

Programme Specification (PG)

Awarding body / institution:	Queen Mary, University of London
Teaching institution:	Queen Mary, University of London
Name of final award and title:	MRes Clinical Research PG Dip Clinical Research PG Cert Clinical Research
Name of interim award(s):	
Duration of study / period of registration:	Part-time, 2years (MRes), 18 months (PgD), 9 months (PgC)
Queen Mary programme code(s):	PSCLR - A3U6 (MRes), A3U7 (PGC), A3U8 (PGD)
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	William Harvey Research Institute

Schools / Institutes which will also be involved in teaching part of the programme:

--

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Wolfson Institute of Population Health

Programme outline

Clinically qualified individuals in medicine and dentistry who wish to pursue a career in academic research will generally apply for positions as Academic Clinical Fellows (ACFs). The NHS National Institute for Health Research (NIHR) provides funding for a number of such positions, awarded to institutions competitively, that permit the individuals employed to continue acquiring the clinical experience required to achieve Consultant status but with dedicated time allocated for academic research training over a three year period. The expectation is that during this period the ACFs will apply for a research training fellowship that will enable them to complete a higher degree (doctorate). NIHR funding to the University requires that a credit-bearing training programme be offered, allowing fellows to "obtain (or work towards) a higher qualification". Currently training is provided, but outside a credit-bearing framework. This programme provides this training in collaboration with the Wolfson Institute of Population Health.

Aims of the programme

This programme aims to
- prepare students for a career in academic clinical research

- provide formal training in the regulatory and ethical framework for clinical research
- provide key skills in research design, statistical analysis, critical review
- make students aware of the need to engage with public and patients, and communicate effectively with different audiences
- equip students to undertake independent research, including critical thinking and consideration of research impact
- meet the requirement of the NIHR and other funders to provide academic clinical fellows with relevant training in research methodology

What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.
 The programme outcomes are referenced to the relevant QAA benchmark statement(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.
 Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:	
A 1	Develop a detailed knowledge of current research in an area of clinical importance
A 2	Understand the regulatory and ethics framework for clinical research
A 3	Students will be able to understand in more depth the basis of clinical study design and key concepts for statistical analysis
A 4	Understand the importance of effective communication of research both orally and in writing

Disciplinary Skills - able to:	
B 1	Engage effectively with people from different backgrounds to explain scientific and medical concepts in an appropriate way
B 2	Critically analyse research data and formulate a justified conclusion
B 3	To be able to apply knowledge of a research area, and available research techniques, to formulate novel research questions

Attributes:	
C 1	Analyse complex information from a variety of sources, and justify the conclusions deduced
C 2	Acquire knowledge act autonomously in seeking out relevant information to complete a complex task
C 3	Demonstrate the motivation and interest in continued independent learning

C4	Implement complex information analysis from a variety of sources, and justify the conclusions deduced
----	---

How will you learn?

Teaching for 15-credit "taught" modules is delivered mainly through lectures, workshops and problem-based learning. Some of the teaching material is to be delivered on-line allowing students to complete tasks in their own time. The three optional research/dissertation modules require self-directed learning under supervision of the student's personal supervisor and with oversight of the module organiser. Academic Clinical Fellows are placed in active research groups as part of their employment and benefit from regular interaction within their groups.

How will you be assessed?

Assessment is based mainly on coursework through a range of written tasks. This is commensurate with the requirements for pursuing a career in clinical or scientific research.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

PG Certificate

This requires completion of four 15-credit modules from a selection available within the School, principally shared with masters programmes offered by the William Harvey Institute and the Wolfson Institute of Population Health. The modules will be selected based on previous experience and training requirements. Availability of individual modules will be confirmed in each academic year.

PG Diploma

This requires completion of the four 15-credit modules required for PG Certificate, plus one 60-credit research module. Students may register directly for PG Diploma or register in year 1 for PG Certificate, then transfer to PG diploma after one year. Transfer is subject to having taken at least two of the modules for PG Certificate (PG Certificate must not have been awarded). Students registering directly for PG Diploma take four 15-credit modules in year 1 and one 60-credit module in year 2. Students transferring from PG Certificate take their remaining 60 credits from modules in year 2.

MRes

This requires completion of four 15-credit modules (as required for PG Certificate) a 60-credit research module (as require for Pg Diploma)
Students then take a further 60 credit research project over the summer of their second year to complete the requires 180 credits. Students may apply directly for MRes or transfer from the PG Certificate. Transfer is subject to having taken at least three of the modules towards PG Certificate (PG Certificate must not have been awarded).

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Study Design	WHRM903	15	7	Elective	1	Semester 1
Practical aspects of clinical research and early drug development	WHRM904	15	7	Elective	1	Semester 2
Ethics and regulation in clinical research	WHRM905	15	7	Elective	1	Semester 2
Data management, statistics and pharmacokinetics	WHRM906	15	7	Elective	1	Semester 2
Epidemiology and statistics	IPH7000	15	7	Elective	1	Semester 1
Health inequalities and social determinants of health	IPH7001	15	7	Elective	1	Semester 1
Health systems, economics and policy	IPH7014	15	7	Elective	1	Semester 2
Globalisation and contemporary medical ethics	IPH7004	15	7	Elective	1	Semester 2
Human rights and public health	IPH7005	15	7	Elective	1	Semester 2
Global health, international law and governance	IPH7012	15	7	Elective	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Practical Project	WHR7078	60	7	Core	2	Semesters 1-3
Research from the Literature	WHR7079	60	7	Core	2	Semesters 1-3
The Grant Proposal	WHR7080	60	7	Core	2	Semesters 1-3

What are the entry requirements?

MBBS or BDS (or equivalent) plus employment as Academic Clinical Fellow or Clinical Lecturer at QMUL or associated NHS Trusts. Individuals with non-clinical qualifications and employment at QMUL or associated NHS Trusts will be considered on a case-by-case basis (for example senior clinical scientists).

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Students on our course are never seen as "silent partners" in the enterprise of improving teaching. One way their voices can be heard is through completion of feedback forms for each module. The feedback forms gain the students views on the clarity, style of presentation, course material, stimulation and an overall rating of the lectures. Student feedback is discussed with the lecturer and is encouraged to make necessary changes following student suggestions.

All students are in a regular contact with members of the course team. Pastoral as well as academic support is offered on a regular basis. Students are encouraged to contact course team members via email or by phone.

All distance learning students complete online feedback forms. Assessment of effectiveness of student support mechanisms is evaluated with the following means:

- Continuous feedback to the students. Student feedback is an extremely important mechanism to facilitate the students learning experience. Feedback is offered on drafts of coursework and academic progress following assessment.
- Staff-student liaison. Students are encouraged to keep in regular contact with the course team members to convey their experience and comments and to seek any advice or help they may need.
- Assessment of action on student feedback.

Continuous student feedback throughout the year is an essential tool with a view to maintain as well as to improve the quality and student experience of the course.

What academic support is available?

In addition to Staff-student liaison, all students are allocated a personal tutor who can be contacted during office hours. The role of the personal tutor is to advise the student on any issues relating to the academic aspects of the course that the student may wish to raise. A senior tutor is also available for consultation if their own tutors are not available or if for any reason unsuitable. Also Institute level Committee will be created responsible for ongoing management of the Programmes.

Programme-specific rules and facts

How inclusive is the programme for all students, including those with disabilities?

Firstly, Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate,

postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)

- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Furthermore, we have made the learning outcomes very clear. The taught elements of the course will be delivered online via QMPlus using Collaborate or Teams.

Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals.

Links with employers, placement opportunities and transferable skills

Most students will be on Academic Clinical Fellowships funded by NIHR. Allocation of places and funding is routed through Postgraduate Deaneries (responsibly for NHS postgraduate clinical training).

The expectation is that ACFs will apply for substantive funding to support a PhD placement following their fellowship period. Ultimately the majority of ACFs will be employed by the NHS or Universities.

Programme Specification Approval

Person completing Programme Specification:

Dr Nina Ravic/Dr Dunja Aksentijevic

Person responsible for management of programme:

Dr Dunja Aksentijevic

Date Programme Specification produced / amended by School / Institute Education Committee:

14/04/2022 (For Sept 2022)

Date Programme Specification approved by Taught Programmes Board: