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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  8.1 Programme Specification(s)
1. Welcome to the course

We have designed this course for health and social care professionals who would like to develop a career that combines clinical research and research leadership whilst continuing to undertake and develop clinical practice. The course will help you develop the skills required to design and lead high quality clinical research relevant to patients/clients and the priorities of the NHS. On successful completion of the course, you will graduate with a Master of Science in Clinical Research from the University of Central Lancashire.

You will join a vibrant community of people passionate about research and the impact it can have on health care and study with clinicians from a range of different disciplines at different stages on the NIHR funded clinical academic pathway (e.g., masters, doctoral and postdoctoral students and career development fellows). On the course, you will be taught by a team of internationally renowned researchers who are at the cutting edge of practice change. We have many years of experience of successful delivery of Masters in Research programmes and many of our students are now firmly embedded in successful research careers.

1.1 Rationale, aims and learning outcomes of the course

The course has two aims:

1. To enable health and social care practitioners to develop the skills required to design and lead high quality clinical research relevant to patients/clients and the priorities of the NHS.
2. To facilitate the development of health and social care practitioner careers combining clinical research and research leadership with undertaking and developing clinical practice.

Research is an activity that has a whole body of knowledge and writing devoted to it, and a range of approaches that come from a variety of traditions. In the course you will be introduced to a variety of research methodologies and invited to consider their usefulness as a means of generating knowledge in a topic area of your choosing. You will be invited to critically evaluate the various roles and limitations of the research designs and methods under review and to consider the impact of research design on knowledge generated in your topic area. This will involve becoming acquainted with the philosophies and concepts behind a variety of research designs.

When you successfully complete this course, you will have a good, working knowledge of the range of research methodologies and methods used in health and social care research and have developed a critical understanding of their usefulness - and limitations. The course will also equip you with the research skills required to design and lead research within your professional practice.

The course has been designed to fit with the Quality Assurance Agency for Higher Education (QAA) Master’s Degree Characteristics (2010), http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf. It is designed to support the career development of researchers through concordance with Vitae (https://www.vitae.ac.uk/) and the Researcher Development Framework (RDF); UCLan was recently awarded the Vitae Excellence in Research Training award. Students will also be able to access resources provided for post-graduate students, for example the Epigeum Research Skills Master programme, and will be encouraged to integrate with our other research students (including those funded by NIHR and HEA) in a supportive, but intellectually challenging environment in which they can thrive.
Who is the course designed for?

1. **Students undertaking the course as a stand-alone Masters course**

   Health and social care professionals (excluding doctors and dentists) who wish to develop careers that combine clinical research and research leadership with continued clinical practice and clinical development.

2. **Students registered for taught postgraduate programmes**

   All students within the Faculty of Health and Wellbeing who have a requirement for research module(s) within their Programme will access one or more modules of this course.

3. **Students registered for an MSc (by research), MA, MPhil and PhD**

   Academic Regulations state that all candidates for research degrees should receive a “training programme to ensure that they have the requisite research and other skills to successfully complete their research degree programme” (L4.1, UCLan 2014). Students undertaking degrees by research will be encouraged to undertake part of this course in negotiation with their research supervisor as part of their Programme of Related Studies.

Course outcomes

**At the end of the Masters in Clinical Research, students will be able to:**

**Knowledge and understanding**

- **A1** Critically review and systematically evaluate knowledge underpinning areas of research interest
- **A2** Hold a critical perspective on chosen areas of clinical practice, taking into consideration the wider context of health and social care
- **A3** Conceptualise understanding of the methods, processes and products of research and scholarly enquiry
- **A4** Demonstrate a practical understanding and experience of how the techniques of research are used to create and interpret new knowledge in the discipline

**Subject specific skills**

- **B1** Advance research skills based on critical analysis and reflection and the integration of clinical knowledge
- **B2** Further enrich skills in research design and the utilisation of research methods
- **B3** Formulate precise researchable questions relevant to clinical care
- **B4** Select appropriate research designs to answer specified research questions
- **B5** Select, develop and utilise research methods appropriate to a clinical topic
- **B6** Demonstrate an extended repertoire of skills relating to the processes of undertaking research in clinical practice
- **B7** Construct proposals for gaining internal or external support for service development, health and social care evaluation or clinical research
- **B8** Critically utilise the research base to support further research development
Thinking skills

C1 Be curious about and have the ability to challenge contemporary clinical knowledge and practice
C2 Be able to deal with complex research issues both systematically and creatively
C3 Actively engage in critical reflection and reflexive practice
C4 Function as active learners, participating in student-centred and student-led activities throughout their period of study
C5 Be insightful learners who use analytical skills grounded in theoretical frameworks and evidence-based clinical practice
C6 Develop a strategic approach for the continuation of learning and development

Transferable skills/key skills

Demonstrate through critical reflexive practice the key skills of:
D1 Team working with interdisciplinary colleagues
D2 Leadership and management
D3 Active listening
D4 Oral and written presentation
D5 Information technology
D6 Problem solving, both individually and as a group
D7 Numeracy
D8 Autonomy in planning and implementing tasks

1.2 Course Team

Core teaching staff for the Postgraduate Certificate

If you have any queries about the course, please contact the course leader:

Course Leader: Professor Lois Thomas
Brook Building Room 416

Email: lhthomas@uclan.ac.uk
Telephone: 01772 893643
Module Leaders:

NU4025 Introduction to Postgraduate Research
Elaine Hill
   Email: eashill@uclan.ac.uk
   Telephone: 01772 893609

NU4091 Statistics for Health
Dr Margaret Hurley
   Email: mahurley@uclan.ac.uk
   Telephone: 01772 895429

NU4092 Design and interpretation of clinical trials
Dr Svetlana Tishkovskaya
   Email: stishkovskaya@uclan.ac.uk
   Telephone: 01772 892730

NU4026 Advanced Research Methods
Professor Lois Thomas
   Email: lhthomas@uclan.ac.uk
   Telephone: 01772 893643

NU4053 Dissertation
Dr Graeme Tobyn
   Email: gwtobyn@uclan.ac.uk
   Telephone: 01772 893788

HP4006 Research Ethics and Governance
Jean Duckworth
   Email: jeduckworth@uclan.ac.uk
   Telephone: 01772 893710

MB4002 Advanced Needs Assessment for Primary Care
   tbc
   Email: @uclan.ac.uk @uclan.ac.uk
   Telephone: 01772 89
1.3 Expertise of staff

**Elaine Hill**  MSc, BSc (Hons), PGCert, RN, OPD, FHEA

Elaine is a Senior Lecturer in the School of Sport and Health Sciences and has substantial experience as both a Registered Nurse and Operating Department Practitioner. Her teaching expertise is very varied, however, her main research interests lie in Inter-professional education (with a focus on handover and patient safety); developing leadership education for post registration nurses in Sri Lanka (in association with the Department of Health and the Institute for Research and Development, Sri Lanka); simulated learning (in association with the University of Trondheim, Norway). Elaine is also a member of the university’s STEMH ethics committee.

**Dr Jean Duckworth**  PhD, MSc, MA, LLB, PGCE, FHEA, FSHom

Dr Jean Duckworth is a Senior Lecturer in the School of Community Health and Midwifery with over 24 years’ experience in higher education and research. Her teaching expertise lies in ethics, medical law, integrated healthcare and research methods. She is chair of a professional body research ethics committee as well as a member of the university’s STEMH ethics committee. Her research interests are in complementary approaches in pregnancy and childbirth.

**Dr Margaret Hurley**  PhD, MSc, BSc (Hons), CStat

Margaret is a Senior Lecturer in Medical Statistics at UCLan and has over 35 years professional experience working in applied statistics. Margaret gained her PhD by published work in Mathematics and Statistics from Lancaster University for 15 publications in the growth, energetics and mortality of freshwater fish.

Margaret has a broad experience in many areas of applied statistics and during her previous career with the Natural Environment Research Council she contributed extensively to research on the physics, chemistry and ecology of freshwaters. More recently, as a medical statistician with UCLan in the School of Health, Margaret has enjoyed teaching statistics to postgraduate students, supervising research students and has worked on a variety of research projects in medicine and health.
Margaret also provides statistical consultancy to Lancashire Teaching Hospitals NHS Trust and Blackpool Victoria Hospital, to Myerscough College School of Veterinary Nursing and Farriery and also works collaboratively with researchers in the UCLan School of Psychology.

Dr Stephanie Jones PhD, MSc, PGCert, BA (Hons)
Stephanie is a Research Fellow in the Stroke Research Team and has been a co-applicant on a number of NIHR funded programmes of research. She has co-ordinated the National Pre-hospital Guidelines Group. This group has developed the Recognition and Emergency Management of Suspected Stroke and TIA Guidelines. Stephanie has undertaken systematic reviews in key areas of acute stroke care, stroke education and public awareness. Stephanie supports a number of Clinical Academics in undertaking systematic reviews across a range of clinical areas and is particularly interested in mixed-method reviews.

Professor Mick McKeown PhD BA (Hons) RGN RMN
Mick is Professor of Democratic Mental Health, School of Nursing, University of Central Lancashire. He has consistently supported public engagement initiatives in health and social care. He initiated and developed the Comensus service user and carer involvement project at the University. Mick has made a significant contribution to the fields of mental health nursing, service user involvement and connecting survivor activism with the academy. Within this latter field he has developed a particular interest in the study of alliances and participatory democratic practices. He was coordinator of the collectively written text Service User and Carer Involvement in Education for Health and Social Care (Wiley).

Colette Miller BSc (Hons) FHEA
Colette has a background in Nutrition and Exercise Science, working for many years in the field of health promotion prior to joining UCLan’s Stroke research unit. Colette has been involved with the development and delivery of the Clinical Academic Research Internship programme and education of health professionals has been the focus of her recent work. Research projects have included systematic reviews exploring healthcare professional education; an investigation of the stroke content of undergraduate health professional curriculum; and contribution to the ICARE Project. The development and promotion of the Stroke-Specific Education Framework (SSEF) web-based application continues to be a priority for the Stroke Research Team and Colette collaborates regularly with the InnovationLab and the Stroke Association to develop and disseminate this educational resource for healthcare professionals. In March 2017 the SSEF was awarded the Guardian University Award for Digital Innovation, a proud moment for the team. Moving forward Colette will be leading in the development of a programme of research to tackle the issue of dehydration amongst those affected by stroke.

Debi Spencer RGN MSc
Debi qualified as a Registered General Nurse in 1982 in Lincoln NHS Hospitals and, following a career in clinical practice in medical and surgical nursing, moved into education in 1990 as a Nurse Lecturer at the University of Wales, Bangor. In this role she developed and delivered post-registration continuing professional development curriculum in surgical, breast care, stoma colorectal and perioperative practice. Moving to Lancashire in 2003 into the role of Senior Lecturer at UCLAN, she has developed her teaching interests in tissue viability, body image, transcultural healthcare and nursing theory along with her learning and assessment interests in pedagogy, inter professional learning, accreditation of prior learning, quality issues in education and research-informed teaching. Debi has developed undergraduate and post-graduate curriculum across a broad range of disciplines and is course leader for the MSc Healthcare Practice. In this curriculum she has developed a framework for recognition of CPD activity using action learning which has been adopted across other Faculties in the University. Her research activities and teaching and learning experiences have led to her interest in Implementation Science, and how education and research can provide a collaborative
model to improve service design and delivery. Debi is an active member of the University Review Panel. She is also external examiner for the University of Derby for the MSc Health and Social Care Studies. Debi is currently undertaking doctoral studies and is researching Creativity in Teaching and Learning in Post-Graduate Nurse Education.

**Professor Lois Thomas** PhD, BA (Hons), RN, PGCert Research Degree Supervision, PGCert LTHE

Professor Lois Thomas is Professor of Health Services Research in the School of Sport and Health Sciences at the University of Central Lancashire. Her research is focussed on implementation and evaluation of complex interventions, with a particular focus on innovative methods of transferring research evidence into practice and facilitating service user involvement in research. She has methodological expertise in questionnaire design (HTA), systematic review (Cochrane), and implementing complex interventions (NIHR). Her specialist topic interest is in urinary incontinence after stroke, and she currently leads an NIHR funded programme of work including the ICONS II: Identifying Continence OptioNs after Stroke randomised controlled trial. Lois is a member of the NIHR Health Services and Delivery Programme Prioritisation Panel and the NIHR College of Experts.

**Dr Svetlana Tishkovskaya** PhD, AFHEA

Dr Svetlana Tishkovskaya is a statistician with a background in Mathematical Statistics and research interests in Bayesian inference driven by applications, mainly in health, medical research, ecology and clinical trial methodology. As a statistician, she works on a number of projects within the Lancashire Clinical Trials Unit at UCLan. Her research expertise includes work on Bayesian modelling in movement ecology, multistage trial design for cancer studies, and a statistical literacy project.

**Dr Graeme Tobyn** PhD

Dr Graeme Tobyn has worked as a senior lecturer in the School of Community Health and Midwifery, University of Central Lancashire, since 2000. His clinical background is in herbal medicine, having practised for 26 years including a period in the UK National Health Service. He is a Fellow of the Advance HE and a member of the Royal Historical Society, the British Society for the History of Pharmacy and the British Herbal Medicine Association. He is external examiner for the BSc Herbal Medicine programme at Lincoln College, UK. He was visiting botanical medicine scholar at Bastyr University, Seattle, USA in 2015 and twice a visiting lecturer at Pacific Rim College, B.C., Canada. He is a member of the editorial board of the Journal of Herbal Medicine. He is the author of two books and several book chapters and articles. His latest studies are: Tobyn, G. ‘Herbaries’ and apothecaries: The identification of William Turner’s herbalists in Tudor and Stuart England’, Vesalius, XXIV(1), 67-75, and Partington, H., Duckworth, J., & Tobyn, G. Transformative education for sustainability, health and wellbeing: a model of online delivery. In W.L. Filho & A. Consoret-McCrea, *Handbook of Sustainability and Humanities: linking social values, theology and spirituality towards sustainability*. Cham, Switzerland: Springer.

**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**

Campus Admin Services 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.

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Email: BrookHub@uclan.ac.uk
Telephone: 01772 891992/891993

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.

The course team will communicate with you using your UCLan email address. You are also advised to check on eLearn for any alterations before attending lectures.

1.7 External Examiner

The University has appointed 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 can 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. Our External Examiner is Professor Colin Martin, University of Hull.

2. Structure of the course

2.1 Overall structure

The course is available either full-time or part-time. If you are full-time, you will enrol on four compulsory modules, two optional modules and the dissertation module and complete the course in one year. If you are part-time, you will complete the course in two to five years. Your preference for course duration will be discussed with the Course Leader before you begin your studies.

Modules available

All modules will be delivered on the UCLan Preston campus, with the exception of HP4006 (optional module) which is delivered online. The modules are as follows:

COMPULSORY MODULES

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4025</td>
<td>Introduction to Postgraduate Research</td>
<td>20</td>
</tr>
<tr>
<td>NU4091</td>
<td>Statistics for Health</td>
<td>20</td>
</tr>
<tr>
<td>NU4092</td>
<td>Design and Interpretation of Clinical Trials</td>
<td>20</td>
</tr>
<tr>
<td>NU4026</td>
<td>Advanced Research Methods</td>
<td>20</td>
</tr>
</tbody>
</table>

CORE MODULE
**NU4053 Dissertation (60 credits)**

**OPTIONAL MODULES**

Optional modules will only be offered if there is sufficient demand. You will be informed of the optional modules available at the start of each academic year.

- NU4074 Improving Clinical Care through Implementation Science (20 credits)
- NU4094 Principles and Methods of Systematic Review (20 credits)
- HP4006 Research, Ethics and Governance (20 credits)
- MB4002 Advanced Needs Assessment for Primary Care (20 credits)
- NU4093 Service User Involvement in Research (20 credits)

**Course Delivery**

**Full-time, 12 months**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Semester 1 (September - December)</th>
<th>Semester 2 (January – May)</th>
<th>Semester 3 (June – August)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to postgraduate research</td>
<td>Advanced research methods</td>
<td>Dissertation (continued)</td>
</tr>
<tr>
<td></td>
<td>Statistics for health</td>
<td>Design and interpretation of clinical trials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional module</td>
<td>Optional module</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>Dissertation (continued)</td>
<td></td>
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</tbody>
</table>

**Part-time, 2 years (can be studied between 2 and 5 years)**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2 and 3</td>
</tr>
<tr>
<td>Introduction to postgraduate research</td>
<td>Design and interpretation of clinical trials</td>
</tr>
<tr>
<td>Statistics for health</td>
<td>Advanced research methods</td>
</tr>
<tr>
<td></td>
<td>Optional module</td>
</tr>
</tbody>
</table>
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

**COMPULSORY MODULES**

**NU4025 Introduction to postgraduate research**
Objectives: a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through structured literature reviewing, qualitative and quantitative research designs, analysis and synthesis.

**NU4026 Advanced research methods (also available as an eLearn module)**
Objectives: to provide health practitioners with the research skills required to design and conduct a piece of research within their chosen paradigm with a focus on advanced quantitative or qualitative methods.

**NU4091 Statistics for health**
Objectives: to develop understanding of statistical concepts to facilitate appraisal of the appropriateness of designs and statistical analysis techniques used in the health research literature and selection and implementation of a variety of statistical analysis techniques for clinical research studies.

**NU4092 Design and interpretation of clinical trials**
Objectives: to expose students to concepts and issues of practical importance in the design and analysis of randomised controlled trials.

**COMPULSORY MODULE**

**NU4053 Dissertation**
Objectives: to complete a piece of primary or secondary research in line with the proposal developed in the Advanced Research Methods module.

**OPTIONAL MODULES**

**NU4074 Improving clinical care through implementation science**
Objective: to support students in appreciating and evaluating a range of approaches to implementing research findings in clinical practice in order to improve the delivery of clinical care.

**NU4094 Principles and methods of systematic review**
Objective: to provide the student with an understanding of systematic review methods with a specific focus on their application within a clinical context.

**HP4006 Research, ethics and governance (currently available as an eLearn module)**
Objective: to facilitate progression from theory to practice in research within a clear ethical framework.

**MB4002 Advanced Needs Assessment for Primary Care**
Objective: to provide students with a framework for determining population health and well-being and identifying and integrating information to drive effective and efficient changes in health policy to improve health and wellbeing.

NU4093 Service user involvement in research
Objective: to appreciate the value of service user involvement and locate it within national policy developments and movements for change.

2.3 Course requirements

Exit routes
The Postgraduate Certificate is the first exit route and comprises three modules (60 credits):

- NU4025 Introduction to postgraduate research
- NU4026 Advanced research methods
- NU4091 Statistics for Health

The Postgraduate Diploma is the second exit route and comprises three additional modules (120 credits in total):

- NU4092 Design and interpretation of clinical trials

AND two optional modules from the list above.

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable
Your weekly timetable can be found here: https://apps.uclan.ac.uk/mobilett/

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.

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 (i.e. 200 hours for a 20 credit module) – this
includes attendance at UCLan (around 36 hours per module; i.e. one day per week for six weeks) and
time spent in private study.

Students will be allocated a clinical mentor within their organisation and will be encouraged to
undertake a programme of clinical research work for one day per week (full-time students) or half a
day per week (part-time students). Students will be encouraged to research a topic relevant to their
organisation’s research agenda for the dissertation component of the course, providing a
springboard for conducting further research within their organisation post-qualification.

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:

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 the course leader, Professor Lois Thomas (Direct line: 01772 893643, email address:
lhthomas@uclan.ac.uk).

If you have not gained the required authorisation for leave of absence, do not respond to
communications from the University and if you are absent for four weeks or more, you may be
deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be
recorded as the last day of attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a
responsibility to keep information up to date and that you must only enter your own details on the
system. To enter any other names would result in inaccurate records and be dishonest. Any student
who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
As our aim is to attract local NHS professionals, course delivery will be based at UCLan. Teaching will
be undertaken by expert researchers and clinical academics to engage students in learning through
sharing and critically reflecting on examples from ongoing “real world” research in the Faculty. Our
aim is to create lively and innovative approaches to teaching that encourage critical thinking and
application of learning rather than simply teaching abstract principles. The course will use multiple
methods to facilitate interaction between tutors and students including lectures, tutorials and small
group discussions as well as using online facilities including blogs and twitter feeds to enhance
discussion.

The course is designed to support the career development of researchers through concordance with
Vitae (https://www.vitae.ac.uk/) and the Researcher Development Framework (RDF); UCLan was
recently awarded the Vitae Excellence in Research Training award. Students will also be able to
access resources provided for post-graduate students, for example the Epigeum Research Skills
Master programme, and will be encouraged to integrate with our other research students (including
those funded by NIHR and HEA) in a supportive, but academically challenging environment in which
they can thrive.

3.2 Study skills
There are a variety of services to support students including:

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1
‘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?"

3. Resources

3.3.1 Learning and Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Please see the link below for library opening times:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3.3.2 Electronic Resources

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

All course materials will be available on Blackboard.

3.4 Personal development planning

Throughout the Masters in Clinical Research you will be encouraged to use personal development planning (PDP). This will help you to focus on your strengths and weakness and develop goals/targets to meet any identified needs. According to QAA (2009, http://www.qaa.ac.uk/en/Publications/Documents/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.pdf) Personal Development Planning (PDP) is:

• A structured process that is integral to higher level learning
• Concerned with learning in an holistic sense (academic and non-academic)
• Something done with guidance and support
• A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives

QAA state that “the ultimate responsibility for deriving benefit from PDP should rest with each student”.

Students will be supported in this process by a series of negotiated discussions and interactions which will help them to explore and record their development and to set goals and devise action plans to meet their needs and extend their personal and professional opportunities.
Your academic advisor will play a key role in helping facilitate this process. You will be encouraged to identify your own learning style and to develop this in relation to the Course learning outcomes. You will use PDP as a tool to assist you to reflect on your learning and development in transferable skills such as team working and problem solving. PDP will also be used as a framework to discuss your future academic progression.

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:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

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 10.30am-3pm 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
There is a range of support mechanisms available to students of the University, and you should familiarise yourself with these. Your course leader will be a key person in helping you navigate your way through the course, and in making choices about your studies.
4.1 Academic Advisors

Your academic advisor will arrange to meet with you at least once per semester to discuss your progress and any issues arising.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. Assessment

5.1 Assessment Strategy

Assessment is inescapable in formal education but we don’t want it to be a nightmare for you. Assessment is used not only to grade your achievement but also to give you and us feedback about your progress. Part of that process requires you to develop your skills of self-assessment and it is important that you accept that responsibility. Your academic advisor will help you do this throughout the course using your Personal Development Plan as a basis. A variety of assessment methods will be used and the following table briefly introduces you to the nature of these assessment requirements. The assessments demand that you focus on your own topic area.
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.2 Notification of assignments and examination arrangements

Writing your assignments

Specific information about each module examination/assignment is available from your Module Leader at the beginning of each module. This information will include details about the assessment of the module, submission dates and the dates of unconfirmed results. Unconfirmed results are issued as a consequence of internal marking and moderation. They are subject to change as a result of External Examiner review and Assessment Board decisions.

You should keep a copy of all your submitted work (theory and practice) as the original will not be returned to you.

Where and when to submit work

All assignments must be submitted no later than 12.00 midday on the due date unless an extension has been agreed or an extenuating circumstances form submitted. Details of claiming an extension to deadline or extenuating circumstances can be ascertained from your module leader or administrative staff in the Hub.

All work must be submitted through Turnitin on Blackboard before the deadline. In the module area on Blackboard you will see a tab labelled ‘Assignments’. You will also find the space for submitting your assignment through Turnitin here. When you click on the Turnitin submission button you will have the option to upload your assignment for grading. If you need to alter your submission, or you make a mistake, you will be able retrieve your document and upload again as long as the deadline has not passed. Please upload your document in word format.

When your feedback is due you will be able to access this at the same point where you submitted your assignment. Click on the Turnitin button and you will be able to view your feedback.

What happens to my assignment after it has been marked?

Assignments will be destroyed 2 months after the assessment board at which the mark was confirmed with the exception of a small sample of scripts which will be retained for the purpose of quality assurance processes.

All students will receive meaningful and constructive written feedback from the module team for both theoretical and practice assignments. These will be in the form of annotated notes on the script in Turnitin and/or comments in the Turnitin feedback boxes. Feedback will include a score for each category against which the student has been awarded marks. The course team will endeavour to ensure that unconfirmed marks are normally available 15 working days after the submission date.

In addition to academic staff applying the marking scheme outlined at Appendix 8.2, External Examiners scrutinise a sample of scripts from each group of students undertaking all modules. The scripts are scrutinised for fairness, consistency and any identifiable trends. External Examiners are also involved in setting examination papers and are able to comment on assignment work. External Examiners are usually employed in other Higher Education Institutions and are experienced in their field as well as knowledgeable about the course for which they are appointed. They help us to
maintain our standards in comparison to similar courses delivered at other Higher Education Institutions.

5.3 Referencing
For guidance on referencing, please refer to the College of Health and Wellbeing Referencing Guide 2016-17:

5.4 Confidential material
All research data collected for the NU4053 Dissertation module will be treated and stored according to the Data Protection Act 1998 and the Caldicott Principles. All participants who consent to take part will be allocated a code number and all data recorded about that participant will be identified by their code number. All data presented within the Dissertation (including quotations from participants) will be anonymised.

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.

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

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

We are very keen to obtain your views on the courses that we offer. In the past student comment has led to some significant improvements. Here are some mechanisms that we operate.

**Course Evaluation**
Your feedback is very important. It is important that we evaluate your module so that we can improve the student experience. You will be asked to take part in some or all of the following:

- Module evaluation questionnaires
- Student feedback sessions with the Module Leader
- Course Team meetings with student representation
- Open meetings with the Course Team

Evaluation of individual modules and of the course as a whole are based on:

- Student and staff feedback
- Student performance in assessments
Module Evaluation

We hope that you will feel free to talk to the Module Leader or any other member of the teaching staff if you have any comments or suggestions for improvement.

You will be requested and encouraged to complete an evaluation questionnaire at the end of the module. In addition, you will be encouraged to give ‘ad hoc’ feedback on your learning experience to the Module Leaders throughout the module. We value your comments and depend on this two-way communication for the module’s success.

The Student Engagement Assistants and the Students Union can support you in voicing your opinion, provide ongoing advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

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.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.
Programme Specification

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>2. <strong>Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire, Preston</td>
</tr>
<tr>
<td>3. <strong>University School/Centre</strong></td>
<td>School of Sport and Health Sciences</td>
</tr>
<tr>
<td>4. <strong>External Accreditation</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>5. <strong>Title of Final Award</strong></td>
<td>MSc Clinical Research</td>
</tr>
<tr>
<td>6. <strong>Modes of Attendance offered</strong></td>
<td>Full-time and part-time</td>
</tr>
<tr>
<td>7a. <strong>UCAS Code</strong></td>
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</tr>
<tr>
<td>7b. JACS Code</td>
<td>B990</td>
</tr>
<tr>
<td>7c. HECOS Code</td>
<td>100476</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
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http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf  
  
  
  
  
http://eprints.lincoln.ac.uk/922/ |
<table>
<thead>
<tr>
<th>10. Date of production/revision of this form</th>
<th>December 2018</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11. Aims of the Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To enable health and social care practitioners to develop the skills required to design and lead high quality clinical research relevant to patients/clients and the priorities of the NHS.</td>
</tr>
<tr>
<td>4. To facilitate the development of health and social care practitioner careers combining clinical research and research leadership with undertaking and developing clinical practice.</td>
</tr>
</tbody>
</table>
12. Intended Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Critically review and systematically evaluate knowledge underpinning areas of research interest

A2. Hold a critical perspective on chosen areas of clinical practice, taking into consideration the wider context of health and social care

A3. Conceptualise understanding of the methods, processes and products of research and scholarly enquiry

A4. Demonstrate a practical understanding and experience of how the techniques of research are used to create and interpret new knowledge in the discipline

Teaching and Learning Methods

The emphasis within the course will be the creation of a supporting and intellectually challenging learning environment with rapid transition to a student-led approach (including the promotion of independence in planning and organisation), as this is essential to facilitate the development of autonomous and proactive learners. The emphasis of the teaching and learning strategy is student-centred and aimed at utilising and maximising students’ own experiences to assist the learning process.

Teaching will be undertaken by expert researchers and clinical academics to engage students in learning through sharing and critically reflecting on examples from ongoing “real world” research in the School. Our aim is to create lively and innovative approaches to teaching that encourage critical thinking and application of learning rather than simply teaching abstract principles. The course will use multiple methods to facilitate interaction between tutors and students including lectures, tutorials and small group discussions, sessions facilitating skills development (e.g. using computer programmes to practice analytic techniques; practicing qualitative interviewing skills) as well as using online facilities including blogs and twitter feeds to enhance discussion.

Excellent relationships will be maintained with the students’ employing organisations in order to enhance opportunities to pursue a variety of research careers and/or further research training. Students will be allocated a clinical mentor within their organisation and will undertake a programme of clinical research work for one day per week (full-time students) or half a day per week (part-time students). Students will be encouraged to research a topic relevant to their organisation’s research agenda for the dissertation component of the course, providing a springboard for conducting further research within their organisation post-qualification.

Assessment methods
Assessment will include: essays; analysis and summary of a data set; preparation of relevant sections for inclusion in a draft protocol for a randomised controlled trial; production of a model grant application; a dissertation comprising a report of a structured review of the literature or a piece of empirical research OR an Application for an NIHR Doctoral Research Fellowship (including a structured review of the literature) OR two Papers Prepared ‘As if for Publication’ for a high quality, peer-reviewed journal AND the development and presentation of poster at the annual Research Student Conference.

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Advance research skills based on critical analysis and reflection and the integration of clinical knowledge</td>
</tr>
<tr>
<td>B2. Further enrich skills in research design and the utilisation of research methods</td>
</tr>
<tr>
<td>B3. Formulate precise researchable questions relevant to clinical care</td>
</tr>
<tr>
<td>B4. Select appropriate research designs to answer specified research questions</td>
</tr>
<tr>
<td>B5. Select, develop and utilise research methods appropriate to a clinical topic</td>
</tr>
<tr>
<td>B6. Demonstrate an extended repertoire of skills relating to the processes of undertaking research in clinical practice</td>
</tr>
<tr>
<td>B7. Construct proposals for gaining internal or external support for service development, health and social care evaluation or clinical research</td>
</tr>
<tr>
<td>B8. Critically utilise the research base to support further research development</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

The multidisciplinary nature and diversity of students' experience enables the use of a variety of approaches to teaching and learning, particularly the use of experiential learning, seminars, debate and other informal, interactive methods. Students will gain experience in developing and testing research methods with peers in a supportive environment.

Sessions will be taught by lecturers who are experts in a particular research design or method and are therefore able to illuminate the topic with both theoretical and practical experience.

**Assessment methods**

Assessment will include: essays; analysis and summary of a data set; preparation of relevant sections for inclusion in a draft randomised controlled trial protocol; production of a model grant application; a dissertation comprising a report of a structured review of the literature or a piece of empirical research OR an Application for an NIHR Doctoral Research Fellowship (including a structured review of the literature) OR two Papers Prepared ‘As if for Publication’ for a high quality, peer-reviewed journal AND the development and presentation of poster at the annual Research Student Conference.
application; a dissertation comprising a report of a structured review of the literature or a piece of empirical research OR an Application for an NIHR Doctoral Research Fellowship (including a structured review of the literature) OR two Papers Prepared ‘As if for Publication’ for a high quality, peer-reviewed journal AND the development and presentation of poster at the annual Research Student Conference.

C. Thinking Skills

C1. Be curious about and have the ability to challenge contemporary clinical knowledge and practice

C2. Be able to deal with complex research issues both systematically and creatively

C3. Actively engage in critical reflection and reflective practice

C4. Function as active learners, participating in student-centred and student-led activities throughout their period of study

C5. Be insightful learners who use analytical skills grounded in theoretical frameworks and evidence-based clinical practice

C6. Develop a strategic approach for the continuation of learning and development

Teaching and Learning Methods

Students should not only learn, but should discover how to learn best. The curriculum has been designed to facilitate the development of a range of learning experiences from which students can continue to learn well and independently. This will equip them to be lifelong, independent learners. There is, however, little point in doing this if students cannot apply their learning and this requires the deployment of a range of thinking skills. The course will facilitate the development of capacity and performance in thinking as well as in learning. Such approaches will include reflection, critical reading, directed study, peer feedback and discussion groups (both online through blogs and twitter feeds and face-to-face).

Assessment methods

Formative assessment will include: oral presentations to peers; provision of methodological feedback to peers; seminar discussions.

Summative assessment will include: essays; analysis and summary of a data set; preparation of relevant sections for inclusion in a draft randomised controlled trial protocol; production of a model grant application; a dissertation comprising a report of a structured review of the literature or a piece of empirical research OR an Application for an NIHR Doctoral Research Fellowship (including a structured review of the literature) OR two Papers Prepared ‘As if for Publication’ for a high quality, peer-reviewed journal AND the development and presentation of poster at the annual Research Student Conference.
### D. Other skills relevant to employability and personal development

<table>
<thead>
<tr>
<th>D1.</th>
<th>Demonstrate through critical reflective practice the key skills of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.</td>
<td>Team working with interdisciplinary colleagues</td>
</tr>
<tr>
<td>D3.</td>
<td>Leading and managing research teams</td>
</tr>
<tr>
<td>D4.</td>
<td>Active listening</td>
</tr>
<tr>
<td>D5.</td>
<td>Oral and written presentation</td>
</tr>
<tr>
<td>D6.</td>
<td>Information technology</td>
</tr>
<tr>
<td>D7.</td>
<td>Problem solving, both individually and as a group</td>
</tr>
<tr>
<td>D8.</td>
<td>Numeracy</td>
</tr>
<tr>
<td>D9.</td>
<td>Autonomy in planning and implementing tasks</td>
</tr>
</tbody>
</table>

#### Teaching and Learning Methods

These skills will be developed through a range of student-focused learning and teaching methods, for example: a range of small group problem solving activities; student presentations of their proposed research plan and peer critique; provision of detailed and constructive feedback on students’ written work.

#### Assessment methods

These skills will not be formally assessed but each student will be asked to critically reflect on their development in each skill as part of their Personal Development Plan.
### 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>NU4025</td>
<td><strong>Compulsory modules</strong></td>
<td>All modules are 20 credits, with the exception of the Dissertation (60 credits)</td>
</tr>
<tr>
<td></td>
<td>NU4026</td>
<td>Introduction to postgraduate research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4091</td>
<td>Advanced research methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4092</td>
<td>Statistics for health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4053</td>
<td>Design and interpretation of clinical trials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4074</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4094</td>
<td><strong>Two optional modules from the list below:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HP4006</td>
<td>Improving clinical care through implementation science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MB4002</td>
<td>Principles and methods of systematic review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4093</td>
<td>Research, ethics and governance</td>
<td></td>
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<tr>
<td></td>
<td>NU4093</td>
<td>Advanced Needs Assessment for Primary Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4093</td>
<td>Service user involvement in research</td>
<td></td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

- **Master of Science Clinical Research**
  - Requires 180 credits at Level 7
- **Postgraduate Diploma Clinical Research**
  - Requires 120 credits at Level 7
- **Postgraduate Certificate Clinical Research**
  - Requires 60 credits at Level 7
15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives

QAA state that “the ultimate responsibility for deriving benefit from PDP should rest with each student”.

Students will be encouraged to use PDP throughout the Course. This will help them focus on their strengths and weakness and develop goals/targets to meet identified needs. Each student’s personal tutor will play a key role in helping facilitate the PDP process. Personal tutors will assist students to identify their preferred learning style and to develop this in relation to the Course learning outcomes throughout their period of study. PDP will be used as a tool to assist students to reflect on their learning and the development of transferable skills such as team working and problem solving.

Reference


http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/PDPguide.pdf

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Entry criteria:
• An Honours first degree (normally 2.1 or above) in a relevant subject from an approved HEI;
• GCSE grade ‘C’ or equivalent in Mathematics;
• International English Language Testing System grade 7 or above with no sub-score lower than 6.5 (if applicable).

Additional entry criteria for students applying for funding from the ICA HEE/NIHR Integrated Clinical Academic Programme for non-medical healthcare professions (HEE/NIHR Pre-doctoral Clinical Academic Fellowships):

• Applicants must be graduate (post-degree) professionals from one of the healthcare professions listed in this document (HEE/NIHR ICA Programme Eligible Professions) and hold registration with the listed professional body/council by the proposed award start date.
• 2) Applicants must have at least one year’s experience of professional, post-graduation, clinical practice at the point of application.
• 3) Applicants must be employed by a provider of health and/or care services that is providing at least 50% of its services free at the point of delivery. The applicant must also be spending at least 50% of their current role delivering health and/or care services which are free at the point of delivery.
• 4) Prospective applicants must not have registered for, or completed a PhD in a relevant subject area or have registered for an MPhil with the expectation that this will progress to a PhD.

Applicants to the ICA programme must both belong to one of the professions listed and hold registration with the listed professional body/council by the proposed award start date. Prospective applicants who do not meet these criteria but belong to a statutorily registered profession, are a graduate (or have equivalent experience), and provide NHS services in England may be granted special dispensation to apply but must seek confirmation of eligibility from the NIHR Trainees Co-ordinating Centre (ICA@nihrtcc.org.uk) before beginning an application.

Desirable characteristics include the ability to:

• Demonstrate engagement with research;
• Demonstrate commitment to using research evidence to improve clinical practice;
• Articulate the anticipated benefit to their future career from completing this Masters programme.

Applicants will be considered on a case by case basis and will be interviewed by a panel including senior researchers, senior clinicians, NHS Managers and Patient, Public and Carer representatives to determine their suitability for the course and (depending on the outcome of our current bid to the HEE/NIHR Integrated Clinical Academic Programme) NIHR funding.

17. Key sources of information about the programme
5. **Course Leader, Professor Lois Thomas**

6. **The UCLan course-specific website:**
   [http://www.uclan.ac.uk/courses/msc_clinical_research.php](http://www.uclan.ac.uk/courses/msc_clinical_research.php)

7. **The Postgraduate Prospectus**
### 18. Curriculum Skills Map: Masters exit award

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>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4025</td>
<td>Introduction to postgraduate Research</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4091</td>
<td>Statistics for health</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4092</td>
<td>Design and interpretation of clinical trials</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4026</td>
<td>Advanced research methods</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU4053</td>
<td>Dissertation</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
<td></td>
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## 18. Curriculum Skills Map CONTINUED

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

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<th>Level</th>
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19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Postgraduate Diploma in Clinical Research

A. KNOWLEDGE AND UNDERSTANDING

1. Critically review and systematically evaluate knowledge underpinning areas of research interest
2. Hold a critical perspective on chosen areas of clinical practice, taking into consideration the wider context of health and social care
3. Conceptualise understanding of the methods, processes and products of research and scholarly enquiry
4. Demonstrate a practical understanding and experience of how the techniques of research are used to create and interpret new knowledge in the discipline

B. SUBJECT-SPECIFIC SKILLS

1. Develop research skills based on critical analysis and reflection and the integration of clinical knowledge
2. Develop skills in research design and the utilisation of research methods
3. Formulate precise researchable questions relevant to clinical care
4. Select appropriate research designs to answer specified research questions
5. Select, develop and utilise research methods appropriate to a clinical topic
6. Demonstrate an extended repertoire of skills relating to the processes of undertaking research in clinical practice
7. Construct proposals for gaining internal or external support for service development, health and social care evaluation or clinical research
8. Critically utilise the research base to support further research development

C. THINKING SKILLS

1. Be curious about and have the ability to challenge contemporary clinical knowledge and practice
2. Be able to deal with complex research issues both systematically and creatively
3. Actively engage in critical reflection and reflective practice
4. Function as active learners, participating in student-centred and student-led activities throughout their period of study
5. Be insightful learners who use analytical skills grounded in theoretical frameworks and evidence-based clinical practice
6. Develop a strategic approach for the continuation of learning and development

D. OTHER SKILLS RELEVANT TO EMPLOYABILITY AND PERSONAL DEVELOPMENT

1. Team working with interdisciplinary colleagues
2. Leading and managing research teams
3. Active listening
4. Oral and written presentation
5. Information technology
6. Problem solving, both individually and as a group
7. Numeracy
8. Autonomy in planning and implementing tasks

Learning outcomes for the award of: Postgraduate Certificate in Clinical Research

A. KNOWLEDGE AND UNDERSTANDING

1. Critically review and systematically evaluate knowledge underpinning areas of research interest
2. Hold a critical perspective on chosen areas of clinical practice, taking into consideration the wider context of health and social care
3. Conceptualise understanding of the methods, processes and products of research and scholarly enquiry
4. Demonstrate a practical understanding and experience of how the techniques of research are used to create and interpret new knowledge in the discipline

B. SUBJECT-SPECIFIC SKILLS

1. Develop research skills based on critical analysis and reflection and the integration of clinical knowledge
2. Develop skills in research design and the utilisation of research methods
3. Formulate precise researchable questions relevant to clinical care
4. Select appropriate research designs to answer specified research questions
5. Select, develop and utilise research methods appropriate to a clinical topic
6. Demonstrate an extended repertoire of skills relating to the processes of undertaking research in clinical practice
7. Construct proposals for gaining internal or external support for service development, health and social care evaluation or clinical research

C. THINKING SKILLS

1. Be curious about and have the ability to challenge contemporary clinical knowledge and practice
2. Be able to deal with complex research issues both systematically and creatively
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4. Oral and written presentation
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