

PROGRAMME SPECIFICATION – POSTGRADUATE PROGRAMMES

KEY FACTS

Programme name	Clinical Research
Award	Masters in Research (MRes)
School	School of Health & Psychological Sciences
Department or equivalent	Health Services Research and Management
Programme code	PSMRCR
Type of study	Postgraduate Taught
Total UK credits	180
Total ECTS	90

PROGRAMME SUMMARY

The MRes in Clinical Research in the School of Health & Psychological Sciences aims to provide you with background knowledge and in-depth understanding of appraising, evaluating and conducting a range of different types of research in the clinical setting in which they work. The programme focuses on formal training in research methods for evidence based and on applied data analysis, both quantitative and qualitative research and statistical methods. It also provides opportunities for supervised application of research in clinical settings. Through the allocation of a University-based supervisor and a practice-based clinical mentor, the module will prepare you for the conceptual, methodological, ethical and logistical challenges faced by all researchers and, where relevant, lay the groundwork for advancement to doctoral studies.

By completing the MRes in Clinical Research you will have demonstrated an understanding of applied research methods and you will have designed and conducted a research project relevant to your clinical practice area.

If you exit the programme at postgraduate certificate level you will be able to examine theories related to clinical research and will be able to synthesise and apply these to practice. You will have gained critical insight into problems that may arise in this area and be able to consider problem solving mechanisms. You will also be able to use a range of techniques to undertake your scholarly work.

Aims

This programme is specifically tailored for qualified healthcare professionals from a range of primary care or allied health disciplines seeking a career in, or currently engaged in, clinical research. The programme aims to support you to develop your clinical academic research career and become a leader in your clinical field. The programme provides opportunities for you to become a proficient clinical researcher and educator. The programme provides you with in-depth background knowledge and understanding of applied research methods for undertaking evidence-based practice. You will be supported in analysing and appraising evidence as well as conducting a range of clinical research in your specific clinical area and context.

You will be introduced to issues pertaining to research management and governance and to the involvement of patients and the public in clinically focused research. You will

develop an awareness of the importance of communicating / commercial exploitation of research findings and the links between research activities and innovation. The programme will enable you to design ethically sound, robust and rigorous studies including collecting and analysing data and produce and evaluate written reports, research papers and grants.

Under the guidance of methodological and profession specific experts, the course will provide members of different health related professions the opportunity to explore the application of advanced-level research and undertake high quality, publishable research (via their dissertation), that can be used to influence and lead health service related delivery, policy and innovation at the population and community levels.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you will be expected to be able to:

Knowledge and understanding

- Demonstrate an in-depth critical understanding and ability to explain qualitative, quantitative and mixed methods methodological traditions and the scientific method, and apply this to critical appraisal of published research and to design of original research
- Demonstrate understanding of the hierarchies of evidence through being able to clearly explain these and apply understanding of evidence hierarchies to critical appraisal of published research and design of original research undertaken in their clinical area
- Recognise and critically appreciate the elements of the research process and apply this to research design
- Differentiate clinical research from clinical practice and understand the role and responsibilities of the clinical researcher in clinical practice
- Show an in depth understanding of experimental design through being able to clearly explain cross-sectional and longitudinal designs; single-case study designs; systematic reviews and their strengths and weaknesses and apply this to critical appraisal of published research and design of original research
- Demonstrate understanding through critical appraisal of measurement and evaluation issues in health services research
- Show a working knowledge and application of advanced qualitative and quantitative data analysis techniques
- Demonstrate an understanding of research governance and ethical approval in clinical practice through being able to explain these processes in relation to research undertaken in their clinical area and apply them to planning and managing their own research project.

Skills

- Search literature, critically appraise research studies and assess data quality (statistical evidence) and synthesise/integrate this data (which may come from a range of disciplines)
- Critically evaluate the importance of locating your research within an ethical framework and understand the process of receiving ethical approval for your research from appropriate bodies
- Critically evaluate processes and outcomes in clinical practice

- Apply research findings to improve health and the effective delivery of health services
- Evaluate, design and undertake small scale supervised clinical related research to support own evidence based practice
- Use statistical software to test statistical significance and association between variables
- Undertake observation, data collection and data coding
- Write an extended research narrative in the form of a dissertation
- Communicate the main aspects of their research project via a research poster and/or research paper
- Work effectively independently and in groups/teams (discussion, critique, report, feedback)
- Present orally and in writing individual and group research work
- Present data analyses and critical appraisals of a variety of research designs/studies
- Manage, reflect on, and develop one's own learning
- Develop mentoring skills to support other clinicians to undertake appropriate research

Values and attitudes

- Show respect and tolerance for other course participants.
- Correctly reference the work of others and adhere to University regulations regarding plagiarism and academic misconduct.
- Show consideration for the rules and regulations of the University.
- Develop collaborative, inter-disciplinary and ethical approaches to research and work
- Respect the opinions of others and behave with integrity
- Recognise one's own and others skills and limitations
- Be sensitive to and respect the diversity of individuals and communities
- Respect privacy and confidentiality (especially within the research context)
- Support the principle of reflective, self-directed, life-long personal development and learning

HOW WILL I LEARN?

Teaching is conducted via a mixture of lectures, class discussions and seminars, student presentations, poster presentations, analysis of case studies, worked examples, interactive computer-based exercises, an online Virtual Learning Environment and self directed reading. You may access other support services provided by the University, such as the Library Information Service, Computing Service, the Open Learning Centre, and other sources of personal support.

Lectures

Lectures are used to communicate core material and as a foundation for further reading. A lecture can help you to feel secure in the foundational knowledge required and point you to significant areas for further study. Lectures provide a basis for discussion in seminars or tutorials. Lecture notes are provided on the virtual learning

environment Moodle. However, you are expected to take your own notes too. Lectures may be on campus (in person) or online. Online lectures may be synchronous (in 'real time') or asynchronous (pre-recorded). Interaction in synchronous lectures (online or on campus) is encouraged through for example discussions and responses to questions. Lectures will usually be delivered by University staff, and there will also be a range of external experts and service users who will provide their unique perspectives on the topics covered in the lectures.

Seminars

These small group sessions are essential supplements to the lectures and give you the opportunity to apply the material covered in the lectures and your independent reading. Seminars will enable you to reflect on and discuss material related to a subject or case study. The seminars enable you to engage in active learning extending the depth and breadth of your knowledge and encouraging team working.; They are designed to motivate, enhance your communication skills and develop your powers of reasoning.

Small group work

Small group work will encourage you to apply theory to practice and extend the depth and breadth of your knowledge, providing opportunities for debate, exploration of personal thoughts and ideas and practice experiences. Small group work may entail giving a presentation, to demonstrate that you have achieved a set task.

Clinical research practice

The aim of research practice experience is for you to observe, participate and practice your research skills in a variety of real -life contexts. This experience will facilitate you to relate theory to practice and enable skills and knowledge to develop through supervised practice.

Personal Tutorials

Tutorials and reflection on learning with your personal tutor enable your progress to be discussed as well as issues of concern about the programme raised. Tutorials also offer you pastoral support. These may be in person, or by email, phone or using an online platform (eg. MS Teams).

Tutorials with your module leader will offer you academic support as well as discussions about issues of concern about the specific module. These may be in person, or by email, phone or using an online platform (eg. MS Teams).

Self-directed learning

Your studies will involve a number of hours of self-directed learning. This time will be spent reading course material and recommended books, articles or other sources and time spent on your personal study-skills development. The Module Leaders will direct you to the relevant teaching materials available on Moodle for you to prepare for lectures, seminars and tutorials. Reading lists are provided on module specifications and on Moodle. You will be expected to access the resources before the teaching in order to maximise your learning. During self-directed learning you should explore areas of interest, read widely and engage in activities to support achieving your assessments . Whilst this time counts towards the total hours allocated to the programme, it will be up to you to decide exactly how you spend this time and which areas of learning you wish to pursue.

Moodle

Moodle is City's Online Learning Environment. Lecturers design Moodle modules to enhance your learning experience by providing online access to module content, activities, communication tools and assessments. This increases opportunities for you to interact with module content and your peers, through on-going discussions and reflection. Your main module reading list will also be available via Moodle's electronic reading list facility.

The programme uses a blended learning approach, encompassing both face-to-face and online strategies to promote active learning. It makes full use of available learning technologies whilst recognising the value of face-to-face interaction and facilitation. Teaching and learning will involve a substantial group work component, providing opportunities for networking and sharing of perspectives. The variety of methods used will develop your strengths and preferred learning styles, but will also help you to acquire further educational strategies to meet the required outcomes of the programme.

During the MRes you will be required to undertake one 30-credit module and four 15-credit taught modules, plus a research-based dissertation (90 credits). Taught modules typically involve 150 hours of study, comprising approximately 30 contact hours (lectures and group work) and 130 hours of self-directed study. The Dissertation involves 900 hours of study, comprising around 18 hours of individual supervision and 882 hours of self-directed study.

The programme is offered as both a full-time and a part-time programme:

- Full-time students attend the taught component of the programme for one year.
- Part-time students study over 24 months.
- Academic years consist of 3 terms: The Autumn, Spring and Summer terms.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria

Assessment methods vary by module and include: written essays, reports, in-class tests, a portfolio and critical reflection on clinical research placement work, a written report from the clinical research mentor, and a dissertation comprising two articles in publication format. These different assessment methods are designed to allow you to demonstrate your ability to understand, communicate and critically appraise research methods and the research process for different audiences and in different contexts.

The diverse range of assessment modes will also ensure that learners can draw on their own strengths and educational backgrounds during the assessment process. Please see individual module specifications for further information.

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade- Related Criteria are descriptions of the level of skills,

knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at:

https://www.city.ac.uk/__data/assets/pdf_file/0009/452565/Assessment-and-Feedback-Policy...pdf

Additionally, students will be encouraged to make use of online module forums to ask questions and request feedback so that other students can learn from reading and engaging with the discussion. Two of the modules include formative assessments including peer and staff feedback on an oral presentation, and group tutorials to develop action plans, share their learning and reflect on their progress using reflective tools.

Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits.

The Pass mark for each module is 50%.

If you fail an assessment component or a module, the following will apply:

Resit: you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

If you do not satisfy your resit by the date specified you will not progress and the Assessment Board shall require that you withdraw from the Programme.

If you fail to meet the requirements for the Programme, but satisfy the requirements for a lower-level Award, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for the Programme and are not eligible for the award

of a lower level qualification, the Assessment Board shall require that you withdraw from the Programme.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

http://www.city.ac.uk/_data/assets/word_doc/0003/69249/s19.doc

WHAT AWARD CAN I GET?

MRes Clinical Research:

	HE Level	Credits	Weighting (%)
Taught	7	90	50
Dissertation	7	90	50

Class	% required
With Distinction	70
With Merit	60
With Pass	50

Postgraduate Certificate:

	HE Level	Credits	Weighting (%)
Taught	7	60	100

Class	% required
With Distinction	70
With Merit	60
With Pass	50

To exit with a Postgraduate Certificate in Clinical Research you will be required to successfully complete three core modules and any other 15-credit module.

To exit with a Postgraduate Certificate in Health Sciences you will be required to achieve 60 credits by successfully completing any combination of modules from the range of core and optional elective modules.

Your Programme Director will advise you in your choice of modules.

WHAT WILL I STUDY?

Postgraduate students are expected to allocate an average of 150 hours of taught and self-directed learning per 15 credit module.

You will take five taught modules, up to the value of 90 credits:

- The four *core* (compulsory) modules listed below (75 credits)

- *Plus one elective (optional) modules chosen from the list below (15 credits).* Please note that these modules are subject to change depending on staff availability and student demand, so there is no guarantee that every elective module listed below will run. Further elective modules may also be available (you will be notified of these at the beginning of the academic year).

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Introduction to Research Methods and Applied Data Analysis	HRM001	30	Core	No	7
Advanced Research Methods	HRM002	15	Core	No	7
Work-based Clinical Research Placement	CRM001	15	Core	No	7
Application of Research in Clinical Settings	CRM002	15	Core	No	7
Advanced Data Analysis	HRM003	15	Elective	No	7
International Health Systems	HPM004	15	Elective	No	7
Health Economics	HPM006	15	Elective	No	7
The Health Policy Process, Politics and Power	HPM001	15	Elective	No	7
Health Policy in Britain	HPM003	15	Elective	No	7
Public Health	PHM001	15	Elective	No	7
Global Health	PHM003	15	Elective	No	7
Social Determinants of Health	PHM004	15	Elective	No	7
Contemporary Issues in Mental Health	APM006	15	Elective	No	7

Engaging Technology	APM017	15	Elective	No	7
Professional Leadership	APM032	15	Elective	No	7
Leading Change	APM034	15	Elective	No	7
Commissioning for Health and Social Care	APM035	15	Elective	No	7

Dissertation component

The dissertation is a core module. In this module, you will conduct an empirical research study and write up your dissertation in the format of two manuscripts for publication (an empirical paper and a literature review paper). The word length of the manuscripts will be dependent on the target journals you select. Manuscripts do *not* need to be submitted to the target journals for review at the time of submission of the dissertation, but they should be completed to final draft standard in a manner consistent with all relevant guidelines for publication.

You need to achieve 50% or above in order to pass.

Module Title	SITS Code	Module Credits	Core/Elective	Compensation Yes/No	Level
Dissertation	CRM003	90	Core	No	7

TO WHAT KIND OF CAREER MIGHT I GO ON?

- The programme will provide transferable skills applicable to all health/medical related clinical careers where attention to detail, conducting research and evaluation for evidence based practice, and report writing is an expectation.
- The programme provides research and academic training that will enable you to become a clinical academic researcher in your place of work, across all health service settings, including the NHS, charities, industry, government, private practice as well as academic and research settings.
- A number of Masters students in the School go onto further academic attainment via doctoral level training.

If you would like more information on the Careers support available at City, please go to: <http://www.city.ac.uk/careers/for-students-and-recent-graduates>.

HOW DO I ENTER THE PROGRAMME?

- An honours degree, minimum 2:2 or equivalent

- An upper second class or higher mark in undergraduate or postgraduate dissertation would normally be expected
- In addition, we welcome applications from individuals with significant clinical experience, who do not meet the above admission criteria but do demonstrate the ability to undertake Level 7 academic studies, for example documented evidence of exceptional innovative practice, practice leadership, service development, research projects or publications, or successful completion of a recognised HEE/NIHR Integrated Clinical Academic Programme Internship. Such applications will be considered on a case-by-case basis.
- Applications from clinicians working in the health sector will be prioritised; however this is not an essential requirement.

English Language Requirements

If your first language is not English, one of the following qualifications is also required:

- A first degree from a UK university
- A first degree from an overseas institution recognised by City as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA
- International English Language Testing Service (IELTS): a score of 7.0 is required, with no subtest scoring below 6.5
- Pearson Test of English (Academic): a score of 72 required.

Recognition of Prior Learning

In line with Senate Regulation 19, recognition of prior (experiential) learning (RP(E)L) will be considered for any student who has pursued appropriate studies in this or another institution or who possesses appropriate qualifications. RP(E)L may be claimed for core and elective modules, subject to following City's Assessment Regulations.

RP(E)L will be permitted where the Programme Committee has assessed the claim in terms of acceptability, sufficiency, authenticity, currency and level and can demonstrate that the student's previously assessed or experiential learning meets all the learning outcomes stated in the Module Specification for the module for which they are to be awarded credit.

The limit to the volume of credit that can be permitted through RPL will be up to one quarter of the total credits for the Programme.

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