



1. Programme Title(s):

Master of Research in Applied Health Research
Post Graduate Certificate in Applied Health Research
Individual accredited MSc Modules in Applied Health Research

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

MRes: Full-time / Part-time

PGCert: Part Time only

Module only: Full-time / Part-time

b) Type of study

Campus based

4. Registration periods:

Full MRes

The normal period of registration is 12 months full-time/27 months part-time

The maximum period of registration is 24 months full-time/48 months part-time

PGCert

The normal period of registration is 12 months part-time

The maximum period of registration is 18 months part-time

CPD modules

The normal period of registration is 3 months full-time

The maximum period of registration is 6 months full-time

5. Typical entry requirements:

Candidates will normally have a relevant first degree (2:1 or higher) or equivalent qualification.

Candidates with significant experience and/or qualifications in health or social care research practice or management will also be considered. Where English is not a candidate's first language, applicants will be required to provide evidence of appropriate language skills.

6. Accreditation of Prior Learning:

Accreditation of prior learning will be considered on a case by case basis within an overall requirement that, at the time of application, any prior learning which is more than five years old will not normally be considered current for this purpose. Applications should be made to the course director before commencement of the course.

The maximum accreditation of prior learning is 15 credits (one taught module)

Exemption will be granted on an 'ungraded' basis.

If a student is admitted to a programme with recognition for prior achievement undertaken at the University, any award previously made to the student on the basis of that prior achievement will be rescinded by the University prior to the commencement of the new period of study.

A formal record will be made of exemptions granted to students when they were admitted and any marks assigned for the purposes of determining progression or the outcome of awards. Students will be notified in writing of all decisions.

7. Programme aims:

The programme aims to

- equip students with a recognition of how different scientific disciplines can be used to structure inquiry and develop the evidence base for health services policy and practice;
- enable students to conduct effective, high quality applied health research through training and practice in relevant research skills.

As a result of successfully completing the Certificate in Applied Health Research, students will be able to:

- explain good principles of design, conduct, and governance of health-related research;
- appraise examples of health-related research using both qualitative and quantitative methods;
- apply knowledge and skills acquired in their own area of practice.

As a result of successfully completing the MRes in Applied Health Research, students will additionally have:

- practical experience of undertaking a supervised research project, applying the knowledge from taught modules they have studied;
- experience of research project management, working with a research supervisor and, where appropriate, research ethics and governance procedures;
- experience of writing a research report in the form of a 15-20,000 word dissertation.

8. Reference points used to inform the programme specification:

External Examiners reports - Annual

Student feedback; both module and programme

[Senate Regulations](#)

9. Programme Outcomes:

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| (a) Subject and Professional skills | | |
| Knowledge | | |
| Recognition of the elements of the research process and applying this to study design and critical appraisal in applied health research. | Lectures, directed reading, small and large group exercises, departmental seminars (optional). | Course work and module assignments, depending on chosen modules, including dissertation. |
| Concepts | | |
| Demonstrate how to interpret and apply concepts inherent in areas including research ethics, sampling, bias and confounding, absolute and relative risk, forms of economic evaluation, discounting and sensitivity analysis, literature searching and systematic reviews, linear and logistical regression, clinical trial and qualitative research methodology. | Lectures, directed reading, small and large group exercises. | Coursework and all module assignments including dissertation. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| Techniques | | |
| Ability to critically review research studies, literature searching, survey and questionnaire design, using SPSS software, testing statistical significance and association between variables, practicing interview, observation and data coding skills, assessing data quality. | Computer exercises, small and large group exercises, worked examples and related feedback. | Feedback from/evaluation of group exercises and all module assignments. |
| Critical analysis | | |
| Ability to critically appraise research studies and research data of various kinds. | Lectures and group work, worked examples, focused reading. | Course work and assignments. |
| Presentation | | |
| Ability to present orally and in writing individual and group research work; to present data analyses and critical appraisals of a variety of research design/studies. | Coursework exercises and assignment briefings and worked examples. | Group presentations, assignments, poster and dissertation. |
| Appraisal of evidence | | |
| | | |
| (b) Transferable skills | | |
| Research skills | | |
| Acquiring skills to undertake and critique applied health research methodologies. | Integral to all modules and all teaching methods. | All module assessment methods. |
| Communication skills | | |
| Acquiring report writing, verbal feedback skills, critical appraisal skills, group communication skills, poster presentation skills. | Coursework, presentation of exercise results, dissertation supervision. | Verbal and written course work; dissertation and research poster. |
| Data presentation | | |
| Acquisition of general data analysis skills. Specific skills in identifying the strengths and weaknesses of research papers and evidence. | Module exercises (oral and written feedback) and assignments e.g. critical appraisal of published data; dissertation supervision. | Variety of on-going coursework. Feedback from exercises; dissertation and research poster. |
| Information technology | | |
| | | |
| Problem solving | | |
| | | |
| Working relationships | | |
| Showing ability to work effectively in groups/teams to problem solve, discuss published studies or quality of research data. | All group work undertaken within modules. Working with dissertation supervisor, and research subjects/other researchers. | Module coursework and supervision. |
| Managing learning | | |
| Analysing complex written and numerical data, searching and selecting information sources, sifting different types of evidence and assessing validity, reliability. | Delivery of subject knowledge: literature searching and systematic reviews; critical appraisal of published research and numerical datasets; dissertation supervision. | Group exercise performance, research project management for dissertation. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|----------------------------|-------------------------------|-------------------|
| Career management | | |
| | | |

10. Special features:

n/a

11. Indications of programme quality:

External examiners' reports, student feedback

12. Scheme of Assessment

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

13. Progression points

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

Progression through the programme will be as follows and will apply with standard university procedures.

With the new accredited CPD modules, students can be awarded the certificate of completion for each module. After successful completion of 1 taught modules (15 credits), students will be introduced to the idea of transferring to a PGCert award, and will be eligible to transfer after successful completion of 2 taught modules (30 credits).

Postgraduate Certificate – successful completion of 4 taught modules (60 credits) as outlined in the marking scheme will result in a PGCert in Applied Health Research. Afterwards, this information will be passed onto the Exam Board and the student will be asked if they want to progress to the full MRes by completing a dissertation.

Masters in Research– successful completion of 4 taught modules (60 credits) and successful completion of the Dissertation component (120 credits) as outlined in marking scheme.

Students may only be awarded the Postgraduate Certificate or the Masters degree. No student may be awarded more than one of the above qualifications.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

Students will be required to complete the taught modules successfully before progressing to the dissertation

14. Rules relating to re-sits or re-submissions:

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

15. Additional information [e.g. timetable for admissions]

Appendix 1: Programme structure (programme regulations)

All candidates will study the following core modules (September – April).

| Module Code | Module Title | Credits |
|-------------|---|---------|
| MD7431 | Fundamentals of Applied Health Research | 15 |
| MD7432 | Quantitative Methods in Applied Health Research | 15 |
| MD7433 | Qualitative Methods in Applied Health Research | 15 |

Additionally, students will study one of the following optional modules offered by the MSc in quality and safety in healthcare

| | | |
|---------|---|----|
| MD 7456 | Patient Safety, | 15 |
| MD7457 | Human Factors and Ergonomics for Patient Safety, | 15 |
| MD 7458 | Measuring and Monitoring in Healthcare, | 15 |
| MD 7459 | Leading, Managing and Organising Quality and Safety in Healthcare | 15 |

Dissertation

A dissertation supervisor will be appointed for each student. Their duties will include monthly supervision meetings (pro-rata for part time students), approval of outline proposals and allocation of internal examiners. Dissertations may be either primary research, systematic reviews or novel analyses of existing datasets.

Students will be advised to meet their supervisor at least monthly during the dissertation period, and keep a log of what was covered at these meetings.

Dissertations will be marked independently by two members of academic staff (not the supervisor). All students will be required to undertake an oral examination with both examiners.

| | | |
|--------|--------------|------------------|
| MD7430 | Dissertation | 120 |
| | | Total 180 |

Appendix 2: Module Specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>