



UNIVERSITY OF PLYMOUTH

University of Plymouth

Faculty of Health and Human Sciences

School of Health Professions

Programme Specification

PgCert / PgDip / Master in Clinical Research

Updated following Minor Change June 2019

A handwritten signature in black ink, appearing to read "A. Helmer".

Date of Approval: 03 June 2015

Proposed date of Implementation: September 2015

Year of first award: 2016

Special Educational Needs and Disability Act 2001 (SENDA)

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1. MClinRes

Final award title

Master in Clinical Research

Level 7 Intermediate award title(s)

Postgraduate Diploma (PGDip) in Clinical Research

Level 7 Intermediate award title(s)

Post Graduate Certificate (PGCert) in Clinical Research

UCAS code

JACS code

2. **Awarding Institution** University of Plymouth

Teaching institution(s): University of Plymouth

3. **Accrediting body** Not Applicable

4. **Distinctive Features of the Programme and the Student Experience**

The MClinRes has been developed in response to a need to build research capacity in healthcare professions and in response to a National Institute of Health Research (NIHR) call to fund 10 MClinRes places/year over a 3-4 year period (depending on full / part time mix). Following a national call and peer reviewed evaluation the MClinRes at the University of Plymouth was one of 10 NIHR/HEE funded schemes within the UK from 2015-2017. The MClinRes continues to offer a robust programme of training for future clinical researchers in 2018/19 despite the national withdrawal of NIHR/HEE funding for this scheme.

The programme now offers a few modules as distance options in order to minimise costs (relating to travel and leave time from work) and encourage inclusivity.

The MClinRes may be used in total or as a step off point; potentially utilised as the training element of a personal fellowship e.g. from the Integrated Clinical Academic or Accredited Clinical Fellowships funded by the NIHR.

The distinctive Features of the Programme and the Student Experience include:

- The use of blended learning as a mode of delivery incorporating study blocks and distance learning technologies.
- A multi-disciplinary approach to learning and teaching involving multiple allied healthcare professionals, nurses, midwives, medics and dentists as well as representatives from the NHS involved in research management and governance.
- A strong emphasis on learning and teaching using real clinical research findings delivered by experienced clinical researchers.
- Student engagement in quality improvement, knowledge creation and dissemination of best practice through publication and presentation.
- Curriculum enrichment, flexible learning opportunities and support to develop digital literacy.
- Student and alumni involvement in programme management, design and recruitment.
- Support to facilitate progression along the Health Education England / National Institute for Health Research (HEE/NIHR) Integrated Clinical Academic ICA and ACF Programmes after completion of the MClInRes.
- Shared core and optional modules with health and social care students studying across Faculty MSc pathways which will enrich the student experience.

Opportunities to apply knowledge and skills to individual's area of clinical practice.

5. Relevant QAA Subject Benchmark Group(s)

The Programme is informed by the Quality Assurance Agency (QAA) Framework for higher education qualifications in England, Wales and Northern Ireland (2008)

<http://www.qaa.ac.uk/publications/information-and-guidance>

SEEC Level Descriptors (2010). www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010

6. Programme Structure

The MClInRes programme offers the awards of Postgraduate Certificate, Postgraduate Diploma or Master in Clinical Research degree.

The full time route will normally take one year and the part time route will normally take two years (charted in tables 1 and 2 and more extensively in appendices 1 and 2). The maximum registration period for the full time registrant is three years and 5 years for the part time student.

The programme will include the following core modules:

- Applying Evidence to Practice.
- Project Design for Research
- Applied Qualitative Research Methods
- Applied Quantitative Research Methods
- Research Dissertation.

All are 20 credits apart from Research Dissertation which is 80 credits.

Students also need to select 1 x 20 credit optional module from across MSc pathways offered within the Faculty of Health and Human Sciences. Students may also choose to study modules from wider faculties in the university following liaison with the programme leader.

Applying evidence to practice, project design for research are shared modules with the MSc in Advanced Professional Practice. The research dissertation will share teaching and learning opportunities with the 60 credit research dissertation which is delivered on the Advanced Professional Practice programme.

Optional modules can be taken throughout semester 1 and 2 (see appendix 1 for examples of optional modules). For part time students ADV715 is taken in year 1 semester 1, year 1 semester 2 or year 2 semester 1. Year 1 study of ADV715 provides enough time to apply for NHS IRAS ethics permission throughout the rest of that year. This will allow the student to have a timely start to their dissertation in year 2.

Table 1: Typical Full Time study route

year	Modules (and Credits)	Semester 1	Semester 2
1	ADV702: Applying Evidence to Practice (20) OR* ADV702Z: Applying Evidence to Practice (20, distance-led option)		
	MCR701:Applied Qualitative Research Methods (20)		
	MCR702:Applied Quantitative Research Methods (20) OR* MCR702Z:Applied Quantitative Research Methods (20, distance-led option)		
	Optional Modules (20)		
	ADV715:Project Design for Research (20) OR ADV715Z:Project Design for Research (20, distance-led option)		
	MCR703:Research Dissertation (80) OR* MCR703:Research Dissertation (80, distance-led option)		
	MCR704 Research Management and Mentorship(10) *OPTIONAL		AUGUST

***Please note that students holding Tier 4 visas will not be eligible to opt for distance-led modules.**

Table 2: Typical Part Time study route

year	Modules (and Credits)	Semester 1	Semester 2
1	ADV702: Applying Evidence to Practice (20) OR ADV702Z: Applying Evidence to Practice (20, distance led option)		
	ADV715:Project Design for Research (20) OR ADV715Z:Project Design for Research (20, distance-led option)		Option if non-HRA approval needed
	MCR701: Applied Qualitative Research Methods (20)		
	MCR702:Applied Quantitative Research Methods (20) OR MCR702Z:Applied Quantitative Research Methods (20, distance led option)		
	Programme Optional Module (20)		
2	ADV715 SP:Project Design for Research (20) OR ADV715Z SP:Project Design for Research (20, distance-led option)	Option if non-HRA approval needed	
	Programme Optional Module (20)		
	MCR703:Research Dissertation (80) OR MCR703:Research Dissertation (80, distance-led option)		
	MCR704 Research Management and Mentorship(10 *OPTIONAL)		AUGUST

***Note:** Following the dissertation students can attend a Research Management and Mentorship training module. This allows students to start develop future fellowship applications that seamlessly lead on from their master research. It aims to provide updates of skills and knowledge required for publication, successful grant applications and long term clinical academic career planning. The module attracts 10 credits but passing it is not a requirement for the MClInRes.

Distance learning

A number of our modules have been developed to provide options for our students to undertake the module for distance learning to allow a more flexible approach for those undertaking study whilst working. Students may take up to 60 taught credits on this programme OR the 80 credit dissertation via distance learning.

For international students on a tier 4 visa in order to comply with the regulations of the visa the following arrangements need to be agreed:

- Where a module is offered by face-to-face delivery as well as distance the student must attend the classroom sessions
- Where a module has a distance only option the student may select this module and a room will be arranged for them to physically attend in the presence of lecturers delivering the module

Part time routes are not available for students planning to obtain Tier 4 visas.

7. Programme Aims

The aims of this programme are to equip professionals with clinical research skills allowing them to advance their practice by:

- Taking leading roles in clinical research and in developing research capacity in the clinical arena
- Developing a critical theoretical knowledge base and practical skills relevant to conducting research in clinical practice
- Developing a creative, critical and analytical approach to research in practice
- Basing practice on best available research evidence within the context of a critical understanding of barriers to implementing research findings in the healthcare system
- Conducting clinically significant research projects

As such the MCLinRes fulfils the HEE mandate to develop a workforce skilled for research and innovation (6.48-6.56 Delivering high quality effective compassionate care: Developing the right people with the right skills and right values 2014). Further, the optional modules allow students to develop specific skills that, due to the diversity of programmes on offer, are relevant to improving care across the lifespan and in developing a technologically literate workforce.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates will have developed:

8.1.1) A critical understanding of factors that determine the quality of clinical research

8.1.2) A critical understanding of the barriers and enablers to implementing clinical research findings in the healthcare environment.

8.1.3) A critical understanding of the clinical research process from project development through to implementation

8.1.4) A critical understanding of the theoretical underpinnings and practical application of qualitative and quantitative methods and mixed methods research

8.1.5) An understanding of the support networks and research governance structure within the NHS

8.1.6) An understanding of the processes in costing a grant involving patients recruited through the NHS

8.1.7) A critical understanding of approaches in health economics evaluation

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

8.2.1) Skills of critical reflection when appraising clinical research literature

8.2.2) The ability to plan a research project from conception to implementation

8.2.3) Leadership skills to allow the building of research capacity within the person's clinical environment

8.2.4) The ability to undertake self-directed learning

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

8.3.1) Formulate clinical research questions

8.3.2) Systematically review databases using appropriate search terms relevant to the clinical question under investigation

8.3.3) Design a research study

8.3.4) Undertake data collection using qualitative and quantitative methods as appropriate

8.3.5) Write up research findings to a standard appropriate for publication

8.3.6) Write summaries appropriate for a lay audience

8.4. Employment related skills

On successful completion graduates should have developed:

- 8.4.1) The ability to undertake self-directed learning
- 8.4.2) Leadership skills to allow the building of research capacity within the person's clinical environment
- 8.4.3) The ability to undertake an analysis of the barriers and enablers to implementing clinical research within the workplace
- 8.4.4) Key advanced practitioner skills related to communicating via written oral and pictorial (poster) means.

8.5. Practical skills

On successful completion graduates should have developed the ability to:

- 8.5.1) Gather and analyse qualitative and quantitative data using appropriate software
- 8.5.2) Use PICO and SPIDER to identify clinically relevant questions
- 8.5.3) Review papers using CASP
- 8.5.4) Write up research findings to a level suitable for publication in a peer reviewed journal
- 8.5.5) Write a grant application at a level suitable for progression along the ICA academic pathway
- 8.5.6) Write a strategy to include patients, public and carers in the research process

9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applications should achieve the following qualifications:

Applicants for the MCLinRes will fall into two categories self-funded and externally funded (as part of a personal award). In order to commence this programme, all students must meet the University's entry requirements for study at postgraduate level. Applicants will normally have a first degree, BSc (Hons) at 2.2 or above will be considered or European first cycle equivalent. Applicants will be a health care professional with a first degree or people with related academic degrees (appendix 4). People without a degree but with appropriate experience related to the programme or to any of the chosen pathways may be eligible to apply.

Applicants whose first language is not English must also provide evidence of competence in written and spoken English in accordance with the university's Admissions Code of Practice i.e. International English Language Testing System (IELTS) minimum of 6.5 in each part.

Each potential student will be assessed individually for their ability to study at this level. Candidates will normally be required to submit a short piece of writing as part of the admissions process. Signposting to application forms for both national/EU and international students are provided in appendix 5).

Additional advice for externally funded applicants is detailed below:

Personal awards from external funding bodies, such as the NIHR, may fund MClinRes course fees as well as costs to cover applicant salary. In addition to the academic entry requirements listed above, students who are interested in applying for external funding may have to complete independent external assessments involving:

- 1) Development of a research proposal detailing how this relates to the applicant's current development and research priorities of the funding body e.g. of the NHS /HEE in the case of NIHR fellowships.
- 2) Clinical experience and evidence of working in the applicant's proposed field of research.
- 3) Previous research experience (including publications / conference proceedings) and long term career plans that involve the applicant developing as a leader in clinical research.
- 4) A statement of support from employees/commissioners if the applicant intends to study on a part time basis around employment or if the funding is to 'back-fund' the applicant's salary for the duration of their fellowship/internship. This typically should indicate they will support the continuation of employment and clinical research development during and upon completion of the course.

To achieve external funding, applicants will need to submit an application to the external organisation, be shortlisted by external panels, be successful upon interview and have an official offer made before applying to the MClinRes programme. Potential MClinRes students seeking external funding are asked to contact the programme lead with some initial information as 'an expression of interest for supervision' (appendix 6). Regardless of external funding success, the University has the final decision on successful applicants for the MClinRes.

The MClinRes teaching team continue to work closely with local clinical schools within the NHS and can offer mentorship to potential students who wish to apply for an external personal awards after review of their 'expressions of interest in supervision'. Mentorship can only be offered to students who intend to have Plymouth University as their academic host. Potential students who would like to apply for external personal awards to support their studies are encouraged to contact

the programme lead or a member of the professorial team in advance of their MClinRes application.

We continue to work with employers to explain the scheme and the longer-term advantages to their organisation of supporting clinical academic development. This will ensure that the MClinRes is responsive to workforce demands and the application and the implementation of learning and the dissertation is relevant to current practice needs.

Accreditation of Prior Experiential Learning AP(E)L:

Claims for Credit for prior learning, whether certificated or experiential are accepted and will be assessed following university regulations and faculty procedures (<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/health-human-sciences/accreditation-of-prior-learning>).

A maximum of 80 credits can AP(E)L into the full Master programme this is due to the expectation that students will complete ADV715 (20 Credits: Project Design for Research) and MCR703 (Dissertation 80 Credits) at Plymouth University. APEL is not normally accepted against ADV715 because of the need to work to develop a protocol for MCR703 with the dissertation supervisor. AP(E)L can be used for externally funded students. In this case their level of support for salary cover and student fees will be reduced relative to their remaining credits required.

European Credit Transfer and Accumulation System (ECTS)

This programme is equivalent to 90 ECTS credits (second cycle) with 30 ECTS credits at post graduate certificate, 60 credits at postgraduate diploma and 90 credits at Master degree. Each 20 credit module has the equivalent of 10 ECTS credits and assumes a notional student effort of between 200-300 hours.

Disclosure and Barring Service (DBS) Checks

Students undertaking research dissertations involving members of the public (including patients recruited from the NHS or support groups) need to provide evidence of an up to date DBS check. This will be made evident at induction to allow people to undertake DBS checks if required.

Disability Assist Services

This programme is designed to enable students through an equitable experience. We work collegiately with expert colleagues in Disability Assist (within the Learning Gateway) to ensure students, who consider studying our MClInRes, received timely advice on the support available. Students can declare a support requirement or disability – via the Disclosure for applicants' pages.

10. Progression criteria for Final and Intermediate Awards

Progression criteria

There are exit awards as a Postgraduate certificate in Clinical Research and a Postgraduate Diploma in Clinical Research. Mapping of modules against these awards is provided in table 3.

Postgraduate certificate in Clinical Research: 60 credits: Three 20 credit modules are required: Core module (20); Core module (20) and a core or programme option module (20)

Postgraduate Diploma in Clinical Research: 120 credits are required: 4 core modules (80 credits) + 2x20 credit up the programme core OR optional modules. Students taking this route have two options to make up 2x additional 20 credits (a) APEL in credits from previous learning (b) Undertake additional 20 credit optional modules.

Master in Clinical Research 180 credits: 4 core modules (80 credits) + 20 optional module + 80 credit dissertation.

Table 3: Mapping of module attainment against award criteria

Award type:	Core element of award: Applying Evidence to Practice (20) Project design for research (20) Applied Qualitative Research Methods (20) Applied Quantitative Research Methods (20)	Optional element of award: APEL of 20 M-level credits Optional 20 credit module	Research execution focus: Research Dissertation (80)	Total credits:
PGCert:	2 of above	1 of the above or an additional core choice	n/a	60
PGDip:	All of the above	1 of any optional or APEL	n/a	120
MClinRes:	All of the above	1 of any optional or APEL	Included	180

Table legend: Achievements required and credits accrued per award are indicated in rows, referring to module titles in column headers. (20) = Bracketed values indicate the credit award of the module. n/a = not applicable, award in row does not include study of the module listed at the top of the column.

11. Exceptions to Regulations

Normal Plymouth University Regulations will apply to this programme and award.

12. Transitional Arrangements

There are no transitional arrangements.

13. **Mapping:**

For the purposes of mapping the modules are coded A,B,C,D,E,

A Applying evidence to practice

B Project Design for Research

C Applied Quantitative Research Methods

D Applied Qualitative Research Methods

E Dissertation

13.1 Mapping of intended learning outcomes & skills to individual modules:

Knowledge and Understanding	Related Modules
A critical understanding of factors that determine the quality of clinical research outputs	A,C,D,E
A critical understanding of the barriers and enablers to implementing clinical research findings in the healthcare environment.	A, E
A critical understanding of the clinical research process from project development through to implementation	B
A critical understanding of the theoretical underpinnings and practical application of different qualitative and quantitative research methods	C,D
A understanding of the support networks and research governance structure within the NHS	B,E
Cognitive and intellectual skills	Related Modules
Critical reflection when appraising clinical research literature	A,E
Ability to plan a research project from conception to implementation	B
Leadership skills to allow the building of research capacity within the person's clinical environment	A,B,E
Ability to undertake self-directed learning	A,B,C,D,E
Key and transferable skills	Related Modules
Formulate clinical research questions	A,B,C,D,E
Systematically review databases using appropriate search terms relevant to the clinical question under investigation	A

Design a research study	B,E
Undertake data collection using qualitative and quantitative methods as appropriate	B,C,D
Write up research findings to a standard appropriate for publication	E
Employment related skills	Related Modules
Ability to undertake self-directed learning	A,B,C,D,E
Leadership skills to allow the building of research capacity within the person's clinical environment	A,B,C,D,E
Ability to undertake an analysis of the barriers and enablers to implementing clinical research within the workplace	A
Key advanced practitioner skills related to communicating via written oral and pictorial (poster) means.	A,B,C,D,E
Practical Skills	Related Modules
Gather and analyse qualitative and quantitative data using appropriate software	A,C,D,E,
Use PICO and SPIDER to identify clinically relevant questions	A
Review papers using CASP	A
Write up research findings to a level suitable for publication in a peer reviewed journal	E
Write a grant application at a level suitable for progression along an integrated clinical academic pathway	A,B,E

13.2 Assessment against modules mapping

Module	Cred	Formative Assessment	Summative	Mapping module outcomes to programme outcomes (see table below)
CORE MODULES				
Applying Evidence to Practice	20	500 word outline of literature review and EBP action plan	4,000 word report including critical review of literature and 500 word action plan for implementation in the workplace	8.1.1 8.1.2 8.2.1 8.2.4 8.3.2 8.4.1 8.4.3 8.4.4 8.5.2 8.5.3
Project Design for Research	20	Peer feedback on presentation of research idea	4,000 word report: A research proposal inclusive of a critical review of study design	8.1.3 8.1.6 8.1.7 8.2.2 8.2.4 8.3.1 8.3.3 8.3.6 8.4.1 8.4.4 8.5.5 8.5.6
Applied Qualitative Methods	20	Peer review of qualitative dataset (group work)	A 4,000 word qualitative research report ready for publication or a 4,000 word written assessment of a qualitative research question including one qualitative data collection technique gathered within taught sessions from fellow students (interview, focus group, etc)	8.1.4 8.2.4 8.3.4 8.4.1 8.4.4 8.5.1
Applied Quantitative Methods	20		Assignment (2,000 words) based on analysing and interpreting data from real world survey Assignment (2,000 words) based on analysing and interpreting data from real world RCT	8.1.4 8.2.4 8.3.4 8.4.1 8.4.4 8.5.1
Research Dissertation	80	Peer and tutor feedback on presentation to	Poster and structure 500 word abstract of research findings	8.1.5 8.2.3 8.2.4 8.3.1

		peers and academics	Dissertation report 16,000 – 20,000 words	8.3.5 8.4.2 8.4.4 8.5.4
Optional Modules examples				
Systematic review	20	Feedback on the systematic review protocol	A 3,000 word systematic review protocol	8.1.1 8.1.2 8.2.1 8.2.4 8.3.2 8.3.3 8.3.5 8.3.6 8.5.3
Supported Independent Study	20	Feedback on outline essay plan	4,000 word reflective report	8.2.1 8.2.4 8.4.1
Rehabilitation: Cognition, Perception and Behaviour	20	Tutor feedback on draft of presentation and essay	Presentation 40% and Essay 60% (2,500 words)	8.2.1 8.2.4 8.4.1
Research management and mentorship	10	Peer and tutor feedback on presentation of action plans to peers and academics	1) 1000 Word plan for future clinical research development / application for NIHR research internships & Gantt chart for planned research 3) 500 word structured abstract of their research dissertation suitable for submission to a conference.	8.1.5 8.2.3 8.2.4 8.3.5 8.4.2 8.5.5

8.1. Knowledge and understanding

On successful completion graduates will have developed:

- 8.1.1) A critical understanding of factors that determine the quality of clinical research
- 8.1.2) A critical understanding of the barriers and enablers to implementing clinical research findings in the healthcare system
- 8.1.3) A critical understanding of the clinical research process from project development through to implementation
- 8.1.4) A critical understanding of the theoretical underpinnings and practical application of qualitative and quantitative research
- 8.1.5) An understanding of the support networks and research governance structure within the NHS
- 8.1.6) An understanding of the processes in costing a grant involving patients recruited through the NHS
- 8.1.7) A critical understanding of approaches in health economics evaluation

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 8.2.1) the skills of critical reflection when appraising clinical research literature
- 8.2.2) the ability to plan a research project from conception to implementation
- 8.2.3) leadership skills to allow the building of research capacity within the person's clinical environment
- 8.2.4) the ability to undertake self directed learning

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 8.3.1) formulate clinical research questions
- 8.3.2) systematically review databases using appropriate search terms relevant to the clinical question under investigation
- 8.3.3) design a research study
- 8.3.4) Undertake data collection using qualitative and quantitative methods as appropriate
- 8.3.5) Write up research findings to a standard appropriate for publication
- 8.3.6) Write summaries appropriate for a lay audience

8.4. Employment related skills

On successful completion graduates should have developed:

- 8.4.1) the ability to undertake self directed learning
- 8.4.2) leadership skills to allow the building of research capacity within the person's clinical environment
- 8.4.3) the ability to undertake an analysis of the barriers and enablers to implementing clinical research within the workplace
- 8.4.4) Key advanced practitioner skills related to communicating via written oral and pictorial (poster) means.

8.5. Practical skills

On successful completion graduates should have developed the ability to:

- 8.5.1) Gather and analyse qualitative and quantitative data using appropriate software
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- 8.5.3) Review papers using CASP
- 8.5.4) Write up research findings to a level suitable for publication in a peer reviewed journal
- 8.5.5) Write a grant application at a level suitable for progression along the ICA academic pathway
- 8.5.6) Write a strategy to include patients, public and carers in the research process

Table 2.2 Programme outcome

Appendices

Appendix 1: Optional Modules

These include optional modules from Advanced Professional Practice, Contemporary Healthcare master and MSc in Psychological Research Methods within the Faculty of Health and Human Sciences as well as modules from the MSc in biomedical sciences within the School of Biomedical Sciences. These courses are aimed to attract people from the wide array of professions eligible to study the MClinRes (appendix 4).

Code	Title	Credits	
MCH503	Health and Social Care futures	20	All
ADV605	Management of Long Term Conditions	20	All
ADV708	Injection Therapy for Health Professionals (Botulinum Toxin)	20	Qualified physiotherapists, podiatrists & OTs only
ADV709	Injection Therapy for Health Professionals (Corticosteroid)	20	Qualified physiotherapists, podiatrists & OTs only
ADV710	Pathomechanics and Rehabilitation of Gait and Balance	20	All
ADV739	Rehabilitation: Cognition Perception & Behaviour	20	All
ADV712	Supported Independent Study	20	All
LDR506	Contemporary Issues in Leadership	20	All
BIOM5010	Medical genomics and personalised medicine	20	Biomedical oriented 1 ST degree
BIOM5012	Clinical Biochemistry	20	Biomedical oriented 1 ST degree
PSY567	Designing for Behaviour change	20	All
PSY568	Issues in behaviour change	20	All
PSY570	Issues in Cognitive and Brain Science	20	All
MCR706	Systematic Review	20	All

Appendix 2: Professions eligible to study the MClInRes

Healthcare Science professions

Healthcare scientists who are either statutory regulated by the Health and Care Professions Council or with recognised voluntary regulatory arrangements via the Academy for Healthcare Science in the following broad areas of practice covering over 45 different professional specialisms:

- Life Sciences/Clinical Laboratory Sciences;
- Physiological Sciences;
- Clinical Bioinformatics; and
- Physical Sciences (incorporating Medical Physics) and Clinical Engineering.

These include clinical scientists, biomedical scientists, clinical physiologists and clinical technologists.

Health Professions

- Medical doctor
- Medic in training during the intercalating year
- Dentist

AHP Professions

- Art therapist
- Podiatrist
- Dietician
- Occupational therapist
- Orthoptist
- Orthotist and Prosthetist
- Paramedic
- Physiotherapist
- Radiographer (diagnostic and therapeutic)
- Speech and language therapist
- Drama therapist
- Music therapist

Nurse/Midwife

- Nurse
- Midwife
- Health Visitor

Wider Dental team Professions

- Dental hygienist
- Dental nurse
- Dental therapist

Operating department practitioners

Clinical Psychologist

Pharmacy professions

- Pharmacist
- Pharmacy technician

Appendix 3: MClinRes Application Form

A postgraduate application form can be obtained from the Professional Development Unit pduadmissions@plymouth.ac.uk or accessed via the MClinRes webpages under 'How to Apply' <https://www.plymouth.ac.uk/courses/postgraduate/mclinres-clinical-research>

Application forms are available depending on whether the applicant is home/EU student or international. Single module applications (utilising a credit accumulation scheme route) may be applied for via direct contact with the programme lead mclinres@plymouth.ac.uk and pduadmissions@plymouth.ac.uk.

Printed application forms are also available and can be obtained from the Professional Development Unit. In this instance completed application forms should be sent to the address or email listed below:

Professional Development Unit
4th floor, Rolle Building
Plymouth University
Drake Circus
Plymouth PL4 8AA

Email: pduadmissions@plymouth.ac.uk

Tel: +44 1752 586951

Once applications are received, students normally receive a decision on their application within four weeks. They may be asked to provide additional information, to take part in an interview (which in the case if you are an overseas student may be by telephone or video conference). They will be sent a decision by letter or email.

Applicants with a disability are signposted to further information about the support provided by Plymouth University, via our [Disability Services](#) website.

Support is also available from our [International Office](#) for overseas students applying to the University.

Appendix 4: Expression of Interest for Supervision (External Personal Awards)

For applicants who are not directly seeking to apply to the MClInRes but who seek supervision and support within the context of securing a personal award (from an external funding stream), the following form can be completed and emailed to the programme lead Lisa Bunn: lisa.bunn@plymouth.ac.uk.

**MClinRes
Plymouth University**

This form is to be completed by individuals who wish to apply to undertake the MClinRes at Plymouth University as part of a personal award after securing external funding. Applicants are asked to indicate whether they would like to study full time (1 year Sept – Aug) or part time (2/3 years). You are required to obtain a statement of support (in principal) from your employer if you intend to reduce your contracted hours of clinical practice for a duration of study.

Please send applications to pduadmissions@plymouth.ac.uk

Name	
Job Title	
Employer and Work Address	
E-mail	
Contact Telephone No	
Professional Registration	
Grade	
Start year: September	201_
Full Time or Part Time (Please delete)	Full Time Part Time
Supervisor preference	MClinRes teaching team / other / name:
Academic Qualifications (Degree)	

The applicant must show evidence of the following

1. The ability to meet the entry criteria for the programme they wish to study (first degree \geq 2:1 or equivalent)
2. An outline proposal for an area of investigation for their dissertation (it is recognised that this may change as they progress through their studies). Within the 200 words applicants should provide context as to why this area needs investigating in their practice, what impact the research may have and discuss possible methodologies.
3. Clinical experience and evidence of working in the context in which they wish to research

4. Previous research experience (including publications / conference proceedings) and long term career plans that involve developing as a leader in clinical research
5. A statement of support from their employer which will include comment on their clinical expertise

Please describe below your proposal for investigation as part of your study – this would usually be a proposal for a dissertation (200 words maximum)

How will you ensure the information from your dissertation is integrated into your practice (100 words maximum)

Clinical experience and evidence of working in the context in which they wish to research
(100 words maximum)

Long term career plans (100 words max)

Previous Research Output (papers, conference proceedings or grants)

Statement of support in principal from your employer (100 words max)

Signed(employer): _____ Dated: _____

Signature (applicant) _____ Date _____