



University of the  
West of England

### PROGRAMME SPECIFICATION

<b>Part 1: Information</b>	
<b>Awarding Institution</b>	UWE
<b>Teaching Institution</b>	
<b>Delivery Location</b>	Frenchay, Glenside
<b>Study abroad / Exchange / Credit recognition</b>	
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Health and Social Sciences
<b>Professional Statutory or Regulatory Body Links</b>	None
<b>Highest Award Title</b>	Masters in Research (MRes) Applied Sciences Masters in Research (MRes) Social Sciences,
<b>Default Award Title</b>	N/A
<b>Interim Award Titles</b>	Post Graduate Certificate in Research Methods
<b>UWE Progression Route</b>	N/A
<b>Mode of Delivery</b>	FT/PT
<b>ISIS code/s</b>	
<b>For implementation from</b>	September 2017

**Part 2: Description**

Important features of this programme include active engagement in research, creativity and development of the responsible researcher. Active engagement in research is afforded by the development of the extended research project, completed under the supervision of engaged academic researchers, and based within the active research community of the faculty's research groups/centres. The creativity inherent in any good research will be demonstrable through the creation of a novel and ambitious research question for this research, beyond the scope of what is traditionally possible with smaller postgraduate projects. All students will engage fully in appropriate research governance, including but not necessarily limited to ethics, in the creation of their project, its instantiation, and reporting.

The programme bears similarity to the first year of a PhD, but is different in important respects. Firstly, it is a self-contained award, which students can utilize after one year. In governance terms, it is managed through modular degree regulations, rather than research degree regulations, making the route through more familiar and in some ways simpler. Most importantly, the programme creates a cohort experience for students on the award, who start and finish simultaneously and share deadlines. This facilitates an academic learning community of applied researchers.

1) The educational aims of the programme are:

- To equip students with the skills necessary to undertake sustained, independent and innovative research;
- To produce a new generation of researchers who are equipped to work in creative and flexible ways;
- To provide a demanding environment within which to examine research practices and methodologies;
- To enable students to implement a considered, systematic methodology with respect to their own practice and critical analysis;
- To equip students for future careers which require postgraduates with a high level of analytical and communication skills, and who are able to pursue complex tasks in an independent, self-disciplined and flexible manner;
- To equip students for further high-level research (e.g., PhD).

2) Key employability attributes as identified with employers, Confederation of British Industry, and the National Union of Students are as follows:

- Self-management – your readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve your own performance based on feedback and reflective learning;
- Team working – respecting others, co-operating, negotiating, persuading, contributing to discussions, your awareness of interdependence with others;
- Problem solving – analyzing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions;
- Communication – the application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning skills;
- Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. estimating, applying formulae and spotting likely rogue figures);
- Application of information technology – IT skills, including familiarity with commonly used programmes.

See QAA, *Master's Degree Characteristics*, March 2010; *CBI/NUS Working Towards Your Future* (2011)

**Part 2: Description**

The role volunteering will be considered alongside the opportunities provided by the UWE Futures Award. From 2014/15 the new online Keys to Sustainability learning resource has been available to all students via Blackboard and will be linked to in the programme blackboard page. Induction provides an opportunity for the Programme leader to talk about the Environmental and Sustainable Development (ESD) elements of the provision and to encourage students to complete the Keys to Sustainability learning resource as part of the induction experience.

Supervision has a role to play in helping students to see the linkages between their discipline of study and the broader aims of ESD. Particular opportunities for including ESD in the programme are provided by the dissertations. ESD makes a particularly important contribution to employability and the opportunities provided by placements and workplace learning will be evaluated for their contribution to ESD.

Technology enhanced learning (TEL) will be used to facilitate convenience for staff and students in teaching and learning. It will enable students and staff to get access wherever and whenever they wish on the common devices and platforms, including mobile devices.

TEL will also empower and support face to face learning in the classroom and through supervision. It will enable support of face to face learning, before, during and after teaching sessions enabling learners to focus upon rich research facing experience. TEL will also be supportive of active, collaborative and participatory learning. The primary delivery strategy for TEL will be through Blackboard, accessible on PC, Apple and other mobile devices. At its simplest, it will be a repository for key documentation – the programme and module handbooks, syllabi, and set readings. However, it will also be used as a forum for intergroup discussion, to host video contributions and examples. Turnitin plagiarism software will be used by module leaders on the course to aid good conduct. Supervisions will be held by video conference (e.g., through Skype) on request. Blackboard will also be used to curate student presentations and overviews of the research undertaken by students on the programme.

**Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

N/A

**Regulations**A: Approved to University Regulations and Procedures

**Part 3: Learning Outcomes of the Programme**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

*A. Knowledge and Understanding (subject specific)*

Students will develop a systematic, complex and rigorous understanding of:

1. Debates in their chosen discipline which is at, or informed by, the forefront of their academic discipline, or field of study;
2. The intellectual traditions within which those debates are situated;
3. The formulation of advanced research questions that have the potential to generate new knowledge within the field;
4. The advanced methodologies which underpin rigorous critical and creative approaches to research within the field;
5. The complex ethical issues involved in conducting and communicating research.

*B. Intellectual Skills (generic)*

1. The skills of lucid and self-reflexive argument in written and verbal forms;
2. The ability to plan, produce and present rigorous, independent and theoretically informed research;
3. Critical awareness in analyzing and communicating complex, contested and contradictory areas of knowledge;
4. An independent, original and creative approach to research within the field.

*C. Subject/Professional/Practical Skills (subject specific)*

Students will have the ability and skills to:

1. Deal with complex and dynamic issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
2. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
4. Engage actively in a research community



2. The ability to plan, produce and present rigorous, independent and theoretically informed research;			x				x
3. Critical awareness in analyzing and communicating complex, contested and contradictory areas of knowledge;	x	x	x	x	x	x	x
4. An independent, original and creative approach to research within the field				x	x	x	x
<b>(C) Subject/Practical Skills</b>							
1. Dealing with complex issues both systematically and creatively,	x	x	x	x	x	x	x
2. Demonstrating self-direction and originality in tackling and solving problems,	x	x		x	x	x	x
3. Continuing to advance their knowledge and understanding, and to develop new skills to a high level.	x	x	x	x	x		x
4. Engage actively in a research community			x			x	x
<b>(D) Transferable skills and other attributes</b>							
1. The exercise of initiative and personal responsibility;					x	x	x
2. Decision-making in complex and unpredictable situations;						x	x
3. The independent learning ability required for continuing professional development.					x	x	x

<b>Part 4: Programme Structure</b>
------------------------------------


This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time postgraduate student** including:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• level and credit requirements</li> <li>• interim award requirements</li> <li>• module diet, including compulsory and optional modules</li> </ul> |
|---|

<b>ENTRY</b>		Compulsory Modules	Optional Modules	Interim Awards
			30 credits to be studied from the following list of optional modules. The selection should be relevant to the planned extended research project and decision taken in conjunction with programme leader/academic supervisor.	
	Year 1	USSKDB-30-M Research Training and Professional Development Portfolio	UZVSMM-15-M Qualitative Health research	To achieve the interim award (Post Graduate Certificate in Research Methods) students will need to have passed any 30 credits from the optional modules, AND the RTPD module USSKDB-30-M
		UZVY4M-120-M Extended Research Project	UZVSML-15-M Quantitative Health research	
			UZSN7U-30-M Researching Beneath the Surface	
			USSJGX-30-M Research in Theory and Practice ( <i>compulsory for MRes Applied Science</i> )	
			UZSSK5-30-M Independent Study  <i>Or other relevant module(s) recommended by the programme leader or academic supervisor.</i>	

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1		30 credits to be studied from the following list of optional modules. The selection should be relevant to the planned extended research project and decision taken in conjunction with programme leader/academic supervisor.	
		USSKDB-30-M Research Training and Professional Development Portfolio	UZVSMM-15-M Qualitative Health research	To achieve the interim award (Post Graduate Certificate in Research Methods) students will need to have passed any 30 credits from the optional modules,
		UZVSML-15-M Quantitative Health research	AND the RTPD module USSKDB-30-M	
		UZSN7U-30-M Researching Beneath the Surface		
			USSJGX-30-M Research in Theory and Practice ( <i>compulsory for MRes Applied Science</i> )	
			UZSSK5-30-M Independent Study  <i>Or other relevant module(s) recommended by the programme leader or academic supervisor.</i>	
	Year 2	<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>
		UZVY4M-120-M Extended Research Project	None	



### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

\*Applicants will normally be expected to have a first degree in a relevant subject at 2:1 or above, or equivalent.

### Part 6: Reference Points and Benchmarks

The following reference points and benchmarks have been used to determine the necessary learning outcomes, attributes and expectations for this degree:

- Masters Degree Characteristics statement (2015)  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.WP-BAv6GNZQ>
- QAA *UK Quality Code for Higher Education, Part B: Assuring Academic Standards, Chapter B11: Research Degrees* (2012)
- QAA *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (2014)
- *The Concordat to Support Research Integrity* (2012)

The design team has also aligned this programme with the University's practice-oriented strategy, as well as the various research strengths of the faculty.

*Please simply list for reference- the design and consultation document will ask for a description of how they have been used.*

#### QAA UK Quality Code for HE

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements
- Qualification characteristics for Master's degrees

#### Strategy 2020

University policies: Research Strategy 2020, and other relevant University policies, in particular Academic Regulations and Procedures 2016/2017, the admissions policy.

Staff research interests and the faculty's research centre/group strategies have also directly informed the programme.

UWE Environment and Sustainable Development Policy is also integral to this programme.

**FOR OFFICE USE ONLY**

First CAP Approval Date	31 May 2017		
Revision CAP Approval Date		Version	1 <a href="#">MIA 10627</a>
Next Periodic Curriculum Review due date			
Date of last Periodic Curriculum Review			