

KEY PROGRAMME INFORMATION

| | |
|---|--|
| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Health and Social Sciences |
| Final award(s), title(s) and credits MSc Health Research (180 credits, 90 ECTS credits) | |
| Intermediate award(s), title(s) and credits PG Dip Health Research (120 credits, 60 ECTS credits) PG Cert Health Research (60 credits, 30 ECTS credits) | |
| UCAS Programme Code(s) (where applicable and if known) Click here to enter text. | HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load 100246 and 100962 balanced |
| External reference points The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements http://qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a Department of Health (England) (2011) Report to the National Allied Health Professional Advisory Board on the outcomes of the Modernising Allied Health Professional Careers Programme NHS England's Five year forward view (2014) NHS Health Education England (2017) Multi-professional framework for advanced clinical practice in England The MSc Health Research programme will be benchmarked against the National Institute of Health Research's Integrated Clinical Academic Programme http://www.nihr.ac.uk/hee-ica (accessed October 2019) | |
| Professional, Statutory and Regulatory Body (PSRB) links N/A | |
| Places of delivery Bournemouth University, Lansdowne Campus | |
| Mode(s) of delivery Full Time and Part Time Individual units may be offered on a CPD basis | Language of delivery English |
| Typical duration 12 months Full time Part-time – minimum duration 24 months, students typically study 60 credits per year | |
| Date of first intake January 2019 | Expected start dates January and September |
| Maximum student numbers N/A | Placements N/A |
| Partner(s) Not applicable | Partnership model Not applicable |
| Date of this Programme Specification | |

Programme Specification – Section 1

| |
|---|
| November 2019 |
| Version number 1.4-0921 |
| Approval, review or modification reference numbers FHSS 1819 01, Approved 03/10/2018. Previously version 1.1-0518 BU 1819 01, approved 28/02/2019. Previously version 1.2-0919 E1920 28, approved 16/10/2019 and FHSS 1920 06, approved 19/11/2019. Previously version 1.3-0919 |
| Author Sharon Docherty |

Programme Specification - Section 2

PROGRAMME STRUCTURE

| Programme Award and Title: MSc Health Research | | | | | | | | |
|---|-------------|---------------|-------------------------------|-------|-------|---------------------------------|------------------|--|
| Stage 1/Level 7 | | | | | | | | |
| Students are required to complete all 3 core units | | | | | | | | |
| Unit Name | Core/Option | No of credits | Assessment Element Weightings | | | Expected contact hours per unit | Unit version no. | HECoS Code (plus balanced or major/minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Exploring Ideas in Health and Social Care Research | Core | 20 | | 100 | | 30 | V1.2 | 100246 |
| Research Methods for Health and Social Care | Core | 20 | | 100 | | 30 | V1.2 | 100962 |
| Systematic Reviewing to Inform Practice | Core | 20 | | 100 | | 30 | V1.2 | 100246 |
| Progression requirements: (60 credits) Exploring Ideas in Health and Social Care Research, Systematic Reviewing to Inform Practice, Research Methods for Health and Social Care Exit qualification: PG Cert Health Research (60 credits): Exploring Ideas in Health and Social Care Research, Systematic Reviewing to Inform Practice, Research Methods for Health and Social Care | | | | | | | | |

| Programme Award and Title: MSc Health Research | | | | | | | | |
|---|-------------|---------------|-------------------------------|-------|-------|---------------------------------|------------------|--|
| Stage 2/Level 7 | | | | | | | | |
| Students are required to complete all 4 core units | | | | | | | | |
| Unit Name | Core/Option | No of credits | Assessment Element Weightings | | | Expected contact hours per unit | Unit version no. | HECoS Code (plus balanced or major/minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Managing Research and Working with Data | Core | 20 | | 100 | | 30 | V1.2 | 100962 |
| Developing a Study Proposal | Core | 20 | | 100 | | 30 | V1.3 | 100962 |
| Public Involvement in Research | Core | 20 | | 100 | | 30 | V1.1 | 100246 |
| Dissertation Project | Core | 60 | | 100 | | 12 | V2.3 | 100962 |
| Progression requirements: None Exit qualification: PG Dip Health Research (120 credits): Exploring Ideas in Health and Social Care Research, Systematic Reviewing to Inform Practice, Research Methods for Health and Social Care, Public Involvement in Research, Managing Research and Working with Data, Developing a Study Proposal. | | | | | | | | |

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed graduates of a Level 7 academic programme who are able to:

- identify areas of professional practice in need of investigation and design appropriate research studies to explore these areas;
- systematically search for, review and critically evaluate research evidence related to health and social care scenarios;
- conduct research studies that are ethical, well designed and relevant to the needs of their profession and patients;
- communicate effectively with a wide range of audiences.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The MSc Health Research programme is informed by the BU 2025 strategic plan and aligns with the University's Fusion agenda. Further information, including links to the strategic plans and a summary of the University's 'Excellence, Inclusivity, Creativity and Responsibility' Values are available from <https://www.bournemouth.ac.uk/about/bu2025-our-vision-values-strategic-plan>.

BU 2025

The BU Vision includes 'inspiring learning, advancing knowledge and enriching society through the Fusion of education, research and practice' (BU 2018).

At the heart of this is 'Fusion' which combines inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge. The BU vision provides a personalised student experience, where students are actively engaged in all aspects of their learning:

- they will receive an excellent education, through a range of interactions with academics who are at the top of their field, and through the opportunity to work collaboratively and share knowledge with their peers;
- they will be involved in, and aware of, research relevant to their subject areas so that they develop critical thinking skills, appreciate the importance of knowledge generation and experience the joy of discovery;
- the courses that they study will prepare them for professional practice, having been developed and shaped through close collaboration with industry.

Bournemouth University Frames of Reference

- BU 2025
- HSS Strategy Plan and AMER (Academic Monitoring and Enhancement Review).

These conform to BUs Vision and Values and strategic initiative. The MSc Health Research programme aligns with both the BU and FHSS visions. Students are taught by academics experienced in both education and research.

Programme Specification - Section 2

Every student has the opportunity to undertake a health and social care research project as part of the MSc Health Research, and otherwise engage in research to enhance the evidence-base of their professional practice.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is normally 5,000 words or equivalent per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

| | |
|---|--|
| <p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>A1 the research process as applied to a health and social care setting;</p> <p>A2 different research approaches and methodologies, and their applicability to research questions;</p> <p>A3 data analysis techniques relevant to the conduct of health and social care research;</p> <p>A4 ethical and legal codes of conduct associated with health and social care research.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1–A4); • seminars (A1–A4); • directed reading (A1–A4); • use of the VLE (A1–A4); • independent research (A1–A4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (A1–A4); • review of research articles (A1–A3); • data management and analysis plan (A1–A4); • dissertation (A1–A4). |
| <p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p> |
| <p>B1 source and critically evaluate research evidence relevant to a health/social care/practice-based application;</p> <p>B2 analyse and synthesise information ensuring that conclusions are supported by evidence;</p> <p>B3 integrate and synthesise evidence from a range of sources to support findings, and hypotheses;</p> <p>B4 define both routine and unfamiliar problems and critically devise possible solutions;</p> <p>B5 plan, execute and report on a project involving original health and social care research.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1–B5); • seminars (B1–B5); • directed reading (B1–B5); • use of the VLE (B1–B5); • independent research (B1–B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (B1–B5); • review of research articles (B1–B3); • data management and analysis plan (B4–B5); • dissertation (B1–B5). |
| <p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p> |

Programme Specification - Section 2

| | |
|---|---|
| | demonstrate the programme learning outcomes: |
| <p>C1 demonstrate confidence and competence in the use of information technologies, including working effectively in an online environment;</p> <p>C2 appropriately select and use a range of data collection and analysis techniques;</p> <p>C3 present research results in a variety of ways to clearly illustrate findings;</p> <p>C4 use appropriate skills to communicate effectively with a broad range of audiences.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1–C4); • seminars (C1–C4); • directed reading (C1–C4); • use of the VLE (C1–C4); • independent research (C1–C4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (C1–C4); • review of research articles (C1, C3, C4); • data management and analysis plan (C2); • public involvement portfolio (C4); • dissertation (C1–C4). |
| <p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>D1 work in collaboration with others including staff, students and clinical supervisors;</p> <p>D2 make effective use of IT resources (Web searches, word processing, spreadsheets);</p> <p>D3 manage time and resources to achieve targets;</p> <p>D4 demonstrate problem-solving skills and application of knowledge to novel situations;</p> <p>D5 be independent, self-motivated learners.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1–D5); • seminars (D1–D5); • use of the VLE (D1–D5); • directed reading (D1–D5); • independent research (D1–D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1–D5); • review of research articles (D1–D5); • data management and analysis plan (D1–D5); • public involvement portfolio (D1–D5); • dissertation (D1–D5). |

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Admission Regulations (<https://intranetsp.bournemouth.ac.uk/pandptest/3a-postgraduate-admissions-regulations.pdf>) with the following exceptions:

- Applicant should normally hold a Bachelors Honours degree (or overseas equivalent) with a minimum 2:2 classification in one of the medical, allied health professions, midwifery, nursing, and other professions related to health and social care (e.g. psychology, medical sciences, biology). Health and social care professionals with non-traditional academic backgrounds will also be considered.
- Applicants for whom English is not their first language must provide evidence of qualification in 4 components of English: Listening, Speaking, Reading and Writing. As a minimum, IELTS (Academic) 6.5 (with a minimum of 6.0 in each of the four component scores).

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations.

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf>

Programme Skills Matrix

| Units | | Programme Intended Learning Outcomes | | | | | | | | | | | | | | | | | |
|--|--|--------------------------------------|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | B 5 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | D 4 | D 5 |
| LEVEL 7 | Exploring Ideas in Health and Social Care Research | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Research Methods for Health and Social Care | ✓ | ✓ | | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Systematic Reviewing to Inform Practice | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Public Involvement in Research | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Managing Research and Working with Data | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Developing a Study Proposal | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Dissertation Project | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of: <ol style="list-style-type: none"> the research process as applied to a health and social care setting different research approaches and methodologies, and their applicability to research questions data analysis techniques relevant to the conduct of health and social care research ethical and legal codes of conduct associated with health and social care research | | | | | C – Subject-specific/Practical Skills This programme provides opportunities for students to: <ol style="list-style-type: none"> demonstrate confidence and competence in the use of information technologies, including working effectively in an online environment appropriately select and use a range of data collection and analysis techniques present research results in a variety of ways to clearly illustrate findings use appropriate skills to communicate effectively with a broad range of audiences | | | | | | | | | | | | | | |
| B – Intellectual Skills This programme provides opportunities for students to: <ol style="list-style-type: none"> source and critically evaluate research evidence relevant to a health/social care/practice-based application analyse and synthesise information ensuring that conclusions are supported by evidence integrate and synthesise evidence from a range of sources to support findings, and hypotheses define both routine and unfamiliar problems and critically devise possible solutions plan, execute and report on a project involving original health research | | | | | D – Transferable Skills This programme provides opportunities for students to: <ol style="list-style-type: none"> work in collaboration with others including staff, students and clinical supervisors make effective use of IT resources (Web searches, word processing, spreadsheets) manage time and resources to achieve targets demonstrate problem-solving skills and application of knowledge to novel situations be independent, self-motivated learners | | | | | | | | | | | | | | |