



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	Frenchay/Bower Ashton
Study abroad / Exchange / Credit recognition	NA
Faculty responsible for programme	ACE
Department responsible for programme	Arts and Cultural Industries
Modular Scheme Title	NA
Professional Statutory or Regulatory Body Links	NA
Highest Award Title	Masters in Research (MRes) (Creative Practice, Culture, Media, English Literature, History, Film, Linguistics, English Language, Journalism, Applied Arts, Art, Design, Digital Media)
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: ISIS2:
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	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)

CAP Approval Date	
Valid from	September 2015 <i>Actual date to be inserted on approval.</i>
Valid until Date	<i>Please leave blank until approval is obtained.</i>
Version	1.0

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.

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 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 Methodologies and Research Portfolio on the matrix below.

Part 3: Learning Outcomes of the Programme

	<i>Learning Outcomes:</i>	Module No: UPCARU-30-M	Module No: UPCART-30-M	Module No: UPCARV-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
	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			X

Part 3: Learning Outcomes of the Programme

required for continuing professional development.				
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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.

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;
- 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 Digital Cultures Research Centre, the Centre for Fine Print Research, the Regional History Centre, the Bristol Centre for Linguistics, the various Research Groups across ACE;
- The MRes will benefit from UWE/ACE's links with the M Shed, Watershed, Pervasive Media Centre, Tobacco Factory and Spike Island.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Part 5: Assessment

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 Methodologies: Assessed by presentation and research proposal.

Research Portfolio: Assessed by literature review and essay

The Extended Project. The project will take a variety of forms depending on the nature of the student's discipline. It could be a written dissertation of up to 25,000 words; or, if practice-based, the practice/creative element could constitute up to 50% of the project. In this latter case the written component would be no lower than 12,500 words. The appropriate balance will be determined with the Director of Studies.

Assessment Map

The programme encompasses a range of **assessment methods** including presentations, written assignments, portfolio and project/dissertation, potentially including practice elements. These are detailed in the following assessment map:

Assessment Map for MA in Research (MRes)


		Type of Assessment*			
		Oral assessment and/or presentation	Written Assignment	Dissertation/Project**	Portfolio
Compulsory Modules Level M	Module No UPCARU-30-M		A (30)		A (70)
	Module No UPCART-30-M	A (30)	A (70)		
	Module No UPCARV-120-M			A (100)	

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

** The dissertation/project may include a practice element.


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 To achieve the interim award the student will need to have passed Research Portfolio and Research Methodologies.
		Module number: UPCARU-30-M Module name: Research Portfolio	None	
		Module number: UPCART-30-M Module name: Research Methodologies		
	Module number: UPCARV-120-M Module name: Extended Project			
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
		Module number: UPCARU-30-M Module name: Research Portfolio	None	
	Module number: UPCART-30-M Module name: Research Methodologies			
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		Module number: UPCARV-120-M Module name: Extended 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)
- 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](#).