

Precepts for Master's Level Programmes

Introduction

1. Departments are asked to demonstrate their compliance against a set of "Master's Level Precepts" during their periodic review of postgraduate provision. The Precepts allow departments to have a degree of latitude in implementing and reflecting on their own systems and procedures but also ensure that there is consistency of standards across Imperial.
2. The Precepts draw together Imperial's relevant regulations and procedures, and applies to all postgraduate taught programmes (MSc, MRes, MBA, MPH, MEd, PgDip, and PgCert).
3. Imperial will also ensure departmental compliance with these Precepts when considering the [approval](#) of new postgraduate taught programmes. For MRes, programmes, departments should also refer to the [Student Programme Partner Mutual Expectations](#) document.

Precepts

4. **Precept A – Recruitment:** All promotional materials and activities are accurate, relevant, current, and accessible and will provide information that will enable applicants to make informed decisions about their options.
5. **Precept B – Offers:** Only appropriately qualified and prepared applicants are accepted. Decisions regarding admissions to the programme are made by those equipped to make the required judgements, normally the Programme Director/Organiser or nominee.
6. **Precept C – Induction:** Each programme must have an induction programme for new students and must provide comparable induction provision for students who are unable to attend.
7. **Precept D – Student Handbook:** Each programme must have a [postgraduate student handbook](#), which is available on the programme webpage.
8. **Precept E – Pastoral Care:** Every student should have access to an appropriately qualified and experienced member of staff with responsibility for pastoral care, for example, a Postgraduate Tutor or Programme Tutor.
9. **Precept F – Teaching & Support Staff:** Everyone (including non-Imperial staff) involved in teaching or supporting student learning must be appropriately qualified, experienced and supported, and must have the opportunity to engage in developmental activities.
10. **Precept G – Teaching & Learning:** The Programme Director/Organiser and Department should regularly monitor the effectiveness of the programme to ensure it remains current and valid in the light of developing knowledge in the discipline and practice in its area. They should also regularly evaluate the extent to which the intended learning outcomes are being attained by students and they must evaluate the continuing effectiveness of the curriculum and of assessment in relation to

the intended learning outcomes. Such issues should be routinely considered by programme management or departmental education committees and recorded in the minutes.

11. **Precept H – Allocating Projects:** The method for assigning projects should be transparent and communicated to the students.
12. **Precept I – Supervising Projects:** Inexperienced supervisors (who have not had primary responsibility for the supervision of a successful Master's or PhD student's project), including inexperienced clinical supervisors and those acting as second supervisors, and supervisors new to Imperial, must attend the appropriate workshops provided by the Educational Development Unit (EDU). If supervising an MRes project, staff must also comply with the requirements as laid out in the university's [Policy on Research Degree Supervision](#). If the project is based outside Imperial then a co-supervisor from within Imperial should be appointed.
13. **Precept J – Student Feedback:** Programmes must give all students the opportunity to provide feedback and programmes must have a protocol that will allow students to raise concerns in confidence.
14. **Precept K – Programme Effectiveness:** Each programme must routinely consider its effectiveness in terms of recruitment, admissions, induction, registration, assessment, complaints, student and stakeholder feedback, professional development training, appointment of external examiners and external examiners' reports and results. Consideration of these aspects should be recorded and reported to the Head of Department.
15. **Precept L – Student Representation:** The programme should have a forum or mechanism for student representation and the Department must ensure student representation on all deliberative committees.
16. **Precept M – Assessment Feedback:** Feedback to students on assessed work should be appropriate and timely and provided in a way that promotes learning and facilitates their development but does not increase the burden of assessment.
17. **Precept N – Assessment:** The programme should ensure that the amount, timing and marking of assessment enables effective and appropriate measurement of students' achievement of intended learning outcomes. Everyone involved in the assessment of students must be competent to undertake their roles and responsibilities. The assessment of an MRes programme will require at least one oral assessment.

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