Programme Specification (Postgraduate) FOR ENTRY YEAR: 2026/27

Date created: n/a **Last amended:** 16/12/2024 **Version no.** 1 **Date approved by EQED:** N/A

Please note: This programme is currently under review as part of the University's ongoing curriculum enhancement process. The information in Appendix 1 reflects the current structure and content of the programme. Any future changes will be communicated to applicants and offer holders once confirmed.

1. Programme Title(s):

Master of Research in Applied Health Research
Post Graduate Certificate in Applied Health Research
Individual accredited CPD 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: Part-time
Two Modules: Part-Time, select two modules from MD7431, MD7432, MD7433 (Sem 2)
Three modules: Part-Time. Core modules only MD7431, MD7432 & MD7433 (Sem 2)

b) Type of study

Campus based

4. Registration periods:

Full MRes

The normal period of registration is 12 months full-time/24 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 2 - MD7431 & MD7432
The normal period of registration is 4 months part-time
The maximum period of registration is 7 months part-time

CPD modules 2 - MD7432 & MD7433
The normal period of registration is 5 months part-time
The maximum period of registration is 8 months part-time

CPD modules 2 - MD7431 MD7433
The normal period of registration is 6 months part-time
The maximum period of registration is 9 months part-time

CPD modules 3 all core modules - MD7431, MD7432 & MD7433
The normal period of registration is 7 months part-time
The maximum period of registration is 11 months part-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.
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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.
Career management		

10. Special features:

Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
	This programme provides a thorough grounding in both quantitative and qualitative research methods, while developing key transferable skills in research practice. Research leaders actively involved in research teach on the programme ensuring that teaching examples are drawn from relevant and up to date research evidence.
Research-briefed Bringing staff research content into the curriculum.	Research-briefed – All of our teaching provides challenge and is both inspired and informed by relevant up to date research evidence. Our teaching team draws on multiple internationally recognised research teams including the Social science APPlied Healthcare and Improvement Research (SAPPHIRE) research group, the Infant Mortality and Morbidity Studies (TIMMS) research group and the Biostatistics and Genetic Epidemiology research groups in Population Health Sciences in addition to other experts at the University of Leicester and University Hospitals Trust. All staff teaching on the programme are actively engaged in research and bring their experience and expertise to their teaching.
Research-based Framed enquiry for exploring existing knowledge.	Research-based – We ensure that all of our lectures, group work, practicals and assessments are rooted in real world applied health research so that our students get the opportunity to appraise and use high quality and relevant research material.

Research-oriented Students critique published research content and process.	Research-oriented – Students are required to critically appraise their own data, analyses and findings in both seminars and assessment. They are given guidance and training in how to critically appraise published research.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research-apprenticed – this programme is a research apprenticeship in Applied Health Research, from acquiring the skills to design a research proposal to data analysis of both quantitative and qualitative methods culminating in a 120 credit research project.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Our introductory fundamentals module lecture introduces our students to the components of a positive research culture and its importance in building strong, innovative and inclusive research teams. We highlight University wide opportunities to hear about 'cutting edge' research from research teams across the university in research seminars and journal clubs. We actively encourage students to consider research culture when they are actively engaged in their research projects and provide opportunities for them to feedback on research culture in personal tutor meetings.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

Our teaching team meet regularly to innovate and ensure that both our teaching methods and content reflect the most up-to date teaching methods and that all our teaching is research informed.

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 module (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, they 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

n/a

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 and iMSc Medical Research.

MD7458	Measuring and Monitoring in Healthcare,	15
MD7459	Leading, Managing and Organising Quality and Safety in Healthcare	15
MD7438	Science, Society and Responsible Research	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 [login required]