

LTC17D138

Title: Category One low risk course proposal – MSc Clinical Research
Author: Julia Jones
Date: March 2018
Circulation: Learning and Teaching Committee – 9 May 2018
Agenda: LTC17A005
Version: Final
Status: Open

Issue

To receive the CP1 and CP4 forms for the low risk course proposal for revisions to the MSc Clinical Research programmes

Recommendation

None.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

Background

Not applicable.

Discussion

Not applicable.

Attachments

CP1 & CP4

Course Proposal Outline Form (CPI) for Taught Programmes only

Course proposal reference number	CPHSC250423017	
Please fully complete and forward electronically to the Senior Faculty Manager, copied to the LTS coordinator for the School and the secretary to FLTQC		
Title of course (including award)	<p>MSc Clinical Research</p> <p>PG Certificate Clinical Research</p> <p>PG Diploma Clinical Research</p> <p>PLEASE NOTE this is presented for consideration as a course update whereby three established programmes are being merged: MSc Clinical Research, MSc Clinical Research NIHR and MSc Health Research</p>	
Date of first student intake/year of implementation	September 2017	
Duration of degree	<p>PG Cert: up to 1 year part time</p> <p>PG Diploma: up to 2 years part time</p> <p>MSc: 1 year full time or up to 3 years part time</p>	
School(s) of Study	<p>HSC</p> <p>(potential use of MED option modules)</p>	
Proposer (Lead Academic)	Dr Kathryn Mares	
Part 1 — Description of proposal		
1.1.1	Provide a brief description of the proposal	<p>This proposal reflects the outcome of a project of work undertaken over the last two academic years and as a result of the quinquennial course review. The panel undertaking the quinquennial review recommended that the complex variants presented by the three existing programmes should be merged into one MSc Clinical Research, recognising that much of the content consisted of combinations of co-taught modules, programme, This was seen as streamlining the outward facing provision, providing clarity and transparency for staff and students, and reducing central administrative bureaucracy and complexity. Its objective was to review, refresh and reconfigure the current postgraduate</p>

		<p>research teaching provision within the School of Health Sciences.</p> <p>The proposal is therefore to have one programme - MSc Clinical Research</p>
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		<p>The existing programmes merged (and therefore to be replaced) include MSc Clinical Research (PG cert and PG Dip), the MSc Clinical research NIHR route and the MSc Health Research,</p> <p>The 'new' curriculum template will facilitate increased opportunities for shared learning of core modules across the programme followed by three differentiated pathways: NIHR, ACF and non funded. Each pathway comprises pathway optional modules.</p>
1.1i2	What are the unique selling points Of the course?	<p>An extensive review of the current provision shows large amounts of overlap and confusion largely around the administration of the three courses. This has meant that module organisers have not benefitted from defined leadership and modules have evolved into and moved away from their learning outcomes. Streamlining the courses means that the courses can be marketed more effectively and ensure that content retains currency and is fit for purpose ready for submissions for future funding streams and as a first step in the pathway towards PGR.</p> <ul style="list-style-type: none"> o Contemporary, design utilizing mixed delivery methodologies <ul style="list-style-type: none"> Discrete range of provision †showcasing* our strengths and reducing duplication o Available as full or part time options o Flexibility in module choice, progression and delivery o Transparent and simple structure easy to accommodate future developments o Accessible to international/ non-conventional markets o Accommodating of discrete packages of learning (module only; exit routes @ PG Cert, PG Dip + top-up options) <p>Students will be supported to study either full or part time with the option of PG Certificate, Diploma or full Masters outcomes.</p> <p>The opportunity to undertake a Certificate or Diploma qualification and return at a later point to</p>

		complete a Masters will also be facilitated, a feature highly valued by employers and self-funding applicants.
1.13	How does the course complement the existing School/.Faculty/• University portfolio of courses?	<p>This programme is motivated by recognition of the Faculty and School strategic objectives to provide flexible, inclusive and marketable postregistration provision. And / in addition to provide a first step towards building a research career as a clinical academic or academic.</p> <p>The pathway approach inherent in the design of this curriculum provides a framework fit for future funding applications to the NIHR but still retains potential for a self funded route for people who do not meet this criteria.</p> <p>A motivating factor in this project has been to maximise efficiencies in provision thereby reducing overlap and duplication of delivery.</p> <p>The course continues to use modules already in existence but following the review modules that were either poorly attended or not fit for purpose have been dropped from the programme. Modules that had strayed from their original learning outcomes have been refocussed and assessments have been made more appropriate.</p>

1.1.4	How does the course join up with the School Plan (including Admissions; Teaching, Employability and Research)?	See above.
1.1.5	Please provide an estimate of additional student numbers to be included in the School student numbers targets (up to and including Steady state)'	<p>The ambition in the first year is to sustain or achieve modest growth in numbers (up to 25). Following the first year the NIHR contract for professions allied to health will end and we hope that, should the funding be offered again, that this streamlining would allow us to offer a competitive programme in order to retain the funding.</p> <p>In subsequent years a broader interdisciplinary student cohort is anticipated with growth in numbers arising from at distance learning.</p> <p>It is further anticipated that international recruitment will be actualised with an initial ambition to recruit three students in the first year.</p>

1.1.6	Please include details of market intelligence/market scanning to support the proposal	The non funded MSc Clinical Research has under recruited over a number of year. If we lose the NIHR funding then this reduces the viability of offering this PG provision. It is however an important asset to help us grow our PGR numbers — by streamlining the management and admin of the courses it is hoped that improved leadership will support module organisers to develop distance learning options and allow us to market this course more effectively.
1.1.17	Does the proposal involve collaboration with another School within the University; or: another provider external to the UEA?	No
1.1.8	Will the programme require accreditation from a professional* statutory or regulatory body?	No. The proposal is a variant and accommodating of existing routes and accredited modules/ elements.
1.1.9	Will there be any impact on existing teaching patterns; and will any new modules be required or existing modules changed; If so please detail?	<p>Within the template all viable (and therefore recently delivered) module options have been retained.</p> <p>The design of the template has led to some module updating, content update to reflect current research context.</p> <p>All update activity has been considered with current Course Directors, Module Organisers and shared with LTS colleagues throughout the design process.</p>
1.1.10	Outline any key features of the programme and any associated resource implications	It is anticipated (as outlined above) that once established this programme reduces the duplication of delivery, maximises potential for co-teaching and reduces administrative burden of supporting multiple programmes and route codes.
1.1.11	Will any existing degree programmes be affected by this course proposal e.g. change in title, pathways changed, merged or closed? If so please detail.	<p>The MSc Clinical Research, is the result of merging existing programmes:</p> <p>MSc Clinical Research (PG cert and PG Dip), the MSc Clinical research NIHR route and the MSc Health Research</p> <p>For students that have already applied — students will be transferred to this programme as there is essentially little difference to the</p>

		content that's is being offered for each pathway within the 'new' programme.
Head of School Support/Authorisation		
 Head of School name and signature		Rosalynd Jowett

On completion of the above, please forward to Senior Faculty Manager

Office Use Only — For completion by Associate Dean L&T <u>in consultation LTS Coordinator (who supports the school) and Associate Dean -Admissions</u> Please refer to the table on Page 1 to assign a risk category and indicate agreed category below			
Risk category 1 (low risk)	LOW RISK	Risk category 2 (standard risk)	
For risk category 1 only CP4 (Academic Design) required YIN. If Y, please detail <u>which sections need to be completed</u> . If N, proceed directly to completion of CP5 (Notification of Approval and set up — <u>for LTS use only</u>)			
The following elements of CP4 will be completed: PART 1: 1 - 14; 17, 19, 20. New Integrated Programme Specification to be updated following approval by the Programme Director PART 2: 4.2.1; 4.2.2; 4.2.4; 4.2.9; 4210			
Associate Dean (Admissions) Support/Authorisation			
			
Additional comments from Associate Dean (Admissions) <u>in consultation with ARM</u> .			
Associate Dean (Learning & Teaching) Support/Authorisation			
E mma Sutton		22.01.18	

For risk categories 2 only. Upon completion of Business Plan (CP2) and Financial Plan (CP3):

Office Use Only— For completion by Senior Faculty Manager, in consultation with ARM Executive and Faculty Executive	
Comments and recommendations from ARM. Executive; made. to Faculty Executives. upon full proposal made	
Comments and recommendations from SFM, made to Faculty Executives upon proposal made	
	
Senior Faculty Manager	Mark Hitchcock Date: 14/07/2017
Where applicable, comments made by the Faculty Executive on the proposal	
Approved by Faculty Executive (Yes, No, N/A)	
Date	

Course Proposal – Stage 3 Academic Design (CP4)



Instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

Summary

The Academic Design (CP4) is completed for all standard risk (Category 2) proposals, and, for low risk proposals, some parts of the form will need to be completed if the academic content is changing (These will be identified on the CP1).

It consists of three parts:

Part 1 is the Programme Specification, which will be published on the LTS website post approval. Please note that the Course Profile is now a link to the Admissions course pages, which will be set up after approval.

Part 2 is additional information regarding the academic content of the programme which will help inform the approval decision by the bodies considering the academic case. This includes details of the modules forming the academic content of the course.

Part 3 is the log of considerations and sign-off/approval by the relevant executives/committees.

Basic instructions for completion are integrated into the form, in green. When completing the form, please remove this text and complete the form in black ink.

These guidance notes aim to give roleholders more detail of the process of completion and what is expected at each stage.

Completion of the Form

The form should be completed by the Academic Lead with support and advice from the LTS Coordinator supporting the School.

1. Part 1, the Programme Specification, should be straightforward to complete for standard courses. The Coordinator can advise on the regulations (for sections 4.1.5 to 4.1.12). If a new award is required, this should be flagged to the Finance, Governance and Planning Office at an early stage.
2. If the course is a variation of a current course, or is part of the same group, and they will share a Programme Specification, the LTS Coordinator will join this up at the CP5 stage.
3. The Course Profile will not be required for Part 1 – after approval, this will be available on the Admissions pages, and internally through eVision.
4. The Programme Specification includes information on the Board of Examiners and placement information (including a period of study abroad), however, further details will be required to help inform the approval consideration. These should be recorded in Part 2.

5. Part 2, the additional information required to consider approval, should be completed by the Lead Academic. The LTS team (normally the Team Leader) can help with section 4.2.1, the Course Profile, and can advise on timetabling and defined choice constraints if necessary. The Lead Academic should discuss the inclusion of modules from other Schools with the appropriate Teaching Director, and agree any slotting requirements, pre-requisites, cap on numbers etc.
6. The LTS Coordinator/Team Leader should check with the Lead Academic that:
 - a. There is an even spread of modules across the academic year;
 - b. It is clear which modules can and which cannot clash;
 - c. Where relevant, other Schools are aware and support the inclusion of their modules in the Course Profile and that there are no restrictions.
 - d. Where new modules are being proposed, a completed Module Outline is included, or hyperlinked to. The Team Leader can provide a new code when approval for the module has been given.
 - e. Section 4.2.7 provides details of any placement, having discussed the requirements with the Study Abroad Office (for periods of study abroad), Local Support and Careers Service (For year in industry) or LTS Placements (For professional placements).
 - f. There is no need for further consultation at this stage, unless it has been expressly raised as a condition in the approval of CP2/3. Check CP2/3 to ensure that there is no outstanding issues to resolve, and all parts are complete (this should have been checked/resolved by the School Manager at Stage 2, so this is a safety check; nothing should be going to LTC with missing or unresolved issues).
7. Once parts 1 and 2 are complete the LTS Coordinator supporting the School should ensure that the CP4 is completed appropriately, that 4.3.1 is completed, and then forwards it, along with CP1, 2 and 3, to the secretary to the FLTQC for its consideration.
8. The secretary to FLTQC forwards the approved case to the secretary of LTC for final consideration and approval.
9. Following approval, the secretary to LTC notifies the secretary to FLTQC, who starts off the completion of CP5 before passing all the documents to the Student Records Office for setting up the course on the system and keeping the master copy of the documents for the approved course.

CP4 Part 1 - PROGRAMME SPECIFICATION for an award of the University of East Anglia						
4.1.0	Reference Code	CPHSC250423017				
4.1.1	Title	MSc in Clinical Research				
4.1.2	School (s)	HSC				
4.1.3	Faculty	Faculty of Medicine and Health Sciences				
4.1.4	Date of first student intake	September 2018				
4.1.5	Award	MSc				
4.1.6	Interim Award/ degree title	Standard	Postgraduate Certificate or Postgraduate Diploma (PG).			✓
		Non- standard (detail)	N/A			
4.1.7	Level	Level 6 FHEQ (Bachelors)				
		Level 7 FHEQ (Masters/Integrated Masters)				✓
		Other (specify)				
4.1.8	Award Regulatory Framework	Bachelors and Integrated Masters				
		Common Masters Framework				✓
		Other (specify)				
4.1.9	Course-specific regulatory requirements	N/A				
4.1.10	Length of course	1 – 3 years				
4.1.11	Board of Examiners	Existing PGT Board.				
4.1.12	Mode of Attendance	Full-time	✓	Part-time	✓	Other N/A
4.1.13	Professional Accreditation details	N/A				
4.1.14	Placement information	None				
		Professional placement				
		Year Abroad				
		Year in Industry				
		Semester Abroad				
		Other				
None						

4.1.15	Relevant Subject Benchmark	N/A																					
4.1.16	Course Description	<p>This course reflects the need to streamline three programmes from across the Schools of Medicine and Health Sciences. The course will now include two pathways titled Clinical Research and Health Research. The Health Research pathway will be for individuals funded through the Academic Clinical Fellow (ACF) pathway only.</p> <p>The MSc in Clinical Research is a postgraduate taught programme intended to offer Post-Registration Health and Social Care Professionals an opportunity to develop their knowledge and understanding of theory related to practice relevant to their role. The flexible modular framework generates an interdisciplinary environment through which specific practice can be explored against the wider contexts of care.</p> <p>The MSc in Clinical Research has been developed by the Norwich Medical School and the School of Health Sciences and aims to build on the existing reputation of the Faculty of Medicine & Health Sciences (FMH) for innovative and high quality research across a broad spectrum of important and topical healthcare priorities.</p> <p>Students of the programme can explore advances in both theory and practice in their own specialist area, while also gaining interdisciplinary perspectives from other specialities. This will promote broad opportunities to examine the contextual and evidence bases for their own specialist areas of health care.</p> <p>The following table details the core and optional modules for each of the pathways within the MSc Clinical Research.</p> <table border="1" data-bbox="531 1290 1426 2047"> <thead> <tr> <th></th> <th>MSC CLINICAL RESEARCH</th> <th>MSC HEALTH RESEARCH</th> </tr> </thead> <tbody> <tr> <td>EXIT AWARD</td> <td>PG Diploma/PG Cert</td> <td>PG Diploma/PG Cert</td> </tr> <tr> <td>STRUCTURE</td> <td>Full time over one year Part time over three years.</td> <td>Part-time over two to three years</td> </tr> <tr> <td>MODULES</td> <td></td> <td></td> </tr> <tr> <td>INTRODUCTION TO RESEARCH METHODS</td> <td>Core</td> <td>Core</td> </tr> <tr> <td>FURTHER QUANTITATIVE RESEARCH METHODS</td> <td>Core is either Further Quant. or Qual (the other can be taken as an option)</td> <td>Core is either Further Quant. or Qual (the other can be taken as an option)</td> </tr> <tr> <td>FURTHER QUALITATIVE</td> <td>Core is either Further Quant. or Qual (the</td> <td>Core is either Further Quant. or Qual (the</td> </tr> </tbody> </table>		MSC CLINICAL RESEARCH	MSC HEALTH RESEARCH	EXIT AWARD	PG Diploma/PG Cert	PG Diploma/PG Cert	STRUCTURE	Full time over one year Part time over three years.	Part-time over two to three years	MODULES			INTRODUCTION TO RESEARCH METHODS	Core	Core	FURTHER QUANTITATIVE RESEARCH METHODS	Core is either Further Quant. or Qual (the other can be taken as an option)	Core is either Further Quant. or Qual (the other can be taken as an option)	FURTHER QUALITATIVE	Core is either Further Quant. or Qual (the	Core is either Further Quant. or Qual (the
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		RESEARCH METHODS	other can be taken as an option)	other can be taken as an option)
		HEALTH ECONOMICS	Optional	xxxxxx
		SYSTEMATIC REVIEWS AND RESEARCH SYNTHESIS	Optional	Optional
		RESEARCH DISSERTATION	Core for MSc	Core for MSc
		TRANSFERRABLE SKILLS FOR RESEARCH	Optional	Optional
		FOUNDATIONS IN CLINICAL RESEARCH	Optional	xxxxxxx
		INTRODUCTION TO RESEARCH ETHICS AND GOVERNANCE	Core	Core
4.1.17	Course Profile details	Details of all courses currently offered by the University are available at https://www.uea.ac.uk/study/undergraduate/degrees and https://www.uea.ac.uk/study/postgraduate/taught-degrees		
4.1.18	Learning Outcomes	<p>Course level outcomes: Students will: Be able to demonstrate advanced understanding and application of research methods used to inform health and social care practice Be able to critically evaluate research methodologies and practice used within health and social care Be able to evaluate information, key concepts and principles that inform clinical research design and practice. Be able to critically analyse the underpinning evidence base for practice within their selected speciality Be able to employ skills of critical self-awareness and reflection Be able to use relevant IT to support research synthesis and management Be able to demonstrate their learning through engagement and delivery of a research dissertation.</p> <p>Modular outcomes:</p>		

		<p>Learning outcomes are expressed at modular level, these reflect level 7 learning outcomes. Exemplar outcomes for four core modules are written below.</p> <p>Introduction to research methods: At the end of this module students will have:</p> <ul style="list-style-type: none"> - Drawn up an initial plan for a research project – identify a topic, generate a research question and choose appropriate methods and design to investigate it - Demonstrated that they have gained further understanding in approaches to reviewing and summarising a body of literature and the problems in doing this; - Evaluated methods of outcome measurement - Demonstrated that they have added further depth to their knowledge of statistical methods progressing beyond understanding the basics of descriptive and inferential statistics, to an understanding of the application of nonparametric tests, chi-squared and related tests, and correlation coefficients - Applied the statistical knowledge gained on MED-7021D and within this course to a dataset, to meaningfully present and analyse the data using statistical methods covered in both MED-7021D and MED-7013E. <p>Further Qualitative methods: At the end of this module the student will have:</p> <ul style="list-style-type: none"> - Demonstrated relevant and appropriately selected skills in planning and conducting a qualitative study that answers a research question - Demonstrated a critical awareness of the development of these skills in the context of group presentations, discussions and peer review - Shown an awareness of ethical issues arising in the course of qualitative health and social research, including how they can be addressed and participate in presenting these for discussion at an hypothetical class Ethics Committee - Demonstrated the experience they have gained, as an actively participating research group member, in the verbal communication of a qualitative research proposal (session 7) and qualitative project work (session 8) - Built on the above by having developed the knowledge and skills necessary to individually produce a written report of group project work (including critical reflections and some data analysis) and a well-planned research proposal. <p>Further Quantitative methods: At the end of this module the student will have:</p> <ul style="list-style-type: none"> - Drawn up an initial plan for a research project – identify a topic, generate a research question and choose appropriate methods and design to investigate it - Demonstrated that they have gained further understanding in approaches to reviewing and summarising a body of literature and the problems in doing this; - Evaluated methods of outcome measurement - Demonstrated that they have added further depth to their knowledge of statistical methods progressing beyond understanding
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		<p>the basics of descriptive and inferential statistics, to an understanding of the application of nonparametric tests, chi-squared and related tests, and correlation coefficients</p> <p>- Applied the statistical knowledge gained on MED-7021D and within this course to a dataset, to meaningfully present and analyse the data using statistical methods covered in both MED-7021D and MED-7013E.</p> <p>Dissertation:</p> <p>At the end of this module the student will have:</p> <ul style="list-style-type: none"> (a) Planned a research project (b) Critically evaluated the literature relating to their chosen topic (c) Demonstrated an understanding of the research methods appropriate to their topic (d) Presented a clear summary of the findings of their research (e) Critically analysed their findings and discussed the implications of their findings for theory and/or practice. 						
4.1.19	<p>Graduate Attributes and Employability Skills</p>	<p>Students will learn necessary research skills in the fields of quantitative and qualitative methodology, health economics and research synthesis. They will also be taught underpinning theory and philosophy in relation to research ethics and governance. Throughout the course they will develop skills in literature searching, teamwork and leadership. They will therefore be able to work as clinical academics in health and social care settings and go on to further studies such as PhD.</p>						
4.1.20	<p>Assessment and Feedback Strategy</p>	<p>The following tables lay out the assessment methods for each module. Students are assigned a personal advisor for academic and pastoral support.</p> <p style="text-align: center;">ASSESSMENT METHOD</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left; background-color: #e0e0e0;">MODULES</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; background-color: #e0e0e0;">INTRODUCTION TO RESEARCH METHODS</td> <td>3 hour exam: 1.5 hours testing quantitative methodology and 1.5 hours testing qualitative methodology</td> </tr> <tr> <td style="background-color: #e0e0e0;">FURTHER QUANTITATIVE RESEARCH METHODS</td> <td> <ul style="list-style-type: none"> a) Data analysis exercise - data manipulation, summarising and analysing a dataset, and producing a written report on the findings (max. 2000 words). b) Design a research protocol (2000 word assignment). </td> </tr> </tbody> </table>	MODULES		INTRODUCTION TO RESEARCH METHODS	3 hour exam: 1.5 hours testing quantitative methodology and 1.5 hours testing qualitative methodology	FURTHER QUANTITATIVE RESEARCH METHODS	<ul style="list-style-type: none"> a) Data analysis exercise - data manipulation, summarising and analysing a dataset, and producing a written report on the findings (max. 2000 words). b) Design a research protocol (2000 word assignment).
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		<p>FURTHER QUALITATIVE RESEARCH METHODS</p> <p>4000 word written research proposal (100% of course marks).</p> <p>HEALTH ECONOMICS</p> <p>a) 4,000 word essay (50%); the purpose of the assignment is to enable students to apply the economic concepts covered in the course to a critical analysis of a chosen topic. b) Course test (50%)</p> <p>SYSTEMATIC REVIEWS AND RESEARCH SYNTHESIS</p> <p>4,000 word protocol</p> <p>RESEARCH DISSERTATION</p> <p>Completion of a dissertation (15,000 words).</p> <p>TRANSFERRABLE SKILLS FOR RESEARCH</p> <p>a) Ten minute oral presentation (50%) b) Grant proposal (50%)</p> <p>FOUNDATIONS IN CLINICAL RESEARCH</p> <p>4,000 word essay</p> <p>INTRODUCTION TO RESEARCH ETHICS AND GOVERNANCE</p> <p>a) Patient information sheet and a summary of the research protocol in lay language (60%) b) Brief critique of a research protocol from an ethical perspective (40%).</p> <p>In terms of the assessment and feedback strategy – you could add a line that says – this reflects the original provision (those being merged) and are not represented here.</p>
4.1.21	Additional course-specific costs that students should expect to meet	As per original provision
For Office Use:		
4.1.22	Log of annual review - Version and date of production/revision	<p>The Programme Spec should be reviewed annually and the review logged here:</p> <ol style="list-style-type: none"> 1) If there is no change, no new version is required. 2) If there are any changes, the version number should be incremented, and a summary of the changes recorded here. This should include a summary of any course profile changes.

Example	7/11/16	V1, new course proposal
	Jan 2017	Reviewed, no change
	Jan 18	Reviewed, changes to accreditation details and course profile (options in Year 3).
4.1.23	Last active academic year	To be completed if course is discontinued
4.1.24	Date archived	To be completed if course is discontinued

CP4 Part 2 - Additional information required to consider approval						
4.2.1	Course Profile					
Stage	Module Range	Module Code	Module Title	Credits	Period	Timetabling info/slot
		MED-7021D	Introduction to Research Methods	20		
		MED-7013E	Further Quantitative Research methods	20		
		MED-7014E	Further Qualitative Research Methods	20		
		MED-7006D	Health Economics	20		
		HSC-7057E	Systematic Reviews and Research Synthesis	20		
		HSC-7015X	Research Dissertation	60		
		MED-7024F	Transferrable skills for Research	20		
		HSC-7022E	Foundations in Clinical Research	20		
		MED-7019D	Introduction to Research Ethics and Governance	20		
4.2.2	New Modules	N/A				
4.2.3	External comment	Details of consultation with external academic experts to verify threshold academic standards and to demonstrate that the appropriate external reference points have been considered				
4.2.4	Consultation with existing students	<p>Feedback from students on current provision was gained through a group discussion for a report conducted in 2015.</p> <p>Feedback from students varies depending on which modules they attend and on which course they are enrolled. Often this feedback can be conflicting depending on the relative 'strengths and weaknesses' of the student themselves. The requirements of students undertaking an MSc as a stepping stone to a research career, are often different from those undertaking an MSc as a career development activity within the health service, or as a healthcare professional educator. Other complications that arise from students from multiple courses taking the same module include having to run some modules twice in the same academic</p>				

		<p>year e.g. Introduction to Research Methods, Statistical Methods in Health Research for logistical reasons.</p> <p>Full time students enrolled on funded courses have overcome challenges to their learning by forming study groups and exploring alternative resources particularly on the internet. This means that as a cohort they are generally more tolerant of tutors who may not always explain things well and new concepts that may take some time to assimilate. Part-time students struggle with this as they may be doing the course in highly restricted study leave whilst maintaining their clinical role.</p> <p>The following summarises the points raised by the discussion group involving students, data from the Postgraduate Taught Experience Survey whilst unable to differentiate between courses supports similar themes to those identified here:</p> <p>About the course content:</p> <ul style="list-style-type: none"> • Some uncertainty about how to develop a research career once the course is completed • Lecturers delivering individual sessions are often unaware of how their session fits within the module or its relationship to the assignment. • There is overlapping content between and sometimes within modules. <p>About the course structure & organisation</p> <ul style="list-style-type: none"> • Uneven distribution of content and workload over the academic year; there is a desire to redistribute this towards semester one which is currently considered to be 'light'. • There is particular pressure in May/June with approximately 60,000 words of assignment due in the space of a fortnight, at a time when there is a need to focus on dissertation work. • The order of modules should be driven by need to know (sooner e.g. Ethics) and nice to know (later e.g. Health Economics). • Students wanted to 'learn about research' and then 'do some' but they felt they were not equipped with skills until it was almost too late • Organisation of courses perceived as poor • Students questioned the need for multiple 'versions' of a masters course in research. <p>About modules</p> <ul style="list-style-type: none"> • The systematic review module and further qualitative methods modules received positive feedback. They are considered to (1) be efficiently organised; (2) combine theory and practice; and (3) have coherence between content and assignment. • ACFs felt there was a flawed assumption (by UEA academic staff) that qualitative research methods were not relevant to their work. • The statistics module is considered very technical and theoretical with insufficient practical application. • There is confusion among students and staff about the Transferable Skills module in terms of assessment.
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		<ul style="list-style-type: none"> The Foundations in Clinical Research module has a lot of overlap with the Ethics module and a sense that there is a lack of connection between the Foundations in Clinical Research module and the assignment. Similarly the Introduction to Research Methods module focuses on study design in terms of content and critical appraisal in the assignment. Students considered the focus on study design more relevant to their needs. Ethics – as well as coming too late in the module, it sometimes seemed too theoretical at the expense of practical application. Some students were frustrated at the limited options for dissertation that effectively excluded conducting research. For the dissertation itself, there was little generic input, which seemed odd when a large proportion of credits are assigned to it. <p>About delivery</p> <ul style="list-style-type: none"> Distance learning seen as more desirable than ‘death by PowerPoint’ and the classroom needed to provide added value, particularly for those who travelled significant distances to attend. However, there was also a sense that sometimes the course already felt too distant in terms of access to staff.
4.2.5	Board of Examiners	Existing Shared Programmes Board HSC/MED, also including MClined and MRes
4.2.6	Cross-Schools delivery details	N/A
4.2.7	Additional learning resources	N/A
4.2.8	Placement detail	N/A
4.2.9	Course Director	Dr Kathryn Mares
4.2.10	Deputy Course Director	N/A
For office use only – for completion by LTS Coordinator supporting the School		
LTS Coordinator’s name, signature and date		Robbie Meehan 24 January 2018

Part 3 - Approval of the academic case			
		Name	Date of meeting/ decision
4.3.1	School (Teaching Director on behalf of the Teaching Committee/Executive)	Zoe Butterfint	18.01.18

	Additional School approval (for cross-School delivered courses), if applicable		
4.3.2	Faculty (Associate Dean on behalf of the Faculty Learning, Teaching and Quality Committee)	Emma Sutton 	1 March 2017
	Additional Faculty approval, if applicable		
4.3.3	University (PVC-Academic on behalf of the Learning and Teaching Committee – category 2)		
4.3.4	Comments Any comments regarding approval/refusal of approval to be documented here		