

Royal Holloway, University of London
Course specification for a postgraduate award
MSc SMART POWER SYSTEMS (3703)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in Smart Power Systems provides progressive structures in which you will be able to gain ever-wider knowledge and understanding, and appropriate skills. This MSc will take you beyond traditional content, considering the crucial changes, already implemented in modern Power Systems today, as well as future developments. It will ready you for the large variety of jobs in the Power System sector, be it smart meters & demand side management, load forecasting, distribution or transmission, energy generation, including renewables, or energy storage.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is brief description for some of the most important terminology for understanding the content of this document:

Degree course – Also referred to as 'programme', this term refers to the qualification you will be awarded upon successful completion of your studies. 'Courses' were formerly known as 'programmes' at Royal Holloway.

Module – This refers to the credits you will study each year to complete your degree course. Postgraduate taught degrees at Royal Holloway comprise 180 credits. On some degree courses a certain number of optional modules must be passed for a particular degree title. 'Modules' were formerly known as 'course units' at Royal Holloway.

Section 2 – Course details			
Date of specification update	April 2024	Location of study	Egham Campus
Course award and title	MSc Smart Power Systems	Level of study	Postgraduate
Course code	3703	Year of entry	2024/25
Awarding body	Royal Holloway, University of London		
Department or school	Electronic Engineering	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full time and part time	Duration of the course	One year (52 weeks) full-time Two years (104 weeks) part-time
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure				
3.1 Mandatory module information				
The following table summarises the mandatory modules which students must take in each year of study				
Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
EE5100	Agile Engineering	30	7	MC
EE5014	Team Project	30	7	MC
EE5080	Pattern Recognition	15	7	MC
EE5302	Sustainable Power Generation	15	7	MC
EE5019	Power systems	15	7	MC
EE5020	Advanced Communication Systems	15	7	MC
EE5022	Engineering Project	60	7	MNC
<p>This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.</p> <p>In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.</p>				
3.2 Optional modules				
No optional modules available				

Section 4 – Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All postgraduate taught students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to be awarded. The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who otherwise meet the requirements for award as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be awarded.

Section 5 – Educational aims of the course

The aims of this course are to:

1. Equip students with an advanced understanding of modern power systems.
2. Expose students to a wide range of topics: traditional power systems; energy generation and renewables; energy storage; smart meters and demand-side management; load forecasting; distribution and transmission.
3. Apply communications and machine learning in the context of power systems.
4. Expose students to the latest cutting-edge research and up-to-date curriculum in the discipline and related topics.
5. Engage the students in extensive teamwork in state-of-the-art laboratories, promoting an environment for creativity, invention, and product development.
6. Expose students to examples of good practice in the discipline.
7. Expose students to real-world, current, and cutting-edge projects and research.
8. Enhance students' employability by the involvement of external industry partners, in the form of guest lectures and seminars, student sponsorship, potential internships and the proposal of project topics.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)

To develop ability to analyse power systems and to understand their classical operations management strategies (K, S).

To design power management systems leveraging machine learning approaches such as artificial neural network (K, S).

To develop an understanding of the processes involved in constructing, analysing, and managing power systems (K, S).

To develop understanding of how power systems engineering projects interact with the environment and the society (K, *).

To develop analytical, problem-solving, and decision-making skills in the context of engineering projects (S, *).

To develop ability to present technical (domain-specific) information and to collaborate in a team to undertake an engineering project (S, *).

To develop ability to work independently on a major engineering project, potentially involving student-led prototyping and/or industrial collaboration (K, S, *).

To develop key transferable skills, including academic writing and oral presentations, computer programming (with MATLAB/Simulink), and project management (S, *).

To develop independent learning ability required for continuing professional development (*).

Section 7 - Teaching, learning and assessment

Teaching and learning on your course are closely informed by the active research of staff, particularly in power systems management. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching follows several different complementary models: face-to-face, online, pre-recorded, workshops, presentations, practical sessions, labs. Assessments cover a variety of activities: groupwork, presentations, reports, Moodle quizzes, etc. Across the course, examples and case-studies are international and cover many different backgrounds. Modules feature built-in formative assessments (e.g. Moodle quizzes, workshops, presentations) that complement and lead up to summative assessment. Students have a close relationship with their tutors, and with the teaching staff in general, which means they have many opportunities for feedback. They receive oral feedback in workshops, presentations, practical sessions, and labs.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module, you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	7
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
PG Diploma	Passes in at least 120 credits, with fails of between 40% to 49% for up to 40 credits condonable (with the exception of any course specific requirements).	Royal Holloway and Bedford New College
PG Certificate	Passes in at least 60 credits with no condonable fails	Royal Holloway and Bedford New College