



Characteristics Statement

Master's Degree

September 2015

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About this Statement

This document is a Qualification Characteristics Statement about the characteristics of master's degrees. It describes the distinctive features of master's degrees in the UK. It becomes a reference point for the purposes of reviews coordinated by QAA from August 2016.

Qualification Characteristics Statements are a component of the UK Quality Code for Higher Education (the Quality Code), Part A: Setting and Maintaining Academic Standards. Expectation A1 requires that:

In order to secure threshold academic standards, degree-awarding bodies:

[...]

b) consider and take account of QAA's guidance on qualification characteristics

[...].

Characteristics Statements are closely linked to *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (the Qualifications Frameworks)¹ (also included in Expectation A1 of the Quality Code). They complement and contextualise the information provided within the Qualifications Frameworks, providing more detail about the distinctive features of qualifications at particular levels of the frameworks and/or of qualifications at any level, which are awarded in a particular way.

As this Statement is concerned with master's degrees, it relates particularly to the 'Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree', which is in section 4 of the Qualifications Frameworks.

This version of the Statement forms its second edition, following initial publication in 2010.

How can I use this document?

You may want to read this document if you are:

- involved in the design, delivery and review of master's programmes
- a prospective student thinking about undertaking a master's
- an employer, to find out about the knowledge and skills generally expected of master's graduates.

Explanations of unfamiliar terms used in this Statement can be found in QAA's glossary.² QAA has also published a general guide to quality assurance in higher education.³

¹ *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* can be found at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843.

² The QAA glossary is available at: www.qaa.ac.uk/about-us/glossary.

³ A general guide to quality assurance can be found at: www.qaa.ac.uk/assuring-standards-and-quality.

1 Context, purposes and graduate characteristics

1.1 Context

The master's degree is one of the most well-known and well-established postgraduate qualifications in UK higher education. Master's degrees in the UK are diverse and broad ranging. A wide variety of master's degrees are on offer, whose purposes can reflect both the desires and ambitions of students, and the traditions and needs of particular subjects and professions. However, despite their diversity, master's degrees all conform to a common threshold standard, which is set out in the Qualifications Frameworks.

Master's degrees may broadly be organised into three categories - 'research', 'specialised/advanced study' and 'professional/practice' - and these are explored in more detail in section 3 of this Statement. Each of these categories is based on shared characteristics, but the categories are not intended to be definitive. Some master's degrees may combine characteristics from different categories, and degrees bearing similar titles may be considered to fall within more than one category.

Master's degrees are delivered through a range of models and modes, and are often at the cutting edge of practice in terms of distance or remote learning. Flexibility in delivery is considered key to the ongoing success of master's degrees.

Some master's degrees are explicitly linked to further study through entry to a doctoral programme. In this arrangement a student progresses automatically onto a doctoral programme, provided that they achieve the master's degree outcomes to the standard required. In other cases, the degree equips successful graduates with the potential to be able to enrol for doctoral study, but entry is not guaranteed.

Where master's degrees aim to prepare students for entry to a particular field of employment, practice or profession, or for progression or transfer within it, a professional, statutory or regulatory body (PSRB) external to the provider may accredit the programme. Graduates of such programmes may be eligible for a particular professional status or may be permitted to enter a further period of practice, study or examination leading to the profession.

The UK master's degree in all its forms has been confirmed as being in alignment with European-wide guidance, in particular with the Framework for Qualifications of the European Higher Education Area (QF-EHEA).⁴ This independent verification involving colleagues from non-UK European countries, as well as from the UK, recognised UK qualifications as having Europe-wide equivalence and standing, which supports the mobility of graduates within Europe.

1.2 Purposes of the master's degree

Higher education providers may offer a master's degree with one or more of the following aims:

- enabling students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment
- enabling students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience (this may include enabling students to develop knowledge of a new subject or field of study in combination with a relevant subject area in which they have prior

⁴ See: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.

- knowledge or experience, or enabling students to undertake inter or multidisciplinary study)
- enabling students to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment
 - enabling students to learn how to conduct research and undertake training in research methods, often linked to a particular subject or field of study
 - enabling students to specialise or to become more highly specialised in an area of employment or practice related to a particular profession
 - supporting progression towards professional registration in a particular profession.

1.3 Characteristics of master's graduates

The Qualifications Frameworks level descriptor for the master's degree includes generic information about what all holders of the master's qualification are able to do, and the qualities and skills that they have (see the Qualifications Frameworks for details).

Beyond these core attributes, master's graduates are diverse, with wide-ranging strengths and abilities. This is a reflection of the diversity of master's programmes available as well as students' different aspirations, motivations, learning needs and personal circumstances.

Nonetheless, all master's degree graduates have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.

Graduates of research master's are likely to be further characterised by their ability to study independently in the subject, and to use a range of techniques and research methods applicable to advanced scholarship in the subject. Graduates of specialist or advanced study master's are likely to be characterised in particular by their ability to complete a research project in the subject, which in some subjects includes a critical review of existing literature or other scholarly outputs. Meanwhile, graduates of professional or practice master's are able to apply research and critical perspectives to professional situations, both practical and theoretical, and to use a range of techniques and research methods applicable to their professional activities.

Graduates of all types of master's degrees are equipped to enter a variety of types of employment (either subject-specific or generalist) or to continue academic study at a higher level, for example a doctorate (provided that they meet the necessary entry requirements). Graduates of professional/practice master's programmes in particular possess the skills and experience necessary for some professions or areas of practice.

2 Forms of master's degrees

2.1 Forms of master's degrees

The descriptions of master's degrees, by category, that follow are intended to be indicative rather than definitive. It is recognised that master's degrees may combine characteristics from different categories and that degrees bearing similar titles may be considered to fall within more than one category.

A summary of common master's degree titles, and the categories to which they generally relate, is included in Appendix 1.

Category 1: Research master's degrees

Examples of research master's include the MPhil, MLitt and the M by Res.

Research master's degrees usually aim to prepare students for the next stage in a research career, whether pursuing a further research programme or entering research-based employment; or to enable those undertaking the programme to contribute towards research in the subject.

Programmes in this category often attract entrants with a bachelor's degree with honours in a cognate or closely related subject, or entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme.

The following characteristics are often associated with research master's programmes.

- The student conducts a research project through independent study.
- They include research methods training, which may be provided through 'taught' content modules.
- Assessment is specific to the individual and usually requires a dissertation or thesis, or other output, such as an artefact, performance or musical composition. The thesis is commonly defended in an oral examination. Where students must successfully complete 'taught' modules are part of a research master's degree, the assessment of those components may be separate from the overall assessment.
- The programme fits the description of a research master's given in the Quality Code, *Chapter B11: Research Degrees*.

Category 2: Specialised or advanced study master's degrees

Examples of specialised or advanced study master's include the MSc, the MA, the MRes and some integrated master's (see section 2.2).

Specialised or advanced study master's degrees usually aim to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering or progressing within employment of different kinds.

Programmes in this category often attract entrants who have a background in the subject or a related subject area, acquired through previous study (a bachelor's degree with honours or equivalent) and entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme.

In the case of integrated master's degrees, students may enroll directly onto the integrated master's programme or enroll on the associated bachelor's programme in

the first instance and transfer to the master's programme after demonstrating satisfactory academic progress.

The following characteristics are often associated with specialist or advanced study programmes.

- They are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently, at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition.
- They include research methods training, which may be provided in a range of different ways (for example, through content modules).
- In the case of integrated master's degrees, master's level study is integrated with study at honours degree level within a single programme. The first two characteristics above apply to the master's level part of the overall award.
- Related awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.

Category 3: Professional or practice master's degrees

Examples of professional or practice master's include the MBA, MDiv, LLM and MSW, post-experience MAs and MScs and some integrated master's (see section 2.2).

Professional or practice master's degrees usually aim to enable graduates to qualify for entry into a profession, subject to any further conditions required by the PSRB; or to provide development opportunities related to particular professions or employment settings.

Programmes in this category (which are not integrated programmes) often attract entrants with a bachelor's degree with honours or equivalent, or experience that may or may not be directly relevant to the particular profession. Entrants may have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme. Some professional/practice master's will require entrants to be engaged in particular professions as a condition of entry to the programme.

The following characteristics are often associated with professional or practice master's.

- Learning tends to be structured, and programme structure may be developed in collaboration with the relevant PSRB or employer, and may include practical elements, such as fieldwork, placements or other opportunities for work-based learning, as well as a project undertaken through independent study.
- They include research methods training, which may be provided in a range of different ways (for example, through content modules).
- In the case of integrated master's degrees that fall within this type, master's level study is integrated with study at honours degree level within a single programme. The second characteristic above applies to the master's level part of the overall award.
- They may be a prerequisite for registration or entry to a profession in accordance with the requirements of the PSRB that recognises or accredits the award.
- Related awards, such as postgraduate certificate and postgraduate diploma, are often offered as stages in the progression to a professional/practice master's award to facilitate continuing professional development at different stages of a professional career.

2.2 Integrated master's degrees

Integrated master's degrees are common in science, mathematics and engineering but are also used in other subjects and delivered through a programme that combines study at the level of a bachelor's degree with honours with study at master's level during the latter stages of the programme. As such, a student usually graduates with a master's degree after a continuous four-year (or five-year in Scotland) programme of study. If a work placement is included, the time taken to complete the programme may be extended.

Integrated master's degree programmes typically include study equivalent to at least one full-time academic year at level 7 of *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)/Scottish Credit and Qualifications Framework (SCQF) level 11 on the *The Framework for Qualifications of Higher Education Institutions in Scotland* (FQHEIS) (for example, at master's level). Thus, study at bachelor's level is integrated with study at master's level. Programmes are designed to meet the qualification descriptors in full at level 6 of the FHEQ/SCQF level 10 on the FQHEIS; and level 7 of the FHEQ/SCQF level 11 on the FQHEIS.

As the table in Appendix 1 illustrates, integrated master's degrees can occur across all three of the categories of master's described above.

There are also examples of master's degrees that are delivered through an integrated programme of study that includes a three-year doctoral degree. In such cases, a student graduates with a doctoral degree after a single, four-year (minimum) programme of study, to which they are able to progress provided that they achieve the master's degree outcomes at the required standard.

Further information on the integrated master's degree is available in the Qualifications Frameworks.

2.3 Other qualifications at master's level

Qualifications in medicine, dentistry and veterinary science

Primary qualifications in medicine, dentistry and veterinary science generally include study equivalent to at least one full-time academic year at level 7 of the FHEQ/SCQF level 11 on the FQHEIS. They are designed to meet in full the Qualifications Framework descriptors for both bachelor's degrees with honours and master's degrees, and therefore are master's level qualifications. However, for historical reasons they retain the title 'bachelor'. For further information, see the Qualifications Frameworks.

Postgraduate certificates and diplomas

While this document focuses on master's degrees, much of the information provided about master's degrees can also apply to postgraduate certificates and diplomas. These qualifications are located at the same academic level as master's degrees in the Qualifications Frameworks but involve a lower overall volume of learning (and credit where credit is used). They are often used in the context of initial and continuing professional development. Master's degrees may incorporate progression through postgraduate certificate and diploma stages.

Further information on the nature of postgraduate certificates and diplomas, and their relationship to master's degrees, is available in the Qualifications Frameworks.

3 Content, structure and delivery of master's degrees

3.1 Content

Higher education providers determine the content of a master's degree in terms of the knowledge and understanding, expertise and skills that the student is intended to acquire. Often master's degrees do not fall within traditional subject boundaries that are recognisable at previous academic levels of study; they may also be highly specialised and near the boundaries of current knowledge.

Some subject communities have developed Subject Benchmark Statements for master's awards in particular areas, which may offer guidance around programme content.⁵

3.2 Teaching and learning

Teaching and learning methods used in master's degrees are diverse. Providers have traditionally distinguished between master's degrees that are awarded on the basis of an independent, though supervised, research project undertaken by the student, and those for which structured learning contributes the majority of the material to be assessed. However, any master's degree may draw upon a combination of methods of delivery as appropriate to the programme's overall aims.

Flexible and distance learning are common, in particular for professional or practice master's.

Many master's degrees, and especially those aimed at initial or continuing professional development, involve learning that takes place in a professional or practice environment.

All master's degree involve training in research methods.

Further guidance on methods of teaching and learning may be found in Subject Benchmark Statements. Although most are aimed at bachelor's degrees with honours, the guidance on teaching and learning may also be helpful to those dealing with master's degrees. Master's degree programmes will typically feature a greater emphasis on methods involving independent study leading towards a dissertation or other project-based work.

3.3 Assessment

Assessment methods are also diverse and vary significantly depending upon the overall aims of a particular programme.

Most master's degrees include a research project, leading to the production of a dissertation or other output, but this is not the case in all master's.

Programmes assess not only academic skills but also other skills and attributes, including, where relevant, the requirements of any professional body that recognises or accredits the award. The descriptors in the Qualifications Frameworks set out the broad level of skills and competencies that master's students are expected to achieve.

As above, further guidance on methods of assessment may be found in Subject Benchmark Statements.

⁵ See: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements.

3.4 Volume of learning and credit

While the nature of a master's degree is not determined by the volume of credit associated with it (and not all UK higher education providers use credit), the allocation of credit provides information about the amount of learning and the academic demands of that learning. As such, it may assist in decisions about academic progression between programmes or from one academic level to another.

In England, Wales and Northern Ireland a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level on the FHEQ. For an integrated master's a credit allocation of 480 with at least 120 at master's level on the FHEQ is identified.

In Scotland, the FQHEIS identifies a minimum of 180 credits for a master's degree, of which at least 150 should be at master's level on the FQHEIS. The integrated master's has a higher overall volume of credit than similar awards in the rest of the UK, which reflects the longer, four-year bachelor's with honours degree in Scotland. In Scotland, the integrated master's typically attracts 600 credits, of which at least 120 should be at master's level on the FQHEIS.⁶

The European Credit Transfer System (ECTS), developed by the European Commission, is a system for the use of academic credit aimed at facilitating student mobility in Europe. The QF-EHEA⁷ identifies typical ECTS credit values associated with master's (second cycle) qualifications. Master's degrees have a minimum of 60 ECTS credits (120 UK credits) and typically have 90-120 ECTS credits (180-240 UK credits).⁸

For the award of ECTS credits, the learning outcomes of a qualification must be consistent with the relevant outcomes identified in the qualification descriptor for the end-of-cycle award (the 'Dublin Descriptors') set out in the QF-EHEA. For those seeking further information, a revised users' guide to ECTS was published in 2015.⁹ In addition, the UK Higher Education International Unit has published guidance on the relationship between UK arrangements for academic credit and ECTS.¹⁰

⁶ See: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/academic-credit.

⁷ Available at: www.ehea.info/Uploads/QF/050520_Framework_qualifications.pdf.

⁸ In everyday practice, as identified in the *Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England* (2008), two UK credits are equivalent to one ECTS credit.

⁹ See: http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf.

¹⁰ The ECTS Users' Guide (revised 2009) is available at: http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf. The UK Higher Education Europe Unit guidance on the relationship between UK arrangements for academic credit and the European Credit Transfer and Accumulation System (ECTS) is available at: http://ec.europa.eu/education/tools/ects_en.htm.

Related guidance and further references

This Statement is a component of the Quality Code, Part A: Setting and Maintaining Academic Standards.

Those interested in the academic standards of master's degrees should read this Statement alongside other components of Part A and especially the Qualifications Frameworks. As this Statement is concerned with master's degrees, it relates particularly to the 'Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree', which is in section 4 of the Qualifications Frameworks.

Those interested in and/or responsible for the design, delivery and review of master's programmes should read this document alongside the Quality Code, Part B: Assuring and Enhancing Academic Quality, which applies equally to undergraduate and postgraduate programmes.

Those interested in and/or responsible for the design, delivery and review of research master's programmes will find it particularly helpful to refer to the Quality Code, *Chapter B11: Research Degrees*.

Further guidelines, references and resources

ECTS Users' Guide

http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

Framework for Qualifications of the European Higher Education Area (QF-EHEA)

www.ehea.info/Uploads/QF/050520_Framework_qualifications.pdf

QAA, *Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England* (2008)

www.qaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf

QAA, Subject Benchmark Statements

www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

QAA Scotland, Enhancement Themes: Learning from International Practice in the Taught Postgraduate Student Experience

www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience

UK Higher Education Europe Unit, guidance on the relationship between UK arrangements for academic credit and the European Credit Transfer System (ECTS)

http://ec.europa.eu/education/tools/ects_en.htm

Appendix 1: Summary of master's degree titles

The table below contains an indicative list of some of the most commonly used award titles with their abbreviations, and brief descriptions of characteristics with which they are often associated.

The table is intended to serve as a quick reference guide to UK master's degree qualification titles. However, it is important to note that, although certain titling conventions are specified in the Qualifications Frameworks, there are no nationally agreed definitions of master's award titles. The ways in which titles are used vary depending on the degree-awarding body, and individual providers are best placed to explain their own master's degrees in detail.¹¹

For further information about titling conventions set out in the Qualifications Frameworks, see: www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf.

Full title	Abbreviation	Key characteristics
Master of Arts	MA	<p>The MA involves specialist study in a particular subject or subjects. It is most commonly associated with the arts, humanities and some social sciences.</p> <p>The title can be used across the three types of master's degree described in this Statement: research master's; specialised or advanced study master's; professional or practice master's.</p> <p>If used for a master's completed by research in a relevant subject the qualification may be titled 'MA by research'.</p> <p>If used for a master's in a specialist or advanced area of study the relevant subject is often included in the full title of the award (see below)</p> <p>If used for a professional or practice based master's the profession or type of practice may be included in the full title of the award</p> <p>Note: The following awards bear the title MA but fall outside of the scope of this document.</p> <p>The Master of Arts granted by the University of Oxford and the University of Cambridge. This is not covered by the Statement because it is not an academic qualification.</p> <p>The Master of Arts with Honours (MA (Hons)), used in some faculties in a small number of universities in Scotland for the Scottish Bachelor's Degree with Honours. This is not covered by the Statement because it relates to a bachelor's, not a master's degree</p>

¹¹ There may be exceptions where the title of an award is protected by a PSRB.

		<p>(FHEQ level 6/SCQF level 10 on the FQHEIS).</p> <p>For further information on each of these examples, please refer to the Qualifications Frameworks (section 4: Qualifications descriptors).</p>
Master of Science	MSc	<p>The MSc involves specialist study in a particular subject or subjects. It is most commonly associated with science, technology, engineering, mathematics and some social sciences.</p> <p>The title can be used across the three types of master's degree described in this Statement: research master's; specialised or advanced study master's; professional or practice master's.</p> <p>If used for a master's completed by research in a relevant subject the qualification may be titled 'MSc by research'.</p> <p>If used for a master's in a specialist or advanced area of study the relevant subject is often be included in the full title of the award (see below).</p> <p>If used for a professional or practice based master's the profession or type of practice may be included in the full title of the award.</p> <p>An alternative abbreviation used for some master of science qualifications (such as some integrated master's degrees) is MSci.</p>
Master of Research	MRes	<p>The Master of Research is a specialised or advanced study master's degree during which the student develops a deeper understanding of the core principles of research as well as the ability to conduct research.</p> <p>It is different from the Master by Research because the focus is on learning about research itself rather than studying a particular subject through research; programmes are usually oriented around structured learning.</p>
Master by Research	MbyRes or MRes or ResM	<p>The Master by Research is a research degree and is similar to MPhil and some MLitt awards (see below).</p> <p>The student spends the majority of their programme undertaking independent research with supervision and guidance. They may attend some structured courses to learn about research methods. However, it differs from the Master of Research because the focus is on a specific subject, studied through research methods.</p>

		<p>Note: As a research degree, the MRes falls within the scope of the Quality Code, <i>Chapter B11: Research Degrees</i>.</p> <p>This sets out the Expectation that all providers are required to meet to assure and enhance the quality of their research degrees. Please refer to the Quality Code, <i>Chapter B11</i> for further information.</p>
Master of Philosophy	MPhil	<p>The MPhil is a research master's degree and may be similar to the Master by Research and some MLitt awards (see above).</p> <p>The MPhil may be linked to a doctorate. Some providers may allow students to register for an MPhil as an entry qualification for a doctorate.</p> <p>Note: As a research degree, the MPhil falls within the scope of the Quality Code Part B, Chapter B11: <i>Research degrees</i>. This sets out the Expectation that all providers are required to meet to assure and enhance the quality of their research degrees. Please refer to Chapter B11 for further information.</p>
Master of Letters	MLitt	<p>The MLitt is usually but not always a research master's degree and is often similar to the master's by research and the MPhil (see above).</p> <p>Note: As a research degree, the MLitt falls within the scope of the Quality Code, <i>Chapter B11: Research Degrees</i>.</p> <p>This sets out the Expectation that all providers are required to meet to assure and enhance the quality of their research degrees. Please refer to the Quality Code, <i>Chapter B11</i> for further information.</p>
Master of [subject name]	M[abbreviated subject name]	<p>A range of master's degree titles are used that include specific subject names.</p> <p>This approach is especially common for integrated master's, where a wide range of examples exist, including the following:</p> <p>Master of Business (MBus) *Master of Chemistry (MChem) *Master of Computing (MComp) *Master of Engineering (MEng) Master of Geology (MGeol) Master of Law (MLaw) Master of Liberal Arts (MLibArts) *Master of Mathematics (MMath) *Master of Mathematics and Statistics (MMathStat) *Master of Optometry (MOptom)</p>

		<p>*Master of Physics (MPhys) *Master of Theology (MTh).</p> <p>A similar approach is used for some professional or practice master's degrees. Examples include the following:</p> <p>Master in Arts (MArt) *Master of Business Administration (MBA) Master of Design (MDes) *Master of Divinity (MDiv) Master of Education (MEd) Master of Enterprise (MEnt) Master of Fine Art (MFA) Master of Jurisprudence (MJur) Master of Midwifery (MMidwifery) Master of Music (MMus) Master of Pharmacy (MPharm) Master of Planning (MPlan) Master of Public Administration (MPA) Master of Social Work (MSW) Professional Master's (MProf).</p> <p>*Awards marked with an asterisk are discussed in more detail in the relevant Subject Benchmark Statement. The majority of these statements focus on bachelor's degrees with honours, but some also cover master's level qualifications. Please see the individual statements for further information.</p>
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Appendix 2: Members of the advisory groups for the Master's Degree Characteristics

QAA is grateful to members of the Postgraduate Advisory Group for support in revising and updating this document in 2015.

Professor Veronica Bamber	Queen Margaret University
Dr Paul Bennett	Higher Education Academy
Dr Iain Cameron	Research Councils UK
Gill Clarke	UK Council for Graduate Education
Tish Bourke/Emma Creasey/ Brooke Storer-Church (alternates)	HEFCE
Professor Rosemary Deem	Royal Holloway, University of London
Professor Pam Denicolo	Universities of Surrey and Reading
Shane Dowle	ARC/University of Surrey
Dr Michael Gilmore	Durham University
Louisa Green	London School of Economics
Dr Susan Grey	University of Hertfordshire
Professor Sharon Huttly	Lancaster University
Dr Janet Metcalfe	Vitae
Professor Louise Morley	University of Sussex
Professor Alan Reed	University of Greenwich
Dr Adam Wright	NUS
Dr Anne Rixom	Nottingham Trent University
Dr Julian White	White Rose University Consortium
Dr Cat Ball	Biochemical Society and Society of Biology
Dr Amanda Rouse	University of Cardiff

Membership of the external development group for *Master's Degree Characteristics* 2010 (details as published in the 2010 version).

Professor Bob Munn (Chair)	Former Vice-President (Teaching and Learning) University of Manchester
Dr Laura Bellingham	QAA
Professor Bruce Brown	Pro Vice-Chancellor Research University of Brighton
Ms Gill Clarke	Director, Education Support Unit University of Bristol, and formerly QAA
Professor Peter Main	Director, Education and Science Institute of Physics
Professor Simon van Heyningen	Former Vice-Principal (Learning and Teaching) University of Edinburgh
Professor Michael Worton	Vice-Provost (Academic and International) University College London

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