Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Masters (MRes) in Health Research (campus route)</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The overall aim of the MRes in Health Research Programme is to develop skilled and knowledgeable healthcare researchers, able to understand and use research techniques appropriate to their practice or subject area, and conversant with approaches used by other healthcare researchers.
- It is designed for students who wish to pursue a variety of careers in health where research is a core component, and make a contribution to applied research in a range of contemporary health and social contexts.
- The MRes in Health Research has a unique interdisciplinary focus drawing on the expertise of researchers and practitioners from many different fields including nursing, midwifery, allied health professions and other social science disciplines such as applied social science, education, sports science and management.
- The exploration of new and innovative methods will be a core feature of this programme.
- Optionality and flexibility in course design will ensure an individualised bespoke learning experience for students.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- To develop student's critical understanding of different paradigms, approaches, applications and methodologies of research in social and health-based enquiry.

Subject-specific skills and other attributes
- To demonstrate the ability to apply a critical understanding of research, as above, in the specific areas of health or social care in which students are working or specialising.
- To demonstrate a range of practical and technical skills of a healthcare researcher, such as designing a study or a surveys or undertaking interviews or data analysis.
- To identify and investigate appropriate research questions for postgraduate study and for health/social care settings.
- The programme will build capacity and capability in individuals, and the healthcare workforce more generally, by promoting lifelong learning, and enhance student opportunities to pursue a variety of research careers and/or further research training which support and advance knowledge, research and practice.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- The programme is designed to develop the following transferable skills:
- Academic skills such as critical analysis and reasoning, literacy and numeracy
- Effective communication including essay/research report writing, verbal presentations, poster presentations, leading research discussions
- Team and multi-disciplinary working
- Use of IT/library/health informatics
- Logical, systematic and creative approaches to problem-solving and decision-making
- Ability to present well constructed arguments in a good written style
- Self management skills, including planning, study skills, organisation, working under pressure,
- Meeting deadlines
- Interpersonal skills including communication through distance group work, online listening and sensitivity
- Taking responsibility for own learning, reflecting on self and on progress and taking appropriate actions to address challenges.

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- The learning outcomes for each module will reflect student intellectual progression through the programme. The range and nature of assessment tasks will be designed to test those outcomes.
- The variety of learning experiences and assessment tasks outlined will: stimulate interest and encourage participation; foster progression; provide opportunities for students with differing capabilities and aptitudes and develop transferable skills.
- A variety of assessment tasks will be designed to meet this purpose, including but not limited to:
  - Essay assignments
  - Verbal presentations on current research project/activities
  - Designing a research study
  - Writing research reports
  - Writing research abstracts
  - Completing data analysis exercises
  - Producing reflective reports/journalling on learning process on research placement
  - Self and peer assessment.

**Professional/statutory body accreditation or recognition:**
This Programme does not offer professional accreditation or recognition.

**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: 5th January 2011