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 Postgraduate Certificate in Clinical Research (e-learning pathway) Postgraduate Diploma in Clinical Research Master of Clinical Research
5	**UCAS/Programme Code**	3043P 3428P 3425P 4824P
6	**Programme Accreditation**	
7	**QAA Subject Benchmark(s)**	
8	**FHEQ Level**	7
9	**Date written/revised**	5th January 2009

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 writing-up 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 should:

A1. be aware of, be able to describe, and have experience of current legislation relating to different forms of clinical research

A2. have an understanding and experience of the current issues relating to governance in different forms of clinical research (especially those relevant to their own chosen project)

A3. have an understanding and an experience of local and national regulations and processes for obtaining permissions and approval for clinical research

A4. understand the need for good practice in clinical research

A5. understand the basic principles of data handling and management of clinical databases

A6. know how to source and assimilate information for appropriate background reading

A7. understand how to source guidelines for production of manuscripts for publication in peer-reviewed journals and grant applications

A8. understand the issues of authorship, copyright ownership and plagiarism as they apply to their own work and that of others (including published works)

A9. be able to obtain the necessary approvals for carrying out their own research project

A10. be able to develop a research proposal in the context of effective governance and good practice in clinical research

A11.be able to develop a research proposal in the context of ethical principles and theories to

clinical research projects

A12. be aware of the broad spectrum of clinical research activity in the University and elsewhere.

A13. 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.

A14. be aware of the importance of time management and setting priorities within a project to ensure that the aims of a project are met

A15. have gained first hand knowledge of how research programmes are designed, implemented, adjusted and managed

A16. have gained first hand knowledge of the various outcomes from research programmes and the different methods by which they are prepared and presented to research community

A17. have a basic understanding of key health economic issues in clinical trials research

A18. have an appreciation of the meaning of and importance of consumer engagement in clinical trials

A19. understand the importance of marketing a trial to relevant stake-holders and be able to propose strategies for doing so

Teaching and Learning Methods

The PG Certificate programme comprises of three 20 credit modules which are delivered either by attendance pathway or e-learning pathway. All modules are core in both pathways Students choosing to follow the attendance pathway study the following modules:

- MCR8001 Research Governance and Ethics
- MCR8002 Study Design and Data Interpretation
- MCR8003 Writing in a Research Setting

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. An online statistics package is also included in PG Certificate module MCR8002.

MCR8001, MCR8002 and MCR8003 are core modules for the Attendance pathway.

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

All e-learning modules are delivered through Blackboard VLE. As with the attendance pathway, an online statistics package is also used in PG Certificate module MCR8010.

MCR8009, MCR8010 and MCR8011 are core modules for the E-learning pathway.

The PG Diploma comprises study of modules on the PG Certificate (either by attendance pathway or e-learning pathway) plus a further three core 20 credit modules (available as attendance learning only). The Masters degree comprises the study of modules on the PG Diploma plus a final 60 credit (core) research dissertation. MCR8004, MCR8006 and MCR8008 are core modules for the PG Diploma.

The attendance and self-directed study is designed to deliver the mixture of knowledge and understanding referred to above. 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-sessional 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.

The Programme Team are aware of the importance of preventing and identifying plagiarism. Turnitin plagiarism software will be applied for all written assignments, on both the attendance and e-learning Certificate pathways, and in the Diploma and Masters. All students are asked to sign plagiarism statements at the start of the Certificate. Students on the attendance pathway receive a library session on good academic practice, followed by a lecture on the

subject. The library are developing an e-learning package for students on the e-learning pathway.

Assessment Strategy

Certificate: (attendance pathway)
MCR8001: Research governance and ethics 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. 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 – A4).

MCR8002: Research study design and data interpretation the students will be assessed by an MCQ test, a short oral presentation and a written study design (A5 and A6). 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: Writing in a research setting 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. This will allow the students to practice different forms of medical writing and will assess their knowledge and understanding (A5, A7 and A8).

Certificate: (e-learning pathway)
MCR8009: Research governance and ethics 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 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-A4).

MCR8010: Study design and data interpretation The students will be assessed by an MCQ test, material for a short scripted oral presentation, submitted via Blackboard, and a written study design (A5 and A6). 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 differences between qualitative and quantitative research methodologies.

MCR8011: Writing in a research setting the students will be assessed through production of four different assignments; An SOP (standard operating procedure), an abstract, a grant application, and material for a scripted presentation on their own research idea, submitted via Blackboard. This will allow the students to practice different forms of medical writing and will assess their knowledge and understanding (A5, A7 and A8).

Diploma:
MCR8004: Developing Your Career in Clinical Research: 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. The written work is directed at assessment of the student's knowledge outcomes A1 – A4 and A9 – A11 (above) and the presentation is directed at assessment of knowledge outcomes A12 and A13 with elements of A1 – A4, A9 – A11.

MCR8006: Designing a Research Proposal: 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. These assessments will address learning outcomes A1 – A4 and A9 – A11.

MCR8008: Clinical Trials: 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 – A6, A9 – A11, A17 – A19.

Masters:
Students will complete a single 60 credit **Clinical Research Dissertation (MCR8007) (core).** 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 A5 – A8 and A12 – A16.

Intellectual Skills

On completing the programme students should be able to:

B1. discuss and identify good practice in clinical research
B2. differentiate qualitative and quantitative research methods
B3. discuss the application of different study designs in clinical research
B4. select appropriate means of data handling, manage 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. understand current issues relating to governance in different forms of clinical research especially those relevant to their own chosen project
B8. prepare documents to meet the requirements of both local and national regulations and processes for obtaining permissions and approval for clinical research
B9. discuss appropriate ethical principles and theories to clinical projects
B10. converse on the broad spectrum of clinical research activity in the University and elsewhere.
B11. make an informed choice of research project based on their own career aspirations and be able to defend this choice to academic staff
B12. set priorities within a project to ensure that the aims of a project are met
B13. be conversant with the means by which relevant research programmes are designed, implemented, adjusted and managed
B14. be able to discuss critically various outcomes from research programmes and the different methods by which they are prepared and presented to research community
B15. to cost clinical trials realistically
B16. propose strategies for marketing clinical trials

Teaching and Learning Methods

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

Certificate:
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.

Diploma: The Diploma will be delivered completely in an Attendance format. Students will be able to access online (Blackboard VLE) material with information and exercises to complete before attending teaching sessions. This gives the students a chance to test their knowledge and relevant intellectual skills before delivery of the teaching materials.

Students will be able to further test and develop their intellectual skills in working groups engaged in tutorials and workshop style seminars. Lectures are designed to deliver knowledge and understanding whilst the tutorials and workshops are designed to promote discussion and critical appraisal of the students' own work and ideas.

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.

Master's: As the Master's 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.

There will be two half-day teaching days where the students will be able to further test and develop their intellectual skills in working groups engaged in tutorials and workshop style seminars. There will be some lectures and tutorials on these days. Lectures are designed to deliver knowledge and understanding whilst the tutorials and workshops are designed to promote discussion and critical appraisal of the students' own work and ideas.

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 pathway):
MCR8001: Research governance and ethics: 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 above.
MCR8002: Research study design and data interpretation: the students will be assessed by an MCQ test, a short oral presentation 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: Writing in a research setting: 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. Students will be able to practice different forms of medical writing and display their intellectual skills described in B6.

Certificate (e-learning pathway):
MCR8009: Research governance and ethics: 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 above.
MCR8010: Research study design and data interpretation: the students will be assessed

by an MCQ test, 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 material for a short presentation will assess B4 and B5.

MCR8011: Writing in a research setting: the students will be assessed through production of four different assignments; An SOP (standard operating procedure, an abstract, a grant application, and material for a scripted presentation on their own research idea, submitted via Blackboard. Students will be able to practice different forms of medical writing and display their intellectual skills described in B6.

Diploma:
In MCR8004: Developing Your Career in Clinical Research: 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. The written work is directed at assessment of the student's intellectual outcomes B1, B2, B4 and B7 – B9 (above) and the presentation is directed at assessment of intellectual outcomes B10 and B11.

MCR8006: Designing a Research Proposal : 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 B1, B7 – B9.

MCR8008: Clinical Trials: 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 – B5, B15 and B16.

Masters:
Students will complete a single 60 credit **Clinical Research Dissertation (MCR8007).** The project will be assessed using a range of conventional scientific formats including: preparation of a short abstract, poster, a short presentation and a short (3,500 word) dissertation. This will test a variety of key skills. The intellectual outcomes assessed include B2, B4 – B6 and B10 – B14.

Practical Skills

On completing the programme students should 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 and national legislation and guidelines
C2. design a clinical research project or trial
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. develop a research proposal in the context of good practice in clinical research
C8. develop a research proposal in the context of effective governance in clinical research
C9. develop a research proposal in the context of ethical principles and theories to clinical research projects
C10. prepare the required paperwork for a real clinical research project including: applications for a favourable opinion from research ethics committee; forms for informed consent for clinical trials etc.,
C11. understanding of the research aims of their project
C12. keep and maintain a record of their research project
C13. understand the importance of personal skills when working in a research environment
C14. manage and analyse data specific to their project

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.

Assessment Strategy

<u>**Certificate (attendance pathway):**</u>
In MCR8001: Research governance and ethics: students will write a number of research applications based on current ethical committee approval and R & D approval forms (C1).
MCR8002: Research study design and data interpretation: addresses the practical skills of study design (C2) handling and analysing data appropriate to different research methodologies including identification of the correct statistical methods (C3). The students will be assessed by an MCQ test, a short oral presentation and a written study design.
MCR8003: Writing in a research setting: the students will be assessed through production of three different written assignments and one presentation; enables the students to demonstrate (and the assessment of) a range of practical skills including sourcing information, review (C4) and writing (C5).

<u>**Certificate (e-learning pathway):**</u>
In MCR8009: Research governance and ethics: students will write a number of research applications based on current ethical committee approval and R & D approval forms (C1).
MCR8010: Research study design and data interpretation: addresses the practical skills of study design (C2) handling and analysing data appropriate to different research methodologies including identification of the correct statistical methods (C3). The students will be assessed by an MCQ test, material for a short scripted oral presentation, submitted via Blackboard, and a written study design.
In module MCR8011: Writing in a research setting: the students will be assessed through production of three different written assignments and material for one scripted presentation, submitted via Blackboard; enables the students to demonstrate (and the assessment of) a range of practical skills including sourcing information, review (C4) and writing (C5).

<u>**Diploma:**</u>
In MCR8004: Developing Your Career in Clinical Research: 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 written assessment and presentation test skills outcomes C1, C6, C10. **In the second module MCR8006: Designing a Research Proposal:** 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, C6 – C11 will be assessed.
In the third module MCR8008: Clinical Trials: 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 C2, C7 and C11.

<u>**Masters:**</u>
Students will complete a single 60 credit **Clinical Research Dissertation (MCR8007).** The project will be assessed using a range of conventional scientific formats including: preparation of a short abstract, 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 C2 – C5 and C11 – C14.

Transferable/Key Skills
On completing the programme students should 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. source and evaluate appropriate regulations and paperwork for project approval D3. source and evaluate appropriate background reading D4. present data from their own and published clinical research in an appropriate format either written as short abstract, poster or short thesis or as an oral presentation to an audience of their peers D5. interpret and analyse their own and published data using appropriate resources D6. develop a research proposal in the context of effective governance, ethical principles and good practice in clinical research D7. make an informed choice of research project based on their own career aspirations and be able to defend this choice to academic staff D8. manage their own time and set priorities within a project to ensure that the aims of a project are met D9. design, implement, adjust and manage a research project in their own area of interest D10. critically evaluate their own findings and those of others D11. produce a short abstract, poster or short thesis

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 pathway): **MCR8001: Research governance and ethics:** 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. The ability to critical appraise (D1) these forms and source and evaluate appropriate information (D1 & D2) will be key within these assessments. **MCR8002: Research study design and data interpretation:** will use written and oral presentation to assess the student's ability to source information (D2) and present information (D3) and to interpret and analyse information (D4). **MCR8003: Writing in a research setting:** the students will be assessed through production of three different written assignments and one presentation; enables the students to demonstrate (and the assessment of) a range of practical skills including sourcing information (D2) and written presentation (D3) as well as interpretation and analysis of information (D4). **Certificate (e-learning pathway):** **MCR8009: Research governance and ethics (e-learning):** students will write a number of research applications based on current ethical committee approval and R & D approval forms. These will be assessed through Blackboard. The ability to critical appraise (D1) these forms and source and evaluate appropriate information (D1 & D2) will be key within these assessments. **MCR8010: Research study design and data interpretation:** will use written and the preparation of materials for a scripted oral presentation, submitted via Blackboard, to assess the student's ability to source information (D2) and present information (D3) and to interpret and analyse information (D4). **MCR8011: Writing in a research setting**: the students will be assessed through production of three different written assignments and material for one scripted presentation, submitted

via Blackboard; enables the students to demonstrate (and the assessment of) a range of practical skills including sourcing information (D2) and written presentation (D3) as well as interpretation and analysis of information (D4).

<u>Diploma</u>:
MCR8004: Developing Your Career in Clinical Research: 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 D1 and D2.
MCR8006: Designing a Research Proposal: 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 outcomes D1, D2 and D6 will be assessed.
MCR8008: Clinical Trials: 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 include D1, D2 and D3.

<u>Masters</u>:
Students will complete a single 60 credit **Clinical Research Dissertation (MCR8007).** This will be assessed using a range of conventional scientific formats including: preparation of a short abstract, 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, D4, D5 and D7 – D11.

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 (180 credits), Masters'

The PG Certificate programme comprises of three 20 credit modules which are delivered via two pathways: attendance or e-learning.
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 modules comprise of the study of modules on one or the other Certificate route (either e-Learning or attendance) and a further three core 20 credit modules (attendance only). The Masters degree comprises the study of modules on the PG Diploma plus a final 60 credit research dissertation

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 by attendance at 'day release' teaching blocks to support students in full-time employment.

The PG Certificate modules can be studied 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.

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.

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 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.

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

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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 s.fletcher@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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	MCR8001; MCR8004; MCR8006; MCR8008 MCR8009
A2	MCR8001; MCR8004; MCR8006; MCR8008 MCR8009
A3	MCR8001; MCR8004; MCR8006; MCR8008 MCR8009
A4	MCR8001; MCR8004; MCR8006; MCR8008 MCR8009
A5	MCR8002; MCR8003; MCR8007 MCR8010 MCR8011
A6	MCR8002; MCR8007; MCR8008 MCR8010
A7	MCR8003; MCR8007 MCR8011
A8	MCR8003; MCR8007 MCR8011
A9	MCR8004; MCR8006; MCR8008
A10	MCR8004; MCR8006; MCR8008
A11	MCR8004; MCR8006; MCR8008
A12	MCR8004; MCR8007
A13	MCR8004; MCR8007
A14	MCR8007
A15	MCR8007
A16	MCR8007
A17	MCR8008
A18	MCR8008
A19	MCR8008
B1	MCR8001; MCR8004; MCR8006; MCR8009
B2	MCR8002; MCR8004; MCR8007 MCR8010
B3	MCR8002; MCR8008 MCR8010
B4	MCR8002; MCR8004; MCR8007; MCR8008 MCR8010
B5	MCR8002; MCR8007; MCR8008 MCR8010
B6	MCR8003; MCR8007 MCR8011
B7	MCR8004; MCR8006
B8	MCR8004; MCR8006
B9	MCR8004; MCR8006
B10	MCR8004; MCR8007
B11	MCR8004; MCR8007
B12	MCR8007
B13	MCR8007
B14	MCR8007
B15	MCR8007; MCR8008
B16	MCR8007; MCR8008
C1	MCR8001; MCR8004; MCR8006; MCR8009
C2	MCR8002; MCR8006; MCR8007; MCR8008 MCR8010
C3	MCR8002; MCR8007 MCR8009 MCR8010
C4	MCR8003; MCR8007 MCR8011
C5	MCR8003; MCR8007 MCR8011
C6	MCR8004; MCR8006
C7	MCR8006; MCR8008
C8	MCR8006
C9	MCR8006
C10	MCR8004; MCR8006
C11	MCR8006; MCR8007; MCR8008
C12	MCR8007
C13	MCR8007
C14	MCR8007
D1	MCR8001, MCR8004; MCR8006; MCR8007; MCR8008 MCR8009

D2	MCR8001, MCR8002, MCR8003; MCR8004; MCR8006; MCR8008 MCR8009 MCR8010 MCR8011
D3	MCR8002, MCR8003; MCR8008 MCR8010 MCR8011
D4	MCR8002; MCR8003; MCR8007
D5	MCR8007
D6	MCR8006
D7	MCR8006; MCR8007
D8	MCR8007
D9	MCR8007
D10	MCR8007
D11	MCR8007

Or

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
Attendance pathway					
MCR8001	core	1,2,3,4	1	1	1,2,
MCR8002	core	5,6	2,3,4,5	2,3	2,3,4
MCR8003	core	5,7,8	6	4,5	2,3,4
E-learning pathway					
MCR8009	core	1,2,3,4	1	1	1,2,
MCR8010	core	5,6	2,3,4,5	2,3	2,3,4
MCR8011	core	5,7,8	6	4,5	2,3,4

MCR8004	core	1-4, 9-13	1,2,4,7-11	1,6,10	1,2
MCR8006	core	1-4,9-11	1,7-9	1,2	1,2,6,7
MCR8007	core	5-8,12-16	2,4-6,10-14	2-5,11-14	1,4,5,7-11
MCR8008	core	1-6,9-11, 17-19	2,4,5,6,10-14	2-5,11-14	1,4,5,7-11