



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|---|--|--------------------------|----------------|
| Awarding Institution | UWE | | |
| Teaching Institution | UWE | | |
| Delivery Location | Frenchay | | |
| Study abroad / Exchange / Credit recognition | NA | | |
| Faculty responsible for programme | Environment and Technology | | |
| Department responsible for programme | Geography and Environmental Management | | |
| Modular Scheme Title | NA | | |
| Professional Statutory or Regulatory Body Links | NA | | |
| Highest Award Title | <p><u>Architecture, Design and the Built Environment:</u> Masters in Research (MRes) Architecture, Masters in Research (MRes) Construction, Masters in Research (MRes) Real Estate, Masters in Research (MRes) Product Design; <u>Data Science:</u> Masters in Research (MRes) Computer Science Masters in Research (MRes) Data Science Masters in Research (MRes) Statistics <u>Geography and Environmental Management:</u> Masters in Research (MRes) Geography, Masters in Research (MRes) Flooding, Masters in Research (MRes) Bio-energy, Masters in Research (MRes) Air Quality Management, Masters in Research (MRes) Carbon Management, Masters in Research (MRes) Water Management, Masters in Research (MRes) Transport Studies Masters in Research (MRes) Mobilities</p> | | |
| Default Award Title | NA | | |
| Fall-back Award Title | NA | | |
| Interim Award Titles | Post Graduate Certificate in Research Methods | | |
| UWE Progression Route | NA | | |
| Mode(s) of Delivery | FT/PT | | |
| Codes | UCAS: | JACS: | |
| | ISIS2: | HESA: | |
| Relevant QAA Subject Benchmark Statements | <p>QAA <i>Master's Degree Characteristics</i>, 2010 QAA <i>UK Quality Code for Higher Education, Part B: Assuring Academic Standards, Chapter B11: Research Degrees</i> (2012) QAA <i>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (2008) QAA <i>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> (2014)</p> | | |
| First CAP Approval Date | June 2016 | Valid from | September 2016 |
| Revision CAP Approval Date | 30 May 2017 | Revised with effect from | September 2017 |
| Version | 2 | | |

Part 2: Educational Aims of the Programme

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, CBI and the NUS 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 – your 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 – basic IT skills, including familiarity with commonly used programmes.

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

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

N/A

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, 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 methodologies which underpin rigorous critical and creative approaches to research within the field;
5. the complex ethical issues involved in conducting and communicating research.

Part 3: Learning Outcomes of the Programme

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 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.

D. Transferable Skills and other attributes (generic)

Students will develop the qualities and transferable skills necessary for employment requiring:

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

Note: Students achieving the interim award (PGCert in Research Methods) will be expected to have achieved the learning outcomes attributed to Research Design and Methodologies and Research Literature Portfolio on the matrix below.

| <i>Learning Outcomes:</i> | Module No: UBGMVP-30-M | Module No: UBGMV8-30-M | Module No UBGMW8-120-M |
|---|-------------------------------|-------------------------------|-------------------------------|
| (A) Knowledge and Understanding of | | | |
| debates in their chosen discipline which is at, or informed by, the forefront of their academic discipline, field of study; | X | X | X |
| the intellectual traditions within which those debates are situated; | | X | X |
| the formulation of advanced research questions that have the potential to generate new knowledge within the field; | | X | X |

Part 3: Learning Outcomes of the Programme

| | | | |
|--|---|---|---|
| the methodologies which underpin rigorous critical and creative approaches to research within the field; | | X | X |
| the complex ethical issues involved in conducting and communicating research. | | X | X |
| (B) Intellectual Skills | | | |
| The skills of lucid and self-reflexive argument in written and verbal forms; | X | | X |
| The ability to plan, produce and present rigorous, independent and theoretically informed research; | | X | X |
| Critical awareness in analyzing and communicating complex, contested and contradictory areas of knowledge; | X | X | X |
| An independent, original and creative approach to research within the field | X | | X |
| (C) Subject/Practical Skills | | | |
| Dealing with complex issues both systematically and creatively, etc; | X | X | X |
| Demonstrating self-direction and originality in tackling and solving problems, etc; | X | | X |
| Continuing to advance their knowledge and understanding, and to develop new skills to a high level. | | | X |
| (D) Transferable skills and other attributes | | | |
| The exercise of initiative and personal responsibility; | | | X |
| Decision-making in complex and unpredictable situations; | | X | X |
| The independent learning ability required for continuing professional development. | | | X |

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the MRes programme teaching is a mix of scheduled teaching, directed learning, independent study and one-to-one supervision.

Scheduled learning typically includes a range from lectures, seminars, tutorials, project supervision, practical classes and workshops; fieldwork; work-based learning; supervised time in studio/workshop. Scheduled sessions will vary depending on the subject choices made.

Independent learning includes hours engaged with essential reading, research, assignment preparation and completion, etc.

Induction: Students will be inducted as a cohort and the Research Methods module demands interdisciplinary group work, which will help to create cohort identity. There will also be an online community and an annual series of Research seminars led by UWE staff and external speakers.

Career planning: This programme will enhance students' future research ambitions; work-based learning may be an optional element of their Extended Project.

Part 4: Student Learning and Student Support

Description of the teaching resources provided for students

Practice-based learning will be supported through the University's studio/workshop facilities. All students will have access to UWE learning resources, including IT and Libraries.

Description of any Distinctive Features

- This programme has been designed to offer a broad range of disciplinary outcomes centring on research design and delivery;
- It will foster multidisciplinary and cohort identity across a range of areas;
- It has been designed to enable successful students to pursue future research paths;
- The MRes will draw on the expertise of the research centres and clusters in FET e.g. Centre for Transport and Society, Bristol Bioenergy Centre, Artificial Intelligence Group, Centre for Floods and Community Resilience, Construction and Property Research Centre, Air Quality Management Resource Centre, Centre for Architecture and Built Environment Research.
- The MRes will benefit from UWE/FET's links with Bristol-based, national and international partners.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The assessment strategy is designed to enable a significant piece of original research to be produced, while providing the necessary steps through the development of research skills, and wider knowledge in a supportive research environment.

Research Design and Methodologies: Assessed by a part seen examination and written report.

Research Literature Portfolio: Assessed by a critical literature review and individual presentation.

The Extended Dissertation or Project. The project will take a variety of forms depending on the nature of the student's discipline. This will be a 15,000 - 20,000 word dissertation or a 8,000-10,000 word dissertation and supervisor-agreed M level design component. The supervisor agreed design component of the extended project will take the form of a body of work, evidenced as a considered design output which might take the form of either single or multiple physical artefact/s, such as model/s, moving imagery/film, an interactive website, drawing/s so as to demonstrate a significant research enquiry.

In common with other UWE Masters courses, the following marks thresholds will apply:

50-59% Pass

60-69% Merit

70+% Distinction

Part 6: Programme Structure

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

level and credit requirements

interim award requirements

module diet, including compulsory and optional modules

| |
|--|
| |
|--|

| | | | | |
|--------------|--------|--|------------------|----------------|
| ENTRY | Year 1 | Compulsory Modules | Optional Modules | Interim Awards |
| | | UBGMVP-30-M Research in Context | | |
| | | UBGMW8-120-M Extended Research Project | | |
| | | UBGMV8-30-M Research Design and Methodologies | | |

GRADUATION

Part-time:

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

| | | | | |
|--------------|---|--|------------------|----------------|
| ENTRY | Year 1 | Compulsory Modules | Optional Modules | Interim Awards |
| | | UBGMVP-30-M Module name: Research in Context | | |
| | | UBGMV8-30-M Research Design and Methodologies | | |
| | | | | |
| Year 2 | Compulsory Modules | Optional Modules | Interim Awards | |
| | UBGMW8-120-M Extended Research Project | None | | |

GRADUATION

Part 7: 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 8: 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:

- QAA *Master's Degree Characteristics*, 2010
- 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* (2008)

Part 8: Reference Points and Benchmarks

- 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.

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 individual modules can be found in module specifications, available on the [University's website](#).

FOR OFFICE USE ONLY

| | | | | |
|---|-------------|---------|---|---------------------------------------|
| First CAP Approval Date | June 2016 | | | |
| Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i> | | Version | 1 | Link to RIA |
| | 30 May 2017 | | 2 | Link to RIA (ID 4193) |
| | | | | |
| | | | | |
| | | | | |
| Next Periodic Curriculum Review due date | 2022 | | | |
| Date of last Periodic Curriculum Review | | | | |