Programme Specification: Post Graduate Taught

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	MRes Health and Care
Award type	Taught Masters
Mode of study	Full-time Modular Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time Modular - maximum period of 5 years, including any periods of leave of absence and reassessments
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Full-time fee for 2024/25 is £12,700 Part-time fee for 2024/25 is £7,000* **International students:** Fee for 2024/25 is £21,900

How this information might change: Please read the important information at http://www.keele.ac.uk/student-agreement/. *This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

* *We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

2. Overview of the Programme

The Masters in Research Health and Care (MRes) is located in the Faculty of Medicine and Health Sciences and offers generic research training, mainly for those currently in the health and care workforce who aspire to clinical academic careers, health and care research roles or to progress to doctoral studies. The course is particularly suitable for health and care practitioners, including nurses, midwives, allied healthcare professionals (AHPs: https://www.england.nhs.uk/ahp/role/) comprising of art/music/drama therapists; dieticians; occupational therapists; operating department practitioners; orthoptists; osteopaths; paramedics; physiotherapists; podiatrists; prosthetists and orthotists; radiographers; and speech and language therapists), pharmacists, healthcare scientists, social work and public health professionals.

The programme offered at Keele is mapped to the profile of the effective researcher developed by Vitae through its Researcher Development Framework (https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-

development-framework-rdf-vitae.pdf/view), in the four domains of (1) Knowledge and Intellectual Abilities, (2) Personal Effectiveness (3) Research Governance and Organisation, (4) Engagement, Influence and Impact. Contact hours will vary depending on module/option choices. Full information about contact hours is provided in individual module profiles.

3. Aims of the programme

The broad aims of the MRes Health and Care are to:

- Provide interdisciplinary research and researcher training.
- Provide an opportunity for in-depth research into a specialist area within health or care.
- Develop knowledge and skills for understanding and complying with the ethics and governance requirements of health and care research.

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Critically appraise the evidence base and use this analysis to formulate clinical, health or care research questions.
- Make a judicious and informed choice of research design and methods in respect of a particular health or care research question/hypothesis.
- Understand the philosophical and methodological bases of different research approaches.
- Demonstrate synthesis in the interpretation of findings, both qualitative and quantitative.
- To apply relevant codes of conduct, guidelines and ethical principles to ensure ethical conduct within their own research and research environment.

Subject specific skills

Successful students will be able to:

- Utilise computer-based tools to generate, manage and analyse data using specific software.
- Systematically appraise theoretical and practical knowledge of qualitative, quantitative, mixed methods and participatory research design, sampling, operationalisation, data handling and data analysis.
- Critically engage with the relationships between knowledge, politics and power in health and care, including socially embedded practices within research, ethical procedures, governance and safety.
- Apply research to professional situations, both practical and theoretical.
- Use a range of techniques and research methods applicable to their professional activities.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Reflect on their own research skills and identify personal and professional learning needs supporting lifelong learning.
- Use information technology appropriately (internet, databases, data management software) demonstrating digital fluency and information literacy.
- Manage a research project with attention given to approvals processes, regulatory frameworks, time and resource management.
- Communicate appropriately through higher-level writing and oral presentation skills, to diverse audiences.
- Promote effective collaborative, interdisciplinary and interagency research practices.

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting

as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors and Project Supervisors to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

A range of learning and teaching methods will be used in the programme aligning with the Keele Learning Principles: active social learning, digital enhancement of learning, flexibility and responsiveness to students' learning and study needs, diverse and authentic assessment for learning, feedback as integral to learning. To promote and realise an element of work-based learning, a range of strategies will be drawn upon in different combinations. The Programme Director will work closely with the Project Supervisors, Module Leaders and Work-based Facilitators (where appropriate) to take into consideration students prior experiences in determining strategies to implement within modules and that appropriate optional modules are chosen by individual students.

Modules are delivered using various learning and teaching methods, including lectures, small group work, discussions and individual presentations. You may also be introduced to different types of data management and data analysis software. Lead lectures and specific workshops during the modules will enable you to review your learning needs, share ideas and identify the support required. The University's virtual learning environment (KLE) and Microsoft Teams will be used to facilitate online discussions, 'blogs', e-learning, conditional release tasks and access to a wide range of web-based learning resources and research tools. Progress with the dissertation will be supported by one-to-one supervision.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

6. Teaching Staff

Teaching and project supervision will be led by a range of academics and researchers from different disciplinary backgrounds who are specialist in particular health and care research approaches and are registered with the appropriate professional bodies (E.g. NMC, GMC, HCPC, GPC, Social Work England, BACP). Most staff have a recordable teaching qualification or are working towards achievement of this. Our academics have extensive experience of teaching at post-graduate level and many are external examiners at other universities. The Faculty has a significant number of staff with PhD and Professional Doctorates and with extensive research experience. Individual profiles can be found on the School's webpages.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

To achieve the MRes Health and Care requires the successful completion of 180 credits of learning, comprising 150 credits compulsory and 30 credits of optional content. The 30-credit optional module(s) provide you with the opportunity to gain specialist knowledge in an area applicable to your identified learning or research requirements. The main core activity is devoted to your research project and dissertation.

A PGCert or PGDip can be awarded if a suitable combination of modules totalling 60 or 120 credits is attained.

Students will be given advice based on their backgrounds and research interests to choose appropriate optional modules.

Master of Research in Health and Care (Full-time)		
Year One (180 credits)		
Trimester 1	**Trimester 2**	**Trimester 3**
HLT-40001 Research Methods in Health (Compulsory) 15 credits **NUR-40194 Research in Practice** (Compulsory) 15 credits	**NUR-40192 Research Dissertation** (Compulsory) 120 credits	
30 credits optional modules		

Master of Research in Health and Care (Part-time)		
Year One (60 credits)		
Trimester 1	**Trimester 2**	**Trimester 3**
HLT-40001 Research Methods in Health (Compulsory) 15 credits		
NUR-40194 Research in Practice (Compulsory) 15 credits		
30 credits optional modules		
Year Two (120 Credits)		
NUR-40192 Research Dissertation (Compulsory) 120 credits		

Full-time mode of study:

Full-time students will complete the programme in 12 months (1 year), with work spread evenly across the year. You will start the planning work on your research project and dissertation from the start of the programme.

Part-time mode of study:

For part-time students, the training programme is spread over 24 months (2 years). Preparation of the research project will begin in your first year of study and continue over the final 12 months.

Modular mode of study:

Students studying via the modular route can accumulate their degree credits over a period of maximum 5 years (including the dissertation, any re-assessments and periods of leave of absence). The modular route is based on a rolling programme of modules. The number of modules taken each year will depend on your individual needs and capabilities. It is however important to consider that in some years you will need to take more than one module to allow accumulation of all 180 taught credits within 5 years.

Academic support with the Programme Director will commence during the application process to assist you in planning your programme, specifically your optional module choices. There will be early access to your Project Supervisor who will provide additional learning direction.

Year	Compulsory	Optional	
		Min	Max
Level 7	150	30	30

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Research methods in health	HLT-40001	15	Semester 1
Research in Practice	NUR-40194	15	Semester 1-2
Research Dissertation	NUR-40192	120	Semester 1-3

Optional Modules

There is an extensive range of research and specialty focused optional module choices.

Examples available to you within the Faculty of Medicine and Health Sciences can be located here: https://www.keele.ac.uk/health/pdu/individualpostgraduatemodules/

Optional module choices must be agreed by the Programme Director.

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The table below sets out what you will learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Critically appraise the evidence base and use this analysis to formulate clinical, health or care research questions.	Research methods in health - HLT-40001 Research Dissertation - NUR-40192 Research in Practice - NUR-40194
Make a judicious and informed choice of research design and methods in respect of a particular health or care research question/hypothesis.	Research Dissertation - NUR-40192 Research in Practice - NUR-40194
Understand the philosophical and methodological bases of different research approaches	Research methods in health - HLT-40001
Demonstrate synthesis in the interpretation of findings, both qualitative and quantitative.	Research methods in health - HLT-40001 Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Optional modules
Apply relevant codes of conduct, guidelines and ethical principles to ensure ethical conduct within own research and research environment.	Research in Practice - NUR-40194 Research methods in health - HLT-40001 Research Dissertation - NUR-40192 Optional modules

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Utilise computer-based tools to generate, manage and analyse data using specific software.	Research methods in health - HLT-40001 Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Optional modules
Systematically appraise theoretical and practical knowledge of qualitative and quantitative research design, sampling, operationalisation, design, data handling and data analysis.	Research Dissertation - NUR-40192 Research methods in health - HLT-40001 Research in Practice - NUR-40194 Optional modules
Critically engage with the relationships between knowledge, politics and power in health and social care, including socially embedded practices within research, ethical procedures, governance and safety.	Research Dissertation - NUR-40192 Research in Practice - NUR-40194 Optional modules
Apply research to professional situations, both practical and theoretical.	Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Optional modules
Use a range of techniques and research methods applicable your professional activities.	Research methods in health - HLT-40001 Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Optional modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Reflect on your own research skills and identify personal and professional learning needs supporting lifelong learning.	Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Research methods in health - HLT-40001 Optional modules
Use information technology appropriately (internet, databases, data software).	Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Optional modules
Manage a research project with attention given to approvals processes, regulatory frameworks, time and resource management.	Research Dissertation - NUR-40192 Research in Practice - NUR-40194
Communicate appropriately through higher-level writing and oral presentation skills, to diverse audiences.	Research methods in health - HLT-40001 Research in Practice - NUR-40194 Research Dissertation - NUR-40192 Optional modules
Promote effective collaborative, interdisciplinary and interagency research practices	Research Dissertation - NUR-40192 Research in Practice - NUR-40194 Optional modules

8. Final and intermediate awards

Master's Degree	180 credits	You will require at least 180 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 120 credits at Level 7 excluding the dissertation
Postgraduate Certificate	60 credits	You will require at least 60 credits at Level 7 excluding the dissertation

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- A written dissertation based on your research project. This may be an empirical research project, systematic review or in exceptional cases a comprehensive PhD studentship proposal.
- Oral and poster presentations
- Coursework based essays
- Written examinations

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

All students who have applied and meet the entry requirements will be invited to an interview with the Programme Director. The interview will focus upon the planned programme modules and future research project.

Potential/prospective students will:

- Hold current first level Professional Registration with a relevant regulatory body e.g., Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC), General Medical Council (GMC), Social Work England, British Association Counselling and Psychotherapy (BACP), Academy for Healthcare Science, General Chiropractic Council, General Dental Council, General Optical Council, General Osteopathic Council, General Pharmaceutical Council, UK Public Health Register.
- Hold an undergraduate degree or higher in a health or care related subject.
- Be required to provide as part of the application process two references. A professional reference from a current/recent employer and a recent academic reference (if no access to a recent academic reference two professional references will be adequate) and an up-to-date CV.

Additional requirements for international students:

International students require IELTS 6.5 with no subset lower than 6.0. The University also accepts a range of internationally recognised English tests.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

Recognition of prior certificated learning (RPCL) will be permitted along the following lines. RPL will be allowed where a module has been completed prior to registering on the MRes whose content and learning objectives are equivalent to those of a module within the MRes. These credits must have been earned sufficiently recently that they are deemed to be 'current' (which will be judged in relation to the subject matter and disciplinary context but will normally be no more than 5 years). The module offered for RPL must have a credit rating at least as large as that of the Keele module against which it is offered, and the maximum credit value that can be contributed by an individual module offered for RPL is the credit rating of the Keele module against which it is offered.

Through a similar process, and subject to the Director of Postgraduate Programme's approval, you may apply for accreditation in respect of modules that you may wish to undertake at other HEIs during your registration on the MRes; such accreditation cannot normally be given in respect of compulsory modules within the MRes.

Whilst RPL/RPCL is normally granted against a specific module in the Keele framework, if no such module exists within the framework RPL/RPCL may still be permitted if the module submitted meets level 7 learning objectives and the philosophy of this programme.

Extent of RPL Permissible within this programme - the maximum permissible RPL credits are: Postgraduate Certificate: 30 Credits, Postgraduate Diploma or Master's Degree: 60 Credits. RPL is not possible within the MRes dissertation stage.

If, prior to registering on a programme, you have taken one or more Keele modules that are specified modules on the programme, accreditation of these modules will not normally count towards the maximum permissible RPL. Normally, no more than 25% of the credits with which a student wishes to gain an award can be contributed through accreditation of modules undertaken at other HEIs during registration on the Keele framework. Credits that have formed part of a previous award outside this MRes programme (either through RPL or through the modules offered within that award) cannot normally be used again in respect of an award in this framework.

13. How are students supported on the programme?

Support is provided throughout the study period with a broad range of student-centered activities. Initial support

is provided during the Induction Week where orientation, study skills introductions, and welcoming events are held, led by the programme and the university. The programme and module handbooks detail key course information, module structure, module content, assessment formats, and will signpost you to relevant University regulations.

All students are allocated an Academic Mentor at the beginning of the course. Throughout the programme all students have access to both the Student Experience and Support Officer (SESO) and the two Disability Inclusion Tutors (DIT's) who are based within the School of Nursing and Midwifery. This offers individual resources for assistance with both academic and personal issues where detrimental impacts on academic outputs can develop. Students are invited to meet with Academic Mentors twice a semester unless special needs require greater frequency. Students will meet with the Programme Director at the end of each semester to ensure progression and plan any changes to their module choices. More information is available in the University's Code of Practice on Academic Mentoring.

In addition, students will be allocated a Project Supervisor during the first semester. Students will meet regularly with their Project Supervisor during the second and third semesters of year one and throughout the dissertation year.

Students for whom English is not their first language are offered language classes, facilities, and services by the University's Language Centre. In addition to credit-bearing postgraduate modules on English for academic study (cannot be used as modules on the MRes), students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

14. Learning Resources

Access to learning material will be provided by the module teams via the KLE or Teams.

You will have access to the library and IT services based on campus and at the Clinical Education Centre. Library Information: the library operates on two sites. The campus site houses IT services and the Health library is based at the Clinical Education Centre at the Royal Stoke Hospital site.

15. Other Learning Opportunities

Keele University has a range of health and care research interests reflected in the various Schools in the Faculty of Medicine and Health Sciences (FMHS), and in Schools outside of the Faculty. FMHS has a strong research culture and information regarding research within the faculty can be found here:
https://www.keele.ac.uk/health/fmhsresearchthemes/

MRes students are encouraged to participate in research activities within the Faculty of which their Project Supervisor is a member.

Students interested in continuing their studies at Keele by progressing towards Postgraduate Research following the MRes are advised to speak with their Project Supervisor, the MRes Programme Director, or one of the Postgraduate Research Directors at their earliest convenience. This is to ensure that there will be sufficient time to pursue funding possibilities to start once the MRes has been completed.

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a

variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
c. Vitae Researcher Development Framework, an internationally recognised framework for planning, promoting and supporting the development of researchers in higher education. Vitae is a researcher training initiative funded by the Research Careers and Diversity Unit of Research Councils UK. https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-framework-rdf-vitae.pdf/view

19. Annex - Programme-specific regulations

Programme Regulations: MRes Health and Care

Final Award and Award Titles	Master of Research (MRes) in Health and Care
Intermediate Award(s)	Postgraduate Diploma Research in Health and Care Postgraduate Certificate Health and Care Research
Last modified	n/a
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations: D11.1

1. TURN AROUND TIME 11.1 Feedback on assessed work, with the exception of examinations, can be provided to students in a variety of ways and formats but should be available to students in a timely manner that allows students to benefit from such feedback. Students can normally expect to receive feedback on their assessed work within 15 working days. Where feedback cannot be provided to students within the normal timescale, this will be made explicit to students at the earliest opportunity. - *Feedback on assessed work will be provided within 25 working days.*

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: No variations apply

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: No additional requirements apply

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 03 September 2024

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes