PROGRAMME SPECIFICATION – MRes Film

This document applies to Academic Year 2026/27 onwards

Table 1 programme specification for MRes Film

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	PG Cert, MRes
5.	**Programme title**	MRes in Film
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 and duration**	Full-time (1 year) and part-time (2 years). Evening study may be required.
9.	**UCAS Code**	N/A
10.	**Subject Benchmark statement and/or professional body statement**	The programme is informed by Vitae's Researcher Development Framework and the QAA Master's Degree Characteristics
11.	**Date of Programme Specification preparation/ revision**	Approved June 2018 August 2018 – AQU amendments February 2019 – AQU amendments August 2019, AQU amendments to Section 19. August 2020 – AQU amendments. August 2021 – AQU amendments. July 2023 – annual updates July 2026 – annual updates

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 area of Film. 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 PGCert 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 Film course team. The MRes offers, moreover, the opportunity to support, develop and contribute to those specialisms and to acquire experience of working within an academic community. There is very little provision of MRes' in Film with only two equivalent courses in the UK. Accordingly, this course provides a unique opportunity that will empower 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

Learning, teaching and assessment

These learning outcomes are informed by the descriptor for a Master's degree set out in *The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), 2024* and by the QAA Master's Degree 'Characteristics Statement' (published September 2020) available at https://www.qaa.ac.uk//en/home

Table 2 knowledge and understanding outcomes for module code/s

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 Film or Film Studies	RSDP4001; MHCA4002.	PGCert
2.	identify research techniques, methods, tools, approaches, or theories appropriate to their own research or practice in Film or Film Studies	MHCA4001	PGCert
3.	apply a comprehensive knowledge and understanding of, and ability to critique, existing theories and debates in Film towards their own interpretations of existing subject matter and/or the introduction of new material, perspectives, or practice	MHCA4002; MHCA4005.	MRes
4.	apply techniques, methods, tools, approaches, or theories or philosophies of practice towards completing a substantial research project	MHCA4005	MRes

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills

LO no.	On successful completion of the named award students will be able to:	Module Code/s	Award
5.	demonstrate the capacity to adopt a critically-informed reflective and reflexive approach to theoretical models and subject knowledge in Film or Film Studies and applications of these to their own scholarly writing and/or specialist performance or practice	MHCA4001; MHCA4002; MHCA4005.	MRes
6.	construct in writing, performance or practice comprehensive, informed, current, complex, and intellectually coherent arguments in the field of Film or Film Studies.	MHCA4005.	MRes

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability			
LO no.	**On successful completion of the named award students will be able to:**	**Module Code/s**	**Award**
7.	demonstrate practical skills in project management including time management, contingency planning, self-reflection, and constructive liaison with a supervisor	RSDP4001; MHCA4002.	PGCert
8.	exercise initiative, personal responsibility, and independent intellectual judgement or practice with regard to complex subject matter.	MHCA4002; MHCA4005	MRes

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills			
LO no.	**On successful completion of the named award students will be able to:**	**Module Code/s**	**Award**
9.	demonstrate skills in data collection, including digitised or online resources	RSDP4001, MHCA4001.	PGCert
10.	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

RSDP4001 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 RSDP4001 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 with the occasional non-weekday sessions)
- 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.

Students should refer to the University's current guidance on the responsible use of artificial intelligence for the latest information and expectations.

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 RSDP4001 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 MRes' in the Arts and the Humanities 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 Film); a
120 credit 'Research Project' at Level 7 (MRes in Film)

The award map for Film is as follows.

Table 6 award map for MRes in Film

Module Code	Module Title	Credits	Status – Mandatory (M); Optional (O)	
			MRes Design	PG Cert Design

RSDP4001	Developing & Managing Your Research	15	M	M
MHCA4002	Thesis Preparation Module	15	M	M
MHCA4001	Research Approaches in the Humanities and Arts	30	M	M
MHCA4005	MRes Research Project	120	M	N/A

Students registered on the PG Cert Film must successfully complete 60 credits at Level 7 (RSDP4001, MHCA4001, MHCA4002).

To be awarded an MRes in Film 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: RSDP4001 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 Film. 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) (2024) and the QAA Master's Degree Characteristics (2020) in 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:
  - Develop an in-depth and advanced knowledge and understanding of their subject, informed by current practice, scholarship and research.
  - Develop critical awareness of current issues and developments in the subject area.
  - Develop critical skills along with the ability to study independently in the subject and to use a range of techniques and research methods applicable to advanced scholarship.
  - Use a range of techniques and research methods applicable to advanced scholarship in the subject.
  - Give guidance towards completion of a research project, thesis, or other output.
- The course aims to equip students to enter a variety of types of employment or to continue academic study at a higher level.
- The course is comprised of 180 credits.

This award is located at Level 7 of the OfS sector recognised standards.

17. Support for students

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

- 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 https://studentservices.on.worc.ac.uk/firstpoint/) See also https://studentservices.on.worc.ac.uk/
- 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 https://studentservices.on.worc.ac.uk/disability-and-dyslexia/
- 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 Film 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 RSDP4001, MHCA4001, and through the Research School's Researcher Development programme.

18. Admissions

Admissions policy

The MRes in Film 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 Film or Film Studies 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 the research and expertise in Film or Film Studies (e.g. in areas such as folklore, cult and horror cinema, British film, philosophy, screenwriting, and experimental or radical film) 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 Film, Film Studies, Screenwriting or a related subject, and/or,

(b) appropriate research or professional experience, which can be verified by evidence of achievement. This includes, for example, research-related experience in the TV or film industries, local arts, writing or film groups, as an artist or media practitioner, or work for a relative government organisation, NGO, cinema, arts studio, film festival, 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.

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 https://uniworcac.sharepoint.com/sites/service-site-registry

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 of academic staff (as specified as an indicator of academic quality in *'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 Film 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 Film 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. 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

- At student is required to submit assessment items by 3pm on the due date and in accordance with the published process described in the module outline.
- A student may request an automatic extension of up to seven days up to six times in an academic year (depending on the number of credits studied) as described in the Delayed Assessment Procedures.
- A student who submits work late will not have work marked unless they have an approved claim of exceptional 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

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 Film 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.

20. 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. This might include, for example, the media and film industries, arts organisations or cinemas, as an artist or media practitioner, or work for a relevant government organisation, NGO, production company, museum etc. 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 Film, 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 Film 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. These organisations include, for example, local film, media and production companies, film festivals, arts organisations, and cinemas.

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.