarily provided virtually over this period but it would normally be expected that students adhere to a minimum number of face-to-face contact hours. We also provide other online support for students during this time including webinars, online forums etc.

Identification of a topic for the Research Enquiry and allocation of supervision will take place during the third year of the taught phase, guided initially by the Personal Tutor in liaison with the Director of Studies for the programme. Two non-assessed research design workshops will take place during the residential courses in Year 2 and Year 3 that will build on the theoretical and methodological units in Year 1 to guide students in the development of a Research Enquiry and have preliminary discussions with potential supervisors.

Programme delivery

The DPRP is organised on a cohort basis, however in years 2 and 3 mixing of cohorts will occur (depending on each student's specialist unit selections), encouraging interaction amongst candidates; the sharing of experiences, good practice and concerns; and peer group support.

In Years 1 to 3, each unit will be 'launched' during a two-week residential course in September. (In Year 1 this covers the two generic units for the year). The intention is for these residential courses to coincide with the annual IPR Global Conference. This will provide an innovative forum for engaging students in key global policy debates across a broad discipline base and building networks of successive cohorts of students as they progress through the programme. A wide variety of learning methods are used during the residential courses including formal lectures, case study analysis, seminars and class presentations. There is plenty of opportunity for large and small group discussions and individual tuition, both face-to-face during the residential periods and remotely at other times.

Online learning is provided to students during their time away from campus, delivered through various methods including webinars and email contact. Students are expected to undertake a minimum number of face-to-face contact hours via Skype and webinars and time dedicated to online study.

Students must successfully complete 270 credits (at level 8) to be awarded the DPRP (total of at least 72 credits in Years 1 to 3 and 198 credits for the supervised Research Enquiry (in the final three years).

Programme Management

Admissions to and co-ordination of the programme will be administered by the Faculty of Humanities & Social Sciences (FH&SS) Graduate School whilst the marketing of the programme will be managed by the IPR.

Academic leadership will be provided by the Director of Studies.

The Associate Dean (Graduate School) in the Faculty of Humanities & Social Sciences Chairs the Programme Board of Examiners for the taught stage of the programme. Membership of the Board includes tutors on the programme and representatives of Departments across the university as appropriate. The Director of Studies for the PDRP will chair the programme committee.

The Director of Studies will also hold meetings with contributing Departments and tutors on a regular basis to ensure that the regulations are adhered to and that a culture of pedagogy with respect to the PDRP develops.

Figure 1: Structure of the Professional Doctorate in Policy Research and Practice

Year of study		Year 1		Years 2 and 3 Students must take a total of 2 optional units, in exceptional cases both units may be taken in Year 2		Year 4-6 Exceptionally upon successful completion of the taught phase, some students may start the Research Enquiry stage in Year 3		
Residential component		2 week residential (September)	Exit award – PG Certificate (minimum of 30 credits)	2 week residential (September)	Exit award – PG Diploma (minimum of 60 credits)	Optional residential		
Core policy analysis units	Unit 1 TPP ^a	8,000 word assessment (18 credits)						
	Unit 2 PRM ^b	8,000 word assessment (18 credits)						
Specialist units	Unit 3					8,000 word assessment or equivalent (18 credits)		
	Unit 4					8,000 word assessment or equivalent (18 credits)		
Non-assessed workshops						Research design workshop		
P DPRP Research Enquiry								Thesis (up to 45,000 words) + viva voce (198 credits)

- (a) Transformational Policy and Practice
- (b) Policy Research Methodology

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

Not applicable

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

All students are allocated a Personal Tutor during the taught phase. Students will be allocated a lead supervisor for the research phase during year 3. Personal tutors are responsible for monitoring and supporting the academic progress and general welfare of their students and will remain in regular contact with students throughout the year via Skype or other appropriate technology depending on the student's place of residence. Students can expect a minimum of 10 hours face to face contact during the residentials and by Skype. It would be expected that staff will be responsive to email enquiries.

Staff in these roles are 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 is able to 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/>.

Induction

An induction programme is arranged for students during the first two-week residential course. This introduces students into the research community and the IPR in addition to outlining administrative procedures, support and facilities within the University. It also provides an opportunity for students to meet personal tutors.

Students are encouraged to stay in University accommodation for the two-week residential course and the cost of the accommodation is included in the annual tuition fee. The cost of attending the 'Annual IPR Global Conference' is also included in the tuition fee and forms a core component of the programme.

Training for Research Students

Doctoral research students should engage in training at each stage of their research programme. Students in the Research Enquiry phase are expected to undertake 5 days of skills development activities each year. Elements of this training are provided online to ensure greater flexibility for students during their time away from campus. DPRP students have access to a full programme of research skills training courses offered within the Faculty of Humanities and Social Sciences (HSS). This programme includes formal training, attendance at conferences, seminars and workshops. It includes subject specific knowledge, skills as a researcher and more generic key skills. To succeed in the DPRP, as well as developing research skills and subject specific knowledge, students will also need to

develop a range of academic (key) skills which will help them to become an independent learner. Many of these skills are transferable to the workplace and will therefore also benefit their professional career.

Students and their supervisors (at the Research Enquiry stage) or their assignment tutors (at the Taught stage) have joint responsibility for identifying students' principal training needs and for identifying appropriate developmental opportunities to meet these. Students are expected to be proactive in this role and adopt the use of an (e-) Personal Development Plan (PDP) as a vehicle for identifying, reporting and monitoring their progress. Further details regarding training will also be available via induction and Moodle:

<http://moodle.bath.ac.uk/course/view.php?id=1966>

Information on the university's centrally co-ordinated skills programme can be found on: <http://www.bath.ac.uk/learningandteaching/rdu/>. This central web-page captures relevant training, sites and opportunities (internal and external to the University) and provides students with the appropriate starting points for identifying and acquiring training and development.

Research Skills Online courses are available on:

<http://www.bath.ac.uk/learningandteaching/rdu/courses/elearning.html>

Much of the training is coordinated at Faculty level through the HSS Graduate School. A list of offerings specifically recommended for postgraduate research students in the HSS Graduate School is available here:

<http://www.bath.ac.uk/learningandteaching/rdu/courses/pgskills/hss.html#>

Further details regarding training will be available via induction and the department and HSS Graduate School web pages. This is the central place for locating training opportunities.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements

- First or 2:1 Honours degree (or equivalent) in an appropriate subject, from a recognised university, *and*
- Advanced qualification (MEd, MA, MSc, MRes or MPhil) in a related field. Where professional experience is extensive and has involved research practice, this requirement may be waived.

Professional requirements

- Appropriate professional experience in the practice of policy or a related field. Students in the programme will normally be expected to have at least 3 years of experience.

English Language requirements

Certificates must be dated to within two years of the start of the programme of study.

- IELTS 7.0 (with not less than 6.5 in each of the four components)

References

- Two references are normally required. At least one of these should be an academic reference. If candidates are not able to obtain an academic reference due to long

absence from formal education, a single reference may be accepted subject to an interview by the DoS.

Accredited Prior Learning (APL) and Accredited Prior Experiential Learning (APEL)

The programme is designed for students who already have a high level of experiential learning in policy and policy analysis. The high level of expected prior knowledge and the breadth of the units mean that APL and APEL are not likely to be requested or supported. In exceptional circumstances, the Director of Studies will bring endorsed APL/APEL to the FH&SS Board of Studies in accordance with the procedure for non-NFAAR programme in QA45. APL or APEL is permitted in one or both of the two optional units only.

Where APL has been obtained, the student will subsequently not be allowed to study units for the PDPRP at the University of Bath which are focused on the area for which APL has been awarded. The Director of Studies, in consultation with the relevant unit tutor(s), will provide a ruling on the degree of overlap between the content of the Bath PDPRP units that the student proposes to take and the prior certified learning of the student.

APEL is possible and would be based on a publication of similar length (8,000 words) and quality to a PDPRP assignment, obtained in the previous five years to the request for accreditation of prior experiential learning, which shows that the learning outcomes of the PDPRP unit for which recognition of prior learning is being sought have been achieved to an appropriate standard.

Summary of assessment and progression regulations

The programme does not fall within the New Framework for Assessment: Assessment Regulations. Instead, the [Postgraduate Commonality Rules](#) and [QA35](#) apply. An exemption from the Postgraduate Commonality rules has been approved by which retrieval of failure of up to 18 credits is permitted for students exiting with the Postgraduate Certificate

Taught phase assessment

Each 18 credit taught unit will normally be assessed through an assignment of 8,000 words (excluding abstract, contents pages, executive summaries, references and Annexes - ref. HSS policy "Word Counts for PGR Thesis and Portfolios"). Each unit assignment includes a 200 word (max) abstract.

The Unit Convenor, in consultation with the Director of Studies, designates individual assignment tutors for each student to support work on assignments and to serve as the First Internal Examiner in assessing the assignment. Assignment topics will be tailored to the individual interests and concerns of students, whilst still meeting the unit's learning outcomes. Students will be given 9 months (from the commencement of the unit) to complete each assignment. In the case of a failed unit, and where the board of examiners has recommended that the unit be retrieved, students will be given 3 months to complete the necessary supplementary assessment.

Extensions for the submission of unit assignments are only granted in exceptional circumstances at the discretion of the Director of Studies, who may consult with the unit assignment tutor. Extensions will normally be granted for a maximum of 3 months. To request an extension, a student must submit a Unit Assignment Extension Request form to the Director of Studies before the date on which the assignment is due. A further extension will not normally be granted, except under very exceptional circumstances and at the

discretion of the Director of Studies, who may consult with the unit assignment tutor.

All units will be marked against Marking Schemes reflecting the learning outcomes of each unit: each scheme using a common marking scale comprising numerical marks on a scale of 0 to 100%. The pass mark is 40%.

Failed units:

- Compensation of marginally-failed units is not permitted in any units, including for any designated exit qualifications.
- A student will be permitted one attempt (only) to undertake supplementary assessment to retrieve any failed taught unit.
- If a **core unit** is failed and the supplementary assignment is also failed, the unit may not be retaken, the student will be deemed to have failed the programme and will be required to withdraw from the programme.
- If a **specialist unit** is failed and the supplementary assignment is also failed, the student is not permitted to retake the same unit but may select another specialist unit. (This 'failed specialist unit' is ignored when it comes to the exit qualifications and progression regulations below.) In the event of the student subsequently failing this alternative unit (having been given the opportunity to take supplementary assessment), the student will not be permitted to take a further unit. The student will therefore be deemed to have failed the programme and will be required to withdraw from the programme.
- A student successfully retrieving a unit will have the grade capped at 40%.
- Boards of Examiners have the option to recommend an exit qualification where the student is eligible (see 'Progression and exit points' below).

Students having passed a unit are not permitted to retake the assessment to improve their grades (for example, in the attempt to increase a pass mark to the 60% threshold for progression to the Research Enquiry stage).

Research Enquiry assessment

The supervised Research Enquiry of up to 45,000 words will be assessed by the arrangements and criteria laid out in Regulation 16.17 (<http://www.bath.ac.uk/regulations/Regulation16.pdf>).

The award of an MPhil is an option for the Board of Examiners for eligible candidates who are unable to complete the Research Enquiry to the standard of a doctorate - see Reg. 16.17.

Progression and exit points (*with specific reference to the Programme Description in Annex 1*)

Student Progression:

Progression during the taught phase from one year to the next (i.e. from year 1 to 2 and from 2 to 3) is permitted provided the student is carrying a maximum of one retrieval. Should they have more than one retrieval yet to complete, students cannot progress to the next unit until these two retrievals have been completed. In such cases, students will remain registered whilst completing their supplementary assessments: once they have submitted they may then have their registration suspended until the commencement of the next Summer Residential.

Students may only progress to the Research Enquiry stage upon satisfactory completion of the taught component of the programme (having passed four units including the two core policy analysis units, and with at least two units with a grade of 60% or higher). *[Whilst there is no specific limit to the number of units passed through successful supplementary assessment, the grades required limits students to two retrievals (these being capped at 40%) although this could also include a third overall failed specialist unit which has subsequently been replaced by a successful third specialist unit (see 'Failed units' above).]* Students cannot progress to the Research Enquiry stage until any retrievals have been satisfactorily completed.

When the Board of Examiners and the Faculty Board of Studies have approved all grades, eligible students will be provisionally accepted for the Research Enquiry Phase. Those going on to the Research Enquiry must be in close consultation with the Director of Studies regarding the assignment of a supervisory team with whom the student can finalise a proposal for their Research Enquiry, to discuss training requirements, and to elaborate a timeline. The student completes a candidature form in consultation with their supervisor(s). The candidature form, along with a completed Ethical Implications of Proposed Research form, must be approved by the lead supervisor and the Director of Studies prior to being submitted for approval to the Faculty Research Students' Committee. Subject to candidature being approved, the student will be formally registered for the Research Enquiry Phase. The student may well have begun informal work developing the Research Enquiry before this time, but collection of primary data should not occur until after appropriate approvals are secure.

Exit points and awards

PG Certificate in Policy Research & Practice:

- Provided the student has:
 - been awarded a minimum of 30 credits, and
 - passed at least one core policy analysis unit in Stage 1, of which
 - a maximum of one unit (i.e. maximum of 18 credits) has been awarded through supplementary assessment.
- the following award criteria will be used (in sequence):
 - 'PGCert with Distinction' where the overall programme average (OPA) is 70.00% or above
 - 'PGCert with Merit' where the OPA is 60.00% or above
 - 'PGCert' where the OPA is 40% or above.
- Accredited Prior Learning or Accredited Experiential Learning is not permitted.

PG Diploma in Policy Research & Practice:

- Provided the student has:
 - been awarded a minimum of 60 credits, and
 - passed four units in Stages 1 to 3, of which two must be the core policy analysis units, of which
 - a maximum of one unit (i.e. maximum of 18 credits) has been awarded through supplementary assessment.
- the following award criteria will be used (in sequence):
 - 'PGDip with Distinction' where the overall programme average (OPA) is 70.00%

or above

- 'PGDip with Merit' where the OPA is 60.00% or above
- 'PGDip' where the OPA is 40.00% or above.
- Accredited Prior Learning or Accredited Experiential Learning is permitted in one or both of the two optional units only.

Professional Doctorate in Policy Research and Practice:

- after having completed two core and two specialist units in the taught phase, having obtained at least two 'Pass' grades (40% and above) and two grades of 60% and above, *and*
- submitted a supervised Research Enquiry Thesis of up to 45,000 words at the completion of the supervised research phase, *and*
- successfully defended the thesis at a *viva voce*, as set out in Regulation 16 <http://www.bath.ac.uk/regulations/Regulation16.pdf> including the possible award of an MPhil for candidates who are unable to complete the Research Enquiry to the standard of a doctorate. Regulation 16.17 covers the Degree of Doctor of Policy Research & Practice (DPRP).

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

Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

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.

Sources of other information

..... Dean/Head LPO

..... Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/Head of Learning Partnerships

Updated Programme Description for the PD Policy Research & Practice (Jan 2016)

Programme code	
Programme title	Professional Doctorate in Policy Research and Practice (DPRP)
Award type	Doctoral
Award title	Professional Doctorate in Policy Research and Practice PG Certificate in Policy Research & Practice - exit award only PG Diploma in Policy Research & Practice – exit award only
Mode of Attendance	Distance Learning (non-semesterised)
Length	Typically 6 years
Approving body and date of approval	PAPAC, 05/11/14, FLTQC update 2/12/15, FLTQC update 01/02/16

Year 1 (for implementation with effect from September 2015 onwards)

Students must attend the residential and take the two core units

Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes
September (2 weeks)	-	Residential	C	0	None	
9 months	SP60290	Transformational Policy & Practice	C	18	None	
9 months	SP60291	Policy Research Methodology	C	18	None	

Continued overleaf....

Years 2 & 3 (for implementation with effect from September 2015 onwards)

Students must attend the residential and take a total of 2 optional units, in exceptional cases both units may be taken in Year 2

Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes
September (2 weeks)	-	Residential with Research Design Workshop	C	0	None	
9 months	ED60273	Educational Policy: Theory and Practice	O	18	None	
9 months	HL60498	Policy Specialism: Health Policy	O	18	None	
9 months	SP60292	Policy Specialism: International Development	O	18	None	
9 months	MN60622	Policy Specialism: The Political Economy of Technology Policy	O	18	None	
9 months	SP60295	Networks, governance and citizenship in a digital world	O	18	None	
9 months	??60???	Reading Paper	0	18	None	Reading Paper

Years 3 & 4 onwards (for implementation with effect from September 2015 onwards)

In exceptional cases students may progress to the Research Enquiry Stage in Year 3 upon satisfactory completion of the taught component of the programme (having passed four units including the two core policy analysis units) and the following would apply

Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Weighting for degree classification	Notes
September (2 weeks)	-	Residential	O	0	-	
Multiple years	??60???	Research Enquiry (Thesis)	C	n/a	n/a	