This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	PG Cert, MRes
5.	Programme title	MRes in Design
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Independent research with taught elements at the University of Worcester
8.	Mode of attendance	Full-time and part-time. Evening study may be required.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	N/A
11.	Date of Programme Specification preparation/ revision	November 2015. July 2016 – regulations amended (Section 20). June 2017 – MHCA4002 module title changed. August 2017 - 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 recognised experts in the Design subject area. The MRes is also designed to offer transferrable, artistic, creative and employment-related skills that range, for example, across Design practice, artistic creativity, project planning and management, time management, research and, digital literacy, and the communication of complex ideas via the making of artefacts and artworks and/or through the dissemination of research. Lastly, the option of a PGCert in Research could offer new members of staff (e.g. those from artistic, industrial, creative backgrounds etc) 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 'apprenticeship' model. This allows the student to acquire research expertise in developing and executing their own project while working alongside experts in the specialisms of our Design subject area. These include Illustration, Graphic Design, Photography, Animation, Digital filmmaking, web design and motion graphics. 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 institution and of specific tasks such as public engagement, production processes, or writing funding bids. With relatively little provision in the surrounding region for MRes study in Design the 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 or practice 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)

On successful completion of the programme students will be able to:	Examples of learning, teaching and assessment methods used:
PGCert	
1. critically evaluate current research and advanced scholarship in their field of Design	This will be developed in specialised discussions with the supervisor about the student's research field and assessed via the production of a short summary of current research and/or philosophies of practice in the field as part of the portfolio on the Research Project Portfolio module (MHCA4002). This will then be applied to assignment two of the IHCA 'Research Approaches in Creative Arts and Humanities' module (MHCA4001), which is a visual document or text portfolio around a body of art practice.
2. identify research techniques, methods, tools, approaches, or theories appropriate to their own research and/or practice in Design.	This will be initiated and assessed on RTP405. Thereafter, a fully comprehensive survey will be undertaken on MHCA4001. The student's ability to apply research approaches to their own work will be developed and assessed through the two assignments: a presentation on methodology; and a visual document or design portfolio around a body of art practice.
3. synthesise complex arguments and ideas and communicate those clearly to both specialist and non-specialist audiences	While all these will be tested through written work visual documentation and/or practice, the key transferrable skill of communicating complex ideas to a non-specialist audience will be developed and tested on the UW-wide RTP and the Institute-wide MHCA4001. On both, the student will have to present their ideas to their peers in other disciplines.

4. demonstrate practical skills in project management including time management, contingency planning, self-reflection, constructive liaison with a supervisor and (where appropriate) outside agencies.	Project management skills are embedded into the curriculum and assessment on RTP405. More specific elements in relation to the student's own project (e.g. production of a project schedule such as a GANTT chart and working with a tutor and, possibly, outside agencies) will also be central to MHCA4002. Interactive group skills will be developed on those modules – RTP405 and MHCA4001 – shared with other students.
5. demonstrate skills in data collection and analysis, including digitised or online resources	These will be developed on RTP405 and digital research skills will be assessed, specifically, in the research requirements of the assignment for MHCA4002.
6. demonstrate a sense of the professional context of their field through an understanding of external agencies	This will principally be assessed on MHCA4002 as part of the portfolio assignment and will be assessed formatively through work with the supervisor and in supporting the subject area's research activities.
MRes	
7. apply a comprehensive knowledge and understanding of, and ability to critique, existing theories and debates towards their own interpretations of existing subject matter and/or the introduction of new material or perspectives on Design practice	These insights will be developed through the programme of research developed on MHCA4002, that module's assignment, and the essay on philosophical or theoretical paradigms on MHCA4001. They will also be developed through MHCA4005 and through the support of a subject expert as the student's supervisor.
8. apply techniques, methods, tools, approaches, theories or philosophies of practice in Design towards completing a substantial research project	Founded upon the teaching and analysis of methods on RTP405 and MHCA4001 this will be developed with the support of an expert supervisor and implemented in the application of methods to original research on MHCA4005
9. demonstrate the capacity to adopt a critically-informed, reflective and reflexive approach to practice-based models and subject knowledge, and the application of these to scholarly writing and specialist Design practice	This will begin with assessment of the student's own strengths and weaknesses on the modules RTP405 and MHCA4002. It will be formatively assessed on the draft plan on MHCA4005 and will be assessed closely on the eventual, completed research project.
10. exercise initiative, personal responsibility, and independent intellectual judgement and/or practice with regard to complex subject matter.	Elements connected to decision-making (e.g. selecting appropriate methodologies or theories) will occur on all modules. The exercise of personal responsibility and initiative towards the student drawing their own conclusions will be developed and appraised on MHCA4002 – e.g. as students develop a plan and identify training and

	development needs. These skills will then be applied and assessed
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.	Embedded on MHCA4002 in particular, the further cultivation of these skills will occur with tutorial support and internal or external training (e.g. the Research School's Researcher Development Programme). Their application towards comprehensive, knowledgeable and original analysis or practice will be assessed on MHCA4005.
12. construct in writing and Design practice comprehensive, informed, current, complex, intellectually coherent arguments or approaches	This outcome will be developed through supervision and assessment on both the MHCA4002 assignment and the assignments on MHCA4001. These arguments will be tested via supervision on MHCA4005 and the production of a research project plan that will include a hypothesis or rationale for the practice employed. Success will be appraised via a grade given for the 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), modes of Design practice, 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, that variety is also intended to help develop the broad, rounded skills that the MRes is designed to develop.

Consequently, the assessments on this course encompass in-class presentations, an extended research project, visual documentation, and text portfolios designed to develop and assess discrete components of Masters level research e.g. theoretical paradigms – and, on MHCA4002, a portfolio that elicits self-reflection on research planning, literature search, and data collection. Because of the MRes' developmental nature, formative assessment is also central. This will include, most notably, the production of a development plan on RTP405 and a later plan on MHCA4005 (around which students will receive detailed feedback from their supervisors). It will also include peer group feedback on class presentations on RTP405 and MHCA4001. This significant, formative dimension will, lastly, encompass elements on some of the summative assignments e.g. on modules such as RTP405 and MHCA4002 that are specifically designed to foster skills to be developed afterwards on MHCA4001 and MHCA4005. We have designed an assessment strategy in which separate components (the development of subject expertise and theoretical sophistication, project design, methodology, and data collection and analysis) are augmented across modules towards the successful completion of the MRes. For example, research project design, as assessed on RTP405, will be refined and formatively assessed on MHCA4002, further to execution and assessment of the finished article on MHCA4005.

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 MRes' in IHCA has 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. in the 'Portfolio' assignment 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 Design); a 120 credit 'Research Project' at Level 7 (MRes in Design)

The Award Map for Design is as follows:

Course Title: MRes in Design				

Module Code	Module Title	Credits	Status – Mandatory (M); Optional (O)	
			MRes Design	*PG Cert Design*
RTP405	*Developing & Managing Your Research*	*15*	*M*	*M*
MHCA4002	*Research Project Portfolio*	*15*	*M*	*M*
MHCA4001	*Research Approaches in Creative Arts and Humanities*	*30*	*M*	*M*
MHCA4005	*MRes Research Project*	*120*	*M*	*N/A*

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

To be awarded an MRes in Design 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 assignments 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 Design. 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 'apprenticeship' model that underlies this MRes. These 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 Design. This includes foregrounding contemporary issues e.g. how digital tools can extend research techniques in Design and, potentially, enhance modes of enquiry or practice
  - nurture students to be critical and original thinkers, autonomous, independent learners, and self-reflexive researchers, 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')
- graduates of Master's courses with professional or practice elements will be able to apply research and critical perspectives to professional situations and/or creative practice (see 'Characteristics Statement')
- 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 Design:

- 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 IHCA 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 Design 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; critically informed and current methods of practice. 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 and IHCA towards acquiring research methods, approaches or theoretical and practice-based skills and knowledge e.g. on RTP405, MHCA4001, and through the Research School's Researcher Development programme.

18. **Admissions**

Admissions Policy

The MRes in Design 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 Art and Design 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. Aspects of the research and expertise in the Design subject area (e.g. in Illustration) 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 Second Class Honours (2:1) Degree, or equivalent award, in Design 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, experience in a studio, as a practitioner

with an appropriate track-record of exhibiting and/or producing work, or of having worked in the media industries, or for an arts or heritage organisation, museum etc.

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.

See Admissions Policy for other acceptable qualifications.

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 the Art and Design

subject area (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 Design will be made when the following conditions are satisfied:
- The applicant meets the specified entry requirements.
- The Institute has 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 context of the Design subject area/IHCA'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:

- IHCA MRes Course Team (including the course leader and supervisors)
- IHCA MRes Courses Committee
- Institute of Humanities & Creative Arts (IHCA) Research and Knowledge Transfer, Quality, and Learning and Teaching Committees
- Academic Standards and Quality Enhancement Committee (ASQEC)
- IHCA Ethics Sub-Committee
- Research Degrees Board

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 (StARs) participation at the IHCA 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)

20.   Regulation of assessment

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

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.
- Students are required to pass the three taught modules (RTP405, MHCA4001 and MHCA4002) in order to progress to the thesis stage of the programme (MHCA4005).

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.

Requirements for Awards

Award	Requirement
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 the award map

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

The MRes in Design 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 University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Correspondingly, the 2015 national Postgraduate Research Experience Survey (PRES) highlighted two areas central to the MRes: the University's provision of research skills; and supervision. 85% of students felt their skills in applying appropriate research methodologies, tools and techniques had been enhanced as a result of the University's researcher development programme. Correspondingly, 84% of respondents agreed that their supervisors have the skills and subject knowledge to support their research.

Close supervision, with the student benefitting from their supervisor's expertise, is central to this MRes and, indeed, the Art and Design subject area. Postgraduate research is an important dimension within Design at Worcester notably with our already established MA programme in Creative Digital Media. Members of the Design MRes team have, then, supervisory experience in both dissertations and practice while some of our specialisms could also be supported by experts in areas such as English, Fine Art, or Cultural Studies.

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). We submitted to the government's last Research Excellence Framework (REF2014) under the unit of assessment for Art and Design. In REF 2014, *Research Fortnight* identified the University of Worcester as the most improved university in the UK and Design played a noteworthy role in that. For example, 50% of the research outputs in the Art and Design submission were judged to be either 'world leading' or 'internationally excellent'. More specifically, 'international excellence' in terms of the impact of our research on the wider community was directly attributed, in the scrutiny panel's report, to the support for multiculturalism offered by the work of our staff in children's book illustration. . 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 professional practice or research-based employment. This might include, for example, working as a practicing artist, designer, illustrator, photographer, filmmaker etc, teaching, or working in a studio, in the media industries, or for an arts or heritage organisation, design publisher, or museum. 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 artefact and/or written research project. Through the 'apprenticeship' model, which closely integrates the student's work into the research culture of the Design subject area, 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 working on impact case studies (and therefore in the broader non-academic community), participating in/co-authoring written outputs, developing funding bids, or contributing towards a project.

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 Design is connected with a number of regional, national and international publishers, artist-led projects and studios, Societies and media companies. Depending on the student's specific research project, the MRes could afford opportunities to work with these organisations and to acquire both subject-relevant work experience and experience in engaging our academic research and practice within the wider community. These organisations include: Walker Books, Lemniscaat Publishers (in Holland), Brontë Porcelain, and the Royal Photographic Society.

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.