PROGRAMME SPECIFICATION		

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 Diploma in Clinical Research Postgraduate Diploma in Clinical Research (Leadership) Postgraduate Diploma in Clinical Research (Ageing) Postgraduate Diploma in Clinical Research (1 yr Accelerated) Postgraduate Diploma in Clinical Research (Leadership) (1 yr Accelerated) Postgraduate Diploma in Clinical Research (Ageing) (1 yr Accelerated) Master of Clinical Research Master of Clinical Research (Leadership) Master of Clinical Research (Ageing) Master of Clinical Research (1 yr Accelerated) Master of Clinical Research (Leadership) (1 yr Accelerated) Master of Clinical Research (Ageing) (1 yr Accelerated)Master of Clinical Research (Full Time) Master of Clinical Research (Leadership) (Full Time) Clinical Research CPD
5	**UCAS/Programme Code**	3043P- PG Certificate in Clinical Research 3425P- PG Diploma in Clinical Research 3447P- PG Diploma in Clinical Research (Leadership) 3446P- PG Diploma in Clinical Research (Ageing) 3450P- PG Diploma in Clinical Research (1 yr Accelerated) 3451P- PG Diploma in Clinical Research (Leadership) (1 yr Accelerated)3452P- PG Diploma in Clinical Research (Ageing) (1 yr Accelerated) 4824P- Master of Clinical Research 5845P- Master of Clinical Research (Leadership) 5844P- Master of Clinical Research (Ageing) 5846P- Master of Clinical Research (1 yr

		Accelerated) 5847P- Master of Clinical Research (Leadership) (1 yr Accelerated) 5848P- Master of Clinical Research (Ageing) (1 yr Accelerated) 5852F - Master of Clinical Research (Full Time) 5845F- Master of Clinical Research (Leadership) (Full Time) 6028P - Clinical Research CPD
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	
8	FHEQ Level	7
9	Date written/revised	27th June 2013
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 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 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 researchcommunity.
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 or e-learning mode (see Programme Structure). Some modules are delivered in both. Students will study these modules in one mode OR the other mode, depending on preference and pathway.

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 e-learning modules are delivered through Blackboard VLE. The student has the opportunity to develop knowledge and understanding outcomes A1 to A7 through guided learning activities.

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, MCR8010, MCR8016 and MCR8019.

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

MCR8001 (attendance-based) or MCR8009 (e-learning): Research Governance and Ethics (compulsory). Students submit a number of 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 (A1 and A2).

MCR8002 (attendance-based) or MCR8010 (e-learning): Introduction to Research Study Design and Statistics (compulsory). Students are assessed based on a critical appraisal, a short oral presentation on the attendance-based module (for the e-learning mode the oral presentation is via conference call) and development and submission of a questionnaire data coding framework (A2, A6 and A7).

MCR8003 (attendance-based) or MCR8011 (e-learning): Writing in a Research Setting (compulsory). The student will be assessed through production of four different assignments; an SOP (standard operating procedure), an abstract, a grant application, and a presentation on their own research idea on the attendance module. A scripted presentation of the student's research idea is submitted via Blackboard on the e-learning module. This provides the students with the opportunity to practise different forms of medical writing and assesses their knowledge and understanding (A1, A2, and A3).

Diploma

MCR8006 (attendance-based) or MCR8013 (e-learning) or MCR8005 (full time mode): Designing a Research Proposal (compulsory). The student practises the formulation of a research proposal and obtains the necessary approvals for the execution of an ethically and scientifically robust project within the scope of a Masters. A number of different application forms and information sheets are prepared (PIS, IRAS, consent form and R & D approval form). Students undertake a presentation and defence of the proposal at a project review panel (this is undertaken by conference call for the e-learning module). These assessments address learning outcomes A1, A2 and A4 – A7. **Optional Modules for Diploma:**

MCR8004 (attendance-based): Developing Your Career in Clinical Research. The student produces two pieces of written work that focus on the legal aspects of research and the scientific principles that underpin clinical research. Students are required to present their own research ideas. For the e-learning the presentation is supported by conference call. The written work is directed at assessment of the student's knowledge outcomes A1, A5 – A7 and the presentation is directed at assessment of knowledge outcomes A5 with elements of A1, A6 and A7.

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

MCR8017: Developing yourself as a Leader. This module assesses learning outcomes by two written exercises. Both written assessments require self-reflection and self-development and address learning outcome A7.

MCR8016 (attendance-based) or MCR8019 (e-learning): Clinical Research Statistics. This module assesses learning outcomes A2, A6 and A7 through a critique of research abstracts and a short MCQ.

MMB8004(attendance based) or MCR8020 (e-learning): Ageing and Health. This module assesses the knowledge and understanding outcomes A2, A6 and A7 through the submission of slides for a presentation and two written exercises. For the e-learning module, one piece of written work takes the form of a reflective blog.

MCR8021: Clinical Research with Older People. This module assesses learning outcomes A1, A2, A6 and A7 by the submission of three tasks which include a written critique of a published study, a written exercise and submission of presentation slides.

MCR8027: Strategic Leadership in Healthcare. This module assesses learning outcome A7 by submission of a written exercise) which incorporate a self-reflection and critical incident.

MMB8009: Clinical Epidemiology: This module will assess learning outcomes A1, A3, A5 and A7 through a written examination, an essay and a short presentation.

HSC8051: Introduction to Qualitative Research Methods. This module assesses learning outcomes A1 and A6 through a written protocol.

HSC8052: Further Qualitative Research Methods. This module assesses the leaning outcomes A1 and A6 through a written report including data analysis using interview, field notes and texts.

Masters

MCR8007 (attendance-based) and MCR8025 (e-learning): Clinical Research Dissertation (core). 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. an interest in this area.

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 researchprojects 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 or e-learning (see Programme Structure). A variety of different teaching and learning methods are used across these programme.

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 undertaking e-learning modules are able to test and develop their intellectual skills by directed learning, formative assessment activities and engagement with peer students through discussion boards, email and Wikis. The directed learning is designed to deliver knowledge and understanding and promote intellectual skills through discussion, critical appraisal and reflection of the student's own work/self and ideas.

For both the attendance-based and e-learning modules, 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.

For both the attendance-based and e-learning modules, 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

MCR8001 (attendance-based) or MCR8009 (e-learning): Research Governance and Ethics (compulsory)**.** Students will write a number of research applications based on current ethical committee approval and R & D approval forms. These will assess intellectual skills B1 and B7 above.

MCR8002 (attendance-based) or MCR8010 (e-learning): Introduction to Research Study Design and Statistics (compulsory). The student is assessed by development of a questionnaire coding framework, a short oral presentation and a critical appraisal. For the e-learning module, the presentation is delivered via conference call. 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 (B2 and B3). The short presentation will assess B4, B5 and B8.

MCR8003 (attendance-based) or MCR8011 (e-learning): Writing in a Research Setting (compulsory). Students are assessed through production of four different assignments; a SOP (standard operating procedure), an abstract, a grant application and a presentation on their own research idea. On the e-learning module the presentation task takes the form of a timed conference call. Students are able to practice different forms of medical writing and display their intellectual skills, as described in learning outcome B6.

<u>**Diploma:**</u>

MCR8006 (attendance-based) or MCR8013 (e-learning) or MCR8005 (full time mode): Designing a Research Proposal (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.

<u>**Optional Modules for Diploma:**</u>

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

MCR8008 (attendance-based) or MCR8015 (e-learning): Clinical Trials. Students produce a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This requires the student 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 through these activities are B3 – B8.

MMB8009: Clinical Epidemiology. This module assesses the learning outcomes B1 – B3 and B5 – B8 through a combination of written work (an essay, exam and a short presentation).

MCR8016 (attendance-based) or MCR8019 (e-learning): Clinical Research Statistics. This module assesses the learning outcomes B4, B5, B6 and B8 through critical appraisal of research abstracts and a short MCQ.

MCR8017: Developing Yourself as a Leader. In this module the intellectual skill B8 is assessed through two written pieces of work.

MMB8004 (attendance based) or MCR8020 (e-learning: Ageing and Health. This module assesses intellectual skills B2, B3, B5 and B8 through the submission of slides for a presentation and two written exercises. For the e-learning module, one piece of written work takes the form of a reflective blog.

MCR8021: Clinical Research with Older People. In this module the intellectual skills B1, B6 and B7 are assessed through the submission of three tasks which include a written critique of a published study, a written exercise and submission of presentation slides.

MCR8027: Strategic Leadership in Healthcare. In this module the intellectual skills B8 are assessed through a written piece of work.

HSC8051: Introduction to Qualitative Research Methods. The written assessment in this module is designed to assess the learning outcomes B1 – B3 and B5.

HSC8052: Further Qualitative Research Methods. The assessment in this module builds on that in module HSC8051 covering the same major learning outcomes, B1 – B3, B5 and B8.

Masters

MCR8007 (attendance-based) or MCR8025 (e-learning) or for full time mode MCR8029 (attendance-based) or MCR8035 (e-learning): Dissertation (core). 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 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 Diploma and Masters).

Teaching and Learning Methods

Practical skills are delivered throughout the programme but especially in the Dissertation module (MCR8007 or MCR8025) 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

<u>Certificate:</u>
MCR8001 (attendance-based) or MCR8009 (e-learning): Research Governance and Ethics (compulsory)**.** Students develop, write and submit a number of research applications based on current ethical committee approval requirements. This assesses practical outcome C1.

MCR8002 (attendance-based) or MCR8010 (e-learning): Introduction to Research Study Design and Statistics (compulsory). This module address the practical skills C2 by the undertaking of a study design, including handling and analysing of data appropriate to different research methodologies and the identification of the correct statistical methods (C3). The students are assessed by two written tasks and a short oral presentation.

MCR8003 (attendance-based) or MCR8011 (e-learning): Writing in a Research Setting (compulsory). The student is assessed through production of three different written assignments and one presentation. This enables the student to demonstrate a range of practical skills including sourcing information. The practical outcomes assessed include C4 and C5.

<u>Diploma:</u>

MCR8006 (attendance-based) or MCR8013 (e-learning) or MCR8005 (full time mode) Designing a Research Proposal (compulsory).The student practises the formulation of a research proposal, obtaining the necessary approvals for the execution of an ethically and scientifically robust project within the scope of a Masters degree. 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 Modules for Diploma:

MCR8004 (attendance-based): Developing Your Career in Clinical Research. Students produce two pieces of written work that focus on the legal aspects of research and the scientific principles that underpin clinical research. Students also present their own research ideas. This module concentrates on transferable rather than specific skills outcomes – see Transferable Skills assessment below.

MCR8008 (attendance-based) or MCR8015 (e-learning): Clinical Trials. The students produce a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This requires the students to integrate their learning across this module and draw on learning from other modules. The student also identifies and reviews different means of measuring clinical trials outcomes. The practical skills assessed include C1, C2 and C7.

MCR8017: Developing Yourself as a Leader. In this module the practical skills C7 are assessed through two written pieces of work.

MCR8016 (attendance-based) or MCR8019 (e-learning): Clinical Research Statistics. The module assesses learning outcomes C2 – C4 and C7 through the critical appraisal of a selection of research abstracts and a short MCQ.

MCR8021: Clinical Research with Older People. In this module the practical skills C4 and C7 are assessed through the submission of three tasks which include a written report critique of a published study, a written exercise and submission of presentation slides.

MCR8027: Strategic Leadership in Healthcare. In this module the practical skills C7 are assessed through two written pieces of work.

MMB8004 (attendance based) or MCR8020 (e-learning): Ageing and Health. In this module the practical skills C4 and C7 are assessed through a short presentation and two pieces of written work. For the e-learning module, one piece of written work takes the form of a reflective blog.

MMB8009: Clinical Epidemiology. This module assesses the practical skills learning outcomes C3 to C4 and C7 through written work and a presentation.

HSC8051: Introduction to Qualitative Research Methods. In this module the practical skills learning outcomes C2 to C4 are assessed in the written protocol.

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

Masters

MCR8007 (attendance-based) or MCR8025 (e-learning): Dissertation (core). 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 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 Diploma and Masters).
D6.Critically evaluate and implement their own research findings and those of others (specific to Diploma and Masters).

Teaching and Learning Methods

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

Assessment Strategy

Certificate:
MCR8001 (attendance-based) or MCR8009 (e-learning): Research Governance and Ethics (compulsory)**.** The **s**tudent 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 skill D1.

MCR8002 (attendance-based) or MCR8010 (e-learning): Introduction to Research Study Design and Statistics (compulsory). The student uses written and oral presentation (scripted oral presentation on the e-learning module) to demonstrate their ability to present information and to interpret and analyse information (transferable skills outcome D2 and D3).

MCR8003 (attendance-based) or MCR8011 (e-learning): Writing in a Research Setting (compulsory). The student is assessed through production of three different written assignments and one presentation (scripted presentation for e-learning module). This module enables the students to demonstrate a range of transferable skills including written presentation, interpretation and analysis of information (transferable skills outcomes D1 and D2).

Diploma: MCR8006 (attendance-based) or MCR8013 (e-learning) or MCR8005 (full time mode): **Designing a Research Proposal** (compulsory).The 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. 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 (supported by conference call for e-learning), transferable skills outcome D1, D3 and D6 are addressed.

Optional Modules for Diploma:

MCR8004: Developing Your Career in Clinical Research. The student produces two pieces of written work and is required to present their own research ideas (supported by conference call for e-learning). This written assessment and presentation test develop transferable skills D2, D4 and D5.

MCR8008 and MCR8015: Clinical Trials. The student produces a structured review (using the funding body's peer review form) of a funding proposal for a clinical trial. This requires the student to integrate their learning across this module and draw on learning from other modules. Students identify and review different means of measuring clinical trials outcomes. The transferable skills developed and assessed in this module are D1, D2, D4 and D5.

MCR8017: Developing Yourself as a Leader. In this module the transferable skills D5 are assessed through a written piece of work.

MCR8016 (attendance-based) or MCR8019 (e-learning): Clinical Research Statistics. This module assesses learning outcomes D1, D3, D5 and D6 through critical appraisal of a series of research abstracts and a short MCQ.

MMB8004: (attendance based) or MCR8020 (e-learning): Ageing and Health. In this module the intellectual skills D2, D3, D5 andD6 are assessed in the written work and in the oral presentation. For the e-learning module, one piece of written work takes the form of a reflective blog.

MCR8021: Clinical Research with Older People. This module develops intellectual skills D1, D2 and D6 through the submission of three tasks which include a written critique of a published study, a written exercise and submission of presentation slides.

MCR8027: Strategic Leadership in Healthcare. In this module the intellectual skill D6 is assessed through a written piece of work.

MMB8009: Clinical Epidemiology. Transferable skills assessed in this module include D1, D3, D5 and D6, involving sourcing information (including regulations and governance), critical evaluation, project design, project selection, data handling (and interpretation) and presentation.

HSC8051: Introduction to Qualitative Research Methods. Transferable skills assessed in this module and HSC8052 (the twin 10 credit module) are D1, D5 and D6 through a written protocol.

HSC8052: Further Qualitative Research Methods. In this module the transferable skills D1, D5 and D6 are assessed through the single written report based on a data pack that is provided to the students.

Masters

MCR8007 and MCR8025: Clinical Research Dissertation(core). 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

The PG Certificate comprises modules to the value of 60 credits, the PG Diploma comprises modules to the value of 120 credits, the Accelerated programmes comprise modules to a credit value of 120 and the Masters' programmes comprises modules to a credit value of 180.

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.

Part-time study options

Certificate – Year 1

In year 1, part-time students complete the PG Certificate in Clinical Research. The PG Certificate programme comprises three 20 credit compulsory modules and may be studied in either the attendance-based OR e-learning mode:

Students choosing to follow the attendance based mode study:
- MCR8001 (compulsory for attendance based) Research Governance and Ethics
- MCR8002 (compulsory for attendance based) Introduction to Research Study Design and Statistics
- MCR8003 (compulsory for attendance based) Writing in a Research Setting

Students choosing to follow the e-learning mode study:
- MCR8009 (compulsory for e-learning) Research Governance and Ethics
- MCR8010 (compulsory for e-learning) Introduction to Research Study Design and Statistics
- MCR8011 (compulsory for e-learning) Writing in a Research Setting

Unless otherwise agreed by the Degree Programme Director, students will not normally change their mode of study within an academic year.

Diploma – Year 2

Part-time students completing and passing the Certificate level may continue study to Diploma level in year 2. Three pathways are available:
- PG Diploma Clinical Research
- PG Diploma Clinical Research (Ageing)
- PG Diploma Clinical Research (Leadership)

PG Diploma in Clinical Research

Students undertake a 20 credit compulsory module. This module is available as attendance-based **OR** e-learning mode:
Students choosing to follow the attendance-based mode study:
- MCR8006 (compulsory for attendance based) Designing a Research Proposal

Students choosing to follow the e-learning mode study:
- MCR8013 (compulsory for e-learning based) Designing a Research Proposal

Students on the full time pathway will study:
- MCR8005 (compulsory for attendance based) Designing a Research Proposal

The choice of attendance based or e-learning mode will depend on the student's preferred mode of study and optional module choice. Unless otherwise agreed by the Degree Programme Director, students will not normally be permitted to change their mode of study within an academic year.

Students are required to complete a further 40 credits from the 20 credit optional modules below :
- MCR8004 Developing your Career in Clinical Research (attendance based)
- MCR8008 Clinical Trials (attendance based) OR
- MCR8015 Clinical Trials (e-learning)
- MCR8017 Developing Yourself as a Leader (attendance based)
- MCR8027 Strategic Leadership in Healthcare (attendance based)
- MMB8004 Ageing and Health (attendance based) OR
- MCR8020 Ageing and Health (e-learning)
- MMB8009 Clinical Epidemiology (attendance based)
- MCR8016 Clinical Research Statistics (attendance based) OR
- MCR8019 Clinical Research Statistics (e-learning)
- MCR8021 Clinical Research with Older People (e-learning)

Students may also opt to undertake the following 10 credit modules to contribute towards their 40 optional credits
- HSC8051 Introduction to Qualitative Research Methods (attendance based)
- HSC8052 Further Qualitative Research Methods (attendance based)

HSC8051 and HSC8052 must be taken together (in rare cases the Degree Programme Director may give a student permission to undertake an alternative 10 credit module associated with their Master's project).

PG Diploma in Clinical Research (Ageing)
Students wishing to study the **PG Diploma in Clinical Research (Ageing)** pathway must follow modules:
- MCR8013 Designing a Research Proposal (e-learning) (compulsory for Ageing pathway)
- MCR8020 Ageing and Health (e-learning) (compulsory for Ageing pathway)
- MCR8021 Clinical Research with Older People (e-learning)(compulsory for Ageing pathway)

PG Diploma in Clinical Research (Leadership)
Students wishing to study the **PG Diploma in Clinical Research(Leadership)** pathway must follow modules:
- MCR8006 Designing a Research Proposal (attendance based) (compulsory for Leadership pathway)
- MCR8017 Developing yourself as a Leader (attendance based) (compulsory for Leadership pathway)
- MCR8027 Strategic Leadership in Healthcare (attendance based) (compulsory for Leadership pathway)

All module choices are subject to Degree Programme Director approval, cohort size and timetabling constraints.

Masters – Year 3
Part-time students completing and passing the Diploma level may continue their studies to Masters level in year 3, continuing on their chosen pathway. As such three pathways are available:
- Masters of Clinical Research
- Masters of Clinical Research (Ageing)
- Masters of Clinical Research (Leadership)

Master of Clinical Research
The Masters of Clinical Research comprises the study of modules on the PG Diploma in Clinical Research plus a 60 credit research dissertation. The dissertation may be studied by attendance or e-learning: MCR8007 dissertation (attendance) or MCR8025 dissertation (e-learning). The research project must be suitably practice based with reference to a clinical research issue.

Master of Clinical Research (Ageing)
The Masters of Clinical Research (Ageing) comprises the study of modules on the PG Diploma in Clinical Research (Ageing) plus a 60 credit research dissertation. The dissertation may be studied by attendance or e-learning: MCR8007 dissertation (attendance) or MCR8025 dissertation (e-learning). The research project must be suitably practice based with explicit reference to an ageing and heath issue.

Master of Clinical Research (Leadership)
The Masters of Clinical Research (Leadership) comprises the study of modules on the PG Diploma in Clinical Research (Leadership) plus a 60 credit research dissertation. The dissertation may be studied by attendance or e-learning: MCR8007 dissertation (attendance) or MCR8025 dissertation (e-learning). The research project must be suitably practice based with explicit reference to leadership.

All Certificate and Diploma modules are available for standalone accredited CPD study.

At the permission of the Degree Programme Director, students may substitute study and undertake modules from outside the programme specification, providing the programme learning outcomes can still be met.

The normal period of study for the part time Masters' is 3 years. The Certificate is normally studied in year 1, the Diploma is studied in year 2 and the Masters is studied in year 3. However the period of study will vary depending on the selected route.

The Degree Programme Director may give permission to allow a student to undertake the part-time Accelerated programme which involves studying 120 credits in 1 year.

At the Degree Programme Director's discretion a candidate studying the part time Masters programme or the Accelerated Masters programme may study up to a maximum period 5 years. A candidate studying the Masters programme in full time mode may study up to a maximum period of 3 years. All credits expire after this period.

Full time study option
For students completing the Master of Clinical Research and the Master of Clinical Research (Leadership) full time programmes, the normal period of study for the Masters is 1 year. Students will undertake the same modules as those studied in the part-time mode for the original and Leadership pathways, but will study MCR8005 Designing a Research Proposal (full-time option) in preference to MCR8006 or MCR8013 (which are equivalent versions of this module for part-time study only). Full time students will also study MCR8029 Clinical Research Dissertation (attendance mode) or MCR8035 Clinical Research Dissertation (e-learning mode) instead of MCR8007 or MCR8025 (which are equivalent versions of this module for part-time study only).

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

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

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/

13	Criteria for admission

Entry qualifications

A candidate may be entered for the Postgraduate Certificate, Diploma *or* 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 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. 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, along with a course specific induction accessed via Blackboard after registration

Full time students will be allocated an academic supervisor in addition to a WPM and personal tutor to monitor and support the student. The academic supervisor will maintain close communication with the dissertation module leader to monitor progress and ensure adequate support is offered. Full time students will be expected to attend monthly support meetings with their academic supervisor to monitor progress and to ensure they are receiving enough support.

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. All students are given a copy of the Programme Handbook which includes access to study skills support. 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 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 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 encouraged to provide feedback by email, which will be discussed at the above meetings. A student representative will be appointed from both the attendance and e-learning pathways. The student representatives will be able to feedback concerns from both pathways to the programme team.

Pastoral support
All students are assigned a personal tutor to provide support and guidance whose responsibility it will be to monitor the academic performance and overall well-being of their tutees. The student also secures a Workplace Mentor whose responsibilities are detailed in the briefing document which is sent out to the students and the mentors. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University. 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.

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 Learning, Teaching and Student Experience Committee. Student opinion is sought at the Staff-Student Committee and/or the Curriculum Committee. Student Representatives from the attendance programme are invited to attend the Curriculum Committee's and e-learning Student Representatives are asked to collate student feedback and report back to the administrator; this feedback is then feedback to the committee. New modules and major changes to existing modules are subject to approval by the Faculty, Teaching Learning and Student Experience Committee. Module evaluation questionnaires will be provided for all modules.

Programme reviews
The Curriculum Committee conducts an Annual Monitoring and Review of the degree programme and reports to Graduate School (Board of Studies) and Faculty Learning, Teaching and Student Experience 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 Learning, Teaching and Student Experience 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 during the final teaching day of each module and e-learning students will access evaluation questionnaires via Blackboard VLE. Informal student evaluation is also obtained at the Staff-Student Committee and Curriculum Committee.

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.

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 regulations and conventions are part of same document, 'Master's regulations'

Students are required to pass all assessment components for each module except the participation mark in e-learning modules. (This includes students completing modules via CPD.) Students who fail a component of assessment will be allowed to resubmit on one occasion only except for the participation mark in e-learning modules which is exempt from resubmission. Where students have failed an assessment or course work the maximum mark on reassessment is capped at 50 (a pass). However the overall module mark will not be capped. Repeat studies are at the discretion of the Degree Programme Director.

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

For the award of Masters with Merit, students must also have achieved an overall mark of 60% for the dissertation component of assessment (3,500 word). For the award of Masters with Distinction students must also have achieved an overall mark of 70% for the dissertation component of assessment (3,500 word).

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

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

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

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

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

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

The Degree Programme Handbook

Award
The following Diploma and Masters degrees may be awarded to students who undertake the relevant subject knowledge modules.

Postgraduate Diploma in Clinical Research
Postgraduate Diploma in Clinical Research (Ageing)
Postgraduate Diploma in Clinical Research (Leadership)

Master of Clinical Research
Master of Clinical Research (Ageing)
Master of Clinical Research (Leadership)

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

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Certificate					
MCR8001 attendance based) **OR** MCR8009 e-learning mode)	compulsory	1,2	1,7	1	1
MCR8002 (attendance based) **OR** MCR8010 (e-learning mode)	compulsory	2,6,7	2-5, 8	2,3	2,3
MCR8003 (attendance based) **OR** MCR8011 (e-learning mode)	compulsory	1,2,3	6	4,5	1,2

Diploma					
MCR8006 (attendance based) **OR** MCR8005 (full time) **OR** MCR8013(e-learning mode)	Compulsory	1,2,4-7	2,4,6,7	1,2,5,6	1,3,6
MCR8004 (attendance based)	Option	1,5,6,7	1,2,4, 6,7		2,4,5
MCR8008 (attendance based) **OR** MCR8015 (e-learning mode)	Option	1,2,4-7	3-8	1,2,7	1,2,4,5
MCR8017	Option/Compulsory[1]	7	8	7	5
MCR8027	Option/Compulsory[1]	7	8	7	5
HSC8051	Option	1,6	1,2,3,5	2-4	1,5,6

HSC8052	Option	1,6	1,2,3,5,8	2-4,7	1,5,6
MMB8004 attendance based) **OR** MCR8020(e-learning mode)	Option/Compulsory [2]	2,6,7	2,3,5,8	4,7	2,3,5,6
MMB8009	Option	1,3,5-7	1,2,3,5,6,7,8	3-4,7	1,3,5,6
MCR8016 (attendance based) OR MCR8019 (e-learning mode)	Option	2,6,7	4,5,6,8	2,3,4,7	1,3,5,6
MCR8021	Option/Compulsory [2]	1,2,6,7	1,6,7	4,7	1,2,6
1 = compulsory if on Leadership pathway; 2 = compulsory if on Ageing pathway					
Masters					
MCR8007 (attendance based) **OR** MCR8025(e-learning mode) **OR** MCR8029 (full time) (attendance based) **OR** MCR8035 (full time) (e-learning mode)	Core	1-7	1-8	1-7	1-6