In partnership with

UNIVERSITY OF PLYMOUTH

ACADEMIC PARTNERSHIPS

PROGRAMME QUALITY HANDBOOK 2026-27

MSc Advanced Meteorology for Professionals

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1. Welcome and Introduction

Welcome to MLA College. We are delighted that you have chosen to study with us. We will do all we can to ensure sure you get the maximum benefit from your time here – and that you will be well prepared for the next stage in your academic or professional career path.

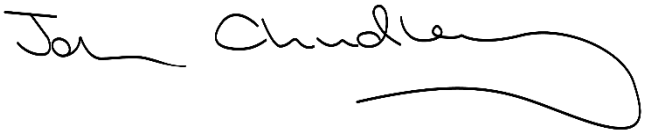
You will already know that MLA College is internationally recognised for its excellent reputation, and you will also benefit from the consistently high standards and expectations MLA College brings to all aspects of its teaching and learning.

You will find that all our staff are dedicated to ensuring you have the best experience possible. As well as being professional, intellectually challenging and up-to-date in their knowledge of the subject matter, we ensure that those teaching you do so in a research-informed, creative, responsive, and engaging way. Your tutors are supported by highly experienced professional colleagues who are here to give you advice and guidance on all aspects of your studies.

As a student at MLA College and the University of Plymouth your feedback is important to us, and we have in place a number of surveys conducted by MLA College during your period of registration. Please do take the time to complete these surveys which will inform our plans to ensure all students continue to receive the best possible experience during their time with us.

We want you to enjoy the best study experience possible and we are here to help create the best opportunities for what you want to do next.

Welcome again to the MLA College.



Professor John Chudley, Rector

MLA College

2. About this Handbook

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- our MLA College Student Guide which contains student support- based information on issues such as finance and studying at HE available here
- Your University of Plymouth Student Handbook available here

3. Programme Specification

3.1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	MLA College The Merchant, St Andrew Street, Plymouth, PL1 2AX
Accrediting Body:	N/A
Language of Study:	English[1]
Mode of Study:	Part time distance e-learning
Final Award:	MSc Advanced Meteorology for Professionals
Intermediate Award:	None
Programme Title:	MSc Advanced Meteorology for Professionals
UCAS Code:	N/A Applications handled directly
JACS Code:	F761
Benchmarks:	Framework for Higher Education Qualifications (FHEQ). QAA Earth Sciences, Environmental Sciences and Environmental Studies (ES3) Subject Benchmark Statements, October 2014. Southern England Consortium for Credit Accumulation and Transfer (SEEC), **Level 7** Descriptors (SEEC 2021) "Master's Degree characteristics", The Quality Assurance Agency for Higher Education (QAA), March 2010.
Date of Programme Approval:	28 February 2017

[1] Unless otherwise approved through University of Plymouth's Academic Development and Partnerships Committee

3.2. Brief Description of the Programme

The MSc Advanced Meteorology for Professionals programme consists of a stand-alone 60 credit research module, which provides the opportunity to complete a full 180 credits at Level 7 for:

1. Predominantly employed professional students working within the discipline of meteorology, who have studied up to PGDip level to date.
2. Students wishing to apply using general credit from other PGDip or full MSc programmes at other institutions, or as professionals from industry

The Institute for Marine Engineering, Science and Technology (IMarEST) has a Career Development Framework to help its members reach Chartered status. The Chartered Marine Scientist register facilitates career development through a coherent framework. Achieving Chartered Marine Scientist can be through graduation from an appropriate Master's degree programme along with a significant level of industry experience. However, many experienced industry professionals (e.g., Royal Navy forecasters) may not be eligible to apply for Chartered status, as they have achieved a PGDip as part of their professional training, and others may be seeking recognition without having achieved formal academic qualifications. This programme will enable a broad spectrum of mid-career to senior level professionals the opportunity to progress their careers within the marine industry.

During the programme, students will have the opportunity to undertake advanced research methods training, project planning, data management and statistics; and carry out independent research as part of the MSc Project.

3.3. Programme Aims

The programme aims to:

1. Prepare students for the next stage of their careers and improve their effectiveness within a management role
2. Enable those undertaking the programme to contribute towards research in the discipline

3.4. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Demonstrate and apply a practical understanding of how established research techniques are used to collect and interpret knowledge in meteorology
2. Demonstrate an in-depth knowledge and understanding of the chosen topic area, within the context of the body of knowledge appropriate to Master's degree level
3. Evaluate critically current research and advanced scholarship in meteorology
4. Communicate scientific findings effectively, in a manner suitable for a wide audience

3.5. Distinctive Features

The MSc Advanced Meteorology for Professionals is an innovative, part time distance e-learning Master's degree 'top-up' programme. The programme begins with a module covering Advanced

Techniques in Research Methods. This includes evaluation of literature, data evaluation, statistical and modelling techniques; along with planning, writing, and presenting a complex research project.

The e-learning course materials for Advanced Techniques in Research Methods are delivered through MLA's Total Learning Package. The Total Learning Package is downloaded to your laptop and/or desktop computer, so you must be able to download files of up to 650MB at the start of each term.. Once downloaded , the Total Learning Package is fully functional whether the device is connected to the internet or not, which enables students to study successfully in any location ashore, or whilst deployed for extended periods offshore. The Total Learning Package adds considerable value to lecture material with formative testing, transcripts and learning support materials.
This programme is a flexible, fully tutor supported, distance e-learning programme, which has broad appeal and is a gateway to professional advancement. Use of University of Plymouth teaching and learning resources , e-library and virtual resources, are available to all MLA College students.

3.6. Student Numbers

The scalability of the part-time distance e-learning model employed by the MLA facilitates considerable flexibility in terms of student numbers. A staff: student ratio in the order of 1:5 is considered appropriate considering the part-time nature of the students.
Minimum student numbers per stage = N/A, no minimum
Target student numbers per stage = 10
Maximum student numbers per stage = N/A. Tutor capacity can be scaled in a timely way to meet demand.

3.7. Progression Route(s)

There are no automatic progression routes from this programme, however, successful graduates are able to apply for doctoral study with University of Plymouth or another education provider; or may complete further Master's level study with MLA or another provider in line with their professional requirements.

3.8. Exceptions to the University of Plymouth Regulations (Non-standard regulations)

The University's Academic Regulations are implemented in full, with the exceptions below:
Approved by the University of Plymouth on 26th June 2024.

1. **For modules delivered via distance learning - 28 (calendar) day Extenuating Circumstances Extension for Late Submission:** in exception to the UoP's Extenuating Circumstances Policy and Procedures, both self-certified and evidenced applications for Extenuating Circumstances (EC), considered valid by MLA College, will be offered 28 calendar days as an extension to the assessment deadline. Additionally, poor internet connection, where appropriately described as an employment driven issue causing the missing of an assessment deadline (e.g. whilst 'at sea'), may be considered as a valid extenuating circumstance.

2. **Where students are completing a programme of study that has a progression route to undertake another programme within that level of study (e.g. BSc to BSc (Hons), PGCert to PGDip to MSc), and based on their provisional marks have achieved the final module, the IAAB can make the decision that the student may be admitted to the following programme without requirement to wait for the full University Award Assessment Board.**

The IAAB will consider ratifying the decision following the marks being confirmed by the Subject Assessment Panel, receipt of the IAAB minutes and subject to the University regulations (or approved non-standard regulations) and policies having been appropriately followed.

3. **In the event of failure or non-submission, with or without a valid extenuating circumstances claim, the IAAB will consider the student in line with the University regulations and approved non-standard regulations. The IAAB may refer the student, and if relevant, through assisting with appropriate information, advice, and guidance (IAG), accept a student decision to repeat instead of refer, without requirement to wait for the full University Award Assessment Board:**

The IAAB will consider ratifying the decision following the marks being confirmed by the Subject Assessment Panel, receipt of the IAAB minutes and subject to the University regulations (or approved non-standard regulations) and policies having been appropriately followed. Referral period windows of opportunity will follow that of normal University regulations or policies for postgraduate dissertations and for other assessments a period of ten weeks; however, these time periods for undertaking the referral may fall within each of the following three terms following the failure or non-submission. If the student fails to respond to the invitation to refer across those three terms then the student's study will be interrupted and they may then return to repeat at a later date without loss of an attempt. These aspects reflect the diverse professional natures of the students as well as potential communication barriers and distractions from work that may affect their studies. Opportunities to pick up a referral or a repeat attempt are available to students each term, and students who take up this opportunity but who do not submit their referral work risk losing the chance to submit as the same attempt unless they have valid extenuating circumstances.

3.9. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs required at Grade C or above:**	All applicants must have GCSE (or equivalent) Maths and English at Grade C or higher.
Level 3: at least one of the following: - **AS/A Levels** - **Advanced Level Diploma:** - **BTEC National Certificate/Diploma:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:** - **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	N/A
Work Experience:	In the case of admission to the MSc, MLA are keen to consider admission on the basis of work or life experience. Where an applicant presents with significant and entirely appropriate experience, this may be taken into account in lieu of certificated qualifications, regardless of age. Relevant maritime experience will be considered on individual merit. Specific reference to APCL and APEL is made below.
Other HE qualifications / non-standard awards or experiences:	120 level 7 credits in a related cognate area, or equivalent experience (see APEL).
Interview / Portfolio requirements:	Applicants are expected to submit a full *Curriculum Vita* or résumé and an application form together with a personal statement. Admissions tutors for the Marine Learning Alliance will check all applications thoroughly and arrange an interview (usually by telephone or video conferencing) for potential students in order to assess their suitability for study. Offers of places are based on the information provided in the application documents and interview (where appropriate). Students will be required to undertake an interview (online, telephone or face to face), and may be required to complete a portfolio assessment. This may take the form of a portfolio of evidence of experiential learning where appropriate. In line with university regulations, the learning derived from experience or study must be identified in order to be assessed. Identification must be made by the student, on the basis of systematic reflection on the experience or study and the provision of clear and

	evidenced statements about that learning. This will be formally reviewed to determine that the learning has in fact occurred and that it is still current, and equivalence to university credit weightings and levels. In the case of students being required to complete a form of assessment it will be governed by University of Plymouth regulations and serves to demonstrate that they have satisfied the learning outcomes of the module(s) for which credit is claimed.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No
English language requirements	If students have not obtained or do not have the appropriate entry qualifications in the English language, they may be required to produce evidence of English language ability. This will normally be the equivalent of: ➢ GCSE Grade C or above in English language. ➢ IELTS 6.5 overall or above with a minimum of 5.5 in all four components (listening, reading, speaking, and writing) ➢ For further information and alternatives to IELTS, see University of Plymouth's International Student Entry Requirements.

The University's regulations for Recognised Prior Learning (RPL) (*Formerly Accreditation of Prior Certificated Learning (APCL)) and Assessment of Prior Experiential Learning (APEL) are set out in the 'University Academic Regulations', whereby up to 120 credits at Master's level can be APL.

Admission to the MSc Advanced Meteorology will require assessment of APCL, APEL or a combination of the two as part of the admissions process. University of Plymouth's standard regulations on Recognised Learning will be followed, and the relevant and programme-specific detail is outlined below:

- The maximum amount of prior credit which a student may claim towards a University of Plymouth award, and the minimum credit which must then be studied at the University in relation to specific awards, is 120 credits, including at least 60 credits at Level 7.
- Students can seek credit through RPL or APEL.
- A student can claim RPL credit from CPD short courses as well as from named awards.
- Decisions on the award of credit are a matter of academic judgement and are therefore final. The procedure for making an RPL or APEL claim is set out in the table below.

- Credit for prior certificated learning which occurred more than eight years ago will not be accepted. A student may be able to combine outdated (i.e., more than eight years prior) certificated learning with more recent experiential learning. In this case, the certificated learning should be considered as part of an APEL claim.
- A student who has submitted an assessment for an APEL claim that does not meet the required learning outcomes will either be offered the opportunity to submit an appropriate piece of referred coursework for the module(s)
- Claims for APEL will be examined in line with the standard quality assurance procedures, including external examining where appropriate.

Appendix 1 lists the characteristics, attributes, and skills that Master's degree graduates are expected to display.
Taking from these are the profiles most relevant to the MSc Advanced Hydrography for Professionals. Any prospective student for the Marine MSc suite who is seeking credit through APEL, or a combination of APEL/APCL will have to ensure that they are able to meet the learning outcomes below:

1. To demonstrate a deep and systematic understanding within the discipline and its interrelationship with other relevant disciplines
2. To demonstrate, with appropriate examples, the flexible and creative application of knowledge in unfamiliar contexts
3. To provide evidence, with reflection, of having undertaken the analysis of complex, incomplete or contradictory evidence/data and making appropriate judgements
4. To demonstrate advanced technical or professional activity, with evidence of accepting accountability for related decision making

The programme Admissions Tutor will ensure that an assignment is set which meets the needs of both the individual applicant and the standards requirement.

3.10. Programme Structure2

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 7 For: MSc Advanced Meteorology for Professionals Full Time				
F/T Route Year	**When in Year? (i.e., Autumn, Spring etc)**	**Core or Option Module**	**Credits**	**Module**
No Full Time Route				

FHEQ level: 7 For: MSc Advanced Meteorology for Professionals Part Time				
P/T Route Year	**When in Year? (i.e., Autumn, Spring etc)**	**Core or Option Module**	**Credits**	**Module**
12 months	All year	Core module	60 credits	MLA714 Research Project

[2].

3.11. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[3]

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme. Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

<table>
<tr><th colspan="6">FHEQ level: 7</th></tr>
<tr><th>Definitions of Graduate Attributes and Skills Relevant to this Programme</th><th>Teaching and Learning Strategy / Methods</th><th>Prog Aims</th><th>Prog intended Learning Outcomes</th><th>Range of Assessments</th><th>Related Core Modules</th></tr>
<tr><td>Knowledge / Understanding:
Students should demonstrate:

A systematic understanding of current problems, theoretical and methodological approaches, and how these affect the interpretation of knowledge relevant to meteorology

An understanding of the complex interrelationships between the various disciplines within meteorology</td><td>Primary:
Mainly student-led research and project work.
Supplementary research-methods lectures provided by technology-enhanced distance learning
Secondary/Supplementary:
Tutorials by telephone, video conferencing; webinars and provision of information through MLA’s supporting technology to aid student learning.
On and offline seminars, workshops, students’ local field work, work-based learning, case studies, project work, simulation, practical work and demonstration, virtual discussion groups and mentoring.</td><td>1,2</td><td>1,2,3</td><td>Assessment methods include:

Critical literature review, research proposal and a dissertation.</td><td>MLA714</td></tr>
<tr><td colspan="6">An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:
The learning and assessment strategy is designed to embrace the nature of this distance e-learning programme and make best use of appropriate technology to inculcate the relevant aspects of knowledge and understanding at Level 7. The MLA uses a balanced approach of constructivist and behaviourist teaching and learning; whereby students are ‘lectured’ in an off-line web-based IT architecture, exposed to practical applications and activities, and complete formative assessment, before undertaking a period of reflection and summative assessment. For example, in knowledge and understanding, teaching, learning and assessment; students are introduced to a range of appropriate data sources, software and technologies that include industry standard techniques, so that students are able to revisit the information, in context, attempt formative assessment (repeatedly if necessary), reflect and then complete a knowledge and understanding focussed assignment, as part of their portfolio of work.</td></tr>
<tr><td>Cognitive and Intellectual Skills:</td><td>Primary:</td><td>1,2</td><td>1,2,3</td><td>As above.</td><td>MLA714</td></tr>
</table>

[3]

Students should be able to: Deal with complex issues both systematically and creatively Develop critical responses to existing practices and research in meteorology, suggesting new concepts and approaches where appropriate Evaluate critically current research and advanced scholarship in relevant areas relating to the broad spectrum of subjects within meteorology Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to interpret knowledge in meteorology	As above: the taught 'Research Methods' element of this programme is delivered by fully tutor supported distance learning. Support for cognitive and intellectual skills learning is particularly appropriate in this distance learning environment as students are mature adult learners, most of whom are employed within industry, and who are very able to recognise their own circumstances and status, understand cognitive and intellectual skills learning outcome targets, self-motivate, take responsibility for their own learning, and use distance learning resources to maximum effect. **Secondary/Supplementary:** As above				
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment of cognitive and intellectual skills lends itself well to supported distance e-learning as testing comprehension, logical analysis and problem-solving skills may be readily achieved in across a variety of formative, numerical and written summative assessments. Students are empowered and take control of their learning content and pace, attending virtual lectures, videos, demonstrations, and simulations, supported by accompanying transcripts and notes. Once the learner has undertaken the Research Methods chapter and produced their detailed research proposal with help from their academic tutor, the tutor remains on hand to mentor the student through the self-directed research process.					

Key Transferable Skills: Students should be able to: Communicate information, arguments, and analysis effectively at both a scientific and professional level, for specialist and non-specialist audiences, using structured and coherent arguments Deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data, Use a range of techniques to initiate and undertake complex and independent problem solving	**Primary:** Mainly student-led research and project work. Tutorials by telephone and/or video conferencing. Formative feedback and comment from personal tutor **Secondary/Supplementary:** Examination of case studies, project work, practical work and demonstration, virtual discussion groups and mentoring.	1,2,3	1,2,3,4	As above	MLA714
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Producing the literature review and selection and development of research question, and the detailed research proposal provides a more structured approach for the student at the beginning of the programme, ensuring that they do not lose their way – an issue which can be encountered, particularly with mature learners, at the start of a largely self-directed programme of study. Regular mentoring from a personal tutor, who will provide formative feedback where appropriate will facilitate the development of KT skills in the learner					
Employment Related Skills: Students should be able to: Demonstrate an independent learning ability required for continuing professional development. Plan and implement tasks at a professional level Reflect critically on own learning development and style with application to professional career development	**Primary:** The student-directed nature of a research project facilitates the further development of these skills **Secondary/Supplementary:** Work-based learning and employment-related case studies, discussion groups and mentoring by tutors are used to support employment related skill learning.	1,2	1,2,3,4	As above	MLA714

An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: As a maritime industry focussed programme, the MSc Advanced Meteorology for Professionals programme offers students a wide range of high-quality employment related skills, aimed at middle manager level. The majority of prospective students are expected to be drawn from oil & gas, and other marine related industries, working as junior to mid-level operational, engineering or administrative staff and wishing to enhance their knowledge and understanding as a means to progress their careers.					
Practical Skills: Students should be able to: Manage their own working priorities, to plan, organise and manage time. Plan and manage a project making decisions in complex and unfamiliar context	**Primary:** Computer modelling and simulation, use of primary and secondary data **Secondary/Supplementary:** Mentoring by personal tutor	1,2	1,3,4	As above	MLA714
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: It is important for students wishing to operate effectively at a senior level within industry to be able to manage a discrete research project effectively, self-direct such a project, and deliver results to a given deadline. This module, and the assessment strategy (incorporating an initial critical literature review and then a detailed research proposal) facilitates the development of these important practical skills within a student's portfolio of capabilities					

3.12. Work Based/Related Learning

FHEQ **level:7**					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Application of theory, knowledge and understanding to current problems and issues in the industry	Delivered through tutor's formative feedback, and the student-led dissertation	1,2	1,3	As above	MLA714
An explanation of this map: This programme is specifically intended for those already working within industry. A focus remains, however, in ensuring that all teaching and learning activity demonstrates clear relevance to industry practice and requirements. This will be assured through the regular benchmarking of teaching and learning activities against clear industry requirements, a practice facilitated through the MLA's links with the IMarEST and their participation in groups such as the Marine Industry Alliance Skills Group.					

3.13. APPENDIX 1. QAA Master's degree characteristics summary, and SEEC level descriptors for use in APEL

TABLE 1: SEEC Level 7 Descriptors: *For consideration in accessing entry to the MSc Advanced Meteorology for Professionals programme* (SEEC 2021,

Summary credit level descriptor Applies a systematic understanding of areas of knowledge and advanced skills in abstract and unpredictably complex learning, work, or practice contexts. Acts autonomously to make strategic decisions taking responsibility foroutcomes and for leading the systematic and critical evaluation of own and others' capabilities, performance, and development. Uses specialist techniques, advanced methodologies, and criteria to systematically analyse, evaluate,organise, and communicate incomplete and/or contradictory information and data. Designs and develops advanced specialist projects and/or activities to strategically enhance own and/or others learning, work or practice.	
Setting	
Operational context	Operates in abstract and unpredictably complex learning, work, or practice contexts, requiring selection and application of advanced and specialist techniques and information sources.
Autonomy and responsibility for actions	Acts autonomously to make strategic decisions and develops appropriate practice guidelines, taking responsibility for outcomes in abstract and unpredictably complex contexts.
Application of knowledge and understanding	
Knowledge and understanding	Applies a systematic understanding of knowledge and specialist theoretical and methodological approaches, suggesting and incorporating interrelationships withother relevant disciplines in abstract and unpredictably complex contexts.
Cognitive skills	
Conceptualisation and critical thinking	Selects and applies advanced principles, concepts, theoretical frameworks, and approaches to critically develop systematic responses to existing discourses andmethodologies, suggesting new ideas in unpredictably complex contexts.
Problem solvingand enquiry	Selects and adapts appropriate advanced problem-solving strategies, methods, and techniques to design systematic investigations that define and critically evaluate problems,using specialist information and data in unpredictable and complex contexts.
Synthesis and creativity	Systematically synthesises advanced and specialist information and ideasand formulates and develops innovative proposals to address strategic issues or opportunities in unpredictably complex contexts.
Analysis and evaluation	Systematically and critically analyses and evaluates, incomplete and/or contradictory data and evidence, developing effective and advanced methodologies to explain andsupport conclusions and recommendations in unpredictably complex contexts.
Practical skills	
Organisation and communication of information	Systematically organises and communicates advanced information, using criteriadeveloped for specialist audiences in unpredictably complex contexts.
Interpersonal, team and networking skills	Applies and develops advanced interpersonal, team and networking skillsto strategically enhance team performance in unpredictably complex contexts and contributes to specialist professional communities.
Project and activity designand development skills	Designs and develops advanced specialist projects and/or activities to strategically enhance own and/or others learning, work or practice within unpredictably complex contexts.

Behaviours and values	
Ethical awarenessand application	Systematically applies an advanced awareness of ethical and professional values and codes of conduct, to personal and strategic decisions, actions, responsibilities,outcomes and dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions in unpredictably complex contexts.
Personal responsibilityand leadership	Takes responsibility for leading the systematic and critical evaluation of ownand others' capabilities, performance and development, applying strategic management approaches in unpredictably complex contexts.

4. Module Records

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA714	**MODULE TITLE: Research project (Advanced Meteorology for Professionals)**	
CREDITS: 60	**FHEQ LEVEL: 7**	**HECOS CODE(S): F761**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: N**

SHORT MODULE DESCRIPTOR:
Students have the opportunity to research a topic or problem of interest in meteorology. Starting with a taught chapter on Advanced Research Methods, the module covers project planning and literature review, building the student's capability to undertake an in-depth investigation employing numerical, analytical and/or modelling of data. Collaboration with the student's employer is encouraged

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	**90**%	**P1** (Practical**)**	**10**%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To undertake a programme of advanced scholarship. Plan, execute and report on a programme of research appropriate to the aspirations of the student and their current or chosen field of work within the maritime sphere.

ASSESSED LEARNING OUTCOMES: additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Plan and manage a self-directed period of higher-level study 2. Demonstrate an ability to critically analyse current research and advanced scholarship in the topic of choice 3. Gather, analyse and evaluate relevant material using appropriate advanced methodological approaches 4. Communicate their work effectively and professionally to a specialist and non-specialist audience	

DATE OF APPROVAL: 02/2017	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2017	**SCHOOL/PARTNER:** MLA
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** AY
MODE OF DELIVERY: distance learning	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
- Subject benchmark statements https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code https://www.qaa.ac.uk/quality-code

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-27 **NATIONAL COST CENTRE: 111**
MODULE LEADER: Dr Jaimie Cross **OTHER MODULE STAFF: TBC**

Summary of Module Content

Identification of a research topic. Planning and management of a research programme, meetings schedule. Critical review of literature. Collection of data and/ or development of theory. Analysis and conclusions. Communication of research rationale, methodology and conclusions

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures (online) to support scientific research project	10	Indicative figures for distance learning
Tutorials	10	Indicative figures for distance learning
Seminars	5	
Guided independent study	575	
Total	**600**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Literature review and selection and development of research question	10%
	Detailed research proposal	10%
	Final 12,000 – 15,000-word dissertation	80%
Practical	Presentation	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Literature review and selection and development of research question Detailed research proposal Final 12,000 – 15,000-word dissertation	10% 10% 80%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 13 August 2024	**Approved by**: Claire Deacon Date: 7 September 2026