

Professional Doctorate, Master of Research, Postgraduate Diploma, Postgraduate Certificate in Education/Criminology and Criminal Justice

Programme Specification: Postgraduate

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele’s Annual Programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Names of programme(s):	Professional Doctorates 2 Awards: Doctorate in Education (EdD) Doctorate in Criminology and Criminal Justice (DCrim)
Mode of study:	Part time
Framework of Higher Education Qualification (FHEQ) level of final award:	8
Duration:	Six years part time (with the possibility of extending this to a maximum of 8 years)

External Examiner(s): <http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

1. What is the philosophy of the Programme?

The programme provides experienced education and criminal justice professionals with the opportunity to undertake a doctoral thesis after studying 5 modules relevant to their personal, research and professional needs. The programme currently comprises four generic modules that are taught inter-professionally across the EdD (Doctorate in Education) and DCrim (Doctorate in Criminology and Criminal Justice), and one subject-specific module delivered mainly to education or criminal justice professionals.

Specific aims are:

To enable participants to successfully undertake and complete a doctoral thesis by:

- o Introducing practitioners to key issues and theoretical ideas underpinning recent developments in educational, criminal justice policy and practice, together with contextual, comparative and historical background material
- o Enabling participants to develop in-depth knowledge and critical analysis of those issues
- o Enabling participants to develop in-depth knowledge and critical evaluation of research-based practice in education, criminal justice or social policy more broadly

- o Enabling professionals to critically evaluate and apply a range of social science research methodologies and social science research skills

Keele Graduate Attributes

Engagement with this programme will enable you to further develop intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our programme and learning environment are designed to help students develop further in order to make a positive and valued contribution in a complex and rapidly changing world.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele.

2. How is the Programme taught?

The Professional Doctorate programme is assessed by five taught modules for the first two years ending with a doctoral progression panel. These taught modules normally involve 2-day input blocks (either residential or synchronous online), after which students work with guidance including webinars, one-to-one and group discussion, and draft reading on their assignments:

1. *EDU-40116 Introduction to theories and methods as a reflective practitioner-researcher (30 credits)*

This module introduces students to theories and methodologies used in social science research, particularly from the perspective of being a reflective practitioner. Participants are provided with opportunities to reflect on their previous experience and current learning needs, test out their knowledge and skills and will be prepared to construct a Personal Development and learning Plan, PDLP, which forms part of the summative assessment for this module. The assessment comprises an assignment (6,000 words) in two parts: 1) self-assessment of learning - reflective account of their journey onto the professional doctorate 2) a Personal Learning and Development Plan identifying the topic of the proposed thesis and a preliminary plan for its delivery.

2. DISCIPLINE-SPECIFIC MODULE

EEd only – EDU-40168 Critical theories and analytical perspectives in education (30 credits)

In this module students are introduced to a range of critical theories in the social sciences, including feminism, post-modernism, post-structuralism and critical realism and provided with examples of their uses from the wide literature in education and education policy research. The assignment (6,000 words) requires students to outline and critically discuss theories in relation to their proposed thesis topic and/and area of professional policy/practice.

DCrim only – (CRI-40042) Critical Perspectives in Criminology and Criminal Justice (30 credits) This module invites senior professionals working in the field of criminal justice or in related fields to reflect upon theoretical and critical perspectives and to apply the latter to their chosen research topic or research question. It helps them to think more theoretically, more critically and more contextually about their own professional experience, and the problems and issues which they encounter in their profession. The assignment requires students to analyse and evaluate one or a combination of theoretical and critical perspectives, in relation to how these are able to shed light on their research topic. (6,000 words)

3. *EDU-40172 Research Methods and Evaluation (30 credits)*

This module addresses issues about research design and analysis with an emphasis on qualitative and ethnographic perspectives. Students are prepared to consider the ethical issues entailed in designing and conducting various forms of enquiry, such as narratives, life histories, auto/biographies, case studies and other qualitative or

ethnographic methods. The module also explores the political and social contexts related to the research process and analysis. It considers aspects of the research process such as the researcher's own reflectiveness, and the negotiation of consent and involvement in the research process. The assessment (6,000 words) requires students to conduct a critique of the research methods and strategy that they plan to adopt in their proposed thesis.

4. *EDU-40174 The Pilot Study (30 credits)*

In this module, students are enabled to undertake a pilot study as a part of learning about the research process. Students are encouraged to design a pilot study in the same organisation where they will do the main study. The aim of the pilot is to construct a preliminary research design which will be 'tested' before the main fieldwork for the doctorate begins. The pilot helps students to identify research questions for the main study, to improve on areas of the research design, or even re-formulate the focus for the doctorate research, and to practice presenting the research plan for ethical approval. The summatively assessed piece of work is a (5,000 words) report that requires students to report on and evaluate their pilot study.

5. *EDU-50001 Preparing and Presenting a Thesis Proposal (60 credits)*

This module is currently taught in two parts:

(i) Preparing for thesis progression.

The first part of the module helps prepare students for their overall thesis by drawing together issues about the entire research process: theory, methodology, research design and analysis. It also helps to prepare students for the distinct elements of assessment for this module, which are:

- a. Submission of a written thesis proposal (5,000-words)
- b. Presentation of this proposal (accompanied by a 1,000-word summary) in front of a panel of assessors (ii) Thesis Progression Panel

In the second part of the module, after the written thesis proposal has been read by two assessors, students give an oral presentation of your plans for the thesis as the final summative assessment on the taught programme. The panel then asks the candidate questions about their thesis plan and makes a decision on whether or not the candidate has the required skills and knowledge to proceed to the thesis stage (based on both the written proposal and its oral presentation, including the candidate's ability to answer questions). This assessment, and recommendation, is the final assessment on the taught part of the programme.

RESEARCH THESIS:

The overall outcome of the Professional Doctorate is for candidates to produce an account of research in the form of a thesis of up to 60,000 words. This thesis, giving an account of the candidate's own research, should form a contribution to knowledge in the field of education/criminal justice practice, depending on the named pathway that the students have registered for. The thesis (like all doctoral theses) should show evidence of originality, either by the discovery of new evidence, or by the exercise of independent critical thought.

3. What is the Structure of the Programme?

The programme consists of two parts:

Part I of the programme comprises 5 taught modules, which participants must successfully complete before being allowed to progress to ...

Part II, the Thesis.

To progress to the thesis stage of the professional doctorate, all students must complete modules 1-5, as listed below.

Part I: Years 1 and 2		
	Module	Credit points
Module 1	EDU-40166 Introduction to theories and methods as a reflective practitioner-researcher	30
Module 2	EdD only: EDU-40168 Critical Theories and Analytical Perspectives in Education DCrim only: (CRI-40042), Critical perspectives in Criminology and Criminal Justice	30
Module 3	EDU-40172 Research methods and evaluation	30
Module 4	EDU-40174 The Pilot Study	30
Module 5	EDU-50001 Preparing and presenting a thesis proposal	60
Part II: Thesis stage – years 3&4 +		
	60,000-word Research Thesis for the award of Doctorate in Education (EdD) or Criminology and Criminal Justice (DCrim) Students who successfully progress to thesis stage will be required to produce a 60,000 word Research Thesis in a subject specific field. This stage of the programme is supported by 1:1 supervision.	360

Participants who are unable to complete the programme may be awarded the following qualifications.

Award	Credit points
Postgraduate Diploma in Research in Education/Criminology and Criminal Justice	120
Master in Research in Education/Criminology and Criminal Justice	180

To be awarded the **Postgraduate Diploma in Research** in Education/Criminology and Criminal Justice Students must have successfully completed the following modules:

Module	Credit points
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<i>EDU-40166 Introduction to theories and methods as a reflective practitioner- researcher</i>	30
Education pathway: <i>EDU-40168 Critical theories and analytical perspectives in education</i> Criminology pathway: <i>CRI-40042 Critical perspectives in Criminology and Criminal Justice</i>	30
<i>EDU-40172 Research methods and Evaluation</i>	30
<i>EDU-40174 The Pilot study</i>	30

To be awarded the **Masters in Research in Education/Criminal Justice**, students must have successfully completed the following modules and the topic of the pilot study and the Masters dissertation must be appropriate to the particular pathway for which the student is registered:

Module	Credit points
<i>EDU-401666 Introduction to theories and methods as a reflective practitioner- researcher</i>	30
Education pathway: <i>EDU-40168 Critical theories and analytical perspectives in education</i> Criminology pathway: <i>CRI-40042 Critical perspectives in Criminology and Criminal Justice and Criminal Justice</i>	30
<i>EDU-40172 Research methods and Evaluation</i>	30
<i>EDU- 40174 The Pilot study</i>	30
<i>EDU-40027 Dissertation</i>	60

The intended learning outcomes for the programme, alongside the modules that fulfil them and the forms of assessment used to demonstrate achievement of the learning outcomes:

Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Critical reflection on their own practice, their personal and professional values, service user perspectives and the professional ethical dilemmas they encounter as a researcher	1, 4, 5	Self-Reflection and Personal Development Plan (6,000words) A commentary and report on the Pilot Study (5,000 words) Thesis Proposal (5,000 words in writing and oral presentation accompanied by a 1,000 word summary)

<p>Comprehensive and systematic theoretically informed knowledge and understanding of key issues and debates in recent policy developments in the public sector</p>	<p>1, 2, 4, 5</p>	<p>Self-Reflection and Personal Development Plan (6,000words)</p> <p>A critical discussion of theories and perspectives that are relevant to you proposed thesis topic or the policy context in which you work (6,000 words)</p> <p>A commentary and report on the Pilot Study (5,000 words)</p> <p>Thesis Proposal (5,000 words in writing and oral presentation accompanied by a 1,000 word summary)</p>
<p>Theoretically informed awareness and understanding of the context in which contemporary professional practice takes place</p>	<p>2, 3, 4, 5</p>	<p>A critical discussion of theories and perspectives that are relevant to you proposed thesis topic or the policy context in which you work (6,000 words)</p> <p>A general research methods critique from the perspective of the proposed thesis (6,000 words)</p> <p>A commentary and report on the Pilot Study (5,000 words)</p> <p>Thesis Proposal (5,000 words in writing and oral presentation accompanied by a 1,000 word summary)</p>
<p>Critical engagement with theoretical perspectives and issues underpinning contemporary educational/criminal justice research and practice</p>	<p>2, 5</p>	<p>A critical discussion of theories and perspectives that are relevant to you proposed thesis topic or the policy context in which you work (6,000 words)</p> <p>Thesis Proposal (5,000 words in writing and oral presentation accompanied by a 1,000 word summary)</p>
<p>Rigorous engagement with, application and evaluation of a range of social science research methodologies and methods relevant to practitioners, including methodological approaches developed by teacher/practitioner</p>	<p>3, 4, 5</p>	<p>A general research methods critique from the perspective of the proposed thesis (6,000 words)</p>

researchers		A commentary and report on the Pilot Study (5,000 words) Thesis Proposal (5,000 words in writing and oral presentation accompanied by a 1,000-word summary)
Originality in the application of knowledge, together with the practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge at the forefront of the education/criminal justice policy and practice	4, 5	A commentary and report on the Pilot Study (5,000 words) Thesis Proposal (5,000 words in writing and oral presentation accompanied by a 1,000 word summary)

4. How is the Programme assessed?

These written and oral assignments should demonstrate the following:

- Clear, concise, coherent and well-structured arguments
- Critical assessment of education/criminal justice policy and practice from the perspective of the reflective practitioner
- Critical evaluation of appropriate evidence and/or research and relevant literature
- Well-defined conceptual framework drawn from relevant theories
- Critical awareness of the broader socio-economic and general context of policy and practice in Education/criminal justice

Most of the Professional Doctorate assignments are assessed according to Keele's Generic Assessment Criteria for Level 7, combined with the above programme-specific and module-specific criteria.

The exception to this is Module 5, Preparing and Presenting a Thesis Proposal, which is assessed at Level 8 on a pass/fail mode.

Module specific criteria are outlined in each module handbook. Students must pass each assignment in relation to all of these criteria.

If a student fails a piece of work they will be asked to resubmit the assignment.

Students can resubmit an assignment on a module once only.

All written work is read by two tutors and a sample of work is sent to the External Examiner for moderation. Each module has specific quality criteria in line with the intended learning outcomes of the module and there is a set of general quality criteria that applies to all assignments. Details of the specific criteria of assessment are provided in individual module guides.

5. What are the typical admission requirements for the programme?

To be admitted to the programme, you should be an experienced education or criminal justice professional, with a Master's Degree from an approved university.

Applicants from a country where English is not the first language are required to take one of the internationally recognised English language tests such as Academic IELTS. The minimum entry level is IELTS 6.5 with a minimum score of 6.0 in each subtest, or equivalent English language test scores.

There is no formal policy on recognition prior learning (RPL) as an entry route to this programme. Applications to transfer from other programmes are considered on a case-by-case basis.

Admission with Advanced Standing

As well as normal entry at the start of the programme, it is possible to join the programme after having successfully completed modules on Keele's MA Education or MA Criminology and Criminal Justice. Students transferring across from the MA may receive advanced as follows:

With 120 credits (before the MA dissertation module), students may be admitted to Module 4, The Pilot Study

Entry to the ProfDoc with advanced standing is subject to: application, a minimum average grade of 60% on the MA modules, and a satisfactory interview by the respective ProfDoc Pathway Lead.

6. How are students supported on the programme?

There are four main sources of support during the taught part of the programme:

1. Your named 'personal tutor', who will normally be your Pathway Lead (EdD or DCrim)
2. The Module leader for the module you are currently taking
3. Your fellow students (group meetings will take place during residentials)
4. The Programme Director

Tutorial support is provided by the module leaders on the four assessed modules prior to the thesis proposal and includes both formative and summative feedback on assignment work. Students should submit their assignments by the deadlines set, according to the individual Module Guides. Some modules may offer the opportunity to submit draft work by a stipulated date, and to receive feedback on this prior to the final submission. All work is assessed by two Keele tutors, and a sample of work is sent to an external examiner for moderation. Students may request a meeting with the module marker (normally the Module Leader) to discuss feedback received.

While students are undertaking the first four taught modules, support in thinking about the choice of topic and framing of research question(s), is provided through the modules. Students may also request a meeting with the Programme Director and/or Pathway Leads to discuss their general progress and development of their research project. Once students commence Module 4 (The Pilot Study), and certainly in preparation for the Thesis Proposal (Module 5), the role of the Pathway Lead may become more instrumental in helping to shape the intended research focus and question(s).

Post progression:

On successful submission of the Thesis Proposal (Module 5), students will transfer into the research stage of the programme. Successful progression at this point constitutes formal transfer of a student from 'taught' to 'research' status in the University, and brings governance (including the allocation of supervisors and monitoring of those arrangements) into the remit of PGR structures.

At this stage, each student is assigned two supervisors: a first, lead or principal, supervisor and a second supervisor. Supervision contact will normally take place with the first supervisor, who is students' first point of contact and oversees the student's progress, notably via 6-monthly progress reviews. The second supervisor's role depends on individual needs, and arrangements made with the first supervisor, but tends to take the two following forms:

- * reading draft work, especially the near final draft of the full thesis;
- * providing input on specific issues where the student and first supervisor feel there is a need.

The procedure for allocation of supervisors is as follows:

Respective Award/Pathway leads (EdD, DCCJ) will advise the ProfDoc Director on submission of satisfactory Progression reports of a suitable supervisory team for each student.

This advice will take account, in order, of:

- The student's area and theoretical and methodological focus.
- The student's study needs and any special circumstances.
- Any productive working relationships that may have been established during the taught phase of the programme.

The ProfDoc Director will discuss these proposals with the respective PGR Director, in order to establish staffing capacity and ascertain whether there are other staff members who might be a better fit, taking into account the above. Nominated supervisors will be invited to this role by either ProfDoc Director, Pathway Lead or PGR Director (by agreement). Upon acceptance, the supervisory arrangements will be recorded by the ProfDoc Administrator, who will notify students and supervisors. These arrangements will also be noted by the ProfDoc Programme Board, and recorded at the next Board meeting.

Working relationships with supervisors

It is worth spending time to negotiate the pattern of supervision sessions, and the mode of working. While supervisors *may* contact students to arrange meetings, the responsibility for setting these up is the student's. The focus of most meetings will be to review work done, and agree on deadlines for further work. The supervisor can only give feedback on work actually submitted. In the first post-progression meeting, the focus is usually the feedback on the thesis proposal and any additional research training needed. Students will be asked to draw up a timetable for the completion of their research, including preparation for ethical approval of the project.

Students should aim to meet with their supervisor or arrange supervision sessions by e-mail, phone or Skype on average every other month, although the frequency may vary depending on the stage of the research. It is good practice to make sure that the date of the next meeting is arranged at the end of each session. Both parties should retain copies of any e-mail exchanges and it is also good practice to keep a written record of supervision meetings so that student and supervisor are clear about the outcomes of the discussion.

The University provides workshops which cover topics such as 'making a successful ethics application, 'writing a literature review', 'what are examiners looking for in a thesis' and 'writing up and the viva'.

Staff are contactable by email and arrangements are made for tutorials at each taught session.

Supervisor Research Interests can be found on the personal websites at www.keele.ac.uk

Non-native English-speaking students are offered language classes, facilities and services by the University's English Language Unit. In addition to a credit-bearing module on Academic Writing for PGR students, non-native speakers also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

7. Learning Resources

Websites

The Research Centre for Social Policy website is at: <http://www.keele.ac.uk/humssr/researchcentres/socialpolicy/>

The EdD website is at:

<https://www.keele.ac.uk/study/postgraduateresearch/researchareas/educationedd/>

The DCrim website is at:

<https://www.keele.ac.uk/study/postgraduatestudy/postgraduatecourses/criminologyandcriminaljusticeprofessionaldoctorate/>

Keele Learning Environment (KLE)

The KLE is used by Keele to provide every student and member of staff with a personal teaching and learning workspace that can be accessed through the Internet.

The KLE gives students access to information, activities and resources associated with the modules you are studying. These might include, for example, lecture notes and slides, pictures and other material together with interactive features such as discussion groups.

Students should regularly access the KLE, ideally on a daily basis, since it provides the most accurate and up-to-date information with regard to your modules.

Online help for the KLE can be found here: <http://www.keele.ac.uk/klehelp/>

Keele Library

The University Library's mission is to provide effective access to all forms of academic information in support of the University's teaching, learning and research.

We have two Library sites, the main Campus Library and the Health Library at the University Hospital of North Staffordshire (UHNS). We offer over 1,100 study spaces and extensive opening hours - the Campus Library is open 24/7 during semester and the Health Library seven days a week all year (except bank holidays). Students can work in a variety of study environments, ranging from group to silent study, and can also book rooms for either purpose. There's also a refreshment area in the Campus Library, and WiFi access is available on both our sites.

Our academic collections are provided both online and in print. We subscribe to around 20,000 e-journals, 300,000 e-books and have over 600,000 items on our shelves. Students can access many reading lists online, and our "Catalogue Plus" service can be used to find relevant information both in print and online via a single easy-to-use web catalogue. Books can normally be borrowed for two weeks, one week or one day, depending on demand for the title. Students can get help from our staff at the Library's InfoPoint, and throughout the year. Liaison Librarians provide an extensive range of training tailored to help students with their research and information skills.

Find out more about our services from our website: <http://www.keele.ac.uk/library/>.

Accessing e-journals off campus

Access to Keele's e-resources is through your Keele username and password. When you reach the journal home page look out for a link called "institutional log-in" or "Shibboleth log-in", select the UK Federation and then Keele University and log in using your IT Account username and password (the log-in you use to access the Campus network) when you reach the usual yellow Keele log-in screen.

Visit <http://www.keele.ac.uk/library/support/access/> for more information, including our Off-campus Access Step by Step guide and a series of short you-tube videos to assist with off-campus log-ins to each individual publisher.

IT Services

IT Services are responsible for your IT systems and networks throughout the University. Their services include the wireless network, printing service, IT Suite and Labs, Laptop Loan and Laptop repair service. They provide help and advice using Keele systems such as the KLE, eVision, office software or Google Mail and Apps and advice when connecting to the wireless network (eduroam).

The IT Service Desk is the first point of call for anything IT related. It is based in the campus Library and IT Services building and is open 7 days per week throughout the Semester. For further information regarding IT Services, or to report a problem or seek advice, please visit: <http://www.keele.ac.uk/it/>.

8. Other learning opportunities

Once a year, a doctoral symposium is held within the Research Centre. All doctoral students at thesis stage are encouraged to present their research in progress. You might consider presenting a review of a particularly important paper or of literature on your topic, your learning about some aspect of the conduct of research/research practice, or the emerging findings from your fieldwork. Dates of the graduate symposium will be posted on the Research Centre website pages for current students.

9. Quality management and enhancement

As well as regular scrutiny of submitted work, feedback and marking by the three external examiners:

The programme is managed centrally through a programme management committee, led by the Programme Director, and consisting of Module Leaders, Pathway Leads and the Programme Administrator.

In addition, each pathway (EdD, DCrim) has its own team who meet regularly to manage and oversee the progress through the taught programme of students enrolled on that particular pathway.

The University has a University Student Voice Committee, chaired by the Pro Vice-Chancellor (Education), which meets several times during the year to discuss issues of interest and relevance to all students.

Evaluation Forms are completed by students at the end of each Programme unit and feedback is reported to and discussed by the Professional Doctorates Programme Management Committee. The Committee reviews the feedback and tutors prepare an action plan where necessary to improve the next Programme session.

10. The principles of programme design

The programme is designed to engage in its aims, intended learning outcomes and methods of learning and teaching with the University's Learning and Teaching and Assessment Strategies. In particular:

STRATEGIC AIM 1: To develop the Keele Distinctive Curriculum (KDC) that enables our graduates to demonstrate:

- Essential, specialist and expert knowledge in their chosen discipline or disciplines.
- A broad outlook and an independent approach that prepares them for the diverse range of roles they will play in our increasingly complex society.

STRATEGIC AIM 2: To establish assessment and feedback processes that enhance and deepen learning (by providing varied opportunities for students to be assessed on their own work and work done with others and striving to ensure that students fully understand the assessment criteria, processes and feedback channels that support their learning

STRATEGIC AIM 3: To promote research-informed education and evidence-based practice that supports an increasingly diverse student body. Through:

- developing further students' abilities to evaluate critically the making/remaking of knowledge in their discipline(s)
- promoting international, sustainability and interdisciplinary perspectives
- ensuring that students are able to develop research skills, use them within their studies and articulate the relevance and utility of those skills

STRATEGIC AIM 4: To sustain and extend approaches to learning that further enhance the employability of Keele graduates and the career destinations they are able to reach (specifically by promoting a critically-engaged form of work-related learning)

STRATEGIC AIM 5: To use technology and the campus environment to further enhance the student learning experience and teaching effectiveness within the context of a larger and more diverse student population (specifically via a personalised approach to supervision and using e-learning in order to accommodate a range of learning styles, and the personal circumstances of adult professionals).

STRATEGIC AIM 6: To work as a learning community to promote innovation and the highest quality standards in learning, teaching, assessment and educational practice.

The Programme's design is further guided by the Quality Assurance Agency's Higher Education Credit Framework for England, 2021 (<https://www.qaa.ac.uk/quality-code/higher-education-credit-framework-for-england>).

11. Regulations

In addition to general University Regulations, the ProfDocs (EdD, DCrim) are governed by the following programme-specific regulations:

i) Student progression through modules

Students are not allowed to enrol for a module unless they have successfully completed and passed the previous module based on the sequence of modules set out in the programme specification.

ii) Re-submission of work

If a student fails a piece of work, they will be allowed to re-submit the assignment for a second and final attempt *unless there are valid extenuating circumstances*.

iii) Leave of Absence (LOA)

When a Leave of Absence (LOAs) is required, it should be discussed and approved by the Programme Director and Pathway Lead.

All LOAs will be arranged so that the student returns to the programme *at the appropriate time* to re-start an uncompleted module or, where this is not necessary, to commence the next module in the sequence.

In most cases, this will be immediately prior to the taught input (start date) for the non-completed module. The Programme Director in consultation with the appropriate module leader may waive the requirement to re-attend the taught input days, especially if the student previously attended the taught sessions for this module.

It is students' responsibility to re-register for the programme when they wish to resume their studies, so that they can then be contacted by the Programme Administrator in order to be enrolled on the relevant module.

iv) Extensions

Any extensions granted on the basis of valid extenuating circumstances will be a standard three weeks.

In exceptional cases, a student may be granted one further extension.

Where a student is granted a second extension, they will not be able to proceed to the next module with their cohort as they will not be able to complete the assessment process prior to the start of the next module. Instead they will be required to take a Leave of Absence and re-join the programme at the appropriate point the following year (see above, 'LOA').

11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created (if known)		
Date last reviewed / revised	2/6/15	DCrim Pathway included Credit weighting of modules 1,3 and 5 revised (doubled) to bring them into line with an emerging national framework
Last reviewed by	Sally Findlow	
Date last approved at SLTC		
Date last approved at FLTC	May 2019	
Reviewed and revised by	Sally Findlow, 06/04/2021	DHealthSci and DSW pathways removed Marking scheme changed from pass/fail to Keele's generic level 7 criteria
Date last approved	FEC 13/7/21	