

PROPOSAL FOR COURSE(S) LEADING TO AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

This document is in three parts:

- PART 1:** Summary of the Proposal
This section may be used for publicity purposes, once approval has been granted.
- PART 2:** Business Case
For consideration by the relevant Faculty Executive
- PART 3:** Academic Case
For consideration by the relevant Faculty Learning, Teaching and Quality Committee

All three parts need to be completed .
(There are different sections for fast-track proposals and these are clearly indicated).

For certain specified types of proposal such as change of degree title, change in School of registration, use a separate PART 4 template.

Extracts from this template will be published to form the programme specification.

Course Title(s)
MRes in Social Sciences

ROUTE FOR APPROVAL (Please refer to the accompanying guidance notes and use the questions below to help you determine the most appropriate route)

PRC Approval Required (Subject area new to UEA)	n/a	LTC Approval in Principle Required (Subject area new to UEA or new to School)	n/a
Full		Fast-Track	✓

PART ONE - SUMMARY OF THE PROPOSAL

(This section may be used for publicity purposes. Please attach to the Business Case and to the Academic Case.)

S1	SUBJECT AREA(S) (please state)		
	Is the subject area new to the University? If yes, needs LTC and PRC approval	No	
	Is the subject area new to the School? If yes, needs LTC approval in principle	No	
(If yes to either question, the fast-track route is not applicable).			
S2	PROFESSIONAL AWARD (if any)	MRes in social sciences	
S3	ACCREDITING/VALIDATING BODY (if relevant)	UEA	
S4	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	✓
		Postgraduate Research	
S5	AVAILABLE FROM (academic session) <i>Insert (mm/yyyy)</i>	Sept 2012	
S6	SCHOOL OF STUDIES	School of Psychology	

Please complete the following section for each new course being proposed

Course One		
S7	COURSE TITLE	MRes in Social Sciences
S8	AWARD (e.g. BSc, MA)	MRes
S9	DURATION (years or months)	12 months
S10	MODE OF ATTENDANCE (full-time, part-time, distance, other)	full-time and part-time
S11	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES
		NO
S12	COURSE HIGHLIGHTS (for publication)	
	<p>The MRes Social Science Research Methods degree offers an advanced programme of research training and is ideal preparation for graduates considering a career in research or intending to undertake a PhD.</p> <p>Students will study core Faculty modules that include generic social science research skills, broad based training in social science research methods, and</p>	

	<p>advanced training in qualitative and quantitative methods. Students will also receive School-based research skills and subject-based training from which students will acquire specialist knowledge that will allow them to apply the basic principles of social science research and design to their own research projects.</p> <p>The MRes course is available in the following subjects:</p> <ul style="list-style-type: none"> • Education and Lifelong Learning • Social Work & Social Policy • Psychology • Law • Business and Management 	
S13	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	The structure and content of the degree has been informed by the ESRC subject and research training requirements. Whilst the appropriate QAA subject benchmark is unavailable the course has also been developed mindful of the QAA Masters characteristics.
S14	ENTRY REQUIREMENTS	British 2:1 social science degree or equivalent International candidates are also required to provide evidence of a good command of English if that is not their first language
S15	CAREER POSSIBILITIES	Employment as research assistant and/or entry to PhD study and academic career
S16	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S17	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case	
S18	FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i>	admissions@uea.ac.uk, 01603-591515
S19	Course Director	Dr. Laura Biggart (SWP)
S20	Course Proposer(s)	Dr. Laura Biggart (SWP)

Questions for Initiator:

1. Do you want to propose another course? If yes, please complete Sections S7 – S19 (see below) for each related but separate award for which students may register from the outset.

2. Do you want to complete the Business Case yourself or do you want to send the Business Case to another member of staff to complete?
3. Do you also want to complete the Academic Case yourself or do you want to send the Academic Case to another member of staff to complete?

PART 2 – THE BUSINESS CASE

Note: One Business Case (BC0 to BC9) is applicable to all proposed courses

BC0	THE RATIONALE (Overview - brief summary)		
BC0.1	Brief summary of the rationale for the proposal		
	<p>There is currently an MRes in social sciences, which is housed in DEV, and in which 4 SSF schools participate (SWP, LAW, EDU and NBS). It is proposed that the MRes programme move to be hosted by the newly formed School of Psychology (via SWP in the first instance), and to make a couple of other changes at the same time:</p> <ol style="list-style-type: none"> 1. to change the name of one module (SWP-M417 - Introduction to child and family research to Introduction to social science research methods) 2. to drop one module (Methods of social enquiry' PSI module PSIP-M019), and 3. to increase the number of credits allocated to the dissertation module(s) from 60 to 80 credits and associated word limit change from 15,000 to 20,000 words. <p>The changes are proposed for this coming September (AY 2012/3). It is important that the current student cohort for 2011/12 continue to be administered from the ARTS Hub. When SWP is split between SWK and PSY a few additional variants of some modules will need to be created e.g. for the dissertation module.</p>		
BC0.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs; independent academic (required for new course proposal); external examiner (required for fast-track proposals)).		
	<p>Please summarise here and attach copies of any responses to this document or insert their comments in this section.</p> <p>No external consultation</p>		
BC0.3	Is this a Fast-track proposal?	YES	Yes
		NO	
BC0.4	If Yes, what features of the proposal make it a fast-track?		
	<p><i>Please refer to the New Course Approval Procedure</i></p> <p>The changes proposed are technical rather than substantial in terms of content</p>		

BC1	ACADEMIC AND RECRUITMENT STRATEGY					
BC1.1	How does the proposal fit with School academic plans?					
	<p>The MRes in Social Sciences is an important interdisciplinary programme to offer for the Faculty of Social Sciences as it contributes to the case being made to the ESRC for UEA to be made a DTC. The school of social work and psychology has one masters programme (the MSc in Child & Family Psychology) and has been contributing to the delivery of three MRes modules to date. Because of the need to have strong co-ordination across 5 schools in SSF, it was considered that the MRes programme would be better served if it were co-ordinated by a school which was invested in the delivery of substantial parts of the programme. The benefits to the new School of Psychology will benefit from taking on the co-ordination of the MRes in social science as it can offer a good research pathway for undergraduate students who currently have little choice in psychology Masters programmes. As the new school develops it is expected that the choice of Masters provision will increase, But that the research methods core modules can continue to be provided by the MRes.</p>					
	The Faculty's academic plans?					
	<p>The MRes in Social Sciences is an important programme to offer for the Faculty of Social Sciences as it contributes to the case being made to the ESRC for UEA to be made a DTC. It is also important for building PGR numbers.</p>					
	The University's Corporate Plan?					
	<p>The MRes in Social Sciences is an important programme to offer for the Faculty of Social Sciences, as it contributes to the case being made to the ESRC for UEA to be made a DTC. This fits with the UEA corporate priority to make UEA a research intensive university (see priority 5 under Research with impact in corporate plan.)</p>					
BC1.2	Proposed Recruitment Strategy					
	<p>The recruitment strategy will remain the same. We are making strategic use of scholarships to attract excellent national and international students and have established relationships ARM and admissions to target marketing and facilitate applications.</p>					
BC1.3a	Is the proposal commercially sensitive?	<table border="1"> <tr> <td>YES</td> <td></td> </tr> <tr> <td>NO</td> <td>no</td> </tr> </table>	YES		NO	no
YES						
NO	no					
BC1.3b	If yes, what are the reasons?					

Please either complete section BC2 in consultation with the Faculty Admissions Office and send (email) the summary and sections BC1 and BC2 to MAS and request that they complete section BC2.7; or, send (email) the summary and section BC1 to MAS and request that they complete section BC2.

Rebecca.Price@uea.ac.uk

Please either complete section BC3 and send (email) the Summary and sections BC1 and BC3 to CCEN and request that they complete section BC3.3; or send (email) the Summary and section BC1 to CCEN and request that they complete section BC3

A.Benson@uea.ac.uk

Section BC2 and BC3 may be completed in parallel

To be sent to MAS and completed by the Market Research Team

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section is completed

BC2	MARKET RESEARCH (to be completed by course proposer or MAS)	
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	
	16 other HE institutions offer an MRes in Social Sciences. Of these, 14 offer at least one of the disciplinary pathways offered by the UEA SSF MRes and 2 are ESRC accredited. (from search on Masters.com at 27 April 2012)	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	I've been unable to find any Social Science research masters offered internationally from a quick search. Most masters appear to be offered on a subject specific basis	
BC2.3	What is the annual number of applicants currently applying nationally for similar courses?	Data not available
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • Employers (public services, private sector, the professions etc) 	
	Competition for graduate employment is high (THE 2012).The number of graduates applying for PG taught programmes is rising (183990 – 2008/9, 204650, 2009/10, HE stats Agency figs) as graduates try and find ways of increasing their skills portfolio for employers. Graduates are aware that these skills are sought from employers (Institute for Employment Research working paper 2012): Critical analysis; Logical thinking; Spoken and written communication; Problem-solving skills; Ability to use numerical data; Inter-personal skills and specialist knowledge within their discipline These are skills that research methods training such as that offered by the MRes in Social Sciences particularly offers.	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	This course replaces an existing MRes at UEA that recruited successfully
	Regionally:	
BC2.6	Where is/what are the competitive advantage(s) for UEA?	

	UEA's MRes in Social Sciences is the only offer of this type of course regionally and offering this course contributes to the development of a business case for UEA to become an ESRC accredited Doctoral Training Centre in the next bidding round.
BC2.7	ADDITIONAL COMMENTS BY MAS:
	Data is inconclusive due to limited availability of applicant and sector-wide data. HESA data is possibly available, however was not pursued by the school. The market for this course is unknown.

To be sent to the Careers Centre for completion

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section has been completed.

BC3	MARKET DEMAND AND RECRUITMENT (to be completed by the course proposer or the Careers Centre)	
BC3.1	What graduate career opportunities may be available?	
	<p>This course is largely for people training for careers in research and for those progressing to a PhD. It will also be relevant for people working towards careers related to particular areas of practice and social policy and managerial roles within specific disciplines and related professional bodies, with a range of specific career paths for students in the different discipline pathways offered within this course (EDU, LAW, NBS, SWK, PSY).</p> <p>The skills developed can be used in a range of roles, for example the Civil Service, Consultancy, Editorial/writing positions and Research. Progression onto PhD may be an option. There is a need for employees with research and analytical skills and the ability to assimilate complex information. A recent Vitae survey of researcher engagement with employers in the UK, found that 73% of all those employers surveyed would welcome more applications from doctoral graduates and that over one third are actively targeting them. They considered that the process of achieving Research degrees develops an enquiring mind, problem-solving abilities and the ability to assimilate new ideas quickly. These attributes are much valued by the employers cited in the survey.</p>	
BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)?	
	None	
BC3.3	ADDITIONAL COMMENTS BY CAREERS:	
	<p>The skills developed and evidenced by completion of this course of study will be in demand for many roles in both public and private sectors as outlined above in BC3.1 in addition to facilitating the progression on to further study.</p>	

To be completed by the course proposer. BC4 may be completed prior to return of BC2 and BC3, but the Business Case cannot be considered until all sections are complete.

BC4	RESOURCES		
BC4.1	STUDENT NUMBERS AND TUITION FEES		
BC4.1.1	Student Numbers:		
	Proposed student target intake		
	FT (Home/EU)	8	
	FT (International)	2	
	PT (Heads)	1	
	DL (Heads)		
	Minimum viable intake (ftes)	4	
	Maximum viable intake (ftes)	30	
	Are the student numbers:		
	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES	*n/a
		NO	
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	*n/a
		NO	
	c) additional numbers required? <i>Consult the Planning Office (ACAD)</i>	YES	*n/a
		NO	
	*This course replaces the MRes in Social Sciences until now housed in DEV. The expected numbers and their allocation remains exactly as before – no new numbers and no redistribution required.		
BC4.1.2	Tuition Fees:		
	Please select the relevant fee schedule:		
	a) Standard Home/EU/International	£5000/£11,900	
	b) Full-cost <i>Please specify requested fee levels and consult the University's Fees Officer (P.Courridge@uea.ac.uk)</i>		
	c) External Teaching Contract <i>Please provide brief details</i>		
BC4.2	EQUALITY AND DIVERSITY		
BC4.2.1	Does the course fall into a subject area which traditionally attracts a very specific or narrow student profile?	YES	
		NO	no
BC4.2.2	If yes, what steps will be taken to attract non-traditional students to the course / School? (Areas to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		

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Complete BC5F AND BC6F if the proposal is following the 'fast-track' route.

BC5F	What is the impact of the proposal on ACADEMIC STAFF?		
	The MRes in Social Sciences will transfer from directorship in DEV (prev. Dr Emma Gilberthorpe) to directorship in Psychology (Dr Laura Biggart). The removal of the 'Methods of social enquiry' PSI module (PSIP-M019, 40 credits) will remove extra workload from this module in the form of assessment and add this to the existing Further quantitative methods module (SWP-M424, 20 credits). The other 20 credits will be added to the dissertation, which will increase in word count from 15,000 to 20,000 which will add a short amount of time to assessing this piece of course work. The name change for the Introduction to child & family research module (SWP-M417, 20 credits) to Introduction to social science research methods has no impact on academic staff.		
BC5F.1	Are new appointment(s) required? If yes, please refer to Full New Course Proposal	YES	
		NO	no
BC5F.2	Are any new modules to be introduced?	YES	yes
		NO	
If yes, please include code, credit value and level/year.			
	Further quantitative research methods and statistics (SWP-M424), 20 credits Introduction of social science research methods (previously Introduction to child and family research – SWP-M417), 20 credits		
BC5F.3	Is any course(s) to be withdrawn?	YES	yes
		NO	
	If Yes, please specify course and UCAS Code(s) and session from which course(s) withdrawn?		
	The existing MRes in Social Studies owned by DEV (T1L9X2101 (Full Time), T2L9X2201 (Part Time)) will cease once current students have completed.		
BC5F.4	Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)		
	No		

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BC6.1F	What will be the impact of the proposal on existing physical resources & other facilities?
	None

BC6.2F	Will additional books/journals/electronic resources other than those already available be required?
	No

This section enables the course proposer to respond to any comments received prior to consideration of the business case for approval.

BC8A	INITIATOR'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS and Market Research/Demand comments
	<p>Thank you for the comments in BC3.3 which we have reviewed and agree.</p> <p>Thank you too for helpful comments in BC2.7 which we have reviewed and fully take on board in the context of emerging local data on recruitment (especially for Psychology) showing buoyant levels of interest and applications, including from very strong applicants. We will closely monitor market and demand related issues as the MRes establishes and evolves, drawing on MAS expertise as appropriate.</p> <p>Vicky Scaife (for Laura Biggart). 15-06-12</p>

Once all sections have been completed, the Business Case may be sent for approval

Approval of the Business Case

BC8	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC8.L1	School Director of Learning, Teaching and Quality:	Jonathan Dickens	18/6/12
BC8.L2	Head of School (on behalf of School Board):	Gillian Schofield	18/6/12
BC8.L3	Dean of Faculty (on behalf of Faculty Executive):	Neil Ward	19/6/12
BC8.L4	PRC (if relevant)	n/a	
BC8.L5	LTC (if relevant)	n/a	

BC9 tells you who must now be informed once the business case has been approved.

BC9	Send approved Summary and approver list (BC8) to:
	Admissions Manager, MAS (Laura.Thompson@uea.ac.uk) for reporting purposes
	CAMS Manager/Planning Office (ACAD) (A.M.Watson@uea.ac.uk) for allocation of: <ul style="list-style-type: none">• ROU code for each proposed ROU course• JACS code• UCAS admissions code

The Academic Case, for consideration by the Faculty Learning, Teaching and Quality Committee (LTQC) now follows. You may complete this in parallel with the Business Case BUT the approval of the Business Case by the Faculty Executive should precede consideration by the LTQC.

PART 3 – THE ACADEMIC CASE

Please complete sections AC1 to AC5 for each new course being proposed

	Faculty	SSF
	School(s)	School of Social Work and Psychology

AC1a	Course Title	MRes in social sciences
	Course Director	Dr Laura Biggart
AC1b	Exit Award(s) and Title	MRes in social sciences

AC2	COURSE MANAGEMENT INFORMATION			
AC2.1	REGULATORY FRAMEWORK (please tick all that apply)			
	CCS for Undergraduate Courses			
	Graduate Diplomas			
	Integrated Masters			
	PGCE			
	Common Masters Framework			✓
	Postgraduate Research			
	Certificate/Diploma in Continuing Education			
	Is the course as a whole assessed on a pass/fail basis?	YES	✓	NO
	Are any modules assessed on a pass/fail basis?	YES		NO
	If so, how many modules and what is the credit volume for each module?			

AC3	(For undergraduate or integrated masters programmes only:)		
	Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE)	
	Stage 0		
	Stage 1		
	Stage 2		
	Stage 3		
	Stage 4		
	Stage 5		
	Stage 6		
	Stage 7		

AC4	BOARD OF EXAMINERS			
AC4.1	Is there an existing Board of Examiners?	Yes	✓	No
AC4.2	If YES, which existing board will be responsible for the course?	The Exam Board for the course involves the Course Director and the School		

		Advisors. As the core research skills module has been located in DEV the degree has been externally examined at the DEV PGT exam board. The external examiner for the MRes SSF examines the core module that is within DEV, and reviews the course profiles of the other students to ensure that they are taking a relevant profile.
AC4.3	If NO, please enter details for new board of examiners	The existing board of internal members will remain and it is proposed that the existing external examiner for the Masters programmes in SWP be appointed to examine the MRes in social sciences, as they already examine the core research modules in PSY which also form the core research modules for the MRes
AC4.4	Are any new external examiner(s) required?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
AC4.5	If yes, how many?	

AC5	ACCREDITATION/VALIDATION			
AC5.1	Is accreditation/validation by a Professional and/or Statutory Body required?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AC5.2	Please specify which PSB and when accreditation/validation may take place.			

AC6	NEW MODULES				
AC6a	Are there any new modules to be introduced?	YES	<input checked="" type="checkbox"/>		
		NO	<input type="checkbox"/>		
	If Yes, then proceed to AC6b				
If No, then proceed to AC6c					
AC6b1	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module:				
	Module Title:				
	Further quantitative research methods and statistics				
	Level:	M	Credit Value:	20	
	Semester:	Spring			
	Module Type: (e.g. EX, CW, WW, PR)	CW			
	Module marking Scheme (e.g. M40PA)	M50PA			
	Module Organiser	Dr Laura Biggart			
	Distance Learning?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
	Brief Outline				
	<p>Aims</p> <ol style="list-style-type: none"> To introduce students to quantitative research methods and data analysis To develop critical appraisal skills to equip students to handle research-based teaching provided elsewhere on the course To provide students with an introduction to using statistical software (SPSS) To provide students with a good grounding in applied statistics to enable you to: <ul style="list-style-type: none"> Appreciate the statistical content of journal articles Undertake an SPSS-based data analysis for student's assessment 				
AC6b2	Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module:				
	Module Title:				
	Physical Cultures, the body and social self				
	Level:	M	Credit Value:	40	
	Semester:	2			
	Module Type: (e.g. EX, CW, WW, PR)	WW			
	Module marking Scheme (e.g. M40PA)	M50PA			
	Module Organiser	David Aldous			
	Distance Learning?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
	Brief Outline				

This module aims to develop student understanding of the embodied self within the social context of physical cultures. Specifically it aims to develop students' appreciation of the centrality of the body, its form and attributes, in the construction of specific forms of self. Central to the module are the views that the body is both a biological and social phenomenon and its development leads to forms of social self within particular physical cultures within society. Furthermore, the socially constructed body is one that is continually developed in relation to forms of structure within these physical cultures. Issues such as body image, health, gender, class and disability are all created from the interconnections between the body, self and culture.

AC7c1	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
Module Title:	Introduction to social science research		
Module Code:	DEV – M087	Semester:	Autumn
Level:	M	Credit Value:	20
Module Organiser	Dr Catherine Locke		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme: (e.g. M40PA)	M50PA		
Brief Outline:			
	<p>This module provides students at school and faculty level with a generic introduction to social science research. This includes introductory material on the nature of social science research, research design, the nature of quantitative and qualitative research methodology, and examines the process and skills needed for social science research. The module is the core module for DEV's 3 MRes programmes: MRes International Development; MRes Development Practice and MRes Social Science Research (Faculty-wide). The module focuses on social science research in terms of design and methodology and complements other modules being offered in DEV and other schools on social science research methods and tools.</p>		
AC7c2	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
Module Title:	Introduction to social science research methods (existing module SWP M417 but with new title)		
Module Code:	SWP-M417	Semester	Autumn
Level:	M	Credit Value:	20
Module Organiser	Dr Laura Biggart		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme (e.g. M40PA)	M50PC		
Brief Outline:			
	<p>This programme will introduce students from diverse backgrounds and disciplines to a range of approaches in social sciences research and develop research skills.</p> <p>Aims:</p> <ul style="list-style-type: none"> To understand the history of social sciences research and the contribution that it 		

	<p>has made to extending knowledge, changing attitudes in society and developing social policy and professional practice.</p> <ul style="list-style-type: none"> ▪ To develop a rationale for, and be able to evaluate, the use of quantitative research methods in social sciences research. (Experimental and questionnaire designs) ▪ To appreciate the principles underpinning diverse qualitative design approaches and be able to interpret and evaluate their use in addressing social sciences research questions (interviewing, focus groups, discourse and grounded theory) ▪ To develop skills and knowledge in evaluating research designs and published research /journal articles that are relevant to social sciences research ▪ To develop skills in writing research proposals 		
AC7c3	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
Module Title:	Dissertation (existing module but with increased work length from 15,000 to 20,000, and increased credits from 60 to 80)		
Module Code:	SWP-M38X*, LAW-M18x, EDU-EM10X, NBS-MR0X *An additional dissertation module will need to be created for PSY	Semester:	Autumn and spring
Level:	M	Credit Value:	80
Module Organiser	Dr Laura Biggart plus supervisors in each school		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme (e.g. M40PA):	A50PC		
Brief Outline:			
	<p>The dissertation element of the Masters programme offers students the opportunity to demonstrate their ability to carry through an independent piece of research on a subject of their choice in greater detail than any taught element of the course can offer. It allows students to develop and display their skills in independent research and depth of knowledge of a particular area of research. The module is intended to provide evidence of the student's ability to research and develop ideas with occasional supervision from a nominated member of faculty to ensure that the chosen area covered is being explored to its potential. The dissertation should draw from material from other modules within the MRes Programme.</p>		

AC7c4	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
Module Title:	Further qualitative research methods (core for PSY and SWK students only)		

Module Code:	SWP-M418	Semester:	spring
Level:	M	Credit Value:	20
Module Organiser	Dr Laura Biggart		
Module Type: (EX / CW / WW / PR etc)	CW		
Module marking Scheme (e.g. M40PA):	M50PC		
Brief Outline:			
<p>The course builds on coverage of qualitative methods in the Introduction to social sciences research methods module, where the focus is on developing critical appraisal skills that cover a range of ways of gathering and analysing qualitative data.</p> <p>Educational aims:</p> <ul style="list-style-type: none"> • Further knowledge of the conduct of qualitative research, and practical skills in planning and designing studies, and in data collection, analysis and interpretation • Experience of practical aspects of qualitative inquiry in collaboration with others. • Individual skills will be developed through reporting in writing on the conduct of qualitative research project work (including critical reflections and data analysis). 			

AC7c5	DESCRIBE CORE OR COMPULSORY EXISTING MODULES		
	Please complete for existing modules that are Core or Compulsory for this course		
	Module Title:	Research Methods for Law	
	Module Code:	LAW-M16Y	Semester: Year long
	Level:	M	Credit Value: 20
	Module Organiser	Professor Chris Wadlow	
	Module Type: (EX / CW / WW / PR etc)	CW	
	Module marking Scheme: (e.g. M40PA)	????	
	Brief Outline:		

By the time they have completed the module, students should be able to:

- Identify relevant research questions within a given area, and to formulate and operationalise (or, in the case of more ‘exploratory’ research designs, to identify) hypotheses for investigation
- Evaluate different research designs and identify which of these are relevant to their chosen research questions and hypotheses
- Identify which sources of data will be of assistance in the investigation of a particular research topic, and which techniques of data-gathering and analysis are appropriate
- Write up a research project, and to organise skilfully and present the results of their research, to consider whether hypotheses are confirmed or falsified by the evidence and to consider, in either case, the reasons for the findings

AC8	If the course is a joint course, how will the student experience be managed?
	<p>Students enrol in the School of their discipline to ensure advisory and supervisory support across their course. A Course Director (Dr Laura Biggart) will lead and coordinate the course’s content and delivery. In each School an SSF MRes Advisor is appointed to deliver or coordinate School-specific content and supervision. The Course Director works closely with School Advisors to ensure that whilst students will be mixed in disciplines, central co-ordination of course matters will take place. For example, the Course Director will take an overview of assessment in order to ensure a consistent strategy across the modules, outline a common set of criteria for the dissertation and work with schools (and admissions) to develop a clear and coherent route for progression from the MRes onto the PhD. Taken together all of these measures ensure that the course is relevant, coherent and attractive to a broad range of students. Personal advisory systems are linked in with academic support ensuring that the learning needs of students from a diverse range of different learning cultures can be fully supported.</p>

AC9	COURSE PROFILE AND AWARD REQUIREMENTS Please also see attached document “Course Profile with Pathways”	
Year 1		
Core Modules	<p>PSY – 5, SWK – 5 Introduction to Social Science Research (DEV-M087), Introduction to Social Science Research Methods (SWP-M417), Dissertation (SWP-M38X), Further Quantitative Research Methods (SWP-M424), Further Qualitative Research Methods (SWP-M418)</p> <p>LAW – 4 Introduction to Social Science Research (DEV-M087), Introduction to Social Science Research Methods (SWP-M417), Dissertation (SWP-M38X), Further Quantitative Research Methods (SWP-M424),</p> <p>NBS – 5 Introduction to Social Science Research (DEV-M087), Introduction to Social Science Research Methods (SWP-M417), Dissertation (SWP-M38X), Further Quantitative Research Methods (SWP-M424), Business Research Methods (NBS-MR1Y)</p> <p>EDU – 5</p>	

	Introduction to Social Science Research (DEV-M087), Introduction to Social Science Research Methods (SWP-M417), Dissertation (SWP-M38X), Further Quantitative Research Methods (SWP-M424), Educational Research (EDU-EM02Y)
Compulsory Modules	PSY - 0 SWK - 0 LAW – 1 – Research Methods for Law (LAW-M16Y) NBS - 0 EDU - 0
Option A	
Option B	
Option C	
Free Choice Modules – Enter number of credits	1 (20 credits)

NOTE: Whilst the University will make every effort to offer the module listed, changes may sometimes have to be made for reason outside the University’s control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

**PROGRAMME SPECIFICATION FOR AN AWARD OF
THE UNIVERSITY OF EAST ANGLIA**

(The summary section may be used for publicity purposes. The full specification may also be publicly available).

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

PS1	EDUCATIONAL AIMS AND LEARNING OUTCOMES
PS1.1	Overview of aims and learning outcomes: See programme specification from 2011 attached which remains the same
PS1.2	Knowledge and Understanding:
PS1.3	Cognitive Skills:
PS1.4	Subject specific skills (including practical skills):

PS1.5	General/transferable key skills and attributes:

PS2	TEACHING AND ASSESSMENT STRATEGIES AND METHODS
PS2.1	(please describe including how these enable students to demonstrate achievement of the learning outcomes):

PS3	EQUALITY
PS3.1	How do the admissions criteria ensure equality of opportunity for all applicants?
PS3.2	What steps have been taken to ensure an inclusive curriculum?
PS3.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?

Please send (email) the whole Academic Case and the Summary to the Learning, Teaching and Quality Office (Assistant Registrars UG / PGT as appropriate) and to the Equality and Diversity Manager (in parallel) for comment.

For undergraduate proposals

Claudia.Gray@uea.ac.uk

For integrated masters proposals

Joanne.Ashman@uea.ac.uk

For Master's level proposals

Joanne.Ashman@uea.ac.uk

Equality & Diversity Manager

H.Murdoch@uea.ac.uk

Comments will be returned within 10 working days of receipt.

Please complete the relevant section and return (email) to the Course Proposer within 10 working days of receipt.

Sections AC10.1 and AC10.2 should be completed in parallel.

AC10	COMMENTS
AC10.1	<p data-bbox="316 367 1412 439">Learning, Teaching and Quality Office:</p> <ul data-bbox="363 479 1412 1189" style="list-style-type: none"> <li data-bbox="363 479 1412 613">• The changes were a little difficult to follow, and the attached Programme Specification appeared to be out of date; the 2011/12 Social Science Research MRes handbook shows changes that have been instigated since the original (attached) Programme Specification was prepared. <li data-bbox="363 647 1412 719">• Is the content of the dropped module 'Methods of social enquiry' PSIP-M019, to be subsumed into DEV-M087, SWP-M424 and SWP-M418? <li data-bbox="363 752 1412 887">• The coloured 'pathways' document lists a 20-credit option for PSY and SWK which includes provision for choosing a 3rd year module. This is disallowed under University regulations (Regulations for Higher Degrees – Taught Programmes 2011-12 6.4). <li data-bbox="363 920 1412 1189">• Finally, with the dissertation module changing from 60 to 80 credits (and from 15,000 to 20,000 words) – how will the timing work? – ie will the students be starting their dissertations earlier? (the pathways document shows the dissertation module as being spread across the whole year). The current handbook states that a 60:60:60 split is advisable, and it would be useful to know how this will be achieved under the new profile. EDU appears to be slightly unbalanced but it seems this has always been the case. <p data-bbox="316 1223 539 1294">Julia Jones, LTS 8 June 2012</p>
AC10.2	<p data-bbox="316 1323 1412 1395">Equality and Diversity Manager:</p> <p data-bbox="316 1429 1412 1563">What makes the course relevant or attractive to a broad range of applicants? If targeting an international market how will approaches to learning support diverse students from a range of learning cultures? Some comment would be helpful given the stated intention to broaden student profile.</p>

This section enables the course proposer to respond to any comments received prior to consideration of the academic case for approval.

AC11	COURSE PROPOSER'S RESPONSE TO COMMENTS ON THE ACADEMIC CASE (WHERE RELEVANT)
	<p>Thank you for very helpful the comments in Ac10.1; responses are set out below:</p> <p>BULLET POINT 1. The cross-school nature of the programme means the associated information is dense, which yields complexity, but we have tried to provide a comprehensive account for auditing purposes and have thoroughly checked for accuracy. The final neat version of the 2012-13 handbook will be finalised as specific staffing and room location details become known over the summer and this will enhance the student experience by ensuring that students are furnished with up-to-the-minute information.</p> <p>BULLET POINT 2. Perhaps not 'subsumed' but methods of social enquiry cut across and feature in all of the modules to some degree, including DEV-M087, SWP-M424 and SWP-M418</p> <p>BULLET POINT 3. The modules the M Level students take are upgraded to M level from third level including provision of bespoke tutorials ensuring that there is no violation of University regulations (Regulations for Higher Degrees – Taught Programmes 2011-12 6.4).</p> <p>BULLET POINT 4. Preparatory work (e.g. concept/hypothesis formulation, literature collation) for the 80 credit dissertation begins at the start of semester one and workload naturally varies across the year in an individual way depending on the nature of the project that the student is completing (e.g. some projects demand data gathering takes place during primary school term time, periods outside of youth offending service audit schedules etc) This is managed by the student in liaison with the supervisor in a bespoke manner to ensure as even a distribution of work across the year as possible.</p> <p>Vicky Scaife (for Laura Biggart). 15-06-12</p> <p>Thank you for very helpful the comments in Ac10.2</p> <p>I have inserted the following explanatory sentence below to section AC8: "Taken together all of these measures ensure that the course is relevant, coherent and attractive to a broad range of students. Personal advisory systems are linked in with academic support ensuring that the learning needs of students from a diverse range of different learning cultures can be fully supported"</p> <p>Vicky Scaife (for Laura Biggart) 15-06-12</p>

AC12	APPROVALS	SIGNATURE AND DATE
AC12.1	Head of School	
	Approved:	Gillian Schofield, 18/6/12
	Approved with amendments:	
	Rejected:	
AC12.2	Faculty Associate Dean (following Faculty LTQC)	
	Approved:	Helena Gillespie, 18/6/12
	Approved with amendments:	
	Rejected:	

CIRCULATION (for office use only)		
	Course Proposer	<ul style="list-style-type: none"> ○ Summary ○ Approvals
	LTQO (for report to LTC) W.Forsdick@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Planning Office A.M.Watson@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Faculty Teaching Office	<ul style="list-style-type: none"> ● Summary ● Programme Specification ● Course profile ● Approvals
	Marketing & Admissions Service Laura.Thompson@uea.ac.uk	<ul style="list-style-type: none"> ● Summary ● Approvals
	Academic Officer of the UUEAS / President of GSA (for taught postgraduate only)	<ul style="list-style-type: none"> ● Summary ● Approvals

MRes Social Sciences in SWP (PSY) - Course Profile with Pathways

Core	Compulsory	Option range
Autumn semester	Spring semester	

PSY			
Dissertation PSY-M38X			80 credits
Introduction to Social Science Research DEV-M087	20 credits	Further Quantitative Research Methods SWP-M424	20 credits
Introduction to Social Science Research Methods SWP –M417	20 credits	Further Qualitative Research Methods SWP-M418	20 credits
Option : PSY M-level module (or 3 rd year module)	20 credits		
Total credits			180 credits
SWK			
Dissertation code TBA			80 credits
Introduction to Social Science Research DEV-M087	20 credits	Further Quantitative Research Methods SWP-M424	20 credits
Introduction to Social Science Research Methods SWP –M417	20 credits	Further Qualitative Research Methods SWP-M418	20 credits
Option : PSY or SWK M-level module (or 3 rd year module)	20 credits		
Total credits			180 credits
LAW			
Dissertation LAW-M18X			80 credits
Introduction to Social Science Research DEV-M087	20 credits	Further Quantitative Research Methods SWP-M424	20 credits
Introduction to Social Science Research Methods SWP –M417	20 credits		
Research Methods for Law LAW-M16Y			20 credits
Option : Further Qualitative research Methods SWP-M418 OR LAW M-level module			20 credits
Total credits			180 credits
EDU			
Dissertation LAW-M18X			80 credits
Introduction to Social Science Research DEV-M087	20 credits	Option : Further Quantitative Research Methods SWP-M424 OR Further Qualitative Research Methods SWP-M418	20 credits
Introduction to Social Science Research Methods SWP –M417	20 credits	Physical Cultures, the Body and Social Self - TBA	40 credits
Total credits			180 credits
NBS			
Dissertation LAW-M18X			80 credits
Introduction to Social Science Research DEV-M087	20 credits	Further Quantitative Research Methods SWP-M424	20 credits
Introduction to Social Science Research Methods SWP –M417	20 credits	Option : Further Qualitative Research Methods SWP-M418 OR Business Management M-level module	20 credits
Business Research Methods NBS-MR1Y			20 credits
Total credits			180 credits

**PROGRAMME SPECIFICATION FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA**

SECTION A: SESSION: 2010 to 2011		
A1	Course Name	Masters of Research in Social Science Research Methods
A2	Final Award <i>(e.g. BA/BSc(Hons)/ MA/MSc etc)</i>	MRes
A3	UEA Course Code(s)	T1L9X2101 (Full Time), T2L9X2201 (Part Time)
A4	UCAS Course Code(s)	
A5	Professional Award <i>(if any)</i>	
A6	School of Studies	DEV

SECTION B: SUMMARY OF COURSE STRUCTURE AND FEATURES

B1 Summary

e.g. General statement about course structure, including special features such as placement opportunities, whether these are compulsory or optional; fieldwork; year abroad. Include any cross references to other relevant information such as Student Handbook and/or School/Faculty website.

The MRes in Social Science Research Methods has been designed as part of the Faculty's commitment to our bid to the ESRC for a Doctoral Training Centre with the Open University to put in place a research training masters programme for prospective PhD students in those areas for which we do not have ESRC-recognised MRes programmes (i.e. Business studies, Education, Law and Psychology). The course is likely to be a small cohort of students, initially, and SSF are committed to funding 4 full Masters studentships for 2010/11 to help get the course off the ground. Students will take a selection of modules that are already on offer within the social science schools which are part of the DTC bid.

SSF have been given the opportunity to utilise material from the Open University (OU), partners in the DTC bid, to form the MRes proposal. The OU MRes is ESRC recognised and whilst adjustments have been made to create a course structure

that would work for the Faculty, the basis of OU material has been utilised. The core methods and research skills training is provided by modules which have been ESRC RT accredited.

The key benefits to the course structure being proposed are the teaching of generic social science research skills (already being taught in DEV), broad based training in social science research methods (already being taught in PSI), advanced training in qualitative methods (already being taught in SWP), School specific research skills and subject based training, and that teaching and workload would be spread across the Faculty. Whether this would be on a fixed or rotational basis is yet to be decided however the Dean of Faculty would ensure that provision exists regardless of the method employed.

Students would enrol in the School of their discipline to ensure advisory and supervisory support across their course. The course would be comprised of 60 credits of taught SSF research skills, 60 credits of subject-specific content (which may include subject specific and/or further research methods training) and a specialised 60 credit dissertation.

A Course Director (Dr Emma Gilberthorpe) will lead and coordinate the course's content and delivery. In each School an SSF MRes Advisor will be appointed to deliver or coordinate School-specific content and supervision. The Course Director will work closely with School Advisors to ensure that whilst students will be mixed in disciplines, central co-ordination of course matters will take place. For example, the Course Director will take an overview of assessment in order to ensure a consistent strategy across the modules, outline a common set of criteria for the dissertation and work with schools (and admissions) to develop a clear and coherent route for progression from the MRes onto the PhD.

The Exam Board for the course will be held with involvement of the Course Director and the School Advisors from each School. As the core research skills module will be located in DEV the degree will be externally examined at the DEV PGT exam board. The external examiner for the MRes SSF will examine the core module that is within DEV, and review the course profiles of the other students to ensure that they are taking a relevant profile.

The Faculty intends to make full use of Blackboard technology for teaching and learning but also to ensure the perception of community is nurtured through the course e.g. discussion forums, registering students by course as well as by module.

SECTION C: EDUCATIONAL AIMS AND OUTCOMES

C1 Educational Aims of the Programme

(Include any distinctive/innovative features/route pathways)

As required by the ESRC the MRes will provide formal broadly based training in research methodologies, subject specific training and transferable research skills will be embedded in the core modules. All students will encounter both quantitative and qualitative techniques and cover issues relating to research ethics in line with ESRC guidelines. This will then ensure students are prepared for future PhD study through the DTC.

Assessment will be in line with ESRC expectations of regular formal assessment through which learning outcomes related to key methodological principles and techniques will be demonstrated. Assessment via assignments and the application of such principles and techniques. In practice it is partly assessed in this way but is largely assessed through the Dissertation.

Typically, holders of the qualification will be able to:

a Deal with complex social science research questions, research design and data interpretation, both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b Demonstrate originality and self-direction in tackling and solving research questions, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c Continue to advance their knowledge and understanding of research processes, and to develop new research skills to a high level;

and will have:

d The qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.

C2 Course Outcomes	
<p>C2(i) Knowledge and understanding</p> <p>a Originality in the application of knowledge.</p> <p>b An understanding of how the boundaries of knowledge are advanced through research.</p> <p>c Specialist knowledge of research topic in terms of theory, policy and practice</p> <p>d a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p> <p>e originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;</p> <p>f conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • to evaluate critically current research and advanced scholarship in the discipline; and • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses 	<p>Teaching/learning methods and strategies</p> <p>The core modules (RSW and MSE) will introduce students to fundamental social science research methods, whilst school-based modules will expose students to the different philosophical and epistemological perspectives in their field of study.</p> <p>→ Specialist modules in disciplinary topics ensure students are in touch with current debates, theories and analysis whilst engendering familiarity with key literature and authors. Modules are presented in the form of lectures, workshops and seminars. Lectures provide students with the tools for developing their own research. Seminars and workshops are based on student-led discussions and presentations allowing students to apply varied perspectives to their own research topic. Seminars and workshops reinforce learning through critical evaluation of key texts and articles. Detailed manuals including up-to-date reading lists are provided with each taught module. Students attend research seminars in the School their degree is based, exposing them to cutting-edge research in progress by members of faculty, the broader research environment and research students. This interaction between research and teaching is an important feature in the SSF and a key component of UEA's mission and code of practice.</p> <p>Assessment is by coursework and Dissertation.</p>
<p>C2(ii) Cognitive Skills</p> <p>a Analytical reasoning</p> <p>b Research methods and techniques</p>	<p>Teaching/learning methods and strategies</p> <p>All modules contribute to the development of these cognitive skills. The core modules (RSW and MSE) particularly relates to the development</p>

<p>c Qualitative and quantitative data analysis</p> <p>d Integrate theory and practice</p> <p>e Inter-disciplinary and multi-disciplinary analysis and research design</p> <p>f Literature review and critique, reviewing and evaluating research outputs and papers.</p> <p>g An ability to deal with complex issues both systematically and creatively,</p> <p>h Originality in tackling and solving problems.</p> <p>i An ability to apply social science research on an interdisciplinary level</p>	<p>of a), b), c) and e) whilst specialist modules within the student's main School will particularly relate to d), f), g), h) and i). The Dissertation, supervised by a member of faculty, is a key aspect bringing together each of these cognitive skills.</p> <p>→</p> <p>Assessment is through coursework, which takes different forms of essays, reviews, tests, project reports and Dissertation.</p>

<p>C2(iii) Subject Specific Practical Skills</p> <p>a Interpretation and presentation of research findings; relating this to appropriate theoretical and epistemological context</p> <p>b Data analysis packages as appropriate to subject area</p> <p>c Writing skills, including appropriate citation and use of references; use of citations databases</p> <p>d Critical thinking and the evaluation of different research methods</p> <p>e A comprehensive understanding of techniques applicable to their own research or advanced scholarship.</p>	<p>Teaching/Learning methods and strategies</p> <p>The development of a),b) and c) will be done through the core Modules (RSW and MSE); a) and c) will be further developed through coursework feedback and supervisory meetings; d) will be primarily developed in the school-specific modules. Students will be provided with a detailed manual on the preparation and presentation of Dissertations, information that is also available on Blackboard and in past research projects held within each school.</p> <p>→</p> <p>Assessment is through written coursework and the Dissertation.</p>
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<p>C2(iv) Key Skills and Attributes</p> <p>a Interpretive skills – qualitative and quantitative</p> <p>b Written and oral communication including academic papers and presentations</p> <p>c Team work</p> <p>d Independent work</p> <p>e Access information, use of information technology</p>	<p>Teaching/Learning methods and strategies</p> <p>These will be developed through the following routes: a) the core modules (RSW and MSE); b) all available modules require written work. The core module, RSW, focuses on writing academic papers and is assessed by the oral and written presentation of a research project;</p> <p>→ c) some modules offer team assignments and team work for seminars; d) and e) Dissertation, which provides a major opportunity for independent research; Assessment is through written assignments, oral presentations (not formally assessed) and the Dissertation.</p>
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SECTION D1: COURSE PROFILE AND AWARD REQUIREMENTS

Please insert (i.e. cut and paste) the course profile here or complete the following boxes, as appropriate. If you insert the course profile, please ensure that the NOTICE below about changes to units is retained.

Each box relates to a year of study. If the programme is part-time or offers a part-time option, please extend the number of years as appropriate (maximum = 9).

NOTICE: Whilst the University will make every effort to offer the units listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment numbers or sabbatical leave. Where this is the case, the University will endeavour to inform students.

Year 1

The programme will comprise generic core modules and 4 pathways.

Core Modules (to be taken for all pathways)

120 credits

- Research Skills Workshop. DEV-M091/DEV-M092 - 20 credits (full year)
- Methods of Social Enquiry. PSIP-M11Y – 40 credits
- Dissertation. 60 credits

Students to then take one of the following pathways

SWP

60 credits from

- Introduction to Child and Family Research. SWP-M417. (autumn) – 20 credits
- Further Qualitative Research. SWP-M423 (spring) – 20 credits
- Psychology level M (up to 60 credits)

LAW

60 credits from

- Postgraduate Legal Skills and Research. LAW-M593 (autumn) – 20 credits
- Research Methods for Law. LAW-M16Y (full year) – 20 credits
- Further Qualitative Research. SWP-M423 (spring) – 20 credits
- Law level M (up to 60 credits)

EDU

60 credits from

- Further Qualitative Research. SWP-M423 (spring) – 20 credits
- Education Level M (up to 60 credits)

NBS

60 credits from

- Business Research Methods – 20 credits
- Further Qualitative Research. SWP-M423 (spring) – 20 credits
- Business Management Level M (up to 60 credits)

List pre- and/or co-requisites and any professional body requirements

Progression Requirements or Award

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 study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.