# University of Huddersfield Programme Specification

| 1. | Awarding institution | University of Huddersfield |
| --- | --- | --- |
| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | Huddersfield Business School |
| 4. | Course accredited by | N/A |
| 5. | Mode of Delivery | Full-timePart-time |
| 6. | Final Award | Master of Art by Research (MA (Res)) |
| 7. | Course Title | EducationArt and DesignHistory of ChildhoodEnglish LiteratureLinguisticsHistory |
| 8. | UCAS Code | N/A |
| 9. | Subject benchmark statement | [QAA Characteristic Statement for Master’s Degrees](https://www.qaa.ac.uk/quality-code/characteristics-statements) Category 1[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](https://www.qaa.ac.uk/quality-code/qualifications-frameworks):4.17 Descriptor for a higher education qualification at level 7 on the FHEQ |
| 10. | Date of Programme Specification Approval | February 2021 TBC |

## 11. Educational Aims of the Courses

| **Guidance on aims for named awards:** |
| --- |
| Provide brief educational aims specific to the proposed course/s. These focus more on the nature of the intended student experience (in contrast with the ‘Intended Learning Outcomes’ which focus on the nature of student achievement). The vocabulary used to express the aims should reflect the level of the course in the QAA Characteristics Statement. [End of guidance text.] |

**These are proposed standard aims for the award [text taken from characteristics statement/CourseFinder] any additional school-specific aims could be added below**

The Master of Science by Research (MSc (Res)) aims to prepare you for the next stage in a research career, whether pursuing a further research programme or entering research-based employment; or to enable you to contribute towards research in the subject.

The course will provide you with the opportunity to focus on undertaking independent research with supervision and guidance. This may include some structured or taught sessions to learn about research methods. The focus will be on your agreed subject, studied through research methods.

[Taken from University of Bristol:]

The educational aims of the award are:

1. To equip students with the skills necessary to undertake sustained, independent and innovative research;
2. To produce a new generation of researchers who are equipped to work in creative and flexible ways;
3. To provide a demanding environment within which to examine research practices and methodologies;
4. To enable students to implement a considered, systematic methodology with respect to their own practice and critical analysis;
5. 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;
6. To equip students for further high-level research.

## 12. Course Learning Outcomes (CLOs)

[Taken directly from Section B of the regulations for award (research degrees)]

On completion of the course, you will have:

* A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
* A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
* Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
* Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

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

The MA by Research is awarded to a candidate who:

* Having successfully completed an approved programme of training and research which combines advanced study, research methodology and a substantial research project, or series of research projects in a chosen field, has presented work to the satisfaction of the examiners.

## 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

| **Guidance on Section 13.1 [taken from PGR validation checklist]** |
| --- |
| * Any interim awards/exit routes available need to be clearly identified, together with any requirements for the conferment of such awards (e.g. number. of credits of any taught modules that must be completed for any named award), and are clearly defined as named/unnamed, as appropriate
* Thesis requirements and exam arrangements must be identified and in keeping with Section A4 of the Regulations for Awards (Research Degrees). Any deviation proposed for new formats must make clear equivalent values and conform to the relevant Characteristic Statement and University regulations; any deviations are also subject to approval by the Dean of the Graduate School and the Assistant Registrar (PGR and Events).

[End of guidance] |

**13.1**

 **Timeline and milestones for MA (Res)**

| **Full-time** |  | **Part-time** |  |
| --- | --- | --- | --- |
| Month 1 | Registration and Induction | Month 1 | Registration and Induction |
| Every month (minimum) | Supervision meeting: complete online log | Every second month (minimum) | Supervision meeting: complete online log |
| Month 2 | Research Support Plan complete | Month 4 | Research Support Plan complete |
| Month 9 | Submit Application for Writing-up PeriodORApply for additional time | Month 21 | Submit Application for Writing-up PeriodORApply for additional time |
| Month 12 | Submit thesisOREnter writing-upORComplete active research during additional time | Month 24 | Submit thesisOREnter writing-upORComplete active research during additional time |

## 14. Teaching, Learning and Assessment

| **Guidance on completing section 14 [taken from PGR validation checklist]** |
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| This section needs to:* Demonstrate how progression, PDP and supervision arrangements conform to Section 2.1 Category 1 of the QAA Master’s Degree Characteristics Statement
* Demonstrate how the assessment conforms to Section 2.1 Category 1 of the QAA Master’s Degree Characteristics Statement
 |

**14.1** **This is proposed standard text for the award [text taken from QAA characteristics statement] any additional school-specific information could be added below**

 [You will] conduct a research project through independent study. [Assessment is specific to the individual and usually requires a dissertation or thesis (or in some approved instances, another format, such as an artefact, performance or musical composition). The examination usually consists of the assessment of the written thesis alone. The requirement for a viva examination of the work is at the discretion of the examiners. If you successfully complete 'taught' modules as part this research master's degree, the assessment of those components may be separate from the overall assessment.

## 15. Support for Students and their Learning

| **Guidance on completing section 15** |
| --- |
| Provide a brief statement of student support both at University level and at the level of the School and/or Course. If the set-up of a course requires additional or bespoke support, such as part-time routes, and January starts, please ensure this is clearly evidenced in this section.University level: You might include references as follows:* “The Library (library and computing facilities) provides induction and ongoing support for all students”.
* “A distributed network of learning support units is available to all students.”
* “Student Services provides specialist advice in the areas of careers advice, pastoral care and chaplaincy, day care nursery, counselling, accommodation and welfare, financial support, disability support, a shop for part-time work, sports facilities etc.”
* “The International Office provides help and support for all overseas students.”

School level: You might include school-based induction, learning support units, and personal tutor systems.Course level: You might refer to PGR Handbooks, [End of Guidance on Section 15] |

**[You may wish to use the example text provided for section 15 below:]**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](http://www.hud.ac.uk/disability-services/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](http://www.hud.ac.uk/students/finance)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.2.7 Registry**

Registryprovideinformation for postgraduate researchers on the [University website](http://www.hud.ac.uk/registry/current-students/pgr/) where you can find our PGR handbook and a range of other resources.

**15.2.8** Support offered from our [**Researcher Environment Team**](https://hudresenv.wordpress.com/about/) including training, resources and drop in sessions.

**15.2.9** [**The Academic English Centre**](https://students.hud.ac.uk/grad/graduate-school/students/support-international-pgr/the-academic-english-centre/)provides help and support to international PGRs with various aspects of academic writing and speaking.

**15.3 School Level**

* + 1. The School of [insert school] provides additional student support using a variety of approaches:

**15.3.2** Please list any further School level resources

* i.e. any research groups / centres etc

**15.4** **Course Level**

At programme level support is provided by:

* i.e. an industry based mentor for the duration of your time on the programme

## 16. Criteria for Admission

| **Guidance on completing section 16** |
| --- |
| * Briefly state the University’s (and where appropriate the professional/statutory body’s) requirements for admissions governing the course. You will find these in[Section B3 Regulations for Awards (Research Degrees)](https://www.hud.ac.uk/policies/registry/awards-pgr/section-b/)
* Give a brief account of additional admission requirements such as interviews.

[End of guidance on Section 16] |

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).

**16.2** If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 overall with no element lower than 5.5, or equivalent will be considered acceptable (see our [Important Information for International Applicants](https://www.hud.ac.uk/international/applicants/) for a list of approved alternatives). If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.3** The University’s general minimum entry requirements are specified in **Section B3** of the [Regulations for Awards (Research Degrees)](https://www.hud.ac.uk/policies/registry/awards-pgr/section-b/)

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the Director of Graduate Education and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).

* 1. However, the specific entry requirements and admission criteria for the courses are detailed below:
* [If any, identify requirement here or remove 16.5]

## 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

| **Guidance on completing section 17** |
| --- |
| Using accessible language and avoiding University jargon (including acronyms), briefly refer to the processes for quality enhancement at both University and School level.University level: Include references to:* Outcomes of periodic reviews.
* The University’s effective external examiner system.
* Mechanisms for student feedback (including independent student satisfaction survey).

School level: You might mention course evaluation questionnaires, Student Panels, student representation on committees etc. [End of Guidance on Section 17] |

**You may wish to use the example text provided below:**

**17.1 University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2 School:** X

## 18. Regulation of Assessment

| **Guidance on completing section 18** |
| --- |
| Using accessible language and avoiding University jargon (including acronyms), briefly outline those assessment regulations applying to the course which would be of interest to prospective students – for example PVC approved deviations from standard university arrangements. [End of Guidance on Section 18] |

**18.1** University research awards are regulated by the [Regulations for Awards (Research Degrees)](https://www.hud.ac.uk/policies/registry/awards-pgr/) on the University website. [Section A](https://www.hud.ac.uk/policies/registry/awards-pgr/section-a/) and [Section B](https://www.hud.ac.uk/policies/registry/awards-pgr/section-b/) apply specifically to the MA (Res) award.

**18.2** Additional requirements apply to the following named awards: [remove if not applicable]

**19.** **Indicators of Quality and Standards**

[Suggested indicators:]

* Postgraduate Research Experience Survey (PRES)
* Annual Board Report
* Subject reviews
* REF
* University Research Committee
* Successful research bids and grants

| **Guidance on other required information** |
| --- |
|  **Appendices:*** Appendix 1:

[The Frameworks for Higher Education Qualifications](https://www.qaa.ac.uk/quality-code/qualifications-frameworks):4.17 Descriptor for a higher education qualification at level 7 on the FHEQ mapped to course learning outcomes* Appendix 2:

[QAA Masters Characteristics statement](https://www.qaa.ac.uk/quality-code/characteristics-statements) Category 1 mapped to course learning outcomes  [End of Guidance text] |

**Benchmark Mapping**

**PSD Appendix 1**

Demonstration of how course learning outcomes map onto the FHEQ L7 [QAA Qualifications Descriptor](https://www.qaa.ac.uk/quality-code/qualifications-frameworks) (4.17) and 1.3 of the [QAA Master’s Degree characteristics](https://www.qaa.ac.uk/quality-code/characteristics-statements)

**Course learning outcomes (CLOs) mapped to QAA Qualifications Descriptor**

| **L7 Descriptor** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  |  |  |  |  |  |  |  |  |
| **2** | **** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |  |

**PSD Appendix 2**

**Course learning outcomes (CLOs) mapped to QAA Master’s Degree Characteristics**

| **Degree characteristics** | **CLO1** | **CLO2** | **CLO3** | **CLO4** | **CLO5** | **CLO6** | **CLO7** | **CLO8** | **CLO9** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| In-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research |  |  |  |  |  |  |  |  |  |
| Critical awareness of current issues and developments in the subject and/or profession | **** |  |  |  |  |  |  |  |  |
| Critical skills |  |  |  |  |  |  |  |  |  |
| Knowledge of professional responsibility, integrity and ethics |  |  |  |  |  |  |  |  |  |
| Ability to reflect on their own progress as a learner |  |  |  |  |  |  |  |  |  |
| Ability to study independently in the subject, and to use a range of techniques and research methods applicable to advanced scholarship in the subject |  |  |  |  |  |  |  |  |  |