	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Postgraduate Certificate Postgraduate Diploma Masters
4	**Programme Title**	Postgraduate Certificate in Clinical Research (attendance pathway) Postgraduate Certificate in Clinical Research (e-learning pathway) Postgraduate Diploma in Clinical Research (attendance pathway) Postgraduate Diploma in Clinical Research (e-learning pathway) Master of Clinical Research (attendance)
5	**UCAS/Programme Code**	3043P 3428P 3425P 4824P
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	7
9	**Date written/revised**	29th March 2011

10	**Programme Aims**

To provide health care professionals within the NHS, ancillary services and industry with an understanding of the processes involved in preparing for, planning, conducting, analysing and reporting clinical research. Including: how to obtain legal and ethical approval for clinical research, how to design studies, collect and analyse data, and how to produce and evaluate written reports based on those studies.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students will be able to:

A1. demonstrate an advanced knowledge of current local, national and international (where appropriate), legal, governance and ethical issues relating to different forms of clinical research and the procedures for obtaining permissions and approval for clinical research
A2. demonstrate a systematic understanding of the need for good practice in clinical research and the basic principles of data handling and management of clinical databases
A3. source guidelines for production of manuscripts for publication in peer-reviewed journals and grant applications and understand the issues of authorship, copyright ownership and plagiarism as they apply to their own work and the work of others
A4. obtain the necessary approvals to develop and carry out their own research project in the context of effective governance, ethical principles and in line with good practice including:

time management and setting priorities within a project to ensure that the aims of a project are met

A5. be able to make an informed choice of research project based on their own career aspirations and be able to defend this choice to academic staff

A6. have gained firsthand knowledge of how research programmes are designed, implemented, adjusted, managed; gained knowledge of the various outcomes from research programmes and the different methods by which they are prepared and presented to research community

A7. have a systematic understanding of the basic concepts, future directions and confounding factors in their chosen area of research including; environmental and genetic epidemiology, rehabilitation science for movement disorders, clinical trials and ageing and health.

Teaching and Learning Methods

All attendance pathway modules are delivered in a series of one day teaching blocks. These teaching day blocks include a mixture of lectures, tutorials and workshop style seminars. For each module students are able to access online (Blackboard VLE) material with information and exercises to complete. MCR8001, MCR8002 and MCR8003 are core modules for the PG certificate and MCR8006 is a core module for the PG Diploma using the attendance pathway. MCR8004, MCR8008, MCR8012, MCR8019, MMB8004, MMB8009, HSC8051 and HSC8052 are all optional modules for the PG Diploma using the attendance pathway. An online statistics package is also included in PG Certificate module MCR8002.

All e-learning modules are delivered through Blackboard VLE. MCR8009, MCR8010 and MCR8011 are core modules for PG Certificate and MCR8013 is a core module for the PG Diploma using the E-learning pathway. MCR8014, MCR8015, MCR8019 and MCR8020 are all optional modules for the PG Diploma using the e-learning pathway. As with the attendance pathway, the e-learning pathway includes a statistics package in the form of the study design and data interpretation module MCR8010.

The attendance and self-directed study is designed to deliver the mixture of knowledge and understanding referred to above A1 – A7. The modules will employ structured feedback sessions using both formative and summative assessment to ensure the students engage in self-directed learning and achieve the learning outcomes. The pre-session packs and assessments in each module are designed to encourage students to become independent learners and to develop confidence in the learning environment.

The Clinical Research Dissertation module (MCR8007) will allow further assessment of basic knowledge and understanding both in the application and through the various assessments. This is achieved via self directed learning and guidance from their mentor throughout the process.

Assessment Strategy

Certificate: (attendance and e-learning pathway)

MCR8001 and MCR8009: Research Governance and Ethics (core): students will write a number of research applications based on current ethical committee approval and R & D approval forms. These will be assessed in and formative feedback given in the tutorials on the attendance pathway and on the e-learning pathway will be assessed in and formative feedback will be given through Blackboard. The ability to correctly identify the prerequisites within the current forms will indicate a student's knowledge of regulations etc. and understanding of the module as taught (A1, A2).

MCR8002 and MCR8010: Research Study Design and Data Interpretation (core): the students will be assessed by an MCQ test, a short oral presentation on the attendance pathway or producing material for a short scripted oral presentation, submitted via Blackboard on the e-learning pathway. Then a written study design (A2, A6 and A7).
The written study and MCQ in particular will test knowledge and understanding of different

modes of clinical research and the different components of a research project as well as of differences between qualitative and quantitative research methodologies.

MCR8003 and MCR8011: Writing in a Research Setting (core): the students will be assessed through production of four different assignments; An SOP (standard operating procedure, an abstract, a grant application, and a presentation on their own research idea on the attendance pathway or material for a scripted presentation on their own research idea, submitted via Blackboard on the e-learning pathway. This will allow the students to practice different forms of medical writing and will assess their knowledge and understanding (A1, A2, and A3).

Diploma: (attendance and e-learning pathway)

MCR8004 and MCR8014: Developing Your Career in Clinical Research (preferred option): students will produce two pieces of written work that focus on the legal aspects of research and the scientific principles that underpin clinical research. Students will also be required to present their own research ideas on the attendance pathway whereas on the e-learning pathway students will be required to engage on the discussion boards and present their own research ideas. The written work is directed at assessment of the student's knowledge outcomes A1, A5 – A7 (above) and the presentation is directed at assessment of knowledge outcomes A5 with elements of A1, A6 and A7.

MCR8006 and MCR8013: Designing a Research Proposal (core): students will practice formulating a research proposal and obtaining the necessary approvals for the execution of an ethically and scientifically robust project within the scope of a Masters degree. A number of different application forms and information sheets will be prepared and there also be a presentation and defence of the proposal at a project review panel on the attendance pathway or on the e-learning pathway the presentation and defence of the proposal at a project review panel will be via Blackboard and with their local mentor. These assessments will address learning outcomes A1, A2 and A4 – A7.

MCR8008 and MCR8015: Clinical Trials (preferred option): students will produce a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This will require the students to integrate their learning across this module and draw on learning from other modules. Students will also identify and review different means of measuring clinical trials outcomes. The knowledge outcomes assessed include A1, A2 and A4 – A7.

Other Optional Modules for Diploma: (attendance and e-learning)

MCR8012: Rehabilitation Science for Movement Disorders (attendance): in this module students will demonstrate achievement of learning outcomes A2, A3 and A5 – A7 through written work and a presentation.
MMB8004: Ageing and Health (attendance): in this module students will be assessed on the knowledge and understanding outcomes A2, A6 and A7 through an oral presentation and two written exercises one of which will be an unseen exam.
MMB8009: Clinical Epidemiology (attendance): this module will assess learning outcomes A3, A5 and A7.
MCR8019: Clinical Research Statistics (e-learning): the module assesses learning outcomes A2, A6 and A7 through a critique of research abstracts and a short MCQ.
MCR8020: Ageing and Health (e-learning): in this module students will be assessed on the knowledge and understanding outcomes A2, A6 and A7 through the submission of slides for a presentation and two written exercises one of which will be an unseen exam.
HSC8051: Introduction to Qualitative Research Methods (attendance): this module assesses learning outcomes A1 and A6 through a written protocol.
HSC8052: Further Qualitative Research Methods (attendance): the advanced module assesses the leaning outcomes A1 and A6 through a written report including data analysis using interview, field notes and texts.

Masters

MCR8007: Clinical Research Dissertation (core): students will complete a single 60 credit assessment. The project will be assessed using conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a short (3,500 word) dissertation. This will test a variety of key skills. The knowledge outcomes assessed include A1 – A7.

Intellectual Skills

On completing the programme students will be able to:

B1. discuss and identify good practice based on the application of appropriate ethical principles and theories in clinical research

B2. differentiate between qualitative and quantitative research methods and outcome measures related to their own area of research

B3. discuss the application of different study designs in clinical research

B4. set priorities within a project to ensure that the aims of a project are met including the appropriate means of data handling, management of a clinical database and select an appropriate statistical package for data analysis

B5. interpret data from clinical research projects in their own medical speciality

B6. discuss issues of peer-review, critical appraisal, and the detection and avoidance of plagiarism in their own work and that of others

B7. discuss understand current issues relating to governance in different forms of clinical research especially those relevant to their own chosen project and be able to prepare documents to meet the requirements of local, national and international (where appropriate) regulations and processes for obtaining permissions and approval for clinical research

B8. discuss critically various outcomes from research programmes and the different methods by which they are prepared and presented to the research community within their chosen field.

Teaching and Learning Methods

A variety of different teaching and learning methods are used across these programme. The methods used vary slightly as Certificate and Diploma modules can be taken in either an e-learning or an attendance pathway. The teaching and learning methods used are detailed below.

Attendance Pathway
Attendance students will be able to access online (Blackboard VLE) material with information and exercises to complete before attending teaching sessions. Attendance students will be able to further test and develop their intellectual skills in working groups engaged in tutorials and workshop style seminars. For students attending the university, lectures are designed to deliver knowledge and understanding whilst the tutorials and workshops are designed to promote discussion and critical appraisal of the student's own work and ideas.

E-Learning Pathway
E-learning students will also be provided with preparatory information and exercises to complete within the introduction of each e-learning topic on Blackboard. This gives the students a chance to test their knowledge and relevant intellectual skills before delivery of the teaching materials. E-learning students will be required to correspond with each other via Blackboard in order to test and develop their intellectual skills in the same way.

The e-learning topics are designed to deliver knowledge and understanding and to promote critical appraisal of the student's own work and ideas.

Students on both the attendance and the e-learning pathways will develop intellectual skills in self-directed learning with feedback and interaction through blackboard and also through the formative and summative assessments which occur throughout the different modules.

Masters

As the Masters concentrates largely on an independent student research project and the production of a subsequent dissertation, this stage will largely consist of self-directed learning. Students will be able to access online (Blackboard VLE) material with information and exercises to complete. This gives the students a chance to test their knowledge and relevant intellectual skills and all the material and exercises will be relevant to the production of the assessed assignments on this course including the final dissertation.

Students will continue to develop intellectual skills in self-directed learning with feedback and interaction through Blackboard and also through the formative and summative assessments which occur throughout the different modules.

The key to achieving the learning outcomes under this heading is the use of discussion and feedback to promote critical appraisal of the student's own work. The Masters will further enable the students to trial the skills in a chosen area of clinical research and will allow assessment of a wide range of intellectual and key (transferable) skills.

This programme will enable students to gain a strong, practical knowledge of clinical research which they will be able to use in their day-to-day jobs.

Assessment Strategy

Certificate: (attendance and e-learning pathway)

MCR8001 and MCR8009: Research Governance and Ethics (core)**:** students will write a number of research applications based on current ethical committee approval and R & D approval forms. These will assess intellectual skill B1 and B7 above.

MCR8002 and MCR8010: Research study design and data interpretation (core)**:** the students will be assessed by an MCQ test, a short oral presentation on the attendance pathway (on the e-learning pathway this will take the form of material for a short scripted oral presentation, submitted via Blackboard) and a written study design. The written study and MCQ will test students' ability to differentiate and discuss modes of clinical research and the different components of a research project as well as of differences between qualitative and quantitative research methodologies (B2 and B3). The short presentation will assess B4 and B5.

MCR8003 and MCR8011: Writing in a research setting (core)**:** the students will be assessed through production of four different assignments; A SOP (standard operating procedure), an abstract, a grant application and a presentation on their own research idea (attendance pathway). On the e-learning pathway the presentation task takes take the form of material for a scripted presentation of their own research idea which will be submitted via Blackboard. Students will be able to practice different forms of medical writing and display their intellectual skills described in B6.

Diploma: (attendance and e-learning Pathway)

MCR8004 and MCR8014: Developing Your Career in Clinical Research (preferred option): students will produce two pieces of written work that focus on the legal aspects of research and the scientific principles that underpin clinical research. Students will also be required to present their own research ideas (an oral presentation on the attendance pathway or via Blackboard on the e-learning pathway). The written work is directed at assessment of the student's intellectual outcomes B1, B2, B4, B6 and B7 (above) and these are also assessed in the presentation.

MCR8006 and MCR8013: Designing a Research Proposal (Core): students will practice formulating a research proposal and obtaining the necessary approvals for the execution of an ethically and scientifically robust project within the scope of a Masters degree. A number of different application forms and information sheets will be prepared and there will also be a presentation and defence of the proposal at a project review panel. These assessments will

address intellectual outcomes B2, B4, B6 and B7.

MCR8008 and MCR8015: Clinical Trials (preferred option): students will produce a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This will require the students to integrate their learning across this module and draw on learning from other modules. Students will also identify and review different means of measuring clinical trials outcomes. The intellectual outcomes assessed include B3 – B8.

Other Optional Modules for Diploma: (attendance and e-learning)

MCR8012: Rehabilitation Science for Movement Disorders (attendance): this module will assess the learning outcomes B1 – B3 and B5 – B8 through written work and a presentation.
MMB8004: Ageing and Health (attendance): in this module the intellectual skills B2, B3, B5 – B8 through a short presentation and the two pieces of written work one of which is an unseen exam.
MMB8009: Clinical Epidemiology (attendance): this module will assess the learning outcomes B1 – B3 and B5 – B8 through a combination of written work (an essay and unseen exam and short presentation).
MCR8019: Clinical Research Statistics (e-learning): the module assesses the learning outcomes B4, B5, B6 and B8 through critical appraisal of a series of research abstracts and a short MCQ.
MCR8020: Ageing and Health (e-learning): in this module the intellectual skills B2, B3, B5 and B8 are assessed through a short presentation and the two pieces of written work.
HSC8051: Introduction to Qualitative Research Methods (attendance): the single written assessment in this module is designed to assess the learning outcomes B1 – B3 and B5.
HSC8052: Further Qualitative Research Methods (attendance): the assessment in this module builds on that in module HSC8051 covering the same major learning outcomes, B1 – B3, B5 and B8.

Masters
MCR8007: Clinical Research Dissertation (core): students will complete a single 60 credit assessment. The project will be assessed using a range of conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a short (3,500 word) dissertation. This will test a variety of key skills. The intellectual outcomes assessed include B1 – B8.

Practical Skills

On completing the programme students will be able to:

C1. prepare and evaluate relevant paperwork for: informed consent, ethical committee approval, MHRA and NHS permission to conduct clinical research in line with local, national and international (where appropriate) legislation and guidelines (including clinical trials)
C2. design a clinical research project or trial in the context of good practice, effective governance and appropriate ethical principles and theories
C3. collect, store and analyse data from clinical research projects using appropriate computer database(s) and appropriate statistical software
C4. peer-review manuscripts in their own area of speciality
C5. write appropriate grant applications and manuscripts for submission to either funding bodies (grants) or peer-reviewed journals as appropriate
C6. obtain the necessary approvals for carrying out their own research project
C7. translate research findings into clinical practice in the context of current research in their own field and within U.K. boundaries.

Teaching and Learning Methods

Practical skills are delivered throughout the programme but especially in the Clinical Research Dissertation module (MCR8007) where the student is able to develop and practise skills in a chosen area of clinical research.

A number of practical skills are also developed in the attendance day blocks, especially in the tutorials and workshop-style seminars, and in the various assessments associated with the taught modules and the online topics in the e-learning modules. These particularly relate to writing and presentation skills that are essential for approval of the clinical research project and clinical research in general and this discussion, writing and presentation occurs in different formats at all stages of the programme.

Assessment Strategy

Certificate: (attendance and e-learning pathway)

MCR8001 and MCR8009: Research Governance and Ethics (core)**:** students will write a number of research applications based on current ethical committee approval and R & D approval forms. The practical outcomes assessed include C1.

MCR8002 and MCR8010: Research study design and data interpretation (core)**:** addresses the practical skills of study design including C2, also handling and analysing data appropriate to different research methodologies including identification of the correct statistical methods addressing C3. The students will be assessed by an MCQ test, a short oral presentation and a written study design.

MCR8003 and MCR8011: Writing in a research setting (core)**:** the students will be assessed through production of three different written assignments and one presentation; enabling students to demonstrate (and the assessment of) a range of practical skills including sourcing information. The practical outcomes assessed include C4 and C5.

Diploma: (attendance and e-learning pathway)

MCR8004 and MCR8014: Developing Your Career in Clinical Research (preferred option): students will produce two pieces of written work that focus on the legal aspects of research and the scientific principles that underpin clinical research. Students will also be required to present their own research ideas. This module concentrates on transferable rather than specific skills outcomes therefore no C outcomes are assessed (see D outcomes).

MCR8006 and MCR8013: Designing a Research Proposal (Core): students will practice formulating a research proposal and obtaining the necessary approvals for the execution of an ethically and scientifically robust project within the scope of a Masters degree. By trialling a number of different application forms and producing a number of different information sheets as well as presenting their project and defending the proposal to a project review panel the skills outcomes C1, C2, C5 and C6 will be assessed.

MCR8008 and MCR8015: Clinical Trials (preferred option): students will produce a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This will require the students to integrate their learning across this module and draw on learning from other modules. Students will also identify and review different means of measuring clinical trials outcomes. The practical skills assessed include C1, C2 and C7.

Other Optional Modules for Diploma: (attendance and e-learning)

MCR8012: Rehabilitation Science for Movement Disorders (attendance): this module will assess the practical skills C1 – C4 and C7 through a written critique, written research proposal and a critical presentation.
MMB8004: Ageing and Health (attendance): in this module the students will be assessed on the practical skills C4 and C7 through the two written works (one an unseen examination) and

the presentation.

MMB8009: Clinical Epidemiology (attendance): this module assesses learning outcomes C3 – C4 and C7 through written work and a presentation.

MCR8019: Clinical Research Statistics (e-learning): the module assesses learning outcomes C2 – C4 and C7 through the critical appraisal of a selection of research abstracts and a short MCQ.

MCR8020: Ageing and Health (e-learning): in this module the students will be assessed on the practical skills C4 and C7 through the two written works and the presentation.

HSC8051: Introduction to Qualitative Research Methods (attendance): in this module the practical skills learning outcomes covered are C2 – C4 assessed in the single written protocol.

HSC8052: Further Qualitative Research Methods (attendance): this module is designed to build on the practical skills in HSC8051 and also assess outcomes C2 – C4 and C7 in a written report based on data analysis.

Masters

MCR8007: Clinical Research Dissertation (core): students will complete a single 60 credit assessment. The project will be assessed using a range of conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a short (3,500 word) dissertation. A long project will test a wide range of skills though the assessments focus on C1 – C7.

Transferable/Key Skills

On completing the programme students will be able to:

D1. critically appraise and evaluate: grant applications, research papers, and applications for ethical approval related to clinical research, and proposals for clinical trials
D2. present information (data) or ideas in a variety of formats including from their own and published clinical research. The formats include: a short abstract, poster or short thesis or as an oral presentation to an audience of their peers
D3. interpret and analyse published data using appropriate resources
D4. make an informed choice of research project based on their own career aspirations and be able to defend this choice to academic staff
D5. design, implement, adjust and manage a research project in their own area of interest and manage their own time and set priorities within a project to ensure that the aims of a project are met
D6. critically evaluate research findings and those of others.

Teaching and Learning Methods

The project module (Clinical Research Dissertation – MCR8007) is the largest component of the Masters programme and therefore the largest single component that will enable the students to develop a wide range of key and transferable skills, for example data-handling and IT skills as well as planning and organisation, adaptability and independent learning. In the project students work independently but with close supervision and are able to discuss problems and developments with their supervisor.

Students will also develop these key skills throughout the attendance day blocks and through e-learning but to a lesser degree and in a less intensive way. Throughout the programme there is emphasis on written and oral presentation and communication with information literacy and critical appraisal.

Assessment Strategy

Certificate: (attendance and e-learning pathway)

MCR8001 and MCR8009: Research Governance and Ethics (core)**:** students will write a number of research applications based on current ethical committee approval and R & D approval forms. These will be assessed in the tutorial on the attendance pathway and via Blackboard for the E-learning pathway. The ability to critical appraise these forms and source

and evaluate appropriate information will be key within these assessments to address D1.

MCR8002 and MCR8010: Research study design and data interpretation (core)**:** students will use written and oral presentation (on the attendance pathway) or preparation of materials for a scripted oral presentation to be submitted via Blackboard on the e-learning pathway to assess the student's ability to present information and to interpret and analyse information and therefore assesses outcome D2.

MCR8003 and MCR8011: Writing in a research setting (core)**:** the students will be assessed through production of three different written assignments and one presentation (attendance pathway) or material for one scripted presentation, submitted via Blackboard (e-learning pathway); enables the students to demonstrate (and the assessment of) a range of practical skills including written presentation as well as interpretation and analysis of information (outcomes D1 and D2).

Diploma: (attendance and e-learning Pathway)

MCR8004 and MCR8014: Developing Your Career in Clinical Research (preferred option): students will produce two pieces of written work and are required to present their own research ideas. This written assessment and presentation test transferable skills D2, D4 and D5.

MCR8006 and MCR8013: Designing a Research Proposal (Core): students will practice formulating a research proposal and obtaining the necessary approvals for the execution of an ethically and scientifically robust project within the scope of a Masters degree. By trialling a number of different application forms and producing a number of different information sheets as well as presenting their project and defending the proposal to a project review panel the transferable skills outcome D1, D3 and D6 will be assessed.

MCR8008 and MCR8015: Clinical Trials (preferred option): students will produce a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This will require the students to integrate their learning across this module and draw on learning from other modules. Students will also identify and review different means of measuring clinical trials outcomes. The transferable skills assessed concentrating on D1, D2, D4 and D5.

Other Optional Modules for Diploma: (attendance and e-learning)

MCR8012: Rehabilitation Science for Movement Disorders (attendance): this module includes the transferable skills identified in D1 – D6 which are assessed two written assessments with a focus on critical analysis and a presentation once again with a focus on critical analysis.
MMB8004: Ageing and Health (attendance): in this module the students will be assessed on the practical skills D2, D3, D5 and D6 through the two written works and the presentation.
MMB8009: Clinical Epidemiology (attendance): the transferable skills assessed in this module include D1, D3, D5 and D6 involving sourcing information (including regulations and governance), critical evaluation, project design, project selection, data handling (and interpretation) and presentation.
MCR8019: Clinical Research Statistics (e-learning): the module assesses learning outcomes D1, D3, D5 and D6 through critical appraisal of a series of research abstracts and a short MCQ.
MCR8020: Ageing and Health (e-learning): the module will assess the transferable skill DD2, D3, D5, D6 in the written work and in the oral presentation.
HSC8051: Introduction to Qualitative Research Methods (attendance): the transferable skills assessed in this module and HSC8052 (the twin 10 credit module) are D1, D5 and D6.
HSC8052: Further Qualitative Research Methods (attendance): in this module the transferable skills D1, D5 and D6 are assessed through the single written report based on a data pack that is provided to the students.

Masters

MCR8007: Clinical Research Dissertation (core): students will complete a single 60 credit assessment. This will be assessed using a range of conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a short (3,500 word) dissertation. A long project with all of these assessments tests a range of transferable skills D1 – D6.

12	Programme Curriculum, Structure and Features
Basic structure of the programme	

The programme comprises three stages: PG Certificate (60 credits), PG Diploma (120 credits) and Masters' (180 credits). Certificate and Diploma may be delivered through two different pathways; either the attendance pathway or through the e-learning pathway however at this stage the full Masters Degree is only attainable by attendance in the third stage.

The PG Certificate programme comprises of three 20 credit core modules:

Students choosing to follow the attendance pathway study:
MCR8001 (core) Research Governance and Ethics
MCR8002 (core) Study Design and Data Interpretation
MCR8003 (core) Writing in a Research Setting

Students choosing to follow the e-learning pathway study:
MCR8009 (core) Research Governance and Ethics (e-learning pathway)
MCR8010 (core) Study Design and Data Interpretation (e-learning pathway)
MCR8011 (core) Writing in a Research Setting (e-learning pathway)

The PG Diploma programme requires students to have studied and passed all three core modules on one or the other Certificate pathways (either e-learning or attendance). Diploma students are required to complete a further three 20 credit modules (attendance or e-learning). All students must complete the module in Designing a Research proposal either MCR8006 (attendance) or MCR8013 (e-learning) which is a core module in either pathway.

It is expected that the two following 20 credit modules (either attendance or e-learning), which are underline preferred options, in their chosen learning pathway, will be studied by the majority of students:

MCR8004 (attendance) Developing your Career in Clinical Research
MCR8014 (e-learning) Developing your Career in Clinical Research
MCR8008 (attendance) Clinical Trials
MCR8015 (e-learning) Clinical Trials

*These module cannot be repeated by studying in both pathways.

However, where DPD approval is given and dependant on timetabling constraints, the following 20 credit optional modules may be selected.

Students choosing to follow the attendance pathway could select:
MCR8012 (attendance) Rehabilitation Science for Movement Disorders
MMB8004 (attendance) Ageing and Health
MMB8009 (attendance) Clinical Epidemiology

Students choosing to follow the e-learning pathway could select:
MCR8019 (e-learning) Clinical Research Statistics
MCR8020 (e-learning) Ageing and Health

However, where DPD approval is given and dependant on timetabling constraints, the following two 10 credit optional modules may be selected by students on the attendance pathway.

HSC8051 (attendance) Introduction to Qualitative Research Methods
HSC8052 (attendance) Further Qualitative Research Methods

These two modules are to be taken together except in rare cases where the DPD gives a student permission to undertake an alternative 10 credit module associated with their Master's project.

The Masters degree comprises the study of modules on the PG Diploma plus a final 60 credit research dissertation: MCR8007.

All of the Certificate and Diploma modules will also be available as CPD.

The programme is part-time and the maximum time allowed on programme is five years. Each stage is delivered in a year and the programme will normally run over three years.

Key features of the programme (including what makes the programme distinctive)

The PG Certificate and PG Diploma are delivered either by attendance at 'day release' teaching blocks to support students in full-time employment or through an e-learning pathway, enabling students to study the programme remotely via the Blackboard VLE. This allows students the option to not attend the campus and may suit those who experience difficulty securing time off work or those not living in the region. Optional study opportunities are available at Diploma level to respond to students various learning needs.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/

13	**Criteria for admission**

Entry qualifications

A candidate may be entered for the Postgraduate Certificate, Diploma *or* Master's at the discretion of the Degree Programme Director and provided that such a candidate:

(a) has successfully completed the final year of the Bachelor of Medicine and Bachelor of Surgery *or* Bachelor of Dental Surgery *or* equivalent; *or*

(b) has an appropriate degree *or* equivalent professional qualification in a profession allied to medicine with at least two years post-qualification experience; *or*

(c) has a minimum lower-second-class appropriate Honours degree

Admissions policy/selection tools

Applicants will apply online for consideration of a place. Where appropriate, paramedical professionals will be invited to participate in a short informal interview process where eligibility for bursary support and the suitability of the course for their particular training needs will be considered by the DPD and other course leaders as appropriate.

Non-standard Entry Requirements: None

Additional Requirements: None

Level of English Language capability: overall IELTS score of 7.0, minimum 6.5 in each component.

14	Support for Student Learning

Induction

As all of the students on this programme will be studying on a part-time basis with full-time professional responsibilities elsewhere, the usual University pattern of induction is not practical. This is also the case for e-learning students, who will often not be based in Newcastle. Information is given in the Programme Handbook to introduce students to the sources of information/advice available.

For the attendance pathway, a brief induction talk will be held at the first session and students will also attend a library introduction session. For the e-learning pathway, relevant induction material and information on how to access the library through the web will be posted on Blackboard.

Any students who need help or guidance with any aspect of becoming/being a postgraduate student are advised to contact the Programme Co-ordinator in the first instance.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management, is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Dean of Postgraduate Studies may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Curriculum Committee.

During the project period students are assigned a workplace supervisor who is present in the workplace where the project is carried out (see document briefing for workplace supervisors). This individual is expected to:

- act as an experienced practitioner to advise on the topic-specific aspects of their chosen project and on any local issues or 'pitfalls' unique to the local situation – an 'advisory' role.

- act as the individual responsible for the official registration of the project and through whom any liabilities incurred by the project could be traced and identified – a 'i.e. responsible named person.'

Students will get additional support from the programmes own director of projects at the University – (currently Dr P Middleton) who acts as an overall mentor/supervisor for this course.

The supervisory team constitutes the workplace supervisor and the mentor who can draw on additional support from the DPD, teaching staff and Tutors (both personal and senior) as required.

Equivalent availability of support will be available for students on the e-learning pathway. They will be able to contact relevant staff through email, phone, and the discussion boards on Blackboard. As e-learning students will not be on campus, they will not be able to attend the Staff-Student Committee or Curriculum Committee in person. However, students will be asked to provide feedback by email, which will be discussed at the above meetings. A student representative will be appointed from the attendance pathway, and e-learning students will be given their contact details. The student representative will therefore be able to feedback concerns from both pathways to the programme team.

Pastoral support

All students are assigned a personal tutor and a workplace tutor whose responsibility will be

to monitor the academic performance and overall well-being of their tutees. In addition there is a faculty Senior Tutor and the University offers a range of support services, including the Student Advice Centre, http://www.ncl.ac.uk/postgraduate/support/studadv.htm, the Counselling and Wellbeing team, http://www.ncl.ac.uk/students/wellbeing/support/counselling.htm, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/postgraduate/funding/search/list/childcare

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see http://www.ncl.ac.uk/library/

The graduate school offers a student learning space with dedicated on-line computer facilities, a number of study rooms and social space for interaction with other postgraduate students.

There will be some use of Re-Cap (or other lecture capture systems) for all students.

15	Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Curriculum Committee and Board of Studies (Graduate School). Changes to, or the introduction of new, modules, are considered at the Board of Studies and at the Faculty Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Curriculum Committee. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee. Questionnaires will be provided in paper format for all students other than those on the e-learning pathway who will complete electronic questionnaires through Blackboard.

Programme reviews
The Curriculum Committee conducts an Annual Monitoring and Review of the degree programme and reports to Graduate School (Board of Studies) and Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Curriculum Committee and Board of Studies (Graduate School). The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Attendance students will be issued with evaluation questionnaires at the end of each Study Day and e-learning students will access evaluation questionnaires on Blackboard VLE. Informal student evaluation is also obtained at the Staff-Student Committee and Curriculum

Committee, provided by attendance pathway students as part of their teaching days, and requested from e-learning pathway students by email.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee, Curriculum Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements

Progression is subject to the University's Master's Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Master's Degrees (http://www.ncl.ac.uk/regulations/docs/ - regulations and conventions are part of same document, 'Master's regulations').

Students who fail individual pieces of course work will be allowed to resubmit for a second assessment on one occasion only. Alternatively students may opt to retake the whole module on one occasion only. Where students have failed modules or course work the maximum mark on reassessment is 50% (a pass).

There is no restriction on progression to new modules whilst carrying failed modules. However, students will not be eligible for an award until they have successfully completed all the modules they are registered for. Students will only be allowed two attempts at any module/piece of course work.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see http://www.ncl.ac.uk/postgraduate/)

The Programme Co-ordinator in the Graduate School (contact pgclinres@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/regulations/docs/)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
Certificate					
Attendance pathway					
MCR8001	Core	1,2	1,7	1	1
MCR8002	Core	2,6,7	2-5	2,3	2
MCR8003	Core	1,2,3	6	4,5	1,2
E-learning pathway					
MCR8009	Core	1,2	1	1	1
MCR8010	Core	2,6,7	2-5	2,3	2
MCR8011	Core	1,2,3	6	4,5	1,2

Module	Type	A	B	C	D
Diploma					
Attendance Pathway					
MCR8006	Core	1,2,4-7	2-4,6,7	1,2,5,6	1,3,4-6
MCR8004	Option	1,5,6,7	1,2,4-7		2,4,6
MCR8008	Option	1,2,4-7	3-8	1,2,7	1,2,4,5
MCR8012	Option	2,3,5-7	1-3,5-8	1-4,7	1-6
HSC8051	Option	1,6	1,3,5	2-4	1,5,6
HSC8052	Option	1,6	1,3,5,8	2-4,7	1,5,6
MMB8004	Option	2,6,7	2,3,5-8	4,7	2,3,5-6
MMB8009	Option	1,3,5-7	1-3,5-8	3-4,7	1-3,5-6
E-learning Pathway					
MCR8013	Core	1,2,4-7	2-4,6,7	1,2,5,6	1,3,4-6
MCR8014	Option	1,2,4-6	1,2,4-7,		2,4,6
MCR8015	Option	1,2,4-7	3-8	1,2,7	1,2,4,5
MCR8019	Option	2,6,7	4,5,6,8	2-4,7	1-3,5,6

MCR8020	Option	2,6,-7	2,3,5-8	4,7	2,3,5-6
Masters					
MCR8007	Core	1-7	1-8	1-7	1-6