SECTION 1: Basic Information

1.1	Awarding Institution:	Plymouth Marjon University
1.2	Teaching Institution:	Plymouth Marjon University
1.3	Locus of Delivery:	Plymouth Marjon University
1.4	Final Award Title:	MRes
1.5	FHEQ Level:	7
1.6	Programme Title:	MRes (title of subject specialism bracketed) **Subject Specialisms:** Sport Coaching Sport Performance Analysis Sport and Health Sciences Sport and Exercise Sciences Sport and Exercise Psychology Sport and Leisure Management Sport and Public Policy Sport Coaching and Physical Education Applied Sport Development Communication disorders Psychology Psychotherapy and Counselling Physical Activity and Public Health Health and Wellbeing Inclusive Physical Education Professional Studies Socio Cultural Studies in Sport Social Sciences English Literature Journalism Outdoor Education Outdoor

		Learning Forest Schools Special educational needs and disability studies
1.7	**Mode and Duration of Study:**	Full Time – one year Part Time - two years
1.8	**School**	School of Sport, Health and Wellbeing
1.9	**HECoS Code**	100962
1.10	**Collaborative Provision Arrangement**	NA
1.11	**UCAS Code(s):**	NA
1.12	**Admission Criteria:**	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13	**Accrediting Professional Body/ PSRB:**	NA
1.14	**QAA Subject Benchmarking Group(s):**	NA
1.15	**Other External Points of Reference:**	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.16	**Language of Study (for learning, teaching and assessment):**	English
1.17	**Work-Based Learning Arrangements:**	NA
1.18	**Arrangements for Distance Learning:**	Alongside ongoing tutorial support and research methods workshops, students have access to the University Learning Space where they are encouraged to engage with a range of support materials to assist with their studies
1.19	**Original Date of Production:**	December 2018
1.20	**Date of Commencement:**	September 2019

1.21	Review Date:	August 2025

2. Programme Outline

The MRes is a 180 credit M level programme which can be undertaken on a full-time (one year) or part-time (two years) basis. The programme consists of three, 30 credit taught modules, a 30 credit project based module (Contemporary Contextual Issues) and a 60 credit Master's Dissertation. Students will be engaged as a cohort through the taught elements of the programme. The programme is supported through an academic tutorial system administered by an academic member of staff who is research active in the chosen subject specialism. The programme reflects an underpinning commitment to develop within the University, intellectually rigorous M level programmes that, through collaborative engagement of students and academic staff, can contribute to the development of the University applied research portfolio (where appropriate through co-authored publications) as well as deepening links with related professions.

While the list of subject specialisms is subject to change (dependent on availability of research active supervisors), the proposals are as follows:

Specialisms offered within the School of Sport, Health and Wellbeing :

Sport Coaching

Sport Performance Analysis

Sport and Health Sciences

Sport and Exercise Sciences

Sport and Exercise Psychology

Sport and Leisure Management

Sport and Public Policy

Sport Coaching and Physical Education

Applied Sport Development

Communication disorders

Psychology

Psychotherapy and Counselling

Physical Activity and Public Health

Health and Wellbeing

Inclusive Physical Education

Professional Studies

Socio Cultural Studies in Sport and Physical Activity.

For specialisms offered within the School of Arts and Humanities

Social Sciences

English Literature

Journalism

For Specialisms offered within the Institute of Education

Outdoor Education

Outdoor Learning

Forest Schools

Special educational needs and disability studies

Students enrolled on the MRes typically fall into two categories

    a) Those already in employment who are engaging in study for a Higher Degree as a route to CPD

    b) Those graduates not in employment, who are engaging in study for a Higher Degree as route into a professional or academic career

In relation to the latter, it may be appropriate to engage in some form of work based learning; dependent on the nature of their research and their longer term aspirations.

3. Distinctive Features

The framework offers a high-quality learning experience that includes the opportunity for students to work with research active members of staff in the design and development of projects that provide critical insights within their subject specialism. University staff who teach and supervise on the framework, are research active in the subject specialist area. The taught element of the framework is research-informed and contextualised to provide the foundations of subsequent research activity within the subject specialisms.

There is a clear link to the research portfolio of the University and there are opportunities for students to progress to Doctoral study following successful completion of the MRes.

From the perspective of organisational sustainability, It is proposed that the taught research methods modules are shared with other Higher Degree level programmes (both taught and by research) – ensuring their viability and contributing to the development of a more prominent Higher Degree research culture. In addition, it is anticipated that the research methods modules will constitute the Postgraduate Certificate as an exit qualification – to be used as appropriate.

4. Programme Aims

The programme aims to develop:

- a deep and systematic understanding of the specialist subject area

- a critical appreciation of the research process broadly defined

- the capacity to apply a range of techniques and research methods applicable to advanced scholarship within the subject specialism

- the advanced scholarship skills appropriate to engaging with higher level degrees (i.e. Doctoral study)

- a range of transferable and subject specific skills appropriate development with a chosen profession.

5. Programme Learning

Outcomes Knowledge &

understanding:

By the end of this programme students should be able to demonstrate:-

1. A critical appreciation of emerging bodies of research relating to specific aspects of their subject specialism.

2. A detailed understanding of evolving contextual issues (for example, scientific, strategic and policy developments) which define the parameters and application of research associated with their subject specialism.

3. The capacity to contribute to the application of knowledge and understanding as a route to enhancing aspects of professional practices related to their subject specialism.

4. The knowledge and understanding necessary to effectively engage in extensive research programmes and subsequent critical analysis of findings.

5. A critical appreciation of the key ethical considerations underpinning research activity taking place within their subject specialism.

Intellectual skills:

By the end of this programme students should be able to demonstrate:-

6. a critical appreciation of the key conceptual debates which inform discourse within their subject specialism

7. a detailed understanding of contending perspectives on theorising as it relates to their subject specialism

8. the ability to critically assess the key ethical debates that inform and influence their subject specialism.

9. The ability to exercise autonomy in undertaking complex research involving engagement with a range of inter-related tasks

Practical skills:

By the end of this programme students should be able to demonstrate:-

10. The ability to effectively articulate in writing, a range of complex arguments relating to their subject specialism.

11. The ability to conduct effective verbal communication when contending issues are addressed within your subject specialism.

12. the ability to manage workload through effective collaboration with peers and supervisors.

13. the ability to apply knowledge and techniques applicable to learning and research (i.e. clarity of writing, clarity of argument, capacity to analyse, critical interpretation of information)

14. The ability to recognise ethical dilemmas and challenges as they arise in the field and be able to respond accordingly

Transferable / key skills:

By the end of this programme students should be able to demonstrate:-

15. The ability to effectively plan and execute complex projects requiring cross-disciplinary communication as appropriate

16. The capacity to carry out independent investigation in challenging conditions, synthesising disparate arguments within a coherent structure.

17. Competence in undertaking specific research tasks related to their subject specialism.

Method	Description
Lecture	An oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. (MRSM01, MRSM02, MRSM03)
Directed study and reading:	Specific reading task set by the lecturer (Supervisor) for students. Time set aside by the lecturer (Supervisor) for learners to study a particular subject. (MRSMO1. MRSM02, MRSM03, MRSM04, MRSM05)
Academic tutorials:	These are student-centred sessions with the module tutor (Supervisor). They can either be a chance for a student, or a subject specialist group, to ask specific questions, or for a more general discussion. (MRSM03 MRSMO4, MRSM05)
Workshops:	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices (i.e. taught research methods – MRSM01, MRSM02, MRSM03)
Distance Learning:	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn. (Learning Space - MRSMO1, MRSM02, MRSM03, MRSM04, MRSM05)
Independent Learning:	Activities where an individual learner conducts research, or carries out a learning activity, on their own. Includes internet resources, sound and video files on LS, book and handout based exercises. (by definition this underpins the programme generally, however in particular relates to the Master's Thesis – MRSM05)

6.1 Learning Enhancement

<u>Induction</u>

The induction programme is particularly important for this programme - given the number of mature students returning to education who are re-orientating themselves to new systems and practices. Typically the induction day will cover – programme structure, content and assessment / characteristics of Master's level work / library resources / Learning Space and eLearning resources / library resources / learning support and University support infrastructures.

A post-induction meeting will take place with the Programme lead, two weeks after the induction day. This provides the opportunity to check that students have completed the enrolment process and have access to University emails / systems as appropriate. Also that students have engaged with a supervisor appropriate to their subject specialism and that work has commenced on mapping the first project.

Induction and post-induction will encourage students to reflect on the central importance of student-centred learning to Master's level work. Strategies for time-management and the development of work plans will form part of the discussion.

Supervision

Success of the programme is primarily dependent on effective supervision of the student, through the planning, initiation and completion of their projects. Formative assessment is included in this supervision.

Taught research methods

The programme incorporates a unique and balanced approach to the delivery of research methods. Three, 30 credit Research Methods modules are delivered in the first year. The initial module addresses wider philosophical debates which frame the research process. The second addresses a range of specific qualitative and quantitative research methods – contextualised as appropriate. The third is specific to a group of subject specialisms clustered around a shared academic discipline / sub-discipline.

<u>e-Learning</u>

Alongside ongoing tutorial support and research methods workshops, students have access to the University Learning Space where they are encouraged to engage with a range of support materials to assist with their studies.

7. Modes of Assessment

Assessment follows normal University regulations and policies and is undertaken through students submitting work for marking, moderation and external examination, typically utilising a range of assessment modes. In all cases, students will be required to demonstrate that the programme aims and programme learning outcomes for Level 7 can be achieved. , Where applicable, students will be referred to Student Support Services for additional learning support. The pass mark is 50% and assessment borderlines are expressed as per the University Student Handbook.

Assessment method	Description of assessment
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal development planning/profiling process, as part of the assessment of a course or to support a claim for APL.
Report	A written submission, adopting an agreed template, that is carefully planned to achieve a particular aim and includes identification of terms of reference and recommendations. In the context of research methods, a report may for example, seek to guide decisions concerning data collection and analysis appropriate to particular research objectives.

Research Proposal	A written proposal which adopts the standard University template. Proposal outlines and discusses the intended title, aims, objectives, literature background and research methodology for the research dissertation. It addresses in detail the ethical considerations, and will include completion of the application for ethical approval.
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Project outline	An overarching proposal of a defined project, with objectives, timelines and outcomes from start to finish.
project	A supervised project, based on a literature review, documentary analysis or both, that explores shifts (scientific / technical / policy / strategy) which inform discourse within the subject specialism
Master's Dissertation	A substantive, independent, research-focused dissertation which makes an identifiable and innovative contribution to knowledge and practice.

8. Exemptions to University Regulations

Reflecting the characteristics of the programme, the following modules are not subject to anonymous marking and there sit outside the University regulations relating to anonymised marking:

- MRSM03 (Disciplinary Specific Research Methods) – assessed through Research proposal
- MRSM04 (Contemporary Contextual Issues) - assessed through extended project focusing on themes agreed with supervisor
- MRSM05 (Master's Dissertation) – assessed through Master's Dissertation

| | Module Code | Module Title | Credits | Assessment | | | Semester/ Term | C/O* | Non- condonable |
				%age Course Work	%age Written exam	%age Practical exam			
Level 7	MRSMO1	Critical Perspectives on the Research Process	30	100%			X	C	√
	MRSM02	Interdisciplinary Qualitative and Quantitative Research Methods	30	100%			X	C	√
	MRSM03	Disciplinary Specific Research Methods	30	100%			X	C	√
	MRSMO4	Contemporary contextual issues	30	100%			X	C	√
	MRSMO5	Master's Project	60	100%			X	C	√

Given the investigative nature of study, the professional commitments of students and the limited number who have managed to complete in one year, it is proposed that the programme is offered primarily on a two year basis. While two years is the default position, in exceptional circumstances, students will be offered the opportunity to register as full-time students and complete in one Calendar year. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

11. Professional Advisory Group

NA

12. Academic Progression Opportunities

Plymouth Marjon University has an arrangement with Chichester University which enables study for a Higher Degree by Research at this institution. Students graduating with the MRes have the opportunity to apply for a PhD studentship under this arrangement.

Graduates from the MRes are well placed to compete for local, national and international doctoral studentships as and when the opportunities arise.

Students will be provided with tutorial support from the outset of the programme to help plan their academic progress

13. Employability and Career Progression Opportunities

It is intended that the programme will make both a significant contribution to individual professional development (CPD) and a general contribution to innovation and creativity in a range of professional fields associated with the subject specialisms offered within the MRes framework. Our graduates will be equipped to pursue a diverse range of career routes including progress to further PG Study via a doctoral route leading to a career as a researcher; managing and leading across a range of professional contexts nationally, regionally and locally. This is achieved through a combination of taught research methods (Modules MRSM01, MRSM02 and MRSM03) and the advanced research and independent learning associated with the completion of the Master's Thesis (MRSM05).

Successful completion of the MRes signals to employers advanced scholarship. Part of the

rationale for the programme is to enhance career prospects and progression in a competitive, challenging and rapidly changing jobs market.

The Subject Specialist leads engaged with the MRes have extensive links with employers and professional bodies. They will continue to work through these networks to promote the MRes as a valuable route to CPD – providing a framework for engagement in applied research and development of a range of relevant research and project management skills.

14. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to Marjon's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation (where applicable)
- Disability and Inclusion Advice Service
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Extensive library, and other learning resources and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer.

Equality and Diversity

Questioning issues around equality and diversity are implicit in the programme. Through assessed exploration of a range of contextual issues such as public policy and strategic developments which frame interventions, issues relating accessibility and equity continually emerge. Students will be challenged to unpack stereotypes and question discrimination in many contexts (including discrimination on the basis of age, disability, ethnicity and gender). The programme team is mindful of the long-standing significance of social mobility (and the contribution Higher Education can make to this) to the life and work of the University.

The University commitment and policies relating to Equality and Diversity are taken into account in the organization, administration and delivery of the programme. From the perspective of the individual student experience, we work closely with student support to ensure that those who need extra help receive appropriate assistance from the university

15. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.
Participants will be invited to participate in the Postgraduate Taught Experience Survey (PTES). In addition feedback at programme level will be achieved through programme and module evaluation surveys.

16. Other Stakeholder Feedback (i.e. graduates and employers)

The initial consultation for the MRes prior to its validation, identified the need for a programme defined by flexibility in delivery and in the framing of areas for investigation. Discussions also took place with key personnel engaged with the development of the University Shell Framework at that time and with colleagues teaching in a range of subject areas across the University. Externally, discussion took place with key stakeholders within regional County Sports Partnerships and members of the Professional Advisory Group for Sport Development.

It is anticipated that ongoing feedback from stakeholders will be secured through PAGs appropriate to the subject specialisms.

17. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

Learning Outcomes Mapping Matrix template

Programme Learning Outcomes (PLOs) mapped against Project based Modules (identified in bold text)

	Module	Knowledge and Understanding					Intellectual Skills					Practical Skills					Transferable/Key Skills				
		1	2	3	4	5	6	7	8	9		10	11	12	13	14	15	16	17	18	19
Level 7	**MRSM01**		/		/	/	/	/	/	/		/	/	/		/	/	/		/	
	MRSM02	/	/	/			/	/		/		/	/	/			/	/		/	
	MRSM03	/	/		/		/	/		/		/	/	/	/		/	/		/	
	MRSM04	/	/		/		/	/		/		/	/	/	/		/	/	/		/
	MRSM05	/		/	/	/	/	/	/	/		/	/	/	/	/	/	/	/		/

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