

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Science Postgraduate Diploma Postgraduate Certificate
4	Programme Title	See Item 5
5	Programme Code	5259P Master of Science Clinical and Health Sciences 3479P Postgraduate Diploma Clinical and Health Sciences 3108P Postgraduate Certificate Clinical and Health Sciences 5261P Master of Science Clinical and Health Sciences with Clinical Research 3481P Postgraduate Diploma Clinical and Health Sciences with Clinical Research 3110P Postgraduate Certificate Clinical and Health Sciences with Clinical Research 5260P Master of Science Clinical and Health Sciences with Ageing 3480P Postgraduate Diploma Clinical and Health Sciences with Ageing 3109P Postgraduate Certificate Clinical and Health Sciences with Ageing 5262P Master of Science Clinical and Health Sciences with Therapeutics 3482P Postgraduate Diploma Clinical and Health Sciences with Therapeutics 3111P Postgraduate Certificate Clinical and Health Sciences with Therapeutics 3113P Postgraduate Certificate Clinical and Health Sciences with Leadership 3114P Postgraduate Certificate Clinical and Health Sciences with Surgery 3112P Postgraduate Certificate Clinical and Health Sciences with Allergy 6047P CPD Clinical and Health Sciences
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	6 November 2014

10 Programme Aims

This programme has been designed to provide students with the opportunity to develop scholarship in a chosen area of Clinical and Health Sciences. The programme has been developed to ensure a flexible approach to learning to make it sustainable and compatible with modern career pathways and to address the needs of a modern health service. This programme enables students to tailor their studies to their own clinical and professional interests and create a bespoke programme of study.

Our aims are:

- i) to enable students to gain an advanced knowledge and understanding of self-selected areas of Clinical and Health Sciences.
- ii) to equip students to critically appraise established practice and develop their own clinical practice, balancing receptiveness to new ideas with critical analysis
- iii) to encourage the students to develop a range of professional and key skills which will enable them to engage in further study and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment.

The Clinical and Health Sciences suite of programmes offers a Masters, Postgraduate Diploma and Postgraduate Certificate and also offers the opportunity to specialise in different areas:

- i) Ageing
- ii) Leadership
- iii) Clinical research
- iv) Therapeutics
- v) Surgery
- vi) Allergy

In order to achieve these aims, and to achieve maximum flexibility for students, all modules are designed as e-learning modules and delivered via a virtual learning environment (VLE).

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. The outcomes for Postgraduate Certificate, Postgraduate Diploma and Master's stages are indicated as appropriate.

Knowledge and Understanding

On completing the programme students will be able to:

- A1 demonstrate an advanced knowledge in self selected areas of special interest or of professional relevance
- A2 apply an understanding of the current developments of, and theoretical basis in, areas of special interest or professional relevance to inform their own clinical practice
- A3 use an appropriate knowledge of the ethical principles and good research practice that under-pin their chosen area of study in the conduct of original research. (specific to Masters level)

Teaching and Learning Methods

Students select areas to study that are within their own areas of interest and that are key to developing a better understanding of their self selected subject area. A1 and A2 are addressed through a mixture of directed learning, activities and small group discussion, augmented by independent study, directed by the provision of reading lists, resource materials and with feedback by tutors or peers on e-learning activities and in-course assignments. A3 is addressed for Masters students by compulsory study of Designing a Research Proposal module and the dissertation.

Assessment Strategy
Knowledge and understanding are assessed through a range of methods including in-course essays, MCQ tests, student presentations, data interpretation tests and critical appraisal of published works (A1-A3). Formative feedback is given throughout the module via interaction with the module tutor, small group discussion, collaborative activities and also via in-course assessment. Students receive detailed feedback for all summative assessment.
Intellectual Skills
On completing the programme, students should be able to: B1 source and evaluate current research evidence B2 formulate arguments and engage in academic debate about current research and research practice with regard to professional and/or clinical practice B3 critically review and appraise clinical practice B4 plan, conduct and report a programme of original research (specific to Masters level) B5 appreciate ethical issues in research and the need for ethical approval in research (specific to Masters level)
Teaching and Learning Methods
Students are expected to gradually develop these skills throughout the programme. B1 and B3 are addressed through a mixture of directed learning, activities and small group discussion, augmented by independent study, directed by the provision of reading lists, resource materials and with feedback on in-course assignments. B2 is addressed through the interactive activities such as wikis and blogs which enable students to debate issues and develop arguments with each other. B4 and B5 are addressed for Masters students by compulsory study of Designing a Research Proposal module and the dissertation.
Assessment Strategy
Intellectual skills are assessed through a range of methods including in-course essays, student presentations, data interpretation tests, personal reflection (where appropriate) and critical appraisal of published works (B1-B5). Formative feedback is given throughout the module via interaction with the module tutor, small group discussion, collaborative activities and also via in-course assessment. Students receive detailed feedback for all summative assessment.
Practical Skills
On completing the programme students should be able to: C1 identify practical and methodologically robust design solutions and apply to clinical and or professional practice (specific to Masters level) C2 select and apply relevant analysis techniques in an appropriate research setting (specific to Masters level) C3 identify key safety issues and procedures related to their own research project (specific to Masters level) C4 use e-learning technology such as virtual learning environments effectively
Teaching and Learning Methods
C1 is addressed through a mixture of activities and small group discussion, augmented by independent study, with feedback on in-course assignments. C2 and C3 are addressed for Masters students by compulsory study of Designing a Research Proposal and their dissertation. C4 is addressed initially by an induction programme and then throughout the programme through the method of delivery and by moderation of interactive activities by module leaders.
Assessment Strategy
Practical skills are assessed through a range of methods including in-course essays, student presentations, data interpretation tests, and critical appraisal of published works (C1). C2 and C3 are assessed through Designing a Research proposal and their dissertation. C4 is assessed formatively throughout the course by moderation of collaborative activities and summatively through a participation mark (where appropriate).
Transferable/Key Skills
On completing the programme students should be able to: D1 communicate effectively in writing D2 use library and other information sources skilfully and appropriately D3 plan, organise and prioritise work activities in order to meet deadlines D4 work independently D5 use e-learning skills to interact appropriately in on-line environments

Teaching and Learning Methods

These skills are developed through the requirement to carry out and produce written assignments in all modules and the dissertation. The course is deliberately designed in a way that requires students to address D1 to D5 throughout its duration. Formative feedback is given regularly throughout the modules by regular interaction with module leaders.

Assessment Strategy

These skills are formatively assessed through the written assignments and dissertation. D2 and D4 are not summatively assessed independently, although they are indirectly assessed through the successful production of written assignments and the dissertation. D5 is assessed formatively throughout the course by moderation of collaborative activities and summatively via a participation mark (where appropriate).

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

This broad-based part-time e-learning programme has a modular structure. Level 7 (Masters) academic credits are accrued for each module completed successfully. A candidate shall be admitted as a part-time student and shall pursue a programme of part-time study comprising modules to a value of 180 credits. For the Masters the period of study shall be 2-5 years, for the PG Diploma 1-4 years and for the PG Certificate 1-2 years.

The Clinical and Health Sciences suite of programmes offers a Masters, Postgraduate Diploma and Postgraduate Certificate in Clinical and Health Sciences and also offers the opportunity to specialise in different areas. Each specialist area (known as a strand) has a strand leader to ensure coherence across the specialist modules. The strand leader acts as a first point of contact for speciality queries.

Masters students undertake 180 credits in total: 60 credits are assigned to the dissertation which is undertaken in the field of the degree programme studied; 20 credits are assigned to a compulsory module Designing a Research Proposal. The other 100 credits of modules are made up from the selection of modules within the Clinical and Health Sciences programme. For a subject specific award, at least 40 credits will be made up from subject specific modules (see the programme regulations).

Postgraduate Diploma students undertake 120 credits in total: at least 40 of which are subject specific for a subject specific award (see the programme regulations).

Postgraduate Certificate students undertake 60 credits in total: 60 credits of modules where at least 20 credits are subject specific for a subject specific award (see the programme regulations).

Students shall select subject knowledge modules from a wide range of options for study. Subject knowledge module selection allows students a wide-choice, subject to module viability, timetabling and individual programme-specific requirements (see below) and is made in consultation with the Degree Programme Director or nominees, and subject to confirmation by the Degree Programme Director.

Students are also able to study modules on a continuing professional development (CPD) basis.

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

The key feature of this programme is the ability for the student to choose from a wide range of subject areas with the flexibility of an entirely e-Learning format. As such the programme offers a unique level of adaptability, allowing the busy health professional to mould their programme of study to their own professional needs and interests. Students may opt to graduate in one of the specialist areas or gain a general award.

The wholly e-learning format enables students to study at a time of their convenience and removes the need to visit the campus and so this programme is open to a national and international audience. The programme also offers the opportunity to network across different disciplines both nationally and globally. The part-time nature allows busy professionals to undertake modules on a flexible basis to fit in with their other commitments.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

A candidate will be accepted to study a programme in Clinical and Health Sciences at the discretion of the Degree Programme Director and in line with the following entry requirements:

- First degree or equivalent qualification, in a healthcare profession or first degree from another relevant discipline and;
- Working in the healthcare profession or allied field.

Students who do not meet the above academic criteria but are working in the healthcare profession or allied field may be considered on an individual basis at the Degree Programme Director's discretion.

If English is not the candidate's first language, then the candidate must meet **one** of the following criteria:

- IELTS 7.0 with at least 7.0 in writing and reading and at least 6.5 in speaking and listening;
- Have been educated in an English-speaking country that is included in the list of countries that are exempt from the [University's English Language Assessment](#);
- Provide other evidence of a high level of competence in English, for example successful completion of A- levels or an undergraduate programme taught in English.

Admissions policy/selection tools

Applicants will apply on line for consideration of a place. Where appropriate candidates will be invited to participate in a short telephone/on-line interview where suitability of the course will be considered. Students will be required to nominate a work place mentor.

Non-standard Entry Requirements

Applications for accreditation for prior certificated learning (APL) and prior experiential learning (APeL) will be considered on an individual basis, and on student request, by the Degree Programme Director. See further details in the university APL policy.

<http://www.ncl.ac.uk/quilt/partnerships/accreditation.htm>

Additional Requirements

Reliable access to a computer, internet connection, webcam, headset and printer. Use of an up to date browser which accepts cookies and is JavaScript enabled. Students will be given access to any specific software which is required during the course of their study.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

An online induction module is available to all new students prior to the start of their studies. As part of this students are introduced to the Virtual learning Environment (VLE), Blackboard, and are asked to complete a number of activities using various features of the platform. New students should complete the induction before starting their modules. An overarching programme community area is also available for all students. This provides links to all important programme documents such as the programme handbook, contact details and general support information for students studying at a distance.

Study skills support

Training in the use of Blackboard is provided as part of the induction module. Subsequent to this, use of the system is encouraged by the design of the learning materials within the online modules. More complex tasks that require more developed skills are introduced as the modules progress.

A range of study skills information, guidance and directed learning is offered by the University and students are signposted to these in the Programme Handbook and on Blackboard. Study skills, how guidance can be accessed and how they will be utilised within the modules are covered in the Induction session.

Help with academic writing is available online via the Writing Development and is available at: <http://www.ncl.ac.uk/students/wdc/learning/>

Support via English Language Materials Online (ELMO) provides self-study English language activities to help you improve your English for Academic Purposes (EAP) and is available at: <https://elmo.ncl.ac.uk/> .

Academic support

The initial point of contact for a student is the relevant module leader(s). Module leaders moderate the discussion boards and collaborative areas to support students in their learning and are contactable via email.

The library is available to support the needs of online students via email. Telephone support is also available and is signposted within each of the online modules.

Each strand will also have a named academic strand lead who students should contact with any strand specific questions.

The degree programme director should be contacted with any questions a student feels uncomfortable approaching their module leader or strand lead about.

Pastoral support

As distance learners, students are required to nominate a workplace mentor to support them as they participate in their studies. The workplace mentor would ideally be a senior member of staff in the student's workplace environment who has experience in their field of study. The mentor will provide support and guidance to the student as they complete their studies. A workplace mentor handbook is provided to facilitate this relationship and provide an outline of the role, responsibilities of the mentor.

All students are assigned a personal tutor from the programme team at the start of their studies. Personal tutors offer general advice, confidential help and advice about pastoral/non-academic matters and signpost students if necessary to other student services offered by the university to provide further assistance.

Support for students with disabilities

The online nature of the programme lends itself to support students with certain disabilities, all content is delivered online, and students never have to attend campus. The asynchronous activities allow students time to reflect and respond at their own pace.

Blackboard is committed to ensuring their platform does not contain barriers for users with disabilities; it has been awarded gold level certification for non-visual access and evaluates accessibility using the World Wide Web Consortium (W3C) levels.

In addition the University's Disability Support Service is able to provide advice for students with disabilities.

Learning resources

Wherever possible all learning resources that are required for activities within each module are provided and distributed electronically via Blackboard. Learning activities are designed with specific reference to resources that are available in an electronic format via the Library. Additional library resources are available to students via the Remote Application Service (RAS) which students can log on to when off-campus to access university resources.

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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 Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies. Student opinion is sought via a virtual Student-Staff Committee area on Blackboard. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee (FLTSEC).

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, and via the Student-Staff Committee area on Blackboard.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained via the Student-Student Committee area on Blackboard, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee area on Blackboard and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

16 Regulation of assessment

Pass mark

The pass mark is 50%

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

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

Summary description applicable to postgraduate Masters, Certificate and Diploma

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

The programmes adhere to the Faculty Guidance for Detering and Detecting Deception by Students Completing Assignments on Distance Learning.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <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.

School Code	Module Code	Module Short Title	Total Cred	Delivery
D-MSGGS	MCR8009	Research Governance and Ethics	20	Distance E-Learning
D-MSGGS	MCR8010	Intro to Research Study Design & Stats	20	Distance E-Learning
D-MSGGS	MCR8011	Writing in a Research Setting	20	Distance E-Learning
D-MSGGS	MCR8013	Designing a Research Proposal	20	Distance E-Learning
D-MSGGS	MCR8015	Clinical Trials	20	Distance E-Learning
D-MSGGS	MCR8019	Clinical Research Statistics	20	Distance E-Learning
D-MSGGS	CHS8001	Drug Discovery	20	Distance E-Learning
D-MSGGS	CHS8002	Clinical Drug Development	20	Distance E-Learning
D-MSGGS	CHS8003	Therapeutics in Older People	20	Distance E-Learning
D-MSGGS	CHS8004	Trauma and Orthopaedics	20	Distance E-Learning
D-MSGGS	CHS8005	Allergy	20	Distance E-Learning
D-MSGGS	CHS8006	Ageing & Health	20	Distance E-Learning
D-MSGGS	CHS8007	Clinical Research with Older People	20	Distance E-Learning
D-MSGGS	CHS8008	Biology of Ageing	20	Distance E-Learning
D-MSGGS	CHS8009	Developing yourself as a Leader	20	Distance E-Learning
D-MSGGS	CHS8099	Dissertation	60	Distance E-Learning
D-MSGGS	ONC8002	Cancer Pathology	10	Distance E-Learning
D-MSGGS	ONC8004	Diagnostic Imaging in Oncology	10	Distance E-Learning
D-MSGGS	ONC8005	Palliative Care Themes and Perspectives	10	Distance E-Learning
D-MSGGS	ONC8006	Management of Cancer-Psychosocial Issues	10	Distance E-Learning
D-MSGGS	ONC8007	Research Methods 2: Statistics	10	Distance E-Learning
D-MSGGS	ONC8008	Ethical Dimensions of Cancer/Palliative	10	Distance E-Learning
D-MSGGS	ONC8010	Handling Loss, Grief, and Bereavement	10	Distance E-Learning
D-MSGGS	ONC8011	Cancer Drugs and Technologies	20	Distance E-Learning
D-MSGGS	ONC8012	Managing Pain	10	Distance E-Learning
D-MSGGS	ONC8013	Quality Improvement	10	Distance E-Learning
D-MSGGS	ONC8016	Contemporary Issues in Palliative Care	10	Distance E-Learning
D-MSGGS	ONC8017	Multiprofessional Mgmt of Cancer Part 1	10	Distance E-Learning
D-MSGGS	ONC8018	Multiprofessional Mgmt of Cancer Part 2	20	Distance E-Learning
D-MSGGS	ONC8019	Pharmacology of Chemotherapeutic Agents	20	Distance E-Learning
D-MSGGS	ONC8021	Health Economics	10	Distance E-Learning
D-MSGGS	ONC8022	Cancer: Cell, Molecular Biology&Genetics	20	Distance E-Learning

Appendix 1

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Title	Intended Learning Outcomes			
		A	B	C	D
MCR8009	Research Governance and Ethics	1,2	1,2,3,5	1,4	1,2,3,4,5
MCR8010	Intro to Research Study Design & Stats	1,2	1,2,3	1,2,4	1,2,3,4,5
MCR8011	Writing in a Research Setting	1,2	1,2,3	4	1,2,3,4,5
MCR8013	Designing a Research Proposal	1,2,3	1,2,3,5	1,3,4	1,2,3,4,5
MCR8015	Clinical Trials	1,2	1,2,3,5	4	1,2,3,4,5
MCR8019	Clinical Research Statistics	1,2	1,	1, 2, 4	1,2,3,4,5
CHS8001	Drug Discovery	1,2	1,2,3,5	4	1,2,3,4,5
CHS8002	Clinical Drug Development	1,2	1,2,3,5	4	1,2,3,4,5
CHS8003	Therapeutics in Older People	1,2	1,2,3	4	1,2,3,4,5
CHS8004	Trauma and Orthopaedics	1,2	1,2,3	4	1,2,3,4,5
CHS8005	Allergy	1,2	1,2,3	4	1,2,3,4,5
CHS8006	Ageing & Health	1,2	1,2,3	4	1,2,3,4,5
CHS8007	Clinical Research with Older People	1,2	1,2,3,5	4	1,2,3,4,5
CHS8008	Biology of Ageing	1,2	1,2,3	4	1,2,3,4,5
CHS8009	Developing yourself as a Leader	1,2	1,2,3	4	1,2,3,4,5
CHS8099	Dissertation	1,2,3	1,2,3,4,5	1,2,3,4	1,2,3,4
ONC8002	Cancer Pathology	1,2	1,2,3	4	1,2,3,4,5
ONC8004	Diagnostic Imaging in Oncology	1,2	1,2,3	4	1,2,3,4,5
ONC8005	Palliative Care Themes and Perspectives	1,2	1,2,3	4	1,2,3,4,5
ONC8006	Management of Cancer-Psychosocial Issues	1,2	1,2,3	4	1,2,3,4,5
ONC8007	Research Methods 2: Statistics	1,2	1	4	1,2,3,4,5
ONC8008	Ethical Dimensions of Cancer/Palliative	1,2	1,2,3,5	4	1,2,3,4,5
ONC8010	Handling Loss, Grief, and Bereavement	1,2	1,2,3	4	1,2,3,4,5
ONC8011	Cancer Drugs and Technologies	1,2	1,2,3	4	1,2,3,4,5
ONC8012	Managing Pain	1,2	1,2,3	4	1,2,3,4,5
ONC8013	Quality Improvement	1,2	1,2,3	4	1,2,3,4,5
ONC8016	Contemporary Issues in Palliative Care	1,2	1,2,3	4	1,2,3,4,5
ONC8017	Multiprofessional Mgmt of Cancer Part 1	1,2	1,2,3	4	1,2,3,4,5
ONC8018	Multiprofessional Mgmt of Cancer Part 2	1,2	1,2,3	4	1,2,3,4,5
ONC8019	Pharmacology of Chemotherapeutic Agents	1,2	1,2,3	4	1,2,3,4,5
ONC8021	Health Economics	1,2	1,2,3	4	1,2,3,4,5
ONC8022	Cancer: Cell, Molecular Biology&Genetics	1,2	1,2,3	4	1,2,3,4,5

Master of Science in Clinical and Health Sciences Compulsory Modules (highlighted in bold)

Module	Title	Intended Learning Outcomes			
		A	B	C	D
MCR8013	Designing a Research Proposal	1,2,3	1,2,3,5	1,3,4	1,2,3,4,5
CHS8099	Dissertation	1,2,3	1,2,3,4,5	1,2,3,4	1,2,3,4

Master of Science in Clinical and Health Sciences with Ageing Compulsory Modules (highlighted in bold)/Subject Specific Modules

Module	Title	Intended Learning Outcomes			
		A	B	C	D
MCR8013	Designing a Research Proposal	1,2,3	1,2,3,5	1,3,4	1,2,3,4,5
CHS8003	Therapeutics in Older People	1,2	1,2,3	4	1,2,3,4,5
CHS8006	Ageing & Health	1,2	1,2,3	4	1,2,3,4,5
CHS8007	Clinical Research with Older People	1,2	1,2,3,5	4	1,2,3,4,5
CHS8008	Biology of Ageing	1,2	1,2,3	4	1,2,3,4,5
CHS8099	Dissertation	1,2,3	1,2,3,4,5	1,2,3,4	1,2,3,4

Master of Science in Clinical and Health Sciences with Clinical Research Compulsory Modules (highlighted in bold)/Subject Specific Modules

Module	Title	Intended Learning Outcomes			
		A	B	C	D
MCR8009	Research Governance and Ethics	1,2	1,2,3,5	1,4	1,2,3,4,5
MCR8010	Intro to Research Study Design & Stats	1,2	1,2,3	1,2,4	1,2,3,4,5
MCR8011	Writing in a Research Setting	1,2	1,2,3	4	1,2,3,4,5
MCR8013	Designing a Research Proposal	1,2,3	1,2,3,5	1,3,4	1,2,3,4,5
MCR8015	Clinical Trials	1,2	1,2,3,5	4	1,2,3,4,5
MCR8019	Clinical Research Statistics	1,2	1,	1, 2, 4	1,2,3,4,5
CHS8099	Dissertation	1,2,3	1,2,3,4,5	1,2,3,4	1,2,3,4

Master of Science in Clinical and Health Sciences with Therapeutics Compulsory Modules (highlighted in bold)/Subject Specific Modules

Module	Title	Intended Learning Outcomes			
		A	B	C	D
MCR8013	Designing a Research Proposal	1,2,3	1,2,3,5	1,3,4	1,2,3,4,5
CHS8001	Drug Discovery	1,2	1,2,3,5	4	1,2,3,4,5
CHS8002	Clinical Drug Development	1,2	1,2,3,5	4	1,2,3,4,5
CHS8003	Therapeutics in Older People	1,2	1,2,3	4	1,2,3,4,5
CHS8099	Dissertation	1,2,3	1,2,3,4,5	1,2,3,4	1,2,3,4
ONC8019	Pharmacology of Chemotherapeutic Agents	1,2	1,2,3	4	1,2,3,4,5

Postgraduate Certificate in Clinical and Health Sciences with Allergy Compulsory Modules
(highlighted in bold)

		Intended Learning Outcomes			
Module	Title	A	B	C	D
CHS8005	Allergy	1,2	1,2,3	4	1,2,3,4,5

Postgraduate Certificate in Clinical and Health Sciences with Leadership Compulsory
Modules (highlighted in bold)

		Intended Learning Outcomes			
Module	Title	A	B	C	D
CHS8009	Developing yourself as a Leader	1,2	1,2,3	4	1,2,3,4,5

Postgraduate Certificate in Clinical and Health Sciences with Surgery Compulsory Modules
(highlighted in bold)

		Intended Learning Outcomes			
Module	Title	A	B	C	D
CHS8004	Trauma and Orthopaedics	1,2	1,2,3	4	1,2,3,4,5