

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Clinical Research Postgraduate Diploma Postgraduate Certificate
4	Programme Title	See item 5
5	Programme Code	Master of Clinical Research 5852F Master of Clinical Research 4854P Master of Clinical Research (1 yr Accelerated) 5846P Master of Clinical Research (Leadership) 5845F Master of Clinical Research (Leadership) 5845P Master of Clinical Research (Leadership) (1 yr Accelerated) 5847P Postgraduate Diploma in Clinical Research 3476P Postgraduate Diploma in Clinical Research (Leadership) 3447P Postgraduate Diploma in Clinical Research (1 yr Accelerated) 3450P Postgraduate Diploma in Clinical Research (Leadership) (1 yr Accelerated) 3451P Postgraduate Certificate in Clinical Research 3106P CPD Clinical Research 6028P CPD Postgraduate Certificate in Clinical Research 6043P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	November 2014

10 Programme Aims

To provide health care professionals within the healthcare provider setting, 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. This programme enables students to gain a strong, practical knowledge of clinical research to support their current or future professional roles; giving the option of pursuing a pathway in ageing or leadership.

11 Learning Outcomes

The programmes provide 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 (specific to Postgraduate Diploma and Masters).
- A5. Be able to make an informed choice of research project based on their own career aspirations and be able to defend this choice (specific to Postgraduate Diploma and Masters).
- A6. Have gained 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, confounding factors, future direction and opportunity in their chosen area of clinical research or chosen pathway of leadership or ageing.

Teaching and Learning Methods

Modules are delivered via attendance mode.

Attendance-based modules are delivered in a series of one day teaching blocks. These teaching day blocks include a mixture of lectures, tutorials, workshop style seminars, reflective learning and active learning approaches to deliver the knowledge and understanding outcomes A1 to A7.

All modules employ structured feedback from both formative and summative assessment and opportunities for discussion and debate to ensure that the student achieves all learning outcomes. For all modules, preparatory activities are provided to support the planned learning activities – these include reading material and exercises to complete. An online statistics package is included to support MCR8002 and MCR8016.

For Masters students the Clinical Research dissertation allows further development of knowledge and understanding outcomes A1 to A7 and how these outcomes are applied to support a research project; this should be relevant to the chosen pathway if leadership or ageing is chosen. The attainment of knowledge and understanding learning outcomes and their application within the dissertation is supported by self-directed learning and guidance from the dissertation mentor/module lead.

Assessment Strategy

Certificate

There is a combination of real life research application documents based on current research ethics approval as a summative assessment. The ability to correctly identify the prerequisites within the current forms will demonstrate the student's knowledge and understanding of regulations, procedures and ethical governance. Further assessment includes a critical appraisal, a short oral presentation and development and submission of a questionnaire data-coding framework. Completing a SOP (standard operating procedure), an abstract, a grant application, and a presentation on their own research idea provides the students with the opportunity to practise different forms of medical writing and assesses their knowledge and understanding (A1, A2, A3, A6 and A7).

Diploma

Compulsory:

The student practises the formulation of a research proposal and completes the necessary approvals paperwork for a Masters level project. A number of different application forms and information sheets are prepared (participant information sheet, integrated research application system forms, consent form and NHS permissions approval form). Students undertake a presentation and defence of the proposal at a project review panel. These assessments address learning outcomes A1, A2 and A4 – A7.

Other examples (to meet the same learning outcomes), depending on module choices include:

- written work that focuses on the legal aspects of research and the scientific principles that underpin clinical research
- presenting their own research ideas
- producing a structured review of a funding proposal for a clinical trial
- written assessments require self-reflection, self-development and critical incident review
- critique of research abstracts and a short MCQ
- a reflective blog

Masters

Students complete a research project. The project assesses the use of conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a 3,500 word dissertation. This tests a variety of key skills. The knowledge outcomes assessed include A1 – A7. If a leadership or ageing pathway is chosen then the dissertation project should include some specific reference to the pathway topic.

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 or ageing, should the pathway be chosen.
- 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 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 and 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 including ageing if appropriate to pathway.

Teaching and Learning Methods

Modules are delivered by attendance mode.

Students undertaking attendance-based modules are able to test and develop their intellectual skills by working in groups, engaging in tutorials and workshop style interactive seminars. Lectures and seminars are designed to deliver knowledge and understanding whilst the tutorials and workshops are designed to promote discussion and critical appraisal and reflection of the student's own work/self and ideas. To support attendance-based learning, the student will also be able to access online (Blackboard VLE) material with information and exercises to complete in preparation for teaching sessions.

Students are provided with preparatory activities and exercises to support the introduction of each topic. This gives the students a chance to test their knowledge and relevant intellectual skills before delivery of the teaching materials.

Students are encouraged to develop their intellectual skills by incorporating feedback from formative and summative assessments to critically appraise their development and progress.

Masters students concentrate on an independent student research project and the production of a subsequent dissertation. This stage will largely consist of self-directed learning. Students are able to access online (Blackboard VLE) material with information and exercises to complete and have the opportunity to receive formative assessment from the Dissertation Supervisor and/or clinical academic supervisor.

Assessment Strategy

Certificate

Students will write a number of research applications based on current ethical committee approval and R & D approval forms. Further assessment includes development of a questionnaire coding framework, a short oral presentation and a critical appraisal. The written assessment tests the students' ability to differentiate and discuss modes of clinical research, the different components of a research project and the differences between qualitative and quantitative research methodologies. Completing a SOP (standard operating procedure), an abstract, a grant application and a presentation on their own research idea provides the students with the opportunity to complete the intellectual skills outcomes: B1-5, B7-8.

Diploma:

Compulsory

Students practise 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. The students also give a presentation, defending a proposal at a project review panel. This is undertaken by conference call for the e-learning module. These assessments will address intellectual outcomes B2, B4, B6 and B7.

Optional

Students produce written work that focuses on the legal aspects of research and the scientific principles that underpin clinical research. Other examples (to meet the same learning outcomes), depending on module choices include:

- present their own research ideas
- presenting their own research ideas
- producing a structured review of a funding proposal for a clinical trial
- written assessments require self-reflection, self-development and critical incident review
- critique of research abstracts and a short MCQ
- a reflective blog

This will meet the student's intellectual outcomes B1-8.

Masters

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. If a leadership or ageing pathway is chosen then the dissertation should reflect an interest in this area. 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 or chosen pathway (ageing).
- 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 (specific to Postgraduate Diploma and Masters).
- C7. Translate research findings into clinical practice in the context of current research in their own field, chosen pathway (leadership or ageing) and within U.K. boundaries (specific to Postgraduate Diploma and Masters).

Teaching and Learning Methods

Practical skills are delivered throughout the programme but especially in the Dissertation module (MCR8007 or MCR8029) where the student is able to develop and practise skills in a chosen area of clinical research or chosen pathway of leadership or ageing (C1-C7).

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 (C1-C7). These relate particularly 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 (C1-C7).

Assessment Strategy

Certificate:

Students develop, write and submit a number of research applications based on current ethical committee approval requirements. This module address the practical skills C2 by undertaking tasks relating to study design, including handling and analysing of data appropriate to different research methodologies and the identification of the correct statistical methods. The students are assessed by written tasks and short oral presentations. The practical outcomes assessed include C1-5.

Diploma:

Compulsory

The student practises the formulation of a research proposal, obtaining the necessary approvals for the execution of a project at Masters level. Practical skills are assessed by the trialling of a number of different application forms and the production of a number of different information sheets, as well as the presentation of the project and the defence of the proposal to a project review panel C1, C2, C5 and C6.

Optional

These include students:

- producing written work that focus on the legal aspects of research and the scientific principles that underpin clinical research
- presenting their own research ideas
- producing a structured review of a funding proposal for a clinical trial.
- identifying and reviewing different means of measuring clinical trials outcomes
- critically appraising a selection of research abstracts and a short MCQ
- submission of presentation slides

- completing a reflective blog

The practical skills assessed include C1-7.

Masters

The project assesses the use of a range of conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a short dissertation. If a leadership or ageing pathway is chosen then the dissertation should reflect an interest in this. This project tests a wide range of skills though the assessments focus on C1 to 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 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 (specific to Postgraduate Diploma and Masters).
- D5. Design, implement, adjust and manage a research project in their own area of interest or chosen pathway of leadership or ageing; manage their own time and set priorities within a project to ensure that the aims of a project are met (specific to Postgraduate Diploma and Masters).
- D6. Critically evaluate and implement their own research findings and those of others (specific to Postgraduate Diploma and Masters).

Teaching and Learning Methods

The above skills are practiced and developed in a range of modules.

Assessment Strategy

Certificate:

The student writes a number of research applications based on current ethical committee approval. The ability to critically appraise these forms and source and evaluate appropriate information demonstrates the transferable skills. The student uses written assignments and oral presentation to demonstrate their ability to present information and to interpret and analyse information. This module enables the students to demonstrate a range of transferable skills including written presentation, interpretation and analysis of information- transferable skills outcomes D1-3.

Diploma:

Compulsory

Students practise formulating a research proposal and obtaining the necessary approvals for the execution of an ethically and scientifically robust project at Masters level. 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. Transferable skills outcome D1, D3 and D6 are addressed.

Optional

Assessment of transferable skills include:

- pieces of written work
- presenting their own research
- producing a structured review of a funding proposal for a clinical trial.
- requires the student to integrate their learning across this module and draw on learning from other modules
- critical appraisal of a series of research abstracts

- a reflective blog
- identify and review different means of measuring clinical trials outcomes.

The transferable skills developed and assessed in this module are D1-D5.

Masters

The project assesses a range of conventional scientific formats including: preparation of a short abstract, a poster, a short presentation and a short dissertation, addressing transferable skills D1- D6. If a leadership or ageing pathway is chosen then the dissertation should reflect an interest in this.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Students wishing to study Clinical Research can gain an award at Masters, Postgraduate Diploma and Postgraduate Certificate level.

Students wishing to study Clinical Research (Leadership) can gain an award at Masters or Postgraduate Diploma and level.

The Clinical Research Masters programmes consist of a body of taught modules which includes 80 credits of compulsory modules, 40 credits of optional modules, and a supervised project and dissertation worth 60 credits. The Clinical Research (Leadership) Masters programmes consist of a body of taught modules which includes 100 credits of compulsory modules, 20 credits of optional modules, and a supervised project and dissertation worth 60 credits. To be awarded a Masters' degree, students must successfully complete 180 credits: taught modules account for 120 credits, while the dissertation accounts for 60 credits.

The Clinical Research Postgraduate Diploma programmes consist of a body of taught modules which includes 80 credits of compulsory modules and 40 credits of optional modules. The Clinical Research (Leadership) Postgraduate Diploma programmes consist of a body of taught modules which includes 100 credits of compulsory modules and 20 credits of optional modules. To be awarded a Postgraduate Diploma, students must successfully complete 120 credits of the taught programme of study.

To be awarded a Postgraduate Certificate, students must successfully complete 60 credits of compulsory module from the taught programme of study.

All programmes are available in part time mode. The Masters in Clinical Research and Masters in Clinical Research (Leadership) programmes are also available in full-time mode.

The normal period of study for the part time Masters' is 3 years. The normal period of study for the Masters in Clinical Research and Masters in Clinical Research (Leadership) programme in full-time mode is 1 year. However the period of study will vary depending on the selected route.

With permission of the Degree Programme Director students can also choose to follow an accelerated programme and must successfully complete 120 credits over 1 year. Students are also able to study modules on a continuing professional development (CPD) basis.

All Clinical Research students will undertake compulsory modules in research governance and ethics, an introduction to research study and design statistics and writing in a research setting, Post graduate Diploma and Masters students also take the compulsory module designing a research proposal. Thus, students will be fully equipped to carry out a research project independently, using a range of research methods and techniques.

All Clinical Research (Leadership) students will undertake compulsory modules in developing yourself as a leader, research governance and ethics, an introduction to research study and design statistics, writing in a research setting and designing a research proposal. Thus, students will be fully equipped to carry out a research project independently, using a range of research methods and techniques.

The list of modules and their credit values are given below:

Module Code	Module Short Title	Total Credits
HSC8051	Intro to Qualitative Res Methods	10
HSC8052	Further Qualitative Research Methods	10
MCL8001	Developing yourself as a Leader	20
MCL8002	Leadership Coaching	20
MCL8003	Strategic Leadership in Healthcare	20
MCR8001	Research Governance and Ethics	20
MCR8002	Intro to Research Study Design & Stats	20
MCR8003	Writing in a Research Setting	20
MCR8004	Developing your Career in Clin Res	20
MCR8006	Designing a Research Proposal	20
MCR8007	Clinical Research Dissertation	60
MCR8008	Clinical Trials	20
MCR8016	Clinical Research Statistics	20
MCR8029	Clinical Research Dissertation (F/T)	60
MCR8031	Developing Quantitative Research Skills	20
MMB8004	Ageing & Health	20
MMB8009	Clinical Epidemiology	20

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

The Postgraduate Certificate, Postgraduate Diploma and Masters are delivered by attendance at 'day release' teaching to support students in full-time. 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/programme/>

13 Criteria for admission

Entry qualifications

A candidate may be entered for the Postgraduate Certificate, Diploma or Masters 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 one year 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 where suitability of the course for their particular training needs will be considered by the Degree Programme Director and other course leaders as appropriate.

Successful applicants will also be required to secure a suitable workplace mentor (WPM) (usually a senior or experienced member of staff or alternative). Details of the WPM must be submitted before the student commences the programmes and enrolment will only be permitted once these details are supplied. We would expect the mentor to take an active interest in the student's studies, giving advice and guidance relating to the specialism within the workplace. Applicants and prospective mentors will be supplied with a briefing document outlining the role of the mentor and mentors will be asked to sign a declaration form committing to the role.

Students wishing to be considered for the 1 year full time Masters programme MUST provide evidence of a developed project idea prior to commencing on the programme.

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

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

Induction

As majority of the students on these programmes will be studying on a part-time basis with full-time professional responsibilities elsewhere, the usual University pattern of induction is not practical. Information is given in the Programme Handbook to introduce students to the sources of information/advice available, along with a course specific induction accessed via Blackboard after registration

All students will have access to the programme and library induction via Blackboard.

Any students who need help or guidance with any aspect of becoming/being a postgraduate student are advised to contact the Programme Administrator 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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

The initial point of contact for a student is with a lecturer or module leader, or their academic supervisor for more generic issues. All students are assigned an academic supervisor to provide support and guidance whose responsibility it will be to monitor the academic performance and overall well-being of their tutees. Full time students are expected to attend monthly support meetings with their academic supervisor to monitor progress and to ensure they are receiving enough support.

For dissertations, the student will have a project supervisor (usually the module leader). The project supervisor is available to advise and support the student throughout the dissertation module. The student will maintain regular contact with a named academic and/or clinical supervisor. 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 Board of Studies.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team 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.

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.

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 lecture capture systems for all 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 and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

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, 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, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, 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 and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. 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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

Summary description applicable to postgraduate Masters programmes

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

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

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.

CLINICAL RESEARCH

Module	Optional	Compulsory	Intended Learning Outcomes			
			A	B	C	D
HSC8051	Pg Dip, MClinRes		1,6	1,2,3,5	2-4	1,5,6
HSC8052	Pg Dip, MClinRes		1,6	1,2,3,5,8	2-4,7	1,5,6
MCL8001	Pg Dip, MClinRes		7	8	7	5
MCL8002	Pg Dip, MClinRes		7	5,6,8	7	2,3
MCL8003	Pg Dip, MClinRes		7	8	7	5
MCR8001		Pg Cert, Pg Dip, MClinRes	1,2	1,7	1	1
MCR8002		Pg Cert, Pg Dip, MClinRes	2,6,7	2-5, 8	2,3	2,3
MCR8003		Pg Cert, Pg Dip, MClinRes	1,2,3	6	4,5	1,2
MCR8004	Pg Dip, MClinRes		1,5,6,7	1,2,4, 6,7		2,4,5
MCR8006		Pg Dip, MClinRes	1,2,4-7	2,4,6,7	1,2,5,6	1,3,6
MCR8007		MClinRes	1-7	1-8	1-7	1-6
MCR8008	Pg Dip, MClinRes		1,2,4-7	3-8	1,2,7	1,2,4,5
MCR8016	Pg Dip, MClinRes		2,6,7	4,5,6,8	2,3,4,7	1,3,5,6
MCR8029		MClinRes	1-7	1-8	1-7	1-6
MCR8031	Pg Dip, MClinRes					
MMB8004	Pg Dip, MClinRes		2,6,7	2,3,5,8	4,7	2,3,5,6
MMB8009	Pg Dip, MClinRes		1,3,5-7	1,2,3,5,6,7,8	3-4,7	1,3,5,6

CLINICAL RESEARCH (LEADERSHIP)

Module	Optional	Compulsory	Intended Learning Outcomes			
			A	B	C	D
MCL8001		Pg Dip, MClinRes	7	8	7	5
MCL8002	Pg Dip, MClinRes		7	5,6,8	7	2,3
MCL8003	Pg Dip, MClinRes		7	8	7	5
MCR8001		Pg Dip, MClinRes	1,2	1,7	1	1
MCR8002		Pg Dip, MClinRes	2,6,7	2-5, 8	2,3	2,3
MCR8003		Pg Dip, MClinRes	1,2,3	6	4,5	1,2
MCR8006		Pg Dip, MClinRes	1,2,4-7	2,4,6,7	1,2,5,6	1,3,6
MCR8007		MClinRes	1-7	1-8	1-7	1-6
MCR8029		MClinRes	1-7	1-8	1-7	1-6