HARTPURY UNIVERSITY

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Animal		
Programme Title	Masters in Research		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	Masters in Research		
Default Award Title	None		
Interim Award Titles	PG Certificate Research Methods		
Mode(s) of Study	Full time; Part time		
Codes	**UCAS:** N/A	**JACS:**	
	UNIT-e: MRTARESX	**HESA:**	
Relevant QAA Subject Benchmark Statements	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences		
Last Major Approval Date	31 August 2018	**Valid from**	01 September 2018
Amendment Approval Date		**Amended with effect from**	
Version	2.0		
Review Due By	1 September 2024		

Part 2: Educational Aims of the Programme

The Masters in Research offers students the opportunity to develop their research knowledge and skills, to enable them to progress to complete their own personalised project in a niche and specific topic, align to existing research and teaching specialisms at Hartpury to enhance their career prospects

Research at Hartpury involves students and staff in a range of research projects and collaborative work with other academic institutions and industry partners across the animal, equine, sport, agriculture and veterinary nursing fields. Students will become part of this research active community, which should facilitate high quality student research output and a positive postgraduate experience.

The MRes provides graduate students with extensive knowledge and understanding of research methods and training, as well as developing wider transferable skills such as communication, self-management and planning. The programme discusses the epistemological approaches to research and debates the importance of ethics and welfare within research practice. It also includes training in the principles and skills of research, research design and methods of data collection and analysis and provides the support to carry out an individualized research project in an organisational setting. Furthermore, it aims to equip students with the research skills needed for further research at doctoral level in their subject area.

The programme involves a combination of taught and research based modules. Students will formulate and execute a significant investigative project of research in their subject area to consolidate and extend their specialist knowledge and critical thinking. Students will have the opportunity to develop and use a range of specialised research skills and methods, including data analysis and modelling, benefitting from application of new skills in the practical environment offered. The programme's educational aims will:

1. Provide students with a detailed knowledge and understanding of the research process affiliated to their own subject specialism;
2. Promote an increased understanding and awareness of the application of scientific principles to their subject specialism;
3. Develop the ability to apply scientific knowledge and technical skills in research;
4. Establish the ability to utilise effective and modern methods for interpreting, analysing and describing scientific data;
5. Promote active and reflective students with the desire to progress within their field;
6. Embed the skills required to enable the undertaking of independent research;
7. Develop the ability to solve complex problems by critical understanding, analysis and synthesis;
8. Enhance the ability to communicate and disseminate research outputs to relevant stakeholders.

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

Masters in Research graduates will be able to conduct and complete independent research and manage a research project from conception to a successful conclusion. They will have expanded their knowledge and understanding within their individualised subject specialism and developed skills in critical analysis, synthesis and evaluation. They will also be able to apply the research and critical skills they have developed to solve complex problems, develop new ideas and evaluate current processes and practices in theoretical and practical situations. Graduates will be able to communicate effectively with a wide range of individuals using a variety of means. They will be able to manage their own time, prioritise workloads and evaluate their own academic, vocational and professional performance.

Part 6: Programme Structure

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

1 level and credit requirements
2 interim award requirements
3 module diet, including compulsory and optional modules

Masters in Research

The regulations state that the minimum amount of time a full-time student can take to complete is 12 months and the maximum is 24 months

		Compulsory Modules	Optional Modules	Award
	Year 1	The Research Process (HANXKT-15-7) Applied Research Practice (HANV9C-30-7) Extended Postgraduate Dissertation (HANVL6-120-7)	An additional 15 credit approved Level 7 Hartpury validated module. Subject to Programme Manager or Module Leader approval that the student has sufficient contextual knowledge to succeed.	PG Certificate Research Methods Credit requirements: 60 credits at level 6 or above of which not less than 45 are at level 7 Master in Research Credit requirements: 180 credits at level 6 of which not less than 150 are at level 7 and must include all of the compulsory modules and an additional 15 credit approved Level 7 Hartpury validated module.

Part time:

The part time student journey from Entry through to Graduation will be individually negotiated with the student.

Part 4: 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 in the programme's compulsory modules. Additional skills may be gained depending on optional modules selected:

Learning Outcomes:	**Extended Postgraduate Dissertation**	**The Research Process**	**Applied Research Practice**
1 A broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with their field of study, pertaining to the individual's subject specialism.	✓		✓
2. Advanced knowledge of a range of philosophical, methodological, theoretical and ethical issues underpinning scientific research related to the individual's subject specialism	✓	✓	✓
3. Theoretical and practical scientific methodology to enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing, presentation and dissemination of research findings.	✓	✓	✓
1. Critical evaluation of research methodologies and methodological concepts appropriate to the individual's specialism	✓	✓	✓
2. Ability to develop a research design and to plan for potential practical, methodological, and ethical problems	✓		✓
3. Evaluate best practices and apply these to successfully propose solutions to problems in the context of their individual research project and subject field;	✓		✓
4. Demonstrate proficiency in data analysis appropriate to the subject area;	✓		✓
5. Engage directly with current research and employ knowledge gained to apply a multidisciplinary approach to solve and propose solutions to research paradigms in their field;	✓		✓
6. Plan, conduct and report a programme of original research	✓		✓
1 Demonstrate project management skills and manage a research project from conception to a successful conclusion;	✓		✓
2 Demonstrate detailed knowledge of appropriate statistical techniques;	✓	✓	✓
3 Display fluent practical competency in the use of technical equipment related to their field of research;	✓		✓

	4	Communicate information regarding scientific studies to academic, professional and lay audiences;	✓			
	5	Conduct independent research.	✓		✓	
	1	Communicate effectively with a wide range of individuals using a variety of means;	✓	✓		
	2	Critically reflect on their own academic, vocational and professional performance;	✓		✓	
	3	Utilise problem-solving skills in a variety of theoretical and practical situations;	✓	✓	✓	

Part 5: Student Learning and Student Support

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

On the MRes programmes teaching is a mix of scheduled and independent sessions with a distinct emphasis on supporting the development of autonomous learning. Students will be expected to engage in a significant amount of independent study during this programme. Successful completion of the programme will be dependent on undertaking the required amount of independent learning, via a combination of individual and group activities to ensure that students remain engaged with their programme while not on campus. Furthermore, during these learning activities students will be required to assimilate complex theories and concepts to solve real world problems and advance current scientific thinking. Engagement with staff research currently undertaken within the institution will further these skills, with a focus on publication in peer reviewed literature and conference attendance.

Blended learning will be integral throughout delivery of the programme, supported by the VLE and a variety of media. This will facilitate learning in a variety of modes, whilst supporting international recruitment and students seeking distance learning opportunities. With access to a wide range of academic journals online and software to enhance learning. Studying for this course remotely will be supported by block teaching as appropriate.

In order to support students progressing onto Masters level study, students will receive a detailed induction and tutorial support (either in person or via electronic means) to ensure they develop appropriate skills and depth of knowledge. Students will be allocated subject specialist tutors for modules as appropriate, for example to support the research project. The flexibility of the regularity and mode of support will ensure all students, regardless of location or academic experience will be supported.

Virtual Learning Environment (VLE) (or equivalent)
This programme is supported by a VLE where students will be able to find all necessary programme information. Direct links to information will also be provided from within the VLE

Description of any Distinctive Features

1. The Masters in Research offers applicants the opportunity to gain research knowledge and skills, whilst completing their own personalised project in a niche and specific topic. These topics will align to existing research and teaching specialisms at Hartpury as well as allowing them to utilise Hartpury's extensive industry connections and Postgraduate support.
2. Research at the institution involves a range of research projects and collaborative work with other academic institutions and industry related bodies. This cultures a research active environment which will facilitate high quality student research output and a positive postgraduate experience.
3. The delivery mode encompasses a blended approach with taught component delivery incorporating condensed block delivery, designed to meet the needs of national and international students, facilitate access to specialist resources and work alongside specialist external consultants/academics, with further learning materials provided via the VLE.
4. Students will be supported throughout the programme through the VLE, individual module material and tutorial sessions with a designated academic tutor. Students will be required to engage in compulsory tutorials with their academic tutor during the academic year to support their learning.
5. Additional support and interaction with other students will be enabled remotely via current technologies (e.g. videoconferencing, Skype, email etc.).
6. Students will have the opportunity to interact with postgraduate students by holding a series of events both at the institution and virtually (e.g. webinars) to which postgraduates from other local HEIs, employers and sponsors of research will be invited. The event will comprise of seminars by postgraduate students at an advanced stage of their dissertation research and workshops and discussion on research-related topics and experiences as well as opportunities to interact informally.
7. Students will be supported for the Dissertation module by allocation of an individual supervisor who is a member of staff with suitable subject expertise. The institution has a strong industry focus

aligned to the animal, equine, veterinary nursing, sport and agriculture fields. This will enable students to benefit from the expertise of practitioners and experienced researchers outside the Academic institution as well as within its own academic staff.

8. Students will have access to a range of general and specialist facilities related to the animal, equine, veterinary nursing, and sport science fields to facilitate completion of their research project.
9. The flexible, modular structure of the programme allows a student to complete the programme within a twelve month period or to spread studying over a longer period of time to fit in with external commitments.
10. Our established record of individual academic and research success offers exceptional facilities to help a student achieve their full potential. The lecturing team are highly qualified in a broad range of specialisms and are enthusiastic in imparting knowledge to, and supporting, keen and willing students. We strongly encourage students to attend and participate in National and International Conferences.

Part 6: Assessment

This programme will be assessed according to the Academic Regulations published for the academic year on the website http://www.hartpury.ac.uk

Assessment Strategy

Assessment throughout the programme has been designed to assess the student's ability to apply theoretical principles and philosophies to practice in order to resolve and make an impact on real world issues within their area of specilalised interest. This will be achieved via a wide variety of assessment methods, including research reports, presentations, and a thesis for the independent research project.

Assessments will focus on skill development, including the appropriate use of media, methods of communication and negotiation. This will be facilitated through formative and summative group tasks, activities both in person and online, and engagement with academic and industry professionals within the student's subject area.

Development of research skills and autonomy in learning will be crucial for the successful graduate from this programme, with independent learning inherent within all assessment. Students will be expected to independently research topics thoroughly, produce robust novel research and conduct comprehensive literature reviews to inform future developments. On completion of the programme students will be expected to be autonomous learners, able to enter doctorate level study or appropriate employment.

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated. In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

		Type of assessment							
		Unseen Written Exam	Practical Exam	Poster Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules	**The Research Process (HANXKT-15-7)**				A (30)	B (70)			
	Applied Research Project (HANV9C-30-7)			A(30)			B(70)		
	Extended Postgraduate Dissertation (HANVL6-120-7)		A (10)			A (30)	A (60)		
Optional Modules	**The assessment mode will depend on the choice of option module selected**								

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

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website (www.hartpury.ac.uk).

Applicants for study on the MRes will be subject to an interview process during which they will be required to provide an outline of their targeted area of research; the programme team will retain the right to reject potential projects on the grounds of ethics or which fall outside of the subject scope of University Centre Hartpury, unless provisional industry or academic collaborative partnerships are established to support the successful completion of the project of interest.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015
The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021
These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Staff Research
The proposed modules for the MRes are based on well -established teaching areas. These modules will be developed and taught by staff who are research or consultancy active, have significant experience related to the personalised nature of student's individual subject areas, and who bring this experience to bear on their teaching.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Both students and employers were consulted during the development of the programme. They completed stakeholder feedback forms which resulted in slight modifications being made to the programme. The institution has excellent links with employers and research collaborators and regular meetings are held to ensure that the curriculum is current and appropriate. Current students and graduates also provide feedback and suggestions for improving the quality and standards of learning.

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 Institution's website.

Programme Amendment Log

Programme Title:	Masters in Research
Programme Code:	MRTARESX / D305
Initial Approval Date:	1st September 2018
Approved by:	Hartpury Curriculum Approval Committee
Approved until:	01 September 2024
Original version number:	1.0

Version 2.0

23/07/2019 UNIT-e code corrected from MSRARESX to MRTARESX

Rationale: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Subject Benchmark Statements updated where required	
Material Alteration: Yes and Course Information Sheet amended appropriately**:** Not required	
Outline Change Details: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University.	
Change requested by:	Academic Registrar
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