



# **Master's Degree Characteristics**

**Draft for consultation**

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**UK Quality Code for Higher Education,  
Part A: Setting and Maintaining Academic Standards**

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## About this Statement

This version of the Master's Degree Characteristics forms its second edition, following initial publication in 2010.

## How can I use this document?

This document is a statement about the characteristics of master's degrees. It describes the distinctive features of the master's in the UK.

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.<sup>1</sup> QAA has also published a general guide to quality assurance in higher education.<sup>2</sup>

## Equality and diversity

This statement about the characteristics of master's degrees forms part of the Quality Code. The Quality Code embeds consideration of equality and diversity matters throughout. Promoting equality involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and responsibility for, promoting equality.

## Relationship to legislation

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding bodies. This statement does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements and examples of guidance and good practice are signposted within this statement where appropriate. Higher education providers are responsible for how they use these resources. QAA takes no responsibility for the content of external websites.

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<sup>1</sup> The QAA glossary is available at: [www.qaa.ac.uk/about-us/glossary](http://www.qaa.ac.uk/about-us/glossary)

<sup>2</sup> A general guide to quality assurance can be found at: [www.qaa.ac.uk/assuring-standards-and-quality](http://www.qaa.ac.uk/assuring-standards-and-quality)

## Introduction

Postgraduate degrees in the UK are diverse and wide ranging. Their purposes reflect both the interests and ambitions of students, and the traditions and needs of particular disciplines and professions. Postgraduate degrees variously enable students to: specialise in a particular subject or subjects; pursue research; develop professional specialisms; and undertake professional development. All postgraduate programmes have in common an emphasis on independent learning and autonomy, and an orientation towards knowledge at the forefront of the discipline. Postgraduate degrees at the highest level (doctoral) are distinguished by the requirement to create new knowledge, or apply existing knowledge in a new way.

The master's degree is one of the most well-known and well-established postgraduate qualifications in UK higher education. Various types of master's degrees exist. There are no nationally agreed definitions of types, and awards with similar titles can vary in nature both between higher education providers and across disciplines.<sup>3</sup> This situation reflects the independent and autonomous nature of UK higher education and the diversity of traditions that exists within different disciplines. However, despite their diversity, master's degrees all conform to a common threshold standard, which is set out in the national frameworks for higher education qualifications.

This document describes a set of key characteristics which together make up the profile of a master's degree, building on the threshold standards set out in the national frameworks. Higher education providers may describe their master's awards in terms of these characteristics as appropriate. This approach does not, therefore, seek to straightjacket current provision, but rather to reflect it.

Master's degrees in the UK are often described as either 'taught' or 'research' depending on the relative proportion of structured learning and independent study making up the qualification. In a third broad 'professional' or 'practice' category, the predominant mode of delivery is through work-based or practice-related learning.

While the above classifications may provide a convenient shorthand, they are not definitive. Most 'taught' master's will include a degree of independent study or research and many 'research' master's will include some learning undertaken in a structured environment. Master's considered to be of the 'professional/practice' type often combine structured and independent learning methods alongside time spent in practice. Furthermore, there may be characteristics other than the mode of delivery that a higher education provider feels are important in defining the award, for example, the intention of the award or its relationship to further study or employment.

This statement provides a description of three broad types of master's awards: 'research', 'specialised/advanced study' and 'professional/practice' (see Section 3). These descriptions are indicative only and are not intended to be definitive or exhaustive, given the diversity in current provision outlined above.

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<sup>3</sup> There may be exceptions where the title of an award is protected by a professional, statutory or regulatory body (PSRB).

# **1 Context for and purposes of the master's**

## **1.1 Context**

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

Master's students are equally diverse, with different aspirations, motivations and learning needs, as well as different personal circumstances. The UK attracts a high proportion of international students participating in master's study. The destinations of master's graduates are a reflection of the diversity of students and programmes available. Although many programmes are designed for a specific purpose, in many cases graduates are equipped to function in a variety of contexts, both work and study-related.

## **1.2 Purposes of the master's**

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 discipline or field of study in combination with a relevant subject area in which they have prior knowledge or experience
- 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, often linked to a particular discipline 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.

## **1.3 Progression to doctoral study**

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 at the agreed level. In other cases, the degree equips successful graduates with the potential to be able to enrol for doctoral study, but entry is not guaranteed. Progression to doctoral study in such cases depends on formal entry requirements and the judgement of relevant higher education providers' staff.

## **1.4 Entry to employment**

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.

## 2 Forms of master's degrees and common award titles

### 2.1 Forms of master's degrees

Master's degrees can broadly be organised into three categories, each of which is based on shared characteristics. The descriptions, 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 (for example, the MRes can be either a research or specialist study master's depending on the level of independent research involved).

#### Research master's

Examples of research master's include the MPhil, MLitt and the MRes (where the majority of the programme is spent undertaking independent research with supervision and guidance).

Research master's usually aim to prepare students for the next stage in their careers, whether pursuing further research or entering employment of different kinds; or to enable those undertaking the programme to contribute towards research in the discipline.

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
- there is a small 'taught' element, for example, research methods modules, which may or may not be credit-bearing
- the programme is of 12 to 24 months' duration, with 24 months being most common, based on a full-time mode of study
- the programme fits the description of a research master's given in the UK Quality Code, *Chapter B11: Research Degrees*
- assessment is specific to the individual. A common method is the oral examination that involves discussion/defence of a thesis, dissertation or other output such as an artefact, performance or musical composition. Where credit-bearing 'taught' modules are part of a research master's degree, the assessment of those components is usually separate from the overall assessment.

#### Specialised or advanced study master's

Examples of specialised or advanced study master's include the MSc, the MA, the MRes (where the majority of the programme is taught) and some integrated master's (see 3.2).

Specialised or advanced study master's usually aim to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering 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, progression to the final two or three (in Scotland) years of the programme is usually determined two years before the intended year of completion and often requires higher grades than progression on the bachelor's degree with honours alone.

Programmes in the specialist or advanced study category often have the following characteristics:

- they are predominantly composed of structured learning opportunities (are 'taught') although 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 range from nine to 24 months' duration, with 12 months being most common, based on a full-time mode of study
- 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 master's award to facilitate continuing professional development at different stages of a professional career.

### **Professional or practice master's**

Examples of professional or practice master's include the MBA and some integrated master's (see 3.2).

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

Programmes in this category often attract entrants with a bachelor's degree with honours (or equivalent) or experience which 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.

Degree programmes in this category often have the following characteristics:

- 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 range from nine to 24 months' duration, based on a full-time mode of study
- 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 pre-requisite 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 - which are common in science, mathematics and engineering but also used in other subjects - are delivered through a programme that combines study at the level of a bachelor's degree with honours with study at master's level. As such, a student usually graduates with a master's degree after a single 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.

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.

Further information on the integrated master's is available in the FHEQ and FHEQIS.

## 2.3 Other qualifications at master's level: 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 national qualification frameworks but involve a lower overall volume of learning (and credit). They are often used in the context of initial and continuing professional development. Master's degrees may incorporate progression through postgraduate certificate and diploma.

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

## 2.4 Summary of master's award titles

Table 1 contains an indicative list of some of the most common award titles with their abbreviations and a brief description. The table is organized by the categories used above. It provides a quick reference guide to UK master's qualification titles.

In the absence of nationally agreed definitions of types, the title of an award may not define its characteristics. Guidance for higher education providers on the naming of awards is available in the FHEQ and the FHEQIS.

A number of definitions in the list below are taken from the national Subject Benchmark Statements (which QAA maintains) or other parts of the Quality Code. References are provided where this is the case.

Recommendations for additions to this table can be submitted to QAA via our enquiries service: [enquiries@qaa.ac.uk](mailto:enquiries@qaa.ac.uk).

**Table 1 - Summary of common master's award titles**

Full title	Abbreviation	Description
<b>Research master's</b>		
Master of Philosophy	MPhil	The MPhil is closely linked to the doctorate because of the emphasis both place on independent research. Students may register for an MPhil either as a stand-alone research qualification or as an entry qualification for a doctorate. An MPhil student will spend the majority of their programme undertaking independent research with supervision and guidance; they may also attend structured courses to learn about research methods in the field. ( <i>B11: Research Degrees</i> ).
<b>Specialised or advanced study master's</b>		
Master of Science	MSc	The MSc involves specialist study in a particular subject or subjects. It is most commonly associated with science, technology, engineering, mathematics and the social sciences.
Master of Art <sup>4</sup>	MA	The MA involves specialist study in a particular subject or subjects. It is most commonly associated with the arts and the social sciences.
Master of Research	MRes	In an MRes the student develops the ability to conduct research. MRes programmes are usually oriented around a programme of structured learning, but may also be conducted by research (similar to the MPhil above).
Master of Chemistry	MChem	The MChem is an integrated master's in chemistry. (Chemistry Subject Benchmark Statement).
Master of Computing	MComp	The MComp is an integrated Master's degree in Computing (Master's Computing Subject Benchmark Statement).
Master of Engineering	MEng	The MEng is an integrated master's in engineering. MEng degrees provide a range and depth of specialist knowledge, within a research and industrial engineering environment, alongside a broader and more general academic base. An Engineering Council accredited MEng exemplifies the required knowledge and understanding for professional registration as a Chartered

<sup>4</sup> The Master of Arts (MA) granted by the University of Oxford and the University of Cambridge is not an academic qualification (FHEQ, 2008, note, p 23). The Master of Arts with Honours (MA (Hons)) is used in some faculties in a small number of universities in Scotland for the Scottish Bachelors Degree with Honours (SCQF Handbook: User Guide, 2009, p 135). Some higher education institutions grant honorary master's degrees. None of these fall within the scope of the present document.

		Engineer. (Engineering Subject Benchmark Statement).
Master of Mathematics	MMath	The MMath is an integrated master's mathematics programme. It provides an opportunity for learners to proceed to a higher level of study in MSOR, within the context of an integrated programme. (Annex to Mathematics, statistics and operational research to cover integrated master's degrees).
Master of Mathematics and Statistics	MMathStat	An MMathStat is an integrated master's in mathematics and statistics. It provides an opportunity for learners to proceed to a higher level of study in mathematics, statistics and operational research, within the context of an integrated programme. (Annex to Mathematics, statistics and operational research to cover integrated master's degrees).
Master of Laws	LLM	A master's or integrated master's in Law
Master of Optometry	MOptom	A programme which allows direct entry onto the Register of Optometrists. (Optometry Subject Benchmark Statement, draft 2014)
Master of Physics (MPhys) and Master of Natural Science (MSci)	MPhys/MSci	An MPhys or MSci integrated master's degree is awarded after an extended programme of study, to students who have achieved learning outcomes for a master's degree. MPhys or MSci degree programmes allow students to study physics to a greater depth than is possible on a bachelor's programme and to extend the opportunities to develop their generic skills and undertake project work. (Physics, Astronomy and Astrophysics Subject Benchmark Statement).
Master of Theology	MTh	The MTh tends to be specialised, typically focusing on a single field of study within theology, biblical studies, and applied theology - for example, Reformed Theology, Orthodox Studies or Theology and the Arts. An MTh award may involve development of practical skills as well as academic knowledge: some higher education providers offer MTh awards in Chaplaincy Studies, Preaching, and Inter-faith Studies. (Theology Subject Benchmark Statement).
<b>Professional or practice master's</b>		
Master of Architecture	MArch	Architecture education culminating in the Part 2 qualification. Typically attracts a total of 600 credits. The award includes undergraduate and postgraduate level work akin to other integrated master's degrees. (Architecture Subject Benchmark Statement).

Master of Business Administration	MBA	<p>The MBA is a career development degree for those who have significant post-graduation and relevant work experience on which the learning process should build. Normally, the experience required will be at least two years, with the typical entrant having substantially more than this. The main emphasis of these programmes is on leadership through strategic management. There is a strong practical and professional orientation to the curriculum and they may be linked to professional institute qualifications. Due to the maturity and work experience of the students, MBA programmes are expected to be different in their objectives, recruitment and pedagogical processes to other master's degrees in business and management. MBA degrees are essentially generalist in nature although a limited amount of specialisation may be included. (Master's Business and Management Subject Benchmark Statement).</p>
Master of Divinity	MDiv	<p>MDiv award tends to provide a fairly broad theology curriculum (often encompassing the five disciplines normally required for Christian ministry: Old Testament, New Testament, systematic theology, church history, and pastoral theology), and may be a qualification leading to ordination. (Theology Subject Benchmark Statement).</p>

## **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 discipline 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.<sup>5</sup>

### **3.2 Teaching and learning**

Just as master's degrees are diverse, so too are the teaching and learning methods used. Traditionally, providers have 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, not least for professional or practice master's.

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

Master's with a research component will 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 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.

Many master's degrees include a research project, leading to the production of a dissertation or other output, but this is not typical of 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 UK's qualifications framework descriptors set out the broad level of skills and competencies which master's students are expected to achieve.

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

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<sup>5</sup> See: [www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements](http://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, 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 and Wales, a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level. For an integrated master's, a credit allocation of 480 with at least 120 at master's level is identified.

In Scotland, FHEQIS identifies a minimum of 180 credits for a master's, of which at least 150 should be at master's level. 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.<sup>6</sup>

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 Framework for Qualifications of the European Higher Education Area (FQ-EHEA)<sup>7</sup> identifies typical ECTS credit values associated with master's (second cycle) qualifications. Master's degrees typically have 90-120 ECTS credits (180-240 UK credits), with a minimum of 60 credits (120 UK credits).<sup>8</sup>

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 FQ-EHEA. For those seeking further information, a revised users' guide to ECTS was published in 2009. In addition, the UK HE Europe Unit has published guidance on the relationship between UK arrangements for academic credit and ECTS.<sup>9</sup>

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<sup>6</sup> See: [www.qaa.ac.uk/assuring-standards-and-quality/academic-credit](http://www.qaa.ac.uk/assuring-standards-and-quality/academic-credit)

<sup>7</sup> Available at: [www.ehea.info/Uploads/QF/050520\\_Framework\\_qualifications.pdf](http://www.ehea.info/Uploads/QF/050520_Framework_qualifications.pdf)

<sup>8</sup> 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.

<sup>9</sup> The ECTS Users' Guide (revised 2009) is available from: [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf). The UK HE 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](http://ec.europa.eu/education/tools/ects_en.htm)

## **4 Characteristics of master's graduates**

### **4.1 Subject-specific graduate characteristics**

All master's degree graduates have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession.

Graduates of research master's are characterized 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 characterized by their ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs.

Graduates of professional or practice master's are characterized by their ability to apply research to professional situations, both practical and theoretical, and the ability to use a range of techniques and research methods applicable to their professional activities.

### **4.2 Generic graduate characteristics**

Master's degree graduates can:

- use initiative and take responsibility
- solve problems in creative and innovative ways
- make decisions in challenging situations
- continue to learn independently and to develop professionally
- communicate effectively, with colleagues and a wider audience, in a variety of media.

Graduates of research master's programmes are normally prepared to enter a variety of types of employment or to continue academic study, for example, a doctorate.

Graduates of specialised/advanced study master's programmes are equipped to enter doctoral study in their discipline or to take up employment in both subject-related and generalist environments.

Graduates of professional/practice master's programmes are equipped to enter a variety of types of employment and in particular possess the skills and experience necessary for the particular profession or area of practice. They are also equipped to continue academic study at a higher level, for example, a doctorate.

## **Further guidelines, references and resources**

ECTS Users' Guide

[http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

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

[www.ehea.info/Uploads/QF/050520\\_Framework\\_qualifications.pdf](http://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/assuring-standards-and-quality/academic-credit](http://www.qaa.ac.uk/assuring-standards-and-quality/academic-credit)

QAA Subject Benchmark Statements

[www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements](http://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](http://www.enhancementthemes.ac.uk/sheec/learning-from-international-practice/taught-postgraduate-student-experience)

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

[http://ec.europa.eu/education/tools/ects\\_en.htm](http://ec.europa.eu/education/tools/ects_en.htm)



## Appendix: Members of the advisory groups for the Master's Degree Characteristics

QAA is grateful to members of the Postgraduate Advisory group for revising and updating this document in 2014:

Prof Veronica Bamber	Queen Margaret University
Dr Paul Bennett	Higher Education Academy
Dr Iain Cameron	Research Councils UK
Gill Clarke	UKCGE
Tish Bourke / Emma Creasey / Brooke Storer-Church (alternates)	HEFCE
Prof Rosemary Deem	Royal Holloway, University of London
Prof 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
Prof Sharon Huttly	Lancaster University
Dr Janet Metcalfe	Vitae
Prof Louise Morley	University of Sussex
Prof 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 & Society of Biology
Dr Amanda Rouse	University of Cardiff

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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
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