

PROGRAMME SPECIFICATION (V2)

Degrees:

Programme Title	Final Award	duration of study/ years	UCAS code	Level
MRes in Materials Research	MRes	1	J5R1	7

Ownership	
Awarding institution:	Queen Mary University of London
Teaching institution	Queen Mary University of London
Academic Department(s) involved in programme delivery	School of Engineering and Materials Science
Main location(s) of study	Mile End Road, London
External references	
QAA Benchmark Group	Engineering
External Accreditor (if applicable)	Institute of Materials, Minerals and Mining (IoM3)
Accreditation received	08/03/2017
Accreditation renewal	2021

Specification Details	
Programme Lead	Dr Haixue Yan
Student cohorts covered by specification	2022 entry
Date of introduction of programme	Sept 2019
Date of programme specification / amendment	10/06/22
Approval by School	09/06/22
Approval by Taught Programmes Board	

1. Programme Overview

The MRes offers high quality postgraduate training in methods and practice of research including relevant transferable skills that are not normally offered in conventional taught MSc courses. The MRes degree serves both as a qualification in its own right for entry to a research career in industry or as an enhanced route to a PhD through further research.

The programme provides an insight into areas of manufacturing, planning and control systems, knowledge based systems and measurements and manufacturing systems. It is interdisciplinary in nature and involves a combination of theoretical and practical approaches. Taught modules concentrate on advanced Materials topics and the research project provides an intellectual and practical challenge and thus enables the student to demonstrate creativity and initiative and, where appropriate, forms a foundation for doctoral study. It includes a 135 credit project over the entire year. This enables a strong focus on the project research, and allows to build projects with strong industrial collaboration.

Research projects in Materials are drawn from a wide variety of applications in all of the specialisation areas, reflecting the strong research links that the staff members have industrial companies such as Airbus, Alstom, Rolls Royce, TWI, VW. Projects are offered in conjunction with industrial collaborators to provide industrial impact and enhanced job opportunities for the students.

2. Learning outcomes for the programme

In this degree programme we place strong emphasis not only on the technical content of our modules, but also on cross disciplinary skills vital for an engineer to be effective in the work place. We embed these skills in the technical modules on the programme, to ensure that the technical knowledge and understanding works as you progress through your degree, and also to allow you to graduate with skills you can apply to a range of future careers.

You will acquire broad training in scientific analysis, engineering modelling and numerical methods to be able to design, carry out and evaluate the results of computational models of engineering problems.

You will conduct a substantial research project of current engineering relevance using state of the art methods. The knowledge and skills you gain in the taught and the research part of the programme will enable you to seek employment in industrial Research and Development teams, as well as conduct further research in a PhD.

The overall aims of the programme are to:

- provide a materials education of a standard recognised to be amongst the highest in UK institutions
- take a multi-disciplinary approach to the elements of materials science and engineering, including design
- educate our students in the scientific and mathematical principles underpinning materials science
- enable all our students to achieve their academic potential by providing a stimulating, friendly and supportive environment
- offer challenging programmes which provide our graduates with a clear pathway to Chartered Engineering status
- prepare our graduates with discipline-specific knowledge and transferable skills that will equip them for employment and continued professional development through self-learning.

Specific aims include:

- analytical, creative, organisational, practical and communication skills,
- problem-recognition and solving abilities
- competence in discipline-specific topics which contribute to the solution of problems applied to materials science
- an appreciation of how theoretical and practical approaches can be synthesized to arrive at optimal solutions
- an appreciation of the financial context of the development of new materials and products
- an understanding of the relationship between their discipline and social, economic and environmental issues and constraints
- an appreciation of the relative merits of a proposed solution,
- the detailed skills needed to undertake a research, development or design project in depth, understanding the technical, financial and time limitations.

This programme aspires to produce the type of highly skilled, motivated, creative and team-work oriented graduates which the related industry needs.

2.1 Academic Content

- Have acquired a body of contemporary factual knowledge incorporating the fundamentals of Materials Science and, as appropriate, recognise the application of this to Materials Science
- Have acquired sufficient knowledge of fundamentals of Materials Science principles as applied to realistic materials applications.
- Have an understanding of the fundamental physical concepts of core technologies so that the limitation of the experimental, mathematical and computational techniques available are fully recognised
- Have acquired an understanding of the multidisciplinary nature of modern Materials Science and the diversity of research areas that Materials Science has an impact on.

2.2 Discipline specific

- Demonstrate sufficient fundamental scientific and engineering principles to be able to work with materials science related problems and projects.
- Appreciate the wider multidisciplinary scientific and engineering context of Materials Research and its underlying principles.
- Appreciate the social, environmental, ethical economic and commercial considerations affecting their engineering judgement.
- The ability to carry out research in a multidisciplinary environment and to collaborate effectively with scientists and engineers from diverse backgrounds.

2.3 Attributes

- Have the ability to analyse and solve problems individually and in groups
- Have the ability to communicate knowledge and ideas verbally and in written reports
- Apply scientific principles to a range of materials related applications
- Understand both the application and limitation of mathematical, computational and experimental techniques available to an engineer
- Have the ability to acquire a working knowledge of new experimental and/or computational techniques used in Materials Research within a short space of time.

3 Learning and teaching approaches

Teaching methods are tailor-made to suit the size of classes and the nature of the subject. Each module has a combination of methods which may include lectures, tutorials, laboratory sessions, industrial visits, workshops or group work. QMUL degrees combine face to face teaching and practical experiences with supported and structured on-line learning. Our virtual learning platform is referred to as QMplus. Through this platform you will be able to find details about your modules, assessments, timetables and other activities.

Projects throughout the programme are designed for you to exercise independent thinking, research and problem solving skills. Group work enhances your communication, organisational as well as technical skills.

3.1 Employers Links

The school has an active Industrial Liaison forum (ILF). This forum has a direct impact on the programmes by encouraging employers to sponsor and support the students and to provide real design case studies to engage the students throughout the curriculum. Recent case studies that have been taught and assessed were delivered by Bridgestone, DePuys, Baxter, Artis, Corus, BAe, DSTL, Rolls Royce.

The ILF meets twice a year. The event in October runs in parallel with the SEMS prize day where companies award prizes to our best students. During the October event the projects that you will tackle in the academic year are planned and the second event in March is designed to help evaluate and review the projects.

3.2 Assessment methods

You can expect a variety of different types of assessment methods:

Written assessment

- Examinations
- Progress tests
- Online assignments and quizzes
- Report and other writing
- Peer assessment

Practical assessment

- Laboratory/workshop practical
- Design work
- Programming tests
- CAD & simulation tool tests

Oral assessment

- Oral presentations
- Poster presentations
- Group presentations
- Design presentations

Assessments allow you to demonstrate that you have met the intended learning outcomes for each module and contribute towards your achievement of the programme learning outcomes. There are summative (formal) assessments during and/or at the end of each module and well as ongoing formative (informal – no marks) through the degree. Examinations are intended to assess understanding rather than recall. Group assessments may incorporate peer marking.

Assessments operate in accordance with QMUL Regulations and established procedures.

Feedback is provided through a number of formats, including:

- Oral (e.g. face to face during or after face-to-face sessions, video)
- Personal (e.g. discussion with staff)
- Interactive (e.g. Team Based Learning, peer-to-peer, online quizzes)

- Written (e.g. solutions, model answers, comments on work)

You will receive feedback on intermediate, developmental assessments such as project plan and progress reports and on coursework assessments. This feedback may be summarised for the whole cohort or be directed towards your work individually. The final project thesis will be assessed in September. You will complete a presentation as well as an oral examination.

Feedback is intended to help you learn and you are encouraged to engage with it, reflect upon it and discuss it with your module organiser. Feedback will be provided on coursework and practical assessments within an appropriate time. Feedback on examination performance is available upon request from the module leader and overall class performance feedback on a question-by-question basis may also be provided.

QMUL's Policy on Assessment and Feedback and guidance on issuing provisional marks to students is available at:

http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Code-of-Practice-on-Assessment-and-Feedback_amended-2016.01.18.pdf

3.3 Support of students

We aim to support all students throughout their time with us. We encourage students to develop independently but this does not mean that you need to be alone. We know that support and encouragement from staff and fellow students is very important throughout your degree.

The Student Support Officer for SEMS is the first contact for any personal support; they can be contacted by email: semsstudents@qmul.ac.uk with any questions or to arrange an appointment.

3.3.1 Academic Advisor arrangements

Your Academic Advisor will be your project supervisor.

3.3.2 Central support services

Disability and Dyslexia Service

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all QMUL students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites. You can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum

Advice and Counselling

QMUL offers a wide range of advice, guidance and self-help material. These free and confidential professional services are available to all students. Details can be found at:

<https://www.welfare.qmul.ac.uk/student-advice-guides/>

3.4 Interruption of Study

The University's Policy on a student's interruption of study is available at:

[http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Interruption-of-Study-Policy-\(June-2020\).pdf](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Interruption-of-Study-Policy-(June-2020).pdf)

4 Programme structure

To be eligible for a masters award, a student must take at least 180 credits. A student needs to choose five taught modules (15 credits each) to be completed in semester A and/or B. All taught module examinations will be in the standard examination periods during January and May. The 105 credit Research project will be completed over 3 semesters.

The modules making up the programme are presented in the table below.

module	semester	Title		credit
MTRM004	A,B,C	MRes Research Project	core	105
5 or more from:				
MTRM803	A	Nanotechnology and Nanomedicine	elective	15
MTRM040	A	Environmental Properties of Materials	elective	15
MTRM068	A	Ceramics	elective	15
MTRM011	A	Materials Selection in Design	elective	15
DENM035	A	Renewable Energy Sources	elective	15
DENM004	A	Computational Engineering	elective	15
DENM600	B	Energy Storage Engineering	elective	15
EMS725P	A	Advanced Mechanical Modelling of Materials	elective	15
EMS712P	A	Macromolecular Engineering	elective	15
EMS730P	B	Advanced NanoComposites	elective	15
MTRM025	B	Failure of Solids	elective	15
EMS705P	B	Environment, ethics and economics in engineering design	elective	15
MTRM713	B	Manufacturing Processes	elective	15
DENM601	B	Introduction to Solar Energy	elective	15

The credit load for elective modules are to be balanced across semesters.

Note: The modules, structure and assessments presented in this Programme Specification are correct at time of publication but might change as a result of student and staff feedback and the introduction of new or innovative approaches to teaching and learning. You will be consulted and notified in a timely manner of any changes to this document.

5 Progression and Classification

5.1 Classification

The marks from modules contribute towards the final degree classification. In order to be considered for an award, you must have met all of the following requirements:

- i) take 180 credits, including a minimum 150 credits at level 7.
- ii) either: a pass 180 credits; or, b pass a minimum 150 credits and meet the requirements for condoned failure in the remaining credits
- iii) achieve a Classification Mark of 50.0 or higher.

Failure may be condoned in up to 30 credits of modules where all of the following conditions are met:

- i) the module mark for each failed module is 40.0 or higher
- ii) the mean average mark across all modules, including the failed module(s), is 50.0 or higher
- iii) a failed module is not designated as 'core' (must be passed outright) in the programme regulations.

The Classification Mark is the mean average mark for the full programme of study

Classification Mark	Classification
70 – 100.0	Distinction
60.0 – 69.9	Merit
50.0 – 59.9	Pass

5.2 Exit awards

An exit award is an award at a lower level than that for which a student initially registered. An exit award may be recommended where a student meets the requirements for the lower level award and where the student has either withdrawn or been deregistered. Exit awards for the postgraduate programmes have the following hierarchy. A student will be awarded the highest linked award for which they meet all requirements: i Master of Science (MSc). ii Postgraduate Diploma (PgDip). iii Postgraduate Certificate (PgCert).

6 Entry requirements

Students will be admitted according to the entry requirements found at:

<https://www.sems.qmul.ac.uk/pgtadmissions/entry/>

7 Quality assurance

7.1 Student-Staff Liaison Committee (SSLC) meetings

The School has a Student-Staff Liaison Committee and students on this programme are represented on this committee. The committee meets twice during each semester and is made up of the following members:

- Director of Student Support (Chair)
- Student Support Officer (Secretary)
- Directors of the relevant programmes
- At least one student representing the relevant programmes

The elections for the undergraduate representatives are organised through the Student Union. SSLC agendas and minutes are found on the SEMS QMplus landing page (<https://qmplus.qmul.ac.uk/course/view.php?id=13091>). Relevant items on the minutes are referred to the appropriate School committees for consideration and feedback.

7.2 Evaluating and improving the quality and standards of teaching and learning

We assess our provision of teaching by:

- Module review by means of student feedback questionnaires and course organisers' reports.

- Annual staff appraisal.
- Peer observation of teaching.
- External examiners' reports.
- Periodic Internal Review by the College involving external panel members.
- Periodic Institutional Audit of the College by the Quality Assurance Agency.

The Committees within SEMS that have responsibility for monitoring and evaluating quality and standards are

- Education Board
- Education Coordination Group
- Student Experience Committee
- Academic Standards Committee
- Teaching Development and Scholarship Committee
- Student-Staff Liaison Committee
- Subject Examination Boards – meet in January, June and September to confirm marks and prizes, and to consider progression and awards
- Degree Examination Boards – meet in July to confirm progression and awards
- Science and Engineering Faculty Board
- University Quality Enhancement Committee.

The ways we receive student feedback on the quality of teaching and your learning experience are:

- Annual National Student Survey
- Student-Staff Liaison Committee
- Student feedback questionnaire evaluation
- Student forums on the School's website, including module and programme specific forums as well as ones covering more general topics
- Discussions with Academic Advisors.

7.3 Staff development

Our staff are continuously engaging with professional development activities, including courses and workshops related to teaching and learning.

8 Supporting Information

QMUL's Academic Regulations can be found at:

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2020-21-FINAL.pdf>

QMUL's Assessment Handbook can be found at:

[http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2020-21-FINAL-\(WEB\).pdf](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Assessment-Handbook-2020-21-FINAL-(WEB).pdf)

QMUL's Academic Credit Framework can be found at:

[http://www.arcs.qmul.ac.uk/media/arcs/docs/quality-assurance/Queen-Mary-Academic-Credit-Framework-\(June-2017\).pdf](http://www.arcs.qmul.ac.uk/media/arcs/docs/quality-assurance/Queen-Mary-Academic-Credit-Framework-(June-2017).pdf)

QMUL's admission policy can be found at:

<http://www.arcs.qmul.ac.uk/media/arcs/qmstaff/admissions/documents/Admissions-Policy-2021-22.pdf>

QMUL is regulated by the Office for Students (OfS) www.officeforstudents.org.uk/advice-and-guidance/the-register/

This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.