Programme Specification: Post Graduate Taught

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	MRes Social Science Research Methods
Award type	Taught Masters
Mode of study	Full-time Modular Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time Modular degree (maximum period of 5 years, including any periods of leave of absence and reassessments
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Full-time fee for 2023/24 is £8,900 Part-time fee for 2023/24 is £4,900* **International students:** Full-time fee for 2023/24 is £17,700

How this information might change: *Please read the important information at* http://www.keele.ac.uk/student-agreement/. *This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/

2. Overview of the Programme

This document provides a summary of the main features of the postgraduate taught Masters in Social Science Research Methods (MRes Social Sciences). It explains what you can expect from studying this programme at Keele University, and includes information about what you will be able to do if you take full advantage of the opportunities provided during the course of this programme.

The MRes Social Science Research Methods is located in the Faculty of Humanities and Social Sciences. The programme offers generic research training in the social sciences, and this is brought in conversation with each students' subject-specific interests, both theoretical and methodological. The MRes is recognised as fulfilling the requirements of the Economic and Social Research Council's (ESRC) postgraduate social science research training and development guidelines (ESRC, 2015) and as the first year of 1+3 awards made by the

ESRC North West Social Sciences Doctoral Training Partnership to students registered at Keele University.

What is the philosophy of the Programme?

The overarching educational aim of this programme is to provide you with systematic introductory and interdisciplinary research and researcher training. The programme offered at Keele maps onto the profile of the effective researcher developed by Vitae through its Researcher Development Framework.[1] The framework brings researcher development together in the four domains of Knowledge and Intellectual Abilities; Personal Effectiveness; Research Governance and Organisation; and Engagement, Influence and Impact. Training delivered at Masters level (level 7) focuses especially on the first two domains by developing the early researcher's knowledge base whilst stimulating her or his personal effectiveness. This is, however, embedded in an acknowledgement that social research takes place in social environments, and the programme also develops the skills of communication, collaboration, ethical and professional conduct.

The programme is distinctive in its focus on research methodology and methods of the social sciences. It follows principles set out by the ESRC in its Guidelines on post-graduate research training and development, and to the guidance specifying research training content. Students on the programme receive comprehensive research training, with equal attention given to the principles and practices of social research. Thus, the programme offers you the opportunity to engage with the problematic of social research at a theoretical level, but places equal emphasis on the development of the practical skills base characteristic of the effective social science researcher. The programme illustrates how theory and practice always converge in the pursuit of social research.

As well as developing your methodological knowledge and your repertoire of research methods and skills, the programme encourages you to bring your subject-specific interests actively into your work. This is achieved through the dissertation. In addition, modular assessment provides opportunities for incorporating subject-specific content. After all, social research is also and always embedded in the specific disciplines and subject-specific interests that together form the social sciences. The programme thus offers insight into generic principles and practices in research in the social sciences, but also allows you to think about the specific theoretical and methodological issues that are debated and applied in your disciplinary or interdisciplinary field and the themes and topics that comprise it.

The modules are delivered by research specialists from Keele. They bring their research expertise into the programme in engaging ways, offering a rich environment for you to develop your own knowledge, both methodological and subject-specific, and competencies. The learning environment is enriched through the international qualities of teaching staff and students on the programme. The modules of the programme attract Keele's social science postgraduate research students, and the representation of mature and international students is excellent, feeding breadth of perspective into discussion and debate throughout the programme.

[1] Vitae is an initiative for the Research Councils UK, and provides an online hub for researcher training in the UK. For details, see http://www.vitae.ac.uk/researchers/428241/Researcher-Development-Framework.html

3. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Identify appropriate evidence and to evaluate critically current research and scholarship in the social sciences to an advanced level.
- Demonstrate systematic understanding of the philosophical underpinnings of approaches at the forefront of researching the social world and the principles of research methodologies and practices in the social sciences, and to apply these effectively in your own work.
- Critically distinguish between different research designs and understand the conditions that make specific research designs appropriate in research in the social sciences.

Subject specific skills

Successful students will be able to:

- Systematically appraise theoretical and practical knowledge of quantitative research design, sampling, operationalization, instrument design, and data handling and analysis.
- Appraise systematically theoretical and practical knowledge of qualitative research designs, the identification of and access to samples, fieldwork practices and conduct, and data management, handling and analysis.
- Fully comprehend theoretical perspectives and methodological approaches, including the way in which they have formed distinctive research traditions and are applied at the forefront of different subjects or disciplinary fields, including your own, and to apply this knowledge in a discriminating manner in your own work.
- Critically engage with the relationships between knowledge, politics and power in the world, including the socially embedded qualities of research practices, ethics and safety.
- Demonstrate comprehensive understanding of the context-specific complexities of ethical issues in social science research and of the institutional frameworks that guide ethical research conduct, and to apply the principles and understanding appropriately in your own research practices.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Appraise your own abilities and working style reflectively, and identify areas for personal development in order to enhance your personal effectiveness as a social researcher, and with specific reference to the Keele priorities of leadership and internationalisation.
- Identify relevant software and IT tools in your field of practice and to learn to work with these effectively.
- Communicate appropriately through use of higher-level writing skills, to diverse audiences and with the use of appropriate academic referencing.
- Design your own research project, to conduct the associated research in accordance with appropriate ethical standards, analyse the results and provide a written account of the study at an advanced level of analytical engagement.

Along the way, the programme develops a range of transferable skills that may be employed in a diverse set of contemporary professions. It is especially suitable for those wishing to work in various professional fields in the public, private or third sectors in which social science research and social problem solving are salient components. Through its engagement with the Vitae Researcher Development Framework and the ESRC Postgraduate Training and Development Guidelines, the programme provides suitable training for those intending to conduct doctoral research in the social sciences. The programme equips you for future research employment and more advanced research training through engagement in discussion, reflection and independent learning of debate and practice that focuses on cutting edge theoretical and epistemological questions intrinsic to the approaches social scientists adopt to study the social world. Social science research is a dynamic field of practice and debate, characterised by consolidation and innovation as research problems evolve in an ever changing world. This Masters in Social Science Research Methods meets the challenges of an uncertain future by stimulating adaptability and initiative, and innovative and creative capacity. It does this through its provision of independent and guided learning opportunities related to the theoretical tools and practical skills necessary for designing, conducting, analysing and disseminating social research in different social settings.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: http://www.keele.ac.uk/journey/

4. How is the programme taught?

The MRes Social Science Research Methods combines different teaching modes. Taught modules are delivered through sessions led by a range of academics from different disciplinary backgrounds; all of whom are specialists in particular approaches to theory and research in the social sciences. You will meet a range of academic tutors on each module, with the module leaders responsible for ensuring an appropriate range of contributions from methods specialists and, where appropriate, Honorary and associate staff and guest

speakers with links to research in policy and professional fields. Staff teaching on the MRes are members of Research Centres within the Social Sciences https://www.keele.ac.uk/humssr/research. Their individual profiles can be found on the School web pages.

Modules are delivered via weekly workshops, incorporating a variety of learning and teaching methods, including lectures, small group work, discussions, and individual and group presentations. You will also be introduced to different types of data analysis software in an IT lab environment. Progress on the dissertation is aided by one-to-one supervision. Learning and teaching on the programme is supported by the University's online learning environment (KLE) and/or Microsoft Teams. The combination of different delivery modes equips you for the next phase of research or professional career development by providing experience of multi-method and multi-disciplinary approaches. The learning experience on the MRes is enhanced by the mix of Postgraduate Taught and Postgraduate Research students attending its various modules.

5. Teaching Staff

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

6. What is the structure of the programme?

The programme is made up of a compulsory core leading to 165 of the 180 credits you will need to qualify for the MRes degree. The core component of the programme ensures that ESRC Guidelines on postgraduate training and development are met and that benchmark criteria in social sciences research and researcher training at Masters level, as set out in the Vitae and HEFCE descriptors, are attained. The programme offers the possibility for students to specialise through the selection of one additional 15-credit module that provides advanced or specialist training in an aspect of social research. As outlined above, you are actively encouraged to bring your subject-specific interests, whether disciplinary or inter-disciplinary, into your work, for instance, through small group discussion and activities, and in the shaping of assessment content and the dissertation.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	165	15	15	0	0

Module Lists

Level 7

Full-time mode of study

Full time students will complete the programme in 12 months, with their work spread evenly across the year. If you study full time, your programme commences in the Autumn Semester when you will be attending modules that provide researcher skills, ethics in research, research design and philosophies of social science. The Spring Semester continues with training in quantitative and qualitative research methods and how to use theory in social science research. In the Spring Semester you will also choose one 15-credit module from a range of available options through which you will develop your methodological specialism. The programme finishes with the submission of your dissertation in the middle of September. You will start the planning work on your dissertation early on. However, much of the fieldwork and writing up will take place in the period between May and August.

Compulsory modules	Module Code	Credits	Period
Ethics in Research	ETH-40051	15	Semester 1
Approaches to Research Design and Process	GRT-40023	15	Semester 1
Researcher Skills	GRT-40028	15	Semester 1
Philosophy of the Social Sciences	SOC-40014	15	Semester 1
Dissertation	GRT-40017	60	Semester 1-3
Quantitative Research and Data Analysis	GRT-40020	15	Semester 2
Qualitative Research Methods	GRT-40021	15	Semester 2
Using Theory in Social Science Research	GRT-40026	15	Semester 2

Optional modules	Module Code	Credits	Period
Independent Subject-Specific Research	GRT-40016	15	Semester 2
Advanced Qualitative Research Methods	GRT-40018	15	Semester 2
Ethnographic Research	GRT-40019	15	Semester 2
Advanced quantitative data analysis	HLT-40002	15	Semester 2
Using Research to Influence Policy and Practice	PSY-40083	15	Semester 2

Level 7 Module Rules

GRT-40016: Independent Subject Specific Research is for full-time students wishing to pursue an advanced quantitative methods option.

HLT-40002: Advanced Quantitative Data Analysis is available in the second year of the part-time route or as part of a modular degree.

Part-time mode of study

For **part-time** students, the training programme is spread over 24 months - see table below. Students pursuing a quantitative methods research topic must choose to take GRT-40020, Quantitative Research and Data Analysis in their first year of study to proceed to the Advanced Quantitative Data Analysis option module in the first semester of year 2. Preparation of the dissertation will begin in your first year of study and continue over the final 12 months, leading to the submission of the work by the middle of September of the second year of training.

The organisation of the part-time mode of study on the MRes Social Science Research Methods

Year One [60 credits]		
Autumn Semester	**Spring Semester**	
GRT-40023: Approaches to Research Design and Process [15] SOC-40014: Philosophies of Social Science Research [15]	GRT-40021: Qualitative Research Methods [15] **OR** GRT-40020: Quantitative Research and Data Analysis [15] GRT-40026: Using Theory in Social Science Research [15]	
Year Two [120 credits]		
Autumn Semester	**Spring Semester**	**Summer**
GRT-40028: Researcher Skills [15] ETH-40051: Ethics in Research [15]	GRT-40020: Quantitative Research and Data Analysis [15] **OR** GRT-40021: Qualitative Research Methods [15] *One Option [15] from:* • *GRT-40018: Advanced Qualitative Research Methods* • *GRT-40019: Ethnographic Research* • *PSY-40083 Using Research to Influence Policy and Practice* *Option for students on quantitative methods route:* • *HLT-40002: Advanced Quantitative Data Analysis [15]*	
GRT-40017: Dissertation [60 credits]		

Modular mode of study

Students studying **via the modular route** can accumulate their degree credits over a period of maximum 5 years (including the dissertation, any re-assessments and periods of leave of absence). The modular route is based on a rolling programme of modules. The number of modules taken each year will depend on candidates' individual needs and capabilities. It is however important to consider that in some years students will need to take more than one module to allow accumulation of all 180 taught credits within 5 years. It may also be advisable to reserve one full year for the dissertation module. A sample model for the modular route to MRes in Social Science Research Methods is suggested below, including the maximum period of 5 years (students can however complete the course earlier, by choosing more modules in a given year). The model below is only a suggestion and should not be taken to mean that it is the only option, as students can take as many modules as they feel is suitable in a given year of study, provided they accumulate all 180 credits over 5 years)

Example organisation of the modular mode of study on the MRes Social Science Research Methods to be completed over the maximum period of 5 years (including any periods of leave of absence and re-assessments)

Year One [30 credits]		
Autumn Semester	**Spring Semester**	**Summer**
GRT-40028: Researcher Skills [15]	GRT-40020: Quantitative Research and Data Analysis [15]	

Year Two [30 credits]		
Autumn Semester	**Spring Semester**	**Summer**
GRT-40023: Approaches to Research Design and Process [15]	GRT-40021: Qualitative Research Methods [15]	

Year Three [30 credits]		
Autumn Semester	**Spring Semester**	**Summer**
SOC-40014: Philosophies of Social Science Research [15]	GRT-40026: Using Theory in Social Science Research [15]	

Year Four [30 credits]		
Autumn Semester	**Spring Semester**	**Summer**
ETH-40051: Ethics in Research [15]	*OR one Option [15] from:* • *GRT-40018: Advanced Qualitative Research Methods* • *GRT-40019: Ethnographic Research* • *PSY-40083 Using Research to Influence Policy and Practice* *Option for students on quantitative methods route:* • *HLT-40002: Advanced Quantitative Data Analysis [15]*	

Year Five [60 credits]		
Autumn Semester	**Spring Semester**	**Summer**
GRT-40017: Dissertation		

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

Subject-specific training

The embedded quality of subject-specific training in the overall programme is explained in the philosophy of the programme above. As indicated in the learning outcomes, there is an expectation that this training includes attention to subject-specific theory, methodology or a combination of this. A subject is a field of inquiry that may be within a discipline (e.g. behavioural economics; sociology of the family) or across disciplines (e.g. children's policy, rural poverty, community arts and wellbeing). It may be a broad field of inquiry or, potentially, a specific topic.

With the programme director, in an initial workshop and then in one-to-one discussions, students will agree the subject of interest for which dissertation supervision can be provided. The dissertation supervisor plays a key role in the progress made by students on the programme: one important dimension of the guidance they will offer is to examine, with the student, the intersections between the generic research training and its translation and application to subject-oriented research.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Identify appropriate evidence and evaluate critically current research and scholarship in the social sciences to an advanced level.	All modules
Demonstrate systematic understanding of the philosophical underpinnings of approaches at the forefront of researching the social world and the principles of research methodologies and practices in the social sciences, and apply these effectively in your own work.	Approaches to Research Design and Process Philosophies of Social Science Research Quantitative Research and Data Analysis Qualitative Research Methods Advanced Quantitative Data Analysis Advanced Qualitative Research Methods Ethnographic Research Independent Subject Specific Research Dissertation
Critically distinguish between different research designs and understand the conditions that make specific research designs appropriate in research in the social sciences.	Approaches to Research Design and Process Quantitative Research and Data Analysis Qualitative Research Methods Advanced Quantitative Data Analysis Advanced Qualitative Research Methods Ethnographic Research

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Systematically appraise theoretical and practical knowledge of quantitative research design, sampling, operationalisation, instrument design, and data handling and analysis.	Quantitative Research and Data Analysis Advanced Quantitative Data Analysis Independent Subject Specific Research
Appraise systematically theoretical and practical knowledge of qualitative research designs, the identification of and access to samples, fieldwork practices and conduct, and data management, handling and analysis.	Qualitative Research Methods Advanced Qualitative Research Methods Ethnographic Research
Fully comprehend theoretical perspectives and methodological approaches; those that form the traditions of your subject-specific or disciplinary field and those which are at, or informed by, the forefront of that field, and to apply this knowledge with discrimination in your own work.	Philosophies of Social Science Research Using Theory in Social Science Research Dissertation
Critically engage with the relationships between knowledge, politics and power in the world, including the socially embedded qualities of research practices, ethics and safety.	Researcher Skills Ethics in Research Advanced Qualitative Research Methods Ethnographic Research Dissertation
Demonstrate comprehensive understanding of the context-specific complexities of ethical issues in social science research and of the institutional frameworks that guide ethical research conduct, and to apply the principles and understanding appropriately in your own research practices.	Ethics in Research Dissertation

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Appraise your own abilities and working style reflectively, and identify areas for personal development in order to enhance your personal effectiveness as a social researcher, and with specific reference to the Keele priorities of leadership and internationalisation.	Researcher Skills
Identify relevant software and IT tools in your field of practice and to learn to work with these effectively.	Researcher Skills Qualitative Research Methods Advanced Quantitative Data Analysis Advanced Qualitative Research Methods Ethnographic Research Independent Subject Specific Research Dissertation
Communicate appropriately through use of higher level writing skills, to diverse audiences and with the use of appropriate academic referencing.	All modules
Design your own research project, to conduct the associated research in accordance with appropriate ethical standards, analyse the results and provide a written account of the study at an advanced level of analytical engagement.	Approaches to Research Design and Process Dissertation

7. Final and intermediate awards

Master's Degree	180 credits	An **MRes in Social Science Research Methods** will be awarded to any student who has completed 120 credits of modular content, and who has in addition gained 60 credits for their Dissertation work, bringing their total credit value to 180.
Postgraduate Diploma	120 credits	A **Postgraduate Diploma** will be awarded to any student gaining 120 credits (excluding the dissertation).
Postgraduate Certificate	60 credits	A **Postgraduate Certificate** will be awarded to any student gaining 60 credits at any stage (excluding the dissertation).

8. How is the Programme Assessed?

The programme is assessed through a broad range of methods of assessment, including: portfolio, essay, research proposal, report, exam and dissertation. These enable assessment of the student's analytical abilities, and of the student's evaluation of particular debates, material and evidence. The research proposal, the report and the dissertation facilitate assessment of the student's ability to select, apply and evaluate appropriate research methodologies in their chosen field of studies.

The portfolio: the programme contains two types of portfolio. The first is a personal development plan, in which you illustrate understanding of the assessment of your own skills base in relation to the skills of an effective social science researcher. The portfolio then brings together your self-analysis with a personal development plan and evidence of your skills development. The second portfolio is found in the optional module Ethnographic Research, and it brings together student's conceptual work, a report of their fieldwork and a reflection on their group work.

The essay: essays provide students with the opportunity to formulate arguments and develop ideas using evidence from library research or other valid sources. As such, the essay assessment enables you to develop

your research skills and attune you to the conventions of academic writing, such as referencing. On this programme, essays are used as a means for you to illustrate your theoretical comprehension.

The research proposal: developing a research proposal is a complex but essential skill in social science research. The research proposal brings together the theoretical underpinnings of an intended research project with the projects aims and objectives. This makes it possible to design the intended research. The research proposal is a comprehensive plan of the intended research and its rationale.

The report: this is a component of assessment on Qualitative Research Methods and Advanced Qualitative Research Methods. The report allows you to assess the merits of existing research in the form of academic journal articles, and existing qualitative datasets. It is also an invitation for you to develop your theoretical understanding of debates in qualitative research and to develop reflective writing whilst at the same time providing some additional context for your research.

The mock research ethics approval: this is part of the assessment strategy on Ethics in Research and is designed to help you work through the ethical issues of your research project and provide practice for your ethical approval application prior to commencing fieldwork for your independent research project.

The exam: is used in the Advanced Quantitative Data Analysis module and is a means of assessing your ability to conduct complex statistical analysis and interpretation.

The dissertation: the dissertation is the final assessment on the programme that brings together your learning through the development and implementation of a significant piece of research, the focus of which is determined by you. This assessment is guided by the supervisor. The outcome is a substantial research report that contains discussion of the rationale and outcomes of the research project.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

9. Accreditation

This programme does not have accreditation from an external body.

10. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

11. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

The MRes Social Sciences adheres to the University's policy on the Recognition of Prior Learning (RPL), whereby people of all ages and backgrounds can receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences. Anyone wishing to have their prior learning taken into consideration when admitted onto the programme may consult with the Programme Director for guidance on the University's procedure for doing so. https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

12. How are students supported on the programme?

Your primary academic supervisor will be the programme director of the MRes, or an appropriate member of the MRes team. The Programme Director will provide academic guidance on the different modules you take. A dissertation supervisor will be allocated at the start of the year based on your intended primary research topic. Dissertation supervisors may be drawn from social science academics across the Faculty.

Students on the programme are further supported through the Academic Mentoring system. All students will be provided with an Academic Mentor at the start of their studies. There is an expectation that students meet with their Academic Mentor at least five times during the 12 months of the programme (for part-time students, this is spread over 24 months). Students may also contact to see their Academic Mentor outside of

these meetings, when the need arises. The role and functions of the Academic Mentoring system will be discussed during the first meeting, which takes place at the start of the programme. Support structures for students on this programme are regularly reviewed and where necessary modified to comply with University wide policies on support for PGT students and as these policies develop.

The MRes programme is hosted by the School of Social, Political and Global Studies and managed by the MRes Programme Director supported by professional service staff in the School. The Programme Director organises the programme, chairs the meetings of the Programme Board and the Student Staff Voice Committee, and generally ensures liaison between the programme and the administering School, and between the different modules that form the programme. When you experience personal problems that affect your overall work on the programme, you should consult the Director.

You can contact the MRes Programme Director, professional service colleagues and module tutors by e-mail. Face-to-face contact may be sought with staff working on the programme by visiting them during their office hours, or by emailing for an appointment. Contact information can be found in the welcome information pack and module guides.

Key information and guidance on structure, content and assessment, including the dates of classes and submission dates of your assessments for the period of your chosen studies, is accessed via School and module documentation accessed via the University's online learning environment (KLE) and/or Microsoft Teams. The KLE provides access to module handbooks, lecture notes, power-point presentations, reading lists, tutorial hand-outs, assessment guidance and marking criteria. Study skills resources, Library Information Services and IT services are all accessed via the Keele web pages.

Students for whom English is a second language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

13. Other Learning Opportunities

Keele University has a range of social science interests reflected in the various Schools in the Faculty of Humanities and Social Science, and in Schools outside of the Faculty. The Faculty has four Schools in the Social Sciences, which administer the University's undergraduate and taught postgraduate student population. Further information about the Faculty may be found at http://www.keele.ac.uk/hss/.

Research in the social sciences is administered through Research Centres and the Schools. Seven research centres bring together the research interests of academic social scientists, including PhD students. Further Information may be found at https://www.keele.ac.uk/humssr/researchcentres/.

MRes students are encouraged to participate in the activities of the Research Centre of which their supervisor is a member. The Faculty has an extensive website containing information on postgraduate research and other activities and initiatives, and runs a number of seminar programmes. Students interested in continuing their studies at Keele by progressing towards Postgraduate Research after their year on the MRes are advised to speak with their Academic Advisor, the MRes Programme Director, or one of the Postgraduate Research Directors of the Social Science Research Centres at their earliest convenience. This is to ensure that there will be sufficient time to pursue funding possibilities in order to start once the MRes has been completed.

14. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

15. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

16. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
c. Vitae Researcher Development Framework. Vitae is a researcher training initiative funded by the Research Careers and Diversity Unit of Research Councils UK. Information about the Researcher Development Framework, which Keele has also adopted for Level 8 training, may be found
at http://www.vitae.ac.uk/researchers/428241/Researcher-Development-Framework.html
d. ESRC (2015) Postgraduate Research Training and Development Guidelines. 2nd edition.

Version History

This document

Date Approved: 18 April 2023

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2022/23	RANJI DEVADASON	17 August 2022	