Course Handbook
MRes Medical Sciences
2020/21
Dr Jorge Garcia-Lara
School of Medicine

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

Welcome to UCLan and to the School of Medicine. You are joining a vibrant academic community of postgraduate researchers and clinicians. The course team is looking forward to supporting you and working with you as you embark on the exciting challenge of MRes study. The MRes in Medical Sciences is an up-to-date, dynamic and flexible programme offering options to suit a wide range of students. This handbook is designed to guide you through these options as you progress through your studies. It is the definitive guide to your course and is intended to be easy to use; it is presented in an electronic format so that the links in the handbook are live and should make it easy to navigate to key documents on the web.

As your course team we pride ourselves on being accessible and approachable and we encourage you to contact us as frequently as you need to, to enable you to get the most from your studies here at UCLan. We aim to make the course as contemporary and flexible as we can – if you have any ideas that you think would make the course even better then please do not hesitate to let me know.

The purpose of this handbook is two-fold. It addresses both academic and administrative issues and should be used alongside other University guides and kept in a safe place.

The handbook has been structured and laid out in a number of sections to ensure that the information is clear and accessible.

We understand that starting a new programme of study can be both very stimulating and confusing. As a team of academics and administrators, we are here to help. If you have any queries please contact PGMed@uclan.ac.uk or contact the Course Administration Hub staff in Greenbank Building where one of the School Administrators will assist you.

I would like to take this opportunity to wish you the very best in your studies.

Dr Jorge Garcia-Lara  
Course Leader  
MSc Medical Sciences  
Room: Harrington 117  
Telephone: 01772 895872  
Email: JGarcia-Lara@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

The rationale and philosophy underpinning the MRes Medical Sciences degree is to provide an intellectually challenging programme of study. The module content has been designed to provide a high-quality education for students seeking to enable students to develop the views on and set the path towards scientific excellence through embedding them within the ethos, framework, knowledge and methods of research in medical sciences. The aim of the MRes in Medical Sciences programme is to lead students into the acquisition and development of the key conceptual knowledge and technical skills to initiate a research career through
taught modules and the supervised undertaking on an in-depth research project in a student preferred area of medicine and biomedical sciences.

**Aims of the Programme**

- to produce students trained to the highest standards of conceptual knowledge and technical skills on key areas of medicine and bioscience to initiate a research career

**Learning Outcomes of the Programme**

**A. Knowledge and Understanding**

A1. demonstrate advanced conceptual and technical knowledge in general fundamental aspects of medical sciences research and in the specialized selected areas of study
A2. conduct investigations in accordance with ethical and safe working practice principles, guidelines and policies
A3. demonstrate the understanding of the place of investigation in medicine, its various settings and the interplay between them
A4. describe the processes (e.g., grant applications) and sources (e.g., funding agencies) that support them

**B. Subject-specific skills**

B1. identify key research questions within the field of interest
B2. source and critically appraise research evidence in biosciences
B3. make scientific claims (including ethical issues) and justify them based on observable evidence engaging in academic debate
B4. contribute to the body of knowledge in biomedical sciences through the adequate oral and written reporting of scientific information

**C. Thinking Skills**

C1. conduct in-depth literature reviews in the field and produce a dissertation of adequate structure, content and extension
C2. design a research project as well as choose and implement appropriate methods to solve critical research questions in the field of interest within the constraints of health and safety in the selected discipline
C3. collect, analyse and interpret results, including the selection of appropriate basic statistical techniques
C4. recognize risks, troubleshoot problems, and ascertain mitigation strategies

**D. Other skills relevant to employability and personal development**

D1. effectively communicate and argue not only in a specialized area of medical sciences but more generally across disciplines through the application of the scientific method principles, both orally and in writing
D2. appropriately use sources of information (e.g., library) and information management (e.g., IT resources)
D3. plan (including time, human and resource management), organise and prioritise (entailing the identification/differentiation of essential, important and complementary components) activities linked to a project in medical sciences to meet deadlines against milestones
D4. develop the skills of independent judgment, critical thinking, self-directed learning and work autonomously while integrating one’s activities within a team in an scholarly exchange.
1.2 Course Core Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Department</th>
<th>Office Location</th>
<th>Phone Number</th>
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1.3 Expertise of staff
All the staff teaching on the course are experienced scientists, clinicians and educators. Each staff member is delivering modules within their area of expertise and so you can be sure that you are being taught by staff who are at the forefront of their field. All staff are involved in research within their academic and/or clinical field and are encouraged to disseminate their knowledge at both local, national and international events. Where this research is relevant to your MRes, this research will be shared with you and give you access to people who are able to ensure that your learning experience enables you to meet the demands of the research environment.
1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Greenbank Building**
- Medicine
- Dentistry
- Sport and Wellbeing
- Management
phone: 01772 891992/891993
email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

**Psychology**
- Physical Sciences
phone: 01772 891990/891991
email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

**Harris Building**
- Lancashire Law School
- Humanities and the Social Sciences
- Centre for Excellence in Learning and Teaching
phone: 01772 891996/891997
email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

**Computing and Technology Building**
- Art, Design and Fashion
- Computing
- Journalism, Media and Performance
- Engineering
phone: 01772 891994/891995
email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

**Foster Building**
- Forensic and Applied Sciences
- Pharmacy and Biomedical Sciences

**Brook Building**
- Community, Health and Midwifery
- Nursing
- Health Sciences
- Social Work, Care and Community
phone: 01772 891992/891993
email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. When you email staff you should normally expect a response within 3 working days.

Blackboard is an important tool and you will find general information in the Medicine Blackboard pages.
1.7 External Examiner
The University will appoint an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution will be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for MRes Medical Sciences is to be confirmed.

Name: To be confirmed
Position: To be confirmed
Home Institution: To be confirmed

External examiner reports will be available on the MRes Medical Sciences home area on Blackboard after the first year of the new course has been completed.

2. Structure of the course
2.1 Overall structure
This section outlines the course structure. There are 2 modules on the MRes Medical Sciences:

**MRes** is awarded for 180 credits of study. The research programme is full time and has a modular structure. Level 7 (Master’s) academic credits are accrued for each module completed successfully. The 180 credits undertaken are distributed as two Modules of: 60 credits (Research Methods in Medical Sciences) and 120 credits (Research Project in Medical Sciences). Students must complete the MRes Medical Sciences in 12 months.

**Research Methods Module MB4067:** This module will encompass:
- a wide variety of fundamental intellectual, practical and transferable skills, e.g., access, appraisal and management of technical information, guidance on literature reviews, dissertation writing, and oral presentations, scientific project design, implementation, and evaluation
- sessions leading to the practical application and integration of statistic analysis and the ethics of research in the experimental design in medical sciences
- training on general and specialized core principles/technologies in fundamental, applied and translational quantitative and qualitative science

**Research Project Module MB4068:** The research project is the largest single component of the degree programme at 120 credits. Projects are selected by students within the offer available within the School of Medicine and other Schools within the Faculty or across the University. The flexible nature of this course means that you can tailor your research study to your own individual area/s of interest.
Help and guidance will be provided as required. Although the MRes Medical Sciences course runs for one calendar year, projects within the Research Project Module MB4068 run from November through to July. Induction, project selection, project preparation and holidays will be factored into this period. Following completion of the project, there will be approximately one month for dissertation writing up and viva voce preparation. The grades for MB4068 will be available to students in September.

**Characteristics of the programme**

The key features of this programme are:

- research projects are self-selected by the students
- the students will have access to a distinct panoply of research themes at the leading edge of their fields harnessing the expertise diversity within and mapping to the areas of research excellence of the School, Faculty and University will be available
- the areas of expertise would include amongst others, fundamental, applied or translational science in biomedical sciences, innovation technologies in medicine, medical history, law in medicine, public health, journalism and medicine, or medical education
- the learning process is research-focused
- units with the research project taught module as well as activities embedded within the research project module are destined to provide advanced specialized subject knowledge in the area of interest
- despite the opportunity for project diversity all students will have common aims, objectives and learning outcomes which will be targeted within the module as well as nurtured during the supervised element of the programme, and cultivated by the students’ own self-directed study.

**MRes Medical Sciences Full-Time**
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. The diagram above provides an overview of the modules that are offered on the course and it is explained in the preceding paragraphs.

2.3 Course requirements
Your final award is determined by the number of credits you attain. In addition to the MRes award resulting from the satisfactory completion of the 180 credits, there is an opportunity for a PGCert in Medical Sciences (60 credits) Each module requires you to pass all elements of assessment with a minimum of 50% and you must complete sufficient credits to complete the course overall.

As a student undertaking this course, you are bound by the Code of Conduct as specified by your professional body and the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students). You are required to have Disclosure and Barring Service (DBS) clearance for any placement, contact with clients or human research subjects which you undertake as a part of this course. Where this occurs as a part of your clinical role, in your workplace, it is imperative that you have DBS/CRB clearance from your workplace. You will also be responsible for obtaining your own insurance to practise on completion of the course. For some students, this may be provided by your professional body or workplace but it is your obligation to ensure you are covered to practise.

2.4 Module Registration Options
Discussions about your progression through the course take place over the course of the programme. The course team will give you regular feedback on your progress.

On completion of the course you will have developed valuable research skills that will allow you to continue with your education and professional development. The course team will be happy to discuss and advise you on these further progression opportunities.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

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<tr>
<th>MRes Medical Sciences Annual Timetable 2019-2020</th>
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<td>Nov 2019–July 2020</td>
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<td>Sep 2019–Dec. 2019</td>
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2.5.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Most taught 20 credit modules require in the region of 45-60 hours of taught sessions with the remaining 140-155 hours being split between preparation for teaching, deepening knowledge of the subject and assessment preparation. There will also be mechanisms for you to access the tutors such as 1:1 appointments alongside email and telephone conversations. Taught sessions may be wholly classroom-based, or, may be directed from chatrooms, structured online resources and learning tasks, including participation in online group activities such as discussion boards.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Greenbank Hub  01772 891 998  GreenbankHub@uclan.ac.uk

It is also useful to contact the module tutor by email as soon as possible to make them aware of your plans for catching up the work.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
A key part of your learning toolbox will be your use of Blackboard.

The course area on Blackboard will keep you connected with information at a course level, opportunities which are available at a division level and will enable you to interact with other students across the postgraduate courses in Medicine. You will also find that your modules are shared with students studying different postgraduate pathways, further facilitating integration of all postgraduate students.

Blackboard is a resource which will guide you through your modules, and it will host the learning materials, session pre-reading, group interaction and assessment guidelines relevant for your modules.

Your module tutors will guide you as to the preparation required for teaching sessions; it is expected that you take the initiative to read around the session topic so that you can contribute to classroom discussions. In general, at Master’s level, it is usual to expect the classroom sessions to be used to debate and discuss topics, which you will then take into further study in your own time. Whilst the tutors may deliver some taught content you will probably find classroom sessions challenge your knowledge and understanding, often giving more questions than answers.

For online sessions, Blackboard is the platform which hosts a series of set learning units which are the distance learning version of a classroom. Using guided resources, including
presentations and directed questions, you are asked to explore your understanding and again you may be left seeking the answers to further questions which you develop as a result of your study.

Online discussions can either be synchronous, such as chat rooms, where everyone is contributing within the same timescale and can see the discussion as it evolves, or asynchronous, such as discussion boards or wikis, where people contribute at a time which suits them. Module leaders will introduce these resources, however training in the use of the university systems can be accessed through the Library and Information Service (LIS) training teams.

3.2 Study skills
Study Skills - ‘Ask Your Librarian’

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”

“I need to find research articles, where do I start?”

“How do I find the Journal of …?”

“How do I use RefWorks?”

As a postgraduate student, there is an expectation that you have developed some study skills as part of your previous studies. As a part of the induction to the programme you will have access to Study Smarter, a series of targeted sessions to support study skills. These are run by LIS and can be accessed online or in tutorial sessions; please see course Blackboard pages for further details.

Your Academic Advisor is a good point of contact if you feel that your study skills could be improved. Generally your assessment marks will indicate whether your study skills are sufficient – if you feel that you could improve them to gain higher marks it is worth booking an appointment with your Academic Advisor to discuss a strategy for improvement.

There are a variety of services to support students and these include: WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources
3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;

- Your ‘Subject Guide’ can be found in the Library Resources
- Your ‘My Library’ tab in the Student Portal
- Library search

Extensive resources are available to support your studies provided by LIS – library and IT staff.

On the LIS pages you will see subject guides for Medicine, Health, Physiotherapy, Sports Therapy and there may be other areas related to your subject of study. These subject guides indicate the most relevant online resources and databases which are available for you to use. You can, of course, use any of the resources to which UCLan has access.
LIS run frequent training sessions for both Library and general IT skills, which can be booked onto via the LIS pages. Your course leader will also book some training session for your course, for topics which are highly relevant, and you are encouraged to attend these when they are available to you.

Our subject librarian is Julie Brand, and she is always available to support postgraduate students with library/literature searching related issues – contact her at CJBrand@uclan.ac.uk 01772 892102.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

You are encouraged to use academic databases to research your areas of study. You can access these through LIS – as a start use “Search by subject” to locate relevant resources; additionally key resources will be identified either in your online reading list or by links for you to access on Blackboard module pages. You may already use online resources through your work place and you can continue to use these if they bring up material of a sufficient quality.

3.4 Personal development planning
Your Academic Advisor can guide you with personal development planning and you should discuss this with them if you wish them to support you in this way.
You may choose to use an online portfolio to help with Development planning and evidence of progression – the University has access to Pebblepad for the duration of your studies if you wish to use this.

3.5 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university.
As a postgraduate student you will already be aware of the options for employment open to you, however the resources available through the University may help you to make the next steps in your career. Your Academic Advisor or course leader can help you to make the right decisions about the modules which will suit you and your aspirations for the future.

Careers offers a range of support for you including:-
  • career and employability advice and guidance appointments
  • support to find work placements, internships, voluntary opportunities, part-time employment and live projects
  • workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/
The ‘i’ is a central Student Information Centre and your first point of contact and you can also contact your Course Leader, Dr Jorge Garcia-Lara, JGarcia-Lara@uclan.ac.uk for support throughout the course.

4.1 Academic Advisors
Your Academic Advisor is allocated when you start your programme and is available to you throughout your studies. You may meet your Academic Advisor in person, or you may find their details through myUclan. Academic Advisors will meet with you at your request and the aim is to meet you at least twice in the year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years. Meetings may be in person, by phone or through electronic platforms such as skype or email.

They will be able to help you plan for your intended future career and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to review your CV.

Your Academic Advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the UCLan Medium Term Strategy.

4.2 Students with disabilities
Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

Should you need any advice regarding out processes, or have issues related to disability/learning difficulty, then please contact the School’s disability Lead – Dr Katy Wareing KWareing2@uclan.ac.uk or further advice / support.

4.3 Students’ Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
5.1 Assessment Strategy
All assessments are tailored to the modules which they assess. Details about the broad assessment strategy for the modules can be found in the module descriptors on the Course Blackboard pages. Specific details for assessments for each module will be given in the Module Information Pack and on the module pages on blackboard.

Each module contains a formative piece of work which develops towards your final assessment. It is imperative that you use this formative modular work to gauge your progress towards the final assessment and consider whether you can develop the skills needed to give you the grades which you are striving for, or whether you need support with
either module content, from the module leader, or academic skills, from your Academic Advisor.

Additionally each assessment will give you feedback that you should reflect on and about which you should seek clarity from the assessor if you require it. It is only by building on points from your feedback that you can hope to develop throughout your course.

You may wish to use your Academic Advisor to help you reflect on feedback and plan for development through your course.

All assignment submission details and deadlines are notified through the Module Information Packs on the module pages on Blackboard. Deadlines are usually set at 9am or 5pm – check your Module Information pack for details.

Assessment information should tell you which module learning outcomes are being assessed, what the title/subject of the assessment is, some discussion of the way in which it is expected that you approach the assessment, details for assessment support and details of the marking grid for the assessment.

All assignments should be submitted via Turnitin on the Module Blackboard page, unless the Module Information Pack specifically states otherwise. Electronic submission to a central source allows effective access of your work to the marking team and external examiners and prevents your work from being lost. It is not acceptable to submit by email to the module tutor, and submission in this way may result in your work not being marked.

Turnitin requires the assignment to be submitted as one document including assessment front sheet, references and appendices. If the combining of several sources into one document is challenging to you, you are advised to seek support from the IT trainers well in advance of submission dates.

Unless your Module Information Pack advises differently, written assessed work should be submitted in the following format:

- All work should include and electronic front sheet (found on MRes Page on Blackboard) which includes details of the module leader and a declaration that the work is your own.
- All work should be word processed in A4 portrait format, usually on white background unless the module information pack identifies differently.
- Fonts should be sans serif eg calibri or arial font size 11 or 12 to allow for easy reading.
- Margins should be set at 2.5cm (right & left) & 2.5 cm (top & bottom).
- All work should be spaced at 1.5 or 2 (double spaced) to allow for marking (this is important even in electronic marking formats).
- You must include your candidate number as a header (font size 10) on every page.
• Each page should be numbered.

• An actual word count (not including the reference list) must be indicated on the title page of the assignment.

• Submitted work must be within the word limit for the assessment (mark penalties are imposed for work which exceeds the word limit).

• A reference list must be included (please note this includes only the references that you have included in your assignment.) A bibliography is not usually required unless specifically stated in the module information pack

• Student submission form should be at the front of the assessment

• The title page should contain the minimum information:
  o Course Title
  o Module Title/Module Code
  o Assignment Title
  o Word Count (not including reference list)
  o Submission Date.

• Module handbooks will indicate when you need to provide additional information which may include a specific ‘Cover Sheet.’

Additionally where work is to be handed in in hard copy:

• Print work on one side per page.

• Ensure pages are secured by a staple in the top left corner only

• Submit an electronic copy of your assignment via Blackboard or in the format requested in the Module Information Pack

• Submit the paper copy to the module box in a clear plastic folder (unless indicated otherwise in Module Information Pack)

5.2 Notification of assignments and examination arrangements

All assignment submission details and deadlines are notified through the Module Information Packs on the module pages on Blackboard. Deadlines are usually set at 9am or 5pm – check your Module Information pack for details.

5.3 Referencing

UCLan has a web-based reference management tool called RefWorks that has comprehensive details of all the referencing styles (including journal house styles) that students of all levels may want to use. The standard style for use within this programme is Harvard. Refworks includes guidance for all types of materials that might be referenced, and
covers both in-text citations and bibliographies. LIS provide group training and also one-to-one support for using this product, all of which can be organised through contacting the library.

5.4 Confidential material

It is vital that you respect confidentiality and maintain the anonymity of individuals and organisations within class discussions, portfolios and assignments. Failure to maintain confidentiality may result in a fail grade on assessed work. In circumstances where others in your cohort may be aware of the circumstances that you discuss, it is imperative that there is a mutual understanding that the information is privileged and confidential to the academic setting and is not discussed outside the academic setting.

You should also be aware of maintaining confidentiality if you are using documents which are confidential or commercially sensitive within your organisation and are not in the public domain eg business plans. You should ensure confidentiality both when quoting the source and referencing the source.

Examples:

If you need to refer to a particular organisation, you would refer to it as eg “a North West Foundation Trust”.

If you need to refer to a person you would use job role eg Clinical Team Leader

If you need to refer to a confidential document which is not in the public domain you would reference it as unpublished and would blank out the name eg instead of East Lancashire Hospital Trust you would write XX XXXXXXXX Hospital Trust (Unpublished and Confidential).

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.
All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Awards are calculated using the Average Percentage Mark (APM). For taught and Professional Masters’s degrees the following classifications apply:

<table>
<thead>
<tr>
<th>APM</th>
<th>Dissertation Module</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% or above</td>
<td>70 - 100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>60% or above</td>
<td>60 - 100%</td>
<td>Merit</td>
</tr>
</tbody>
</table>

Other Postgraduate Awards

<table>
<thead>
<tr>
<th>AWARD</th>
<th>APM Based on standard modules (credits shown in brackets):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>60 credits</td>
</tr>
</tbody>
</table>
The classification of postgraduate awards will be based on an APM derived from Level 7 modules only.

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the dissertation/project or other factors which have been published to students.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

During the course there will be opportunities for you to voice your opinion within your course (SSLCs as noted below). You will also be asked to complete Module Feedback Questionnaires (MFQs).

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

Course representatives play a key role in representing the views of fellow students to the course team, School, Students’ Union and University and are elected every September. Course representatives can share any concerns, as well as feedback on positive practice with the course team, primarily through Student Staff Liaison Committee meetings, minutes of which are circulated to course leaders and course representatives and are posted on the course Blackboard pages.

Communication is usually via online forum; any student may contact their elected course representative at any time to liaise over course-specific matters.

If you are interested in acting as course representative and wish to find out more about the role, visit the SU website or email: coursereps@uclan.ac.uk
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire Preston Campus |
| 3. University School/Centre | School of Medicine, Preston |
| 4. External Accreditation | N/A |
| 5. Title of Final Award | MRes Medical Sciences |
| 6. Modes of Attendance offered | Full-time  
Part-time |
| 7a) UCAS Code | N/A |
| 7b) JACS Code | A300 |
| 7c) HECoS Code | 100267 |
| 9. Other external influences | National Intercalation Initiative |
10. Date of production/revision of this form | January 2018
| Amended October 2019 (addition of part-time mode)

11. Aims of the Programme

- to produce students trained to the highest standards of conceptual knowledge and technical skills on key areas of medicine and bioscience to initiate a research career

12. Learning Outcomes, Teaching, Learning and Assessment Methods

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
</table>

| A1. demonstrate advanced conceptual and technical knowledge in general fundamental aspects of medical sciences research and in the specialized selected areas of study |
| A2. conduct investigations in accordance with ethical and safe working practice principles, guidelines and policies |
| A3. demonstrate the understanding of the place of investigation in medicine, its various settings and the interplay between them |
| A4. describe the processes (e.g., grant applications) and sources (e.g., funding agencies) that support them |

**Teaching and Learning Methods**

Lectures; workshops; class discussions; student-led seminars; group/individual tutorials; teacher-guided independent learning; self-directed learning and learning from working as part of a research team.

**Assessment methods**

Multiple-choice questions (MCQs); Structured Answer Questions (SAQs); written assignments; critical appraisal of published works; (day-to-day assessment by research supervisor and research team).

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
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</table>

| B1. identify key research questions within the field of interest |
| B2. source and critically appraise research evidence in biosciences |
| B3. make scientific claims (including ethical issues) and justify them based on observable evidence engaging in academic debate |
| B4. contribute to the body of knowledge in biomedical sciences through the adequate oral and written reporting of scientific information |

**Teaching and Learning Methods**

Workshops; small group/individual tutorials; class debates; small group discussions; student-led seminars; teacher-guided independent learning; self-directed learning; experience from working with the research team, including practical demonstrations and participation in scientific journal clubs, subject-knowledge seminars, research group meetings etc.

**Assessment methods**

Written assignments (including a dissertation) and oral presentations (including a viva voce of the dissertation). Critical appraisal of published works and debates. Assessments undertaken within the research team.

<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
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</thead>
</table>

| C1. conduct in-depth literature reviews in the field and produce a dissertation of adequate structure, content and extension |
| C2. design a research project as well as choose and implement appropriate methods to solve critical research questions in the field of interest within the constraints of health and safety in the selected discipline |
C3. collect, analyse and interpret results, including the selection of appropriate basic statistical techniques
C4. recognize risks, troubleshoot problems, and ascertain mitigation strategies

Teaching and Learning Methods
Workshops; small group/individual tutorials; class debates; small group discussions; student-led seminars; teacher-guided independent learning; self-directed learning; experience from working with the research team, including practical demonstrations and participation in scientific journal clubs, subject-knowledge seminars, research group meetings etc.

Assessment methods
Structured Answer Questions (SAQs); written assignments (including a dissertation) and oral presentations (including a viva voce of the dissertation); class and small group discussions and debates; critical appraisal of published works; data interpretation; technical troubleshooting tests and assessments undertaken within the research team.

D. Other skills relevant to employability and personal development
D1. effectively communicate and argue not only in a specialized area of medical sciences but more generally across disciplines through the application of the scientific method principles, both orally and in writing
D2. appropriately use sources of information (e.g., library) and information management (e.g., IT resources)
D3. plan (including time, human and resource management), organise and prioritise (entailing the identification/differentiation of essential, important and complementary components) activities linked to a project in medical sciences to meet deadlines against milestones
D4. develop the skills of independent judgment, critical thinking, self-directed learning and work autonomously while integrating one’s activities within a team in an scholarly exchange

Teaching and Learning Methods
Lectures; workshops; appraisals (non subject-specific); group and individual tutorials; guided reflection sessions; teacher-guided independent learning; self-directed learning.

Assessment methods
Debate sessions; written assignments (including dissertation) and oral presentations (including viva voce; non subject-specific coursework.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>MB4067</td>
<td>Research Methods in Medical Sciences</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>MB4068</td>
<td>Research Project in Medical Sciences</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>180 credits at Level 7</td>
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<td></td>
<td></td>
<td></td>
<td>Master's Degree</td>
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</table>

14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>Level 7</td>
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<td></td>
<td></td>
<td></td>
<td>120</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>60 credits at level 7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Postgraduate Certificate</td>
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</tbody>
</table>

15. Personal Development Planning

The programme is designed to enable the students to initiate a research career in key areas of medicine and bioscience. Personal and career development are addressed within this programme through:
• the integration of fundamental knowledge within the development of the essential skills and attitudes to support the lifelong learning drive underpinning scientific research
• the development of the transferable skills of independent judgment, critical thinking, self-directed learning and working autonomously
• leading the understanding of the place of investigation in medicine
• training on the settings, sources and vehicles that enable the scientific process (e.g., regulatory and advisory agencies, grants, et cetera)
• targeting crucial steps for career progression in research and teaching, the production of and/or contribution to manuscripts to be submitted to scientific/medical journals, presentations to conferences, preparation and submission of funding applications, involvement in collaborative projects, development of professional networks.

Throughout the course the students are expected to maintain a portfolio to support reflective learning and track progress in learning. This will form a key resource in the regular appraisals that students complete to ensure progress is appropriate, as well as allowing them to develop autonomy in their own learning development.

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
*Correct as at date of approval. For latest information, please consult the University’s website.

Students should have completed 4 years’ of MBBS or MBChB or equivalent or have completed an undergraduate degree in a relevant discipline.

Students should have IELTS 6.5 or equivalent.

All students will be interviewed.

17. Key sources of information about the programme

• UCLan website http://www.uclan.ac.uk/
• Course Handbook
• Course Leader
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>LEVEL 7 7</td>
<td>MB406</td>
<td>Research Methods in Medical Sciences</td>
<td>COMP</td>
<td>X</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 8 8</td>
<td>MB406</td>
<td>Research Project in Medical Sciences</td>
<td>COMP</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PGCert in Medical Sciences (60 credits)

A1. demonstrate advanced conceptual and technical knowledge in general fundamental aspects of medical sciences research and on the specialized selected areas of study
A2. conduct investigations in accordance to ethical and safe working practice principles, guidelines and policies
B1. identify key research questions within the field of interest
B2. source and critically appraise research evidence in biosciences
C1. conduct in-depth literature reviews in the field
D2 appropriately use sources of information (e.g., library) and information management (e.g., IT resources)
D4 develop the skills of independent judgment, critical thinking, self-directed learning and work autonomously while integrating once activities within a team in an scholarly exchange