University of the West of Scotland

Postgraduate Programme Specification

Session: **202425**
Last Modified: 28/08/2024
Status: Published

1	Named Award Title:	MPA Master of Public Administration
2	Award Title for Each Award: [1]	**MPA Master of Public Administration** **PG Dip Public Administration** **PG Cert Applied Social Science**
3	Date of Validation / Approval:	NA
4	Details of Cohorts Applies to:	Programme is being phased out and will not recruit after Sept 24.
5	Awarding Institution/Body:	**University of the West of Scotland**
6	Teaching Institution(s)[2]:	**University of the West of Scotland**
7	Language of Instruction & Examination:	**English**
8	Award Accredited By:	[add current accrediting bodies e.g. ACCA]
9a	Maximum Period of Registration:	Authorised Interruption Guidance notes (uws.ac.uk)
9b	Duration of Study:	
10	Mode of Study:	Full Time Part Time
11	Campus:	London
12	School:	**School of Education and Social Sciences**
13	Programme Board:	**PG Social Sciences**
14	Programme Leader:	**Dr Athanassios Gouglas**

15. Admission Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

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[1] Include main award and all exit awards e.g. PgD, MSc

[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

Appropriate Undergraduate Qualifications:

Applicants will typically possess a degree or equivalent. In the absence of a degree, where entry requirements do not conform to the general entry requirements, other evidence can be considered on an individual basis in line with Regulations 2.13 – 2.36 (Recognition of Prior Learning – RPL / Recognition of Credit).

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified by Regulation 6 of the Regulatory Framework together with the following programme requirements: Honours degree (minimum 2:2 classification) within the broad area of the Social Sciences or a bachelor's degree with significant and relevant work experience. Where candidates do not meet the standard entry requirement, they must demonstrate that they have sufficient relevant professional or practice-based experience to undertake their chosen programme of study. They may be admitted to the programme at the discretion of the programme Admissions Officer/Programme Leader.

Other Required Qualifications/Experience

English language proficiency is also a requirement, with candidates expected to achieve IELTs average standard of 6.0.

Admission based on Recognition of Prior Learning (RPL) will comply with the University's Regulatory Framework (Section 6), as well as University regulations on postgraduate study and guidance on RPL. Credit transferred into the programme through Accreditation of Prior Learning (APL) must have been subject to reliable and valid methods of assessment at a recognised HEI. Accredited Prior Experiential Learning (APEL) entry is also permitted. The amount of credit transferred though RPL (APL and APEL) will comply with the maxima set out in the Regulatory Framework. Candidates should note that transferred credit does not carry a grade, therefore, award with distinction cannot be granted for awards where credit is transferred in at level 11.

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

16	**General Overview**
	The MPA programme equips modern public managers and policy-makers with the skills required to make a decisive contribution to solving global public policy issues. The programme combines a rigorous social science focus on governance, public administration, public policy and politics with a strong grounding in public sector management and communication. As such this award is a social science-led programme reflecting the changes in the public administration postgraduate and CPD market and discipline (i.e. an increased demand for skills development in policy analysis, public administration and management, and evaluation). The programme is also of key relevance for 'executive students' (e.g. civil servants and policy practitioners across sectors) who are currently working in policy roles and who seek to undertake study at postgraduate level as part of their professional development.
	Leaders in the public sector, NGOs and international organisations are now, more than ever before, held to account for their performance for managing crises. Our MPA allows those working as leaders and managers at senior and middle levels of public sector and civil society organisations or those who are planning a career in public administration, to develop the intellectual and practical skills to comprehend, explain and manage crises within an organisational context.
	Key features of the programme: • Focus on understanding public management and administration within a global and comparative context • Emphasis on crisis management within an organisational context • Employability and career-relevant content through innovative learning and assessment • Study within a diverse international community of learners
	Students may also seek to undertake doctoral studies after completing the Masters programme. The programme equips students for employment in a number of sectors, particularly (but not exclusively) within the public sectors and the civil service.
	The academics who teach on the programme draw on their research networks for the benefit of the student experience through a combination of field trips to external organisations and the use of guest speakers from external bodies. The programme team support students to develop their own networks and to co-produce Masters projects with external organisations (e.g. through the UWS-Oxfam Partnership as well as our other partners).
	The programme is flexible allowing for part-time and full-time study, while also blending on campus, and on-line delivery techniques.
	Moreover, a range of transferable skills are enhanced and these include the ability to: • Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources. • Identify, investigate, analyse, formulate and advocate solutions to problems. • Construct reasoned argument, synthesise relevant information and exercise critical judgement. • Reflect on their own learning and seek and make use of constructive feedback. • Manage their own learning self-critically. • Recognise the importance of explicit referencing and the ethical requirements of study which requires critical and reflective use of information and communications technology in the learning process. • Communicate effectively and fluently in speech and writing. • Use communication and information technology, including audio-visual technology, for the retrieval and presentation of information, including, where appropriate, statistical or numerical information. • Work independently, demonstrating initiative, self-organisation and time management, progressing through the degree programme to become an independent learner. • Collaborate with others to achieve common goals through, for example, group work, group projects, group presentations.

Students are required to design and undertake an extended piece of written research focused around a specific research question via the MPA Dissertation.

In terms of student choice it is recognised that there is only one elective module within the programme, however it must be emphasised that student choice will be located within rather than between modules. This will be realised through inquiry-based learning approaches and negotiated assessment approaches and strategies.

Masters programmes have a crucial role in taking forward School-level and university wide priorities in terms of enhancing the number of postgraduate students that come to study at UWS from home and overseas markets and to also maximise the student experience. Key drivers relevant to the Masters framework are contained in the School's Operational Plan, the university's Research and Education Enabling Plans, and the wider university's Internationalisation and Research and Enterprise strategies.

The programme outcomes have been informed by a variety of internal and external sources. The following UWS documents were consulted:
UWS Corporate Strategy 2014-20
UWS Education Enabling Plan 2018
UWS Research Enabling Plan 2018
UWS Regulatory Framework 2019-20
UWS Quality Handbook 2019-20
UWS Assessment Handbook 2019-20
UWS Equality, Diversity and Human Rights Procedure
The following external documents have also been consulted:
QAA Subject Benchmark Statements for Politics and International Relations; Social Policy and Sociology
SQA SCQF Level Descriptors 2012
HEA Framework for Transforming Assessment in Higher Education
HEA Framework for Embedding Employability in Higher Education
HEA Framework for Internationalising Higher Education
HEA Framework for Flexible Learning in Higher Education
HEA Framework for Student Access, Retention and Progression in Higher Education
HEA Framework for Student Engagement through Partnership

Student learning journey
MPA Master of Public Administration
Mode of study: Full-time or Part-time
Level: 11
Other potential exit awards: Pg Dip (120 credits); Pg Cert (60 credits)

FULL TIME

First trimester of study   →
SSPG11002   The State, Globalisation and Social Justice
SSPG11001   Contemporary Social Issues
SSPG11003   Policy Analysis & Practice

Second trimester of study   →
SSPG11017   Crisis & Communication
SSPG11007   Applied Research Methods in Social Sciences
SSPG11011   Comparative Governance & Public Admin

Third trimester of study
SSPG11004   Social Sciences Dissertation

PART TIME

The typical part-time student journey through the MPA Master of Public Administration will be as follows:
YEAR 1
First trimester of study   →

SSPG11003   Policy Analysis & Practice
Second trimester of study   →
SSPG11011   Comparative Governance & Public Admin

Third trimester of study
SSPG11001   Contemporary Social Issues
SSPG11002   The State, Globalisation and Social Justice

YEAR 2
First trimester of study   →
SSPG11007   Applied Research Methods in Social Sciences

Second trimester of study   →
SSPG11017   Crisis & Communication

Third trimester of study
SSPG11004   Social Sciences Dissertation

Research underpinnings and links to teaching
In line with programme outcomes, the Masters programme develops the applied research skills of students. Each module is underpinned by research-led teaching and learning and aligned to areas of teaching excellence, thus aligning learning and teaching on the programme with the strategic vision of the School. Teaching draws extensively on national and international research, theoretical perspectives, case studies and contexts.

The REF 2014 saw research at UWS recognised at 'international' standing in terms of its originality, significance and rigour. The University's research outputs were particularly highly rated, with more than half of the submissions being ranked at three to four star; with four star signifying 'world-leading' research. The teaching team are active public policy and social science researchers and the majority publish internationally recognised research outputs (including journal papers, books, book chapters, knowledge exchange reports). Many of the teaching staff also undertake enterprise activities including consultancy projects with public and third sector partners. The research and enterprise activities conducted by teaching staff feature throughout the content of modules on the programme.

The teaching team regard students as partners and this is a key aspect of the School's approach to enhancing the student experience. In this context, the teaching team, through for example the Masters dissertation project, work with students in order to maximise the impact of their research through, for instance, writing joint publications with students or to support students to present their research in a range of forums including conferences and research seminars. This enables our postgraduate students to make a contribution to the vibrant research culture in the School and to also enhance the postgraduate student experience. Research skills development of our students is a major feature of the programme. The blend of these research and analysis-intensive modules provide students with graduate level skills in mixed methods, the techniques undertaking comparative policy analysis and how these skills can be applied to contemporary public policy issues. These modules also provide students with the skills and attributes required in order to undertake the Masters dissertation (if they choose to study for the full MPA).

Internationalisation
As noted earlier in this document the content of the modules and programme are inherently international. Furthermore, students benefit from being taught by researchers with an international reputation in the field of public administration and guest speakers. There are also a number of outward mobility and exchange programmes available within the School of Education and Social Sciences. There will also be opportunities to conduct field trips abroad e.g. in Rwanda.

The programme is fully engaged with the wider university strategy of making a full contribution to the economic, social and cultural development of the West of Scotland as well as its new emphasis on preparing graduates of UWS for an increasingly global world that requires 'global professionals' and 'global citizens.' Through engagement with the programme students will become more cognisant of their role as global citizens and will be equipped to become the next generation of outstanding public leaders at local, national and international levels.

17	**Graduate Attributes, Employability & Personal Development Planning**
	The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. The UWS Graduate Attributes were created to reflect the range of skills, qualities and abilities students can develop at UWS which will help to prepare them for success outwith the university. The programme will help develop student attributes across three dimensions: • Academic – knowledge, skills and abilities related to high-level academic study • Personal – qualities and characteristics of well-rounded, developed, responsible individuals • Professional – skills, aptitudes and attitudes required for professional working life in the 21st Century The aim is to develop graduates who are: • Universal - globally relevant with comprehensively applicable abilities, skills and behaviours • Work ready - dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience • Successful - as a UWS graduate with a solid foundation on which to continue succeeding and realising my potential, across various contexts The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme.
18	**Work Based Learning/Placement Details**
	Work-related learning underpins the programme with the use of authentic employment-focused assessments. The programme also offers students the opportunity to enhance their CV by undertaking a practice-based project as part of their final dissertation in collaboration with a public or third sector organisation.
19	**Attendance and Engagement**
	In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. For the purposes of this programme, academic engagement equates to the following: In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement and Attendance Procedure, students are defined as academically engaged if they attend all scheduled classes and participate with all delivered elements of each module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

20	**Equality and Diversity**
	The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality and Diversity Policy In line with the Equality Act 2010, the curriculum and delivery of Education and Social Science programmes are designed to promote the general equality duty, namely to: - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act; - Advance equality of opportunity between people who share a protected characteristic and those who do not; and - Foster good relations between people who share a protected characteristic and those who do not. The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. In line with UWS Equality Outcomes, equality of opportunity and an equitable learning experience for all learners is ensured by embedding accessibility and inclusivity in the design and operation of module sites. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The School of Education and Social Sciences is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area. The design of the programme has been guided by a concern for the student experience and consideration of how different modes of delivery and engagement opportunities affect the student's journey at postgraduate level. As such, ensuring flexibility has been at the centre of planning and programme design. This is reflected in the number of distinct exit points, the mixture available between part-time and full-time study, the blend between face-to-face lecture and workshop delivery, project and dissertation supervision, and innovative virtual teaching and learning opportunities.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

21	**Learning Outcomes (Maximum of 5 per heading)**
	Outcomes should incorporate those applicable in the relevant QAA Benchmark statements. Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool | Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf

SCQF LEVEL 11 - Postgraduate Certificate (PgCert) Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate critical knowledge and understanding of selected areas of the contemporary social science landscape (such as politics, criminal justice, social policy, policy studies, public administration, and/ or research methodologies)
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply a range of conceptual and theoretical tools, which may include research methodologies, in selected areas of the contemporary social science landscape
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Communicate sophisticated academic conclusions convincingly using appropriate methods
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Deploy skills of critical analysis and evaluation to selected issues within contemporary social science
D2	
D3	
D4	

D5	
Autonomy, Accountability and Working With Others	
E1	Demonstrate willingness to take responsibility for own academic practice
E2	
E3	
E4	
E5	

Learning Outcomes – Postgraduate Certificate (PgCert) Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	2	3	Footnotes

Footnotes for Core Modules:

[click here to add detail]

Learning Outcomes - Postgraduate Certificate (PgCert) Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	2	3	Footnotes
11	SSPG11011	Comparative Governance & Public Admin	20		✓		
11	SSPG11007	Applied Research Methods in Social Sciences	20		✓		
11	SSPG11017	Crisis & Communication	20		✓		

11	SSPG11002	The State, Globalisation and Social Justice	20	✓		✓	
11	SSPG11003	Policy Analysis & Practice	20	✓		✓	
11	SSPG11001	Contemporary Social Issues	20	✓		✓	

Footnotes for option modules

Further option modules may be available at Level 10 by agreement with the Programme Leader
Criteria for Progression and Award
Students achieving 60 credits, of which no fewer than 40 are at Level 11 and none below Level 10, are entitled to exit with a Postgraduate Certificate in Applied Social Science.

22a	**Level 11 – Postgraduate Certificate (PgCert)** **Criteria for Progression and Award**
	Refer to Guidance note. There is <u>no progression</u> within stages at SCQF Level 11. In line with the Regulatory Framework, for the award of Postgraduate Certificate (PgC) Applied Social Science, at least 60 credit points must be achieved of which a minimum of 40 are at SCQF Level 11 and none less than SCQF Level 10. Those students who achieve 60 credit shall be eligible for the Pg Cert Applied Social Science. No Distinction is awarded at PgCert level (Regulation 3.25). Links: UWS Regulatory Framework; and Student Experience Policy Statement.

	Level 11 – Postgraduate Diploma (PgDip) **Learning Outcomes (Maximum of 5 per heading)**
	Knowledge and Understanding
A1	Demonstrate critical knowledge and understanding of the key issues, debates and concepts in public administration
A2	Demonstrate reflective and critical knowledge and understanding of social research methodologies
A3	

A4	
A5	

Practice - Applied Knowledge and Understanding	
B1	Apply advanced conceptual tools to resolve policy scenarios within public administration contexts
B2	Apply a range of routine and specialist research methodologies in exercises of inquiry
B3	Apply advanced theoretical concepts to inform key debates in public administration contexts
B4	
B5	

Communication, ICT and Numeracy Skills	
C1	Communicate sophisticated academic conclusions convincingly, using appropriate methods, to a range of audiences with different levels of knowledge and expertise.
C2	Deploy a range of routine techniques to analyse and present the outcomes of inquiry
C3	Deploy some specialist techniques to analyse and present research findings
C4	
C5	

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Deploy critical, analytic and evaluative skills in the context of public administration
D2	Make informed judgements about key issues in public administration
D3	Demonstrate originality and/ or creativity in response to a contemporary public administration problem
D4	
D5	

Autonomy, Accountability and Working With Others	
E1	Contribute effectively in a team setting, demonstrating awareness of own and others' responsibilities in collaborative contexts
E2	Demonstrate insight into ethical issues and debates within contemporary public administration
E3	Take significant responsibility for forging relationships with peers in external organisations
E4	

E5	

Learning Outcomes – Postgraduate Diploma (PgD) Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
11	SSPG11007	Applied Research Methods in Social Sciences	20		✓		
11	SSPG11011	Comparative Governance & Public Admin	20		✓		
11	SSPG11001	Contemporary Social Issues	20	✓		✓	
11	SSPG11017	Crisis & Communication	20		✓		
11	SSPG11002	The State, Globalisation and Social Justice	20	✓		✓	
11	SSPG11003	Policy Analysis & Practice	20	✓		✓	

Footnotes for Core Modules:

Learning Outcomes - Postgraduate Diploma (PgD) Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

Footnotes for option modules

Further option modules may be available at Level 10 by agreement with the Programme Leader

Criteria for Progression and Award

Students achieving 100 credits from the core modules and 20 credits from the options are entitled to exit with a Postgraduate Diploma in Public Administration. A minimum of 90 credits should be at SCQF 11 level and none less than SCQF level 10.

X

22b	Level 11 - PgDip Criteria for Progression and Award
	Refer to Guidance note. There is <u>no progression</u> within stages at SCQF Level 11. In line with the Regulatory Framework, for the award of Postgraduate Diploma (PgD) Public Administration, at least 120 credit points must be achieved (including all core modules) of which a minimum of 90 are at SCQF Level 11 and none less than SCQF Level 10. Those students who achieve 120 credit shall be eligible for the PG Dip Public Administration. Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26) Links: UWS Regulatory Framework; and Student Experience Policy Statement.

	SCQF LEVEL 11 - MASTERS Learning Outcomes (Maximum of 5 per heading)
	Knowledge and Understanding
A1	Demonstrate integrated, critical and reflective knowledge and understanding of the policy, theory and practice of contemporary public administration
A2	Demonstrate extensive and focused insight into at least one area at the forefront of contemporary public administration
A3	
A4	
A5	
	Practice - Applied Knowledge and Understanding
B1	Apply a range of advanced theoretical and conceptual tools to inform debates across the theory, policy and practice of contemporary public administration
B2	Apply some specialist theoretical and conceptual tools to generate original insight into at least one issue at the forefront of contemporary public administration
B3	
B4	

B5	
Communication, ICT and Numeracy Skills	
C1	Convey convincingly the outcomes of self-authored research to experts and peers
C2	Deploy a range of routine and specialist techniques to analyse and present research data
C3	
C4	
C5	

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Make informed and professional judgements about controversial issues at the forefront of public administration
D2	Insightfully synthesise and integrate issues at the forefront of contemporary public administration
D3	Demonstrate originality and creativity in devising and conceptualising a problematic at the forefront of contemporary public administration
D4	
D5	

Autonomy, Accountability and Working With Others

E1	Exercise substantial autonomy and responsibility in devising, implementing, managing and executing a substantial research project in an area of contemporary public administration
E2	Demonstrate intellectual leadership and initiative by contributing to new thinking in an area of contemporary public administration
E3	Demonstrate commitment to ethical and reflective academic practice
E4	
E5	

Learning Outcomes - MASTERS Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	2	3	Footnotes
11	SSPG11007	Applied Research Methods in Social Sciences	20		✓		

					Term			
11	SSPG11011	Comparative Governance & Public Admin	20		✓			
11	SSPG11003	Policy Analysis & Practice	20	✓		✓	
11	SSPG11004	Social Sciences Dissertation	60	✓	✓	✓	
11	SSPG11001	Contemporary Social Issues	20	✓		✓	
11	SSPG11017	Crisis & Communication	20		✓		
11	SSPG11002	The State in a Global Order	20	✓		✓	

Footnotes for Core Modules:

Learning Outcomes - MASTERS Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

Footnotes for option modules

Further option modules may be available at Level 10 by agreement with the Programme Leader

22c	**Level 11 MASTERS** **Criteria for Award**
	In line with the Regulatory Framework, for the award of MPA Master of Public Administration, at least 180 credit points must be achieved (including 140 core modules) of which a minimum of 150 are at SCQF Level 11 and none less than SCQF Level 10. Those students who achieve 180 Credit shall be eligible for the MPA Master of Public Administration.

> Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)
>
> Links: UWS Regulatory Framework; and Student Experience Policy Statement.

23	Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

24	Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying at Level 11, they will *normally* be eligible for an exit award of PgCert / PgDip / Masters in Combined Studies.

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
Updated Links: • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links	19/10/2023	C Winter
Guidance Note 2023-24 provided	12/12/23	D Taylor
General housekeeping to text across sections and addition of links and some specific guidance. Addition of Duration of Study and some other text – for CMA.	12/12/23	D Taylor

Version Number: PG 1 (2023-24)