

**PROGRAMME SPECIFICATION – MRes English**

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| <b>This document applies to Academic Year 2018/19 onwards</b> |
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| <b>1.</b>  | <b>Awarding institution/body</b>                                      | University of Worcester   |
| <b>2.</b>  | <b>Teaching institution</b>   | University of Worcester   |
| <b>3.</b>  | <b>Programme accredited by</b>  | N/A   |
| <b>4.</b>  | <b>Final award</b>  | PG Cert, MRes   |
| <b>5.</b>  | <b>Programme title</b>  | MRes in English   |
| <b>6.</b>  | <b>Pathways available</b>   | N/A   |
| <b>7.</b>  | <b>Mode and/or site of delivery</b>                                   | Independent research with taught elements at the University of Worcester  |
| <b>8.</b>  | <b>Mode of attendance and duration</b>                                | Full-time (1 year) and part-time (2 years). Evening study may be required.  |
| <b>9.</b>  | <b>UCAS Code</b>  | N/A   |
| <b>10.</b> | <b>Subject Benchmark statement and/or professional body statement</b> | The programme is informed by Vitae’s Researcher Development Framework and the QAA’s Master’s Degree ‘Characteristics Statement’ |
| <b>11.</b> | <b>Date of Programme Specification preparation/ revision</b>          | Approved June 2018<br>August 2018 – AQU amendments  |

**12. Educational aims of the programme**

The principal aim of this course is to develop student’s expertise in their subject and ability to apply fundamental research skills while offering a pathway from undergraduate study to an academic career. Students would gain this opportunity while working with and supporting nationally and internationally acknowledged experts in the areas of English Literature, Language or Creative Writing. The MRes is also designed to offer transferrable and employment-related skills in, for example, project planning and management, time management, research and data analysis, digital literacy, and communicating complex ideas orally and in writing. Lastly, the option of a PG Cert in Research could offer new members of staff and/or early career researchers an opportunity to develop research skills and research experience by means of the support offered through a structured programme.

This MRes’ most distinctive feature is its model of guided support and mentoring. This allows the student to acquire research expertise in developing and executing their own project while working alongside experts in the English course team. The MRes offers, moreover, the opportunity to support, develop and contribute to those specialisms and to acquire experience both of working within an academic community and of specific tasks such as assisting with a member of staff’s research. There is relatively little provision in the UK for MRes’ in English Language or Literature, no direct equivalents regionally, and few nationally. For example, only 2 of 6 MRes’ available elsewhere in the UK offer a general approach which allows students to freely choose and develop their research interests in English. Accordingly, this course provides a unique opportunity empowering students towards a postgraduate career in their chosen field.

To summarise, the main aims of this course are to:

- support the transition from undergraduate to doctoral study.
- help students to develop skills in advanced methodology and collaborative research that could be applied to an academic career or other employment.
- develop knowledge and expertise in a particular field of study while working alongside nationally and internationally acknowledged subject experts.

- encourage students to think for themselves while developing a critical ability to analyse, interpret and communicate research data and published research.
- develop research methods and skills appropriate to the context and discipline of their research project.
- help students to develop transferrable project management skills including: independent working; being able to devise, research and execute a substantial research project; set goals, priorities and schedules; document, report and reflect back on progress; data analysis skills such as using electronic and online resources.
- facilitate the development of new members of staff and/or early career researchers.

### 13. Intended learning outcomes and learning, teaching and assessment methods

These learning outcomes are informed by the descriptor for a Master's degree set out in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), 2008* and by the QAA Master's Degree 'Characteristics Statement' (published September 2015)

#### Knowledge and Understanding

| LO no. | On successful completion of the named award students will be able to:   | Module Code/s          | Award  |
|--------|---|------------------------|--------|
| 1.     | critically evaluate current research and advanced scholarship in their field of English Language, Literature or Creative Writing  | RTP405;<br>MHCA4002.   | PGCert |
| 2.     | identify research techniques, methods, tools, approaches, or theories appropriate to their own research or practice in English Language, Literature or Creative Writing   | MHCA4001               | PGCert |
| 3.     | apply a comprehensive knowledge and understanding of, and ability to critique, existing theories and debates in English towards their own interpretations of existing subject matter and/or the introduction of new material, perspectives, or practice | MHCA4002;<br>MHCA4005. | MRes   |
| 4.     | apply techniques, methods, tools, approaches, or theories or philosophies of practice towards completing a substantial research project   | MHCA4005               | MRes   |

#### Cognitive and Intellectual skills

|    |   |                                     |        |
|----|---|-------------------------------------|--------|
| 5. | synthesise complex arguments and ideas and communicate those clearly to both specialist and non-specialist audiences  | RTP405;<br>MHCA4001;<br>MHCA4002.   | PGCert |
| 6. | demonstrate the capacity to adopt a critically-informed reflective and reflexive approach to theoretical models and subject knowledge in English Language, Literature | MHCA4001;<br>MHCA4002;<br>MHCA4005. | MRes   |

|    |  |           |      |
|----|--|-----------|------|
|    | or Creative Writing and applications of these to their own scholarly writing and/or specialist performance or practice   |           |      |
| 7. | construct in writing, performance or practice comprehensive, informed, current, complex, and intellectually coherent arguments in the field of English Language, Literature or Creative Writing. | MHCA4005. | MRes |

### Skills and capabilities related to employability

| LO no. | On successful completion of the named award students will be able to:   | Module Code/s      | Award  |
|--------|---|--------------------|--------|
| 8.     | demonstrate practical skills in project management including time management, contingency planning, self-reflection, and constructive liaison with a supervisor | RTP405; MHCA4002.  | PGCert |
| 9.     | exercise initiative, personal responsibility, and independent intellectual judgement or practice with regard to complex subject matter.                         | MHCA4002; MHCA4005 | MRes   |

### Transferable/key skills

| LO no. | On successful completion of the named award students will be able to:  | Module Code/s     | Award  |
|--------|--|-------------------|--------|
| 10.    | demonstrate skills in data collection, including digitised or online resources   | RTP405, MHCA4001. | PGCert |
| 11.    | apply advanced skills in data collection and analysis – including, where appropriate, literature review skills, the use of digital, online or computerised databases, or archive material – towards completing a substantial research project. | MHCA4005.         | MRes   |

### Learning, teaching and assessment

In keeping with the nature of an MRes, the course is taught through a combination of supervisor-guided negotiated study and classroom-based modules. Teaching approaches are therefore wide-ranging, and will include practical work, lectures, seminars, workshops, problem-based learning, group tasks, negotiated study and peer appraisal. Modules RTP405 and MHCA4001 in particular combine lecture content with seminars, practical sessions and workshops (as described below (see 'Teaching')). Modules MHCA4002 and MHCA4005, being focused on the student's research proposal, are negotiated independent study modules whereby students will be guided throughout by regular, structured meetings with their supervisor. The emphasis at all times is on interactive learning. This is designed to support students in applying varied course content to their own knowledge and their own coursework. For example, MHCA4001 includes interactive sessions in which students listen to, comment, and feedback on each other's plans for their assignments.

On completing the MRes students will be able to demonstrate a range of skills that encompass knowledge and understanding, cognition and problem-solving, and project management, as well as specific research skills required both by employers and for successful academic careers. We likewise seek to develop students' abilities and skills as widely as possible via a varied assessment strategy (described below) which is designed both to establish the skills required to carry out a major research project and to nurture the broad, rounded skills that MRes' are designed to develop. Consequently, the assessments on this course encompass a personal development plan, a literature review, an individual in-class presentation about the student's proposed research methods, an individual essay exploring philosophical/theoretical foundations, the production of a sample chapter, and ultimately an extended research project.

All modules will be supported by the University of Worcester's Virtual Learning Environment (VLE) Blackboard where you will find lecture slides, assignment instructions, and, in some cases, module reading and other materials. Reading Lists – with links to many of the readings themselves – are available online through Talis Aspire. Feedback and marks are, likewise, made available electronically.

## **Teaching**

Students will be taught via a combination of classroom modules and supervisor-supported independent study. Lectures are used to impart the core knowledge essential to each component of the course, while also, generally, being interactive. Analysis, problem solving skills, and, most importantly, the application of knowledge to the student's own project are all developed through interactive seminars and workshops. On RTP405 and MHCA4001, both lectures and workshops are delivered principally via guest sessions in which the varied expertise of teaching staff across arts, humanities and the University as a whole supports the development of the broad, rounded skills that the MRes is designed to develop. Research skills are developed through classroom activities and assessments (as described above) but also in conjunction with supervisors on the supervisor-led modules MHCA4002 and MHCA4005. This close working with the supervisor, who will be an expert in the student's field of study, is designed to foster the more specific research skills required for each student's subject. Moreover, the principle of the expert researcher being a mentor to the student is designed to develop the student themselves, by the end of the course, into a researcher with expertise in their field.

Meetings with personal academic tutors are scheduled on at least 8 occasions in the year (for full-time students) and approximately 4 (for part-time). The personal academic tutor is likely to be the student's supervisor. By combining teaching, guided independent study, academic support from Student Services and Library Services, and personal academic tutoring we seek to enable students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

## **Contact time**

In a typical week students will have around 0–7.5 contact hours of teaching. The precise contact hours will depend on the timetabling of modules and is variable. In the second half of the course a student will normally have slightly less contact time in order to do more independent study around the research project.

Typically contact time will be structured around:

- 1 classroom-based module per week (2.5 or 5 hours, dependent on module)
- Negotiated independent self-study, supported by meetings with a supervisor (see below).

## **Negotiated independent self-study**

In addition to direct contact time, students will be expected to undertake around 25 hours of personal self-study per week. Typically, this will involve research, data gathering, or writing either for the thesis preparation module or for the final research project. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, our virtual learning environment, and extensive electronic learning resources.

## **Teaching staff**

Students will be taught by a teaching team whose research, expertise and knowledge are closely matched to the content of the modules on the course. In addition, the taught modules will be supported by a range of guest lecturers with expertise in each of the areas covered by the module. The core team for the MRes includes subject experts details of which can be found in the course handbook and on the School of Arts and Humanities' web pages. The majority of the lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

## **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. These are detailed in section 14 below. Each module also has one or more formal or 'summative' assessments. These are graded and count towards the overall module grade. Subject to module changes, the formal summative assessment for this course will comprise of: a personal development plan; a literature review; an individual presentation (on research methods); an essay (or equivalent) on research philosophy; a sample chapter (or equivalent); an extended research project.

### **14. Assessment Strategy**

In line with the University of Worcester's Assessment Policy, the assessment strategy on the MRes has been designed to help ensure that our students meet the learning outcomes for the course thereby graduating successfully. Assessments have been linked towards facilitating the development of the skills this MRes is designed to foster, whether the academic skills of knowledge and methodological application, the intellectual cognitive skills required for a future academic career (e.g. doctoral study), practice skills or transferrable skills applicable to the workplace (e.g. developing digital literacy, techniques of data collection, or skills in project design, management and execution). While our assessment strategy does seek to offer students a variety of challenges appropriate to Master's level study, each preparing them in a different way for the research project, that variety is also aimed towards fostering the broad and rounded skills that an MRes is designed to develop.

Aside from summative assessment, given the MRes' developmental nature, formative assessment is also central. This will include, most notably, the production of a formative piece of writing on MHCA4002 – designed to gauge (at an early stage) each student's academic writing, referencing, and presentation (or any other relevant criteria) – as well as a plan on MHCA4005 around which students will receive detailed feedback from their supervisors. The formative component will also include peer group feedback on both assignments on MHCA4001 and elements of the summative assessments e.g. on modules such as RTP405 and MHCA4002 that are specifically designed to foster skills and develop content towards the research project. We have designed an assessment strategy in which separate components (the development of subject expertise and theoretical sophistication, project design, literature review, methods, and data collection and analysis) are augmented throughout the modules with an endpoint – successful completion of the MRes – always in mind.

A full outline of assessment methods and weightings, mapped against learning outcomes, grade criteria, and assessment dates will be published in the MRes course handbook with further, specific details included in module guides. In order, further, to meet the developmental aspects of the MRes, the course team are committed to a policy of timely and consistent feedback.

In line with the University of Worcester Assessment Policy, assessments for individual modules are designed, as stated above, to enable students to demonstrate that they have successfully met the learning outcomes for the course. The particular learning outcomes being assessed are specified in each assignment brief. How these combine across the course is mapped via a grid in the course handbook. The programme team for the MRes' in Humanities and the Arts have developed course specific assessment criteria which are published in the programme handbook. These ensure that assessment on the course is carried out consistently across the modules though criteria are customised for specific assignments as and when this is necessary (e.g. for the sample chapter on MHCA4002). These criteria are also closely benchmarked to the University generic grade descriptors.

## 15. Programme structures and requirements

The Programme consists of:

60 credits at Level 7 (PG Cert Research Methods in English); a  
120 credit 'Research Project' at Level 7 (MRes in English)

The award map for English is as follows.

|                                      |
|--------------------------------------|
| <b>Course Title: MRes in English</b> |
|--------------------------------------|

| <b>Module Code</b> | <b>Module Title</b>                                   | <b>Credits</b> | <b>Status – Mandatory (M); Optional (O)</b> |  |
|--------------------|---|----------------|---|--|
|                    |   |                | <b>MRes English</b>                         | <b>PG Cert English</b>                         |
|                    |   |                | <i>RTP405</i>                               | <i>Developing &amp; Managing Your Research</i> |
| <i>MHCA4001</i>    | <i>Research Approaches in the Humanities and Arts</i> | 30             | M   | M  |
| <i>MHCA4002</i>    | <i>Thesis Preparation Module</i>                      | 15             | M   | M  |
| <i>MHCA4005</i>    | <i>MRes Research Project</i>                          | 120            | M   | N/A  |

Students registered on the PG Cert English must successfully complete 60 credits at Level 7 (RTP405, MHCA4001, MHCA4002).

To be awarded an MRes in English students must successfully complete a total of 180 credits at Level 7 including a minimum of 120 credits for MHCA4005.

NB: Although MRes students will only formally progress to MHCA4005 after successful completion of the PGCert level modules, we expect that they will have made substantial progress towards their research project in passing the assignment on MHCA4002 and through developing and refining theoretical paradigms on Part II of MHCA4001. The standard full-time structure for this course will be: RTP405 and MHCA4002 (semester 1); MHCA4001 (semester 1 and 2); MHCA4005 (semester 3).

## 16. QAA and Professional Academic Standards and Quality

There is no QAA benchmarking statement for an MRes in English. The academic level of the course – embedded in the course content, learning outcomes, and assessment strategy – has been established via the generic Masters level descriptor published in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and the QAA's Master's Degree 'Characteristics Statement' (published September 2015) in Section A of the UK Quality Code for Higher Education.

The QAA 'descriptors' and 'characteristics' inform the model of guided support and structured mentoring that underlies this MRes. They apply as follows:

- through supervision by established national or international experts in the student's field, the course will:
  - provide an in-depth and advance knowledge of the student's research that will be 'at, or informed by, the forefront of an academic or professional discipline' ('FHEQ Descriptors')
  - enable students both to conduct a research project and undertake training in those research methods or approaches pertinent to English Literature, Language or Creative Writing. This includes foregrounding contemporary issues e.g. how digital tools can extend humanities research 'methods' and, potentially, enhance the subject's modes of enquiry/practice
  - nurture students to be critical and original thinkers, autonomous, independent learners, and self-reflexive researchers and writers or practitioners
- combined methods of teaching and learning and a diverse assessment strategy. Assessment 'specific to the individual' and that 'requires a dissertation or research project' will be preceded by taught content modules that will include research methods training.
- embedding a clear, potential line of development from undergraduate study to an academic career. This conforms to the description that 'Research master's degrees usually aim to prepare students for the next stage in a research career, whether pursuing a further research programme or entering research-based employment' (QAA 'Masters Characteristics Statement')
- The course is comprised of 180 credits.

This award is located at level 7 of the FHEQ.

## 17. Support for students

The following activities, resources and documents will support MRes students in English:

- Induction programme
- Course handbook and module guides
- Talis Aspire reading and resource lists for each module and support from ILS staff during induction and throughout the course (e.g. via the Information Desk)
- Student Representation on the Arts and Humanities MRes Programme Committee addressing course-wide issues
- A range of support services, including the accommodation office, provided through Student Services (Firstpoint). See <http://www.worcester.ac.uk/student-services/index.htm>
- English language support provision (where necessary) including writing support from the Royal Literary Fund Writers in Residence and, for international and EU students, from the Language Centre.
- The Disability and Dyslexia service offer a range of support and advice for students with particular needs. See <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

- The electronic learning and teaching interface Blackboard is our primary medium for offering support material. Both the course and individual modules will have a Blackboard page. Here students will be able to access a range of material which may include: module guides, Talis Aspire resource lists; digital copies of academic material; PowerPoint lectures; teaching notes; module information and announcements; skills advice relevant to specific modules; audio-visual material; links to relevant resources available on the internet.

In addition to the above, students on the MRes in English will be assigned a supervisor at the start of the course. That supervisor will also be the student's personal academic tutor. The supervisor will be a nationally or internationally acknowledged expert in a field relating to the student's project. Supervisory input on, in particular, MHCA4002 and MHCA4005 will help ensure that the student has the opportunity to acquire the fundamental Masters level skills described above e.g. knowledge at the 'forefront' of her/his field; the ability to plan and execute a research project; methodological skills. The supervisor will provide general advice by undertaking regular progress reviews during the personal development plan and research project stages of the programme. Written records will normally be kept for all meetings. Students will likewise be supported by experts across the university towards acquiring research methods, approaches or theoretical skills and knowledge and practice e.g. on RTP405, MHCA4001, and through the Research School's Researcher Development programme.

## 18. Admissions

### Admissions policy

The MRes in English is conceived as part of a development from undergraduate study to doctoral study and a potential career in academic research or towards equivalent, research-based employment. The course seeks to attract external applicants and is advertised via mail outs to university English departments in the UK and postgraduate resource lists such as Hobsons' *The Good Universities Guide to Postgraduate Courses* and Postgraduatesearch.com. It is, likewise, aimed towards existing University of Worcester undergraduates who wish to pursue research interests first developed on their degree. In this way, the MRes meets the aspiration of the University of Worcester's strategic plan to 'inspire our students to reach their full potential'. We are, in other ways, committed to widening participation and access to higher, postgraduate education (as consistent with UW's Admissions Policy) and will work closely with Student Services, the Research School, the Disability and Dyslexia Service etc, to support applications from students from a variety of backgrounds. We will continue that support as and when they enter the course. Much of our research and expertise in English – in areas such as Early Modern Studies; Romanticism; the 'long' nineteenth century; modern and contemporary literature; critical theory; ecocriticism; socio-linguistics; and creative writing – has an international dimension and international students are welcome to apply. The PGCert in Research might also be used to support the broader developmental needs of new staff/early career researchers.

### Entry requirements

Applicants are normally expected to have:

- (a) a First or Upper Second Class Honours (2:1) Degree, or equivalent award, in English or a related subject, and/or,
- (b) appropriate research or professional experience, which can be verified by evidence of achievement. This might include, for example, research-related experience in a government organisation, NGO, charitable trust, literary or historical society, heritage organisation, specialist library, or museum, professional writing experience (e.g.



publicity, marketing, journalism), or creative writing (especially experimental and spoken-word poetry).

International applicants will be required to demonstrate comparable prior subject experience and to have an appropriate level of written and spoken English (normally an IELTS score of 6.5 with a minimum score of 6 in written English). Entry qualifications for international students are guided by the National Academic Recognition Information Centre's (NARIC) advice on international qualifications.

### **Disclosure and Barring Service (DBS) requirements**

It is highly unlikely that enhanced disclosure will be a requirement of this course but should this arise (e.g. on the research project module) this will be discussed with and communicated to the student prior to starting the module.

### **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Students would normally discuss their research interests and potential research project with potential supervisors and/or the course leader prior to submitting an application. This will help establish, for both parties, that our staff have the necessary expertise to supervise the proposal and to identify whether the intended research project would require additional, available resources. Those discussions could be instigated at undergraduate level (e.g. for existing UW students), via enquiries to course leaders, or through information offered at the University's postgraduate 'Visit Days'. Potential students are strongly advised to attend the latter.

All applications are submitted to the Research School and passed to the Course Leader for initial consideration. In the application form applicants are required to outline a research proposal for their intended project. Applications are assessed, both on the selection criteria below and in terms of the correlation between the proposed project, the students' prior experience and achievement, and the availability of necessary supervisory expertise. An Admissions Profile for the MRes will be available on the website, in the University's Prospectus, and on other marketing material. Additional selection criteria will be made clear prior to an interview. Where an applicant can clearly demonstrate that they meet these criteria (e.g. an existing UW graduate may have produced a relevant independent study for which s/he has attained a First Class grade) offers may, exceptionally, be made without interview. More commonly, where the application has potential, an interview will be scheduled with a panel comprising two members of academic staff (as specified as an indicator of academic quality in *Chapter B11: 'Research Degrees' of the UK Quality Code for Higher Education*) one of whom should be the potential supervisor. Completion of an interview checklist will allow for a rigorous and measurable evaluation of the candidate's strengths and their suitability for the programme.

International applications will, initially, be checked by the Research School Manager against NARIC. Copies of all certificates will be required before an unconditional offer can be made to the student. If the application has potential, the interview procedure detailed above will be followed, with the interview conducted via (e.g.) Skype.

## **Admissions/selection criteria**

The admission of any individual applicant to the course is judged by the proposed supervisor in conjunction with the course leader who acts as admissions tutor. Those judgements may be supported, as appropriate, by other members of our English Literature, Language or Creative Writing specialism (e.g. via interview), the Research School, and the International Office, Student Services etc. Where an offer is made, details of the offer and conditions are passed back to the Research School where a comprehensive offer letter and contract are produced. For international students, the information and offer conditions are passed to the relevant personnel in Student Services who can also provide the student with additional support and guidance (for example, to obtain a visa, accommodation etc). All international applicants are checked for their competency in English language by the Language Centre. When it is felt that the applicant does not possess the appropriate level of English language, an in house English language course may be recommended before the student embarks on the MRes.

An offer of a place on the MRes in English will be made when the following conditions are satisfied:

- The applicant meets the specified entry requirements.
- We have the supervisory capacity and expertise to support the research project outlined in the application form.
- The proposal outlined has the potential to become a viable research project both at Masters level (i.e. in accordance with QAA descriptors) and with regard to the course team's existing research expertise and strategic priorities.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Review and evaluation of teaching, learning, assessment, the curriculum, results, and outcome standards, will include:

- Module feedback
- Annual Course Evaluation Report (completed by the course leader)
- External examiners reports
- Periodic review (including external scrutiny)
- Academic staff annual appraisal

Committees with responsibility for monitoring and evaluating quality and standards:

- MRes Course Team (including the course leader and supervisors)
- MRes Courses Committee
- Research and Knowledge Transfer, Quality, and Learning and Teaching Committees
- Academic Standards and Quality Enhancement Committee (ASQEC)
- College Research Ethics Sub-Committee
- Research Degrees Programmes Quality Committee

The *UK Quality Code for Higher Education (Chapter B11: 'Research Degrees')* specifies 'Higher education providers put in place mechanisms to collect, review and respond as appropriate to evaluations from those concerned with research degrees'. Accordingly, student feedback on the quality of teaching and their learning experience will be gathered via:

- Module feedback questionnaires
- Student representative participation at the MRes Course Management committee. Recognising that our students may be in full-time employment, we will schedule

course committee meetings, where necessary, in evenings, and/or offer webinars, Skype provision etc.

- Meetings with the supervisor and/or course leader.
- The UK Postgraduate Research Experience Survey (PRES)

As a result of these mechanisms, our course continues to evolve in response to student feedback. Notable changes and improvements have included: revised timetabling to space out assignment deadlines in a more manageable way; the delivery of MHCA 4001 classes in a more condensed format supporting, in particular, those students in part-time work and/or with childcare responsibilities; and changes to MHCA4002 to make the module more focused on the preparation and development of work for the research project.

## 20. Regulation of assessment

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### **Requirements for Awards**

| <b>Award</b>   | <b>Requirement</b>  |
|----------------|---|
| PG Cert        | Passed a minimum of 60 credits at level 7, as specified on the award map  |
| Masters (MRes) | Passed a minimum of 180 credits at level 7 including 120 credits for the Research Project module, as specified on |

PG Cert is unclassified. The award of Masters (MRes) may be made with Pass, Merit or Distinction.

The MRes in English has a substantial research component, assessed by means of a written research project. This enables the student to meet the learning outcomes of the course notably by demonstrating current knowledge at the forefront of their field of theatre and performance, ability to instigate, plan and execute a research project, and skills in research and methodology. Detailed guidance can be found in MHCA4005 guide.

## 21. Indicators of quality and standards

The 2017 national Postgraduate Research Experience Survey (PRES) highlighted success in areas central to the MRes. Overall satisfaction with the research student experience at Worcester was high overall (at 78%). Satisfaction was also high, however, with regard to the University's provision of key elements within the postgraduate experience such as supervision (84%), research skills (82%), and resources (74%).

Close supervision, with the student benefitting from their supervisor's expertise, is central to this MRes and, indeed, to our research and postgraduate culture in general. There are currently 5 MPhil/PhD students working in English. Moreover, almost all members of the English MRes team have supervisory experience of research degrees while some of our specialisms – e.g. in early modern studies, Romanticism, ecocriticism, socio-linguistics, and creative writing – could be supported by staff experts in areas such as History, Media and Culture, Sociology, or Film.

The *UK Quality Code for Higher Education (Chapter B11: 'Research Degrees')* specifies that research students should only be accepted into an environment where 'excellent research, recognised by the relevant subject community, is occurring' (Indicator 4). Staff in English were submitted to the government's last Research Excellence Framework (REF2014) in the category of 'English Language and Literature'. *Research Fortnight* identified the University of Worcester as the most improved university in the UK. Within that, English performed very well with 35% of our research judged to be 'world leading' or 'internationally excellent'. Overall, the scrutiny panel's report acknowledged that our research challenges existing knowledge while proposing innovative new research areas. In that context, this MRes will enhance a student's pathway to potential doctoral study, and towards an academic or research-based career, by providing an opportunity to contribute to and work within a flourishing research community.

Publications from members of staff in the University are made available via a research repository called WRAP (Worcester Research and Publications).

## 22. Graduate destinations, employability and links with employers

### Graduate destinations

The MRes offers students progression from undergraduate study to a potential academic career. The progression route on the course embeds fundamental research skills (e.g. on the taught modules) which – then applied in the supervisor supported, but independent research project – would facilitate a clear pathway into PhD study. The MRes may well, furthermore, bestow credits towards a PhD. Conversely, those skills would aid progression into equivalent research-based employment or writing. This might include working as a professional or creative writer or working, for example, for government departments, NGOs, charitable trusts, literary or historical societies or trusts, heritage organisations, specialist libraries, archives, or museums, in arts administration, publicity and marketing, or in journalism and media production. More

generally, the MRes would help prepare students for work in the context of a growing need amongst large corporations for literate and research trained staff while the development of skills in areas such as deploying research methods and tools (including digital resources), working with public providers, project management, or preparing funding applications could be applied to a wide range of jobs in the ever-expanding information economy.

### **Student employability**

This course helps students develop both intellectual and technical competencies in research. It will prepare students for academic careers by replicating the fundamental components of academic research: developing a topic, literature review, method and analysis, and the planning and execution of a substantial piece of written or practical research. Through support and mentoring which closely integrates the student's work into our research culture in English, the MRes will also provide valuable experience of contributing to and working within a community of scholars. This will also encompass training and experience in particular tasks beyond the MRes, possible examples including work assisting impact case studies and public engagement (and therefore within the broader non-academic community), or background research and/or sourcing material to support staff's written outputs or the development of funding bids.

Preparation for employment is, likewise, a central component of our assessment strategy. The strategy offers transferrable skills replicating a variety of skills and tasks required for both academic careers and other, research-related or equivalent employment. Examples of how coursework relates to tasks within employment include: data search and literature review (surveys, measuring impact, acquiring data or information from digital sources (e.g. online archives)); in-class presentations (presentations to stakeholders, potential clients, schools groups, members of the public, etc); methodology (tools and skills for analysing and presenting data); personal development plan (project management; formulating policy, strategy etc, commissioning reports); and production of the research project (writing strategic policy documents, annual reports, reports on organisational activities, etc)

Further support for students seeking employment will be available via the Research School's *Student Researcher Development Programme*. This provides workshops in, amongst many other things, oral presentations, public engagement, writing CVs, bid writing, and entrepreneurial opportunities.

### **Links with employers**

Research in English is connected with a number of national, international and local community associations and groups. Depending on the student's specific research project, the MRes could afford opportunities to work with those organisations and to acquire both subject-relevant work experience and experience in engaging our academic research with the wider community. Such organisations include: the European Shakespeare Research Association (ESRA); The Worcester Rep (e.g. in relation to Shakespeare at the Commandery and the Shakespeare at the Cathedral seasons); the Commandery Museum in Worcester; The Shakespeare Birthplace Trust Library and Archive; The Hay Festival; Ledbury Poetry Festival; and Worcester LitFest; Worcester Cathedral; the National Trust; and the Archives at the Hive Library in Worcester.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.