

Programme Aim and Title	Master of Research with subject specialisation: MRes in Bioscience MRes in Health Science MRes in Sport and Exercise Science
Intermediate Awards Available	PGCert
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Not applicable
UEL Academic School	Health, Sport and Bioscience
UCAS Code	Not applicable
Professional Body Accreditation	Not applicable
Relevant QAA Benchmark Statements	Not applicable
Additional Versions of this Programme	Not applicable
Date Specification Last Updated	September 2018

Programme Aims and Learning Outcomes

This programme has been developed around the Researcher Development Framework (RDF) 'The RDF has been created from empirical data, collected through interviewing researchers, to identify the characteristics of excellent researchers expressed in the RDF as 'descriptors'. The descriptors are structured in four domains and 12 sub-domains, encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Each of the 63 descriptors contain between three and five phases, representing distinct stages of development or levels of performance within that descriptor'.

[Researcher-Development-Framework-Mapping-Methodology-2011.pdf](#).

This programme aims to familiarise students with the framework and start them off on their journey towards fulfilling some of the early descriptors.

In particular this programme aims to provide students with

- The knowledge, intellectual abilities and techniques to carry out research
- The personal qualities and approach required to be an effective researcher
- The knowledge of the standards, requirements and professionalism to do research
- The knowledge and skills to work with others and ensure the wider impact of the research

Learning outcomes:

At the end of the programme students will be able to:

1. Demonstrate their ability to effectively conduct a piece of independent research
2. Demonstrate an awareness of, and ability to implement, good research practice
3. Demonstrate their ability to work alongside others and contribute to team goals
4. Carry out effective and critical reviews of literature in a specialised field of research
5. Understand, select, justify and utilise appropriate methodologies for data collection and analysis
6. Maintain accurate records of work undertaken
7. Make sound and realistic judgements on the basis of evidence
8. See connections between their own work and that of others
9. Exercise critical judgement and thinking
10. Communicate and disseminate information effectively using appropriate formats and language

Learning and Teaching

Learning and Teaching methods are designed to ensure effective delivery of aspects of the RDC as outlined below:

Domain A Knowledge and Intellectual abilities:

Students develop a detailed subject knowledge of their research area, and practical skills in application of appropriate investigative methods for addressing their specific research question. They are required to find appropriate literature and critically reflect upon its content in the light of their individual research. Foundation skills for this are given in the skills module and further enhanced through practical application where the student will be required to analyse, synthesise concepts, evaluate their findings and problem solve when necessary.

Domain B Personal Effectiveness:

The students take responsibility for their day-to-day organisation that necessitates significant time management to deliver the demands of both taught and research elements. Within this course, they need to prioritise their work balance and reflect upon the impact of their findings. Students are actively encouraged to present their findings to their research groups and beyond as appropriate. They are also encouraged to participate in meetings to build their professional development and career aspirations.

Domain C Research governance and Organisation:

MRes students build their knowledge of planning research and risk management from the skills module cumulating in their registration document. This requires them to appreciate research integrity, legal compliance, ethics and health and safety. They need to identify the consumables required for their research

and manage their allocated financial budget for ordering these goods. They evolve a holistic appreciation of professional conduct and research management.

Domain D Engagement, Influence and Impact:

The students are embedded within research groups that together with their supervisory teams, give supportive and mentoring support. Working alongside other post-graduate researchers promotes team working and collegiality. Students are expected to present their findings with foundations shared in the skills module and presentations at research group and journal club meetings.

The Essential Post-Graduate Research Skills module consists of a series of lectures, seminars, workshops, tutorials, private study and formative and summative assessment tasks culminating in the production of a well-researched Registration Document.

For the research project module, students will be assigned to one of the Schools research groups where they will work alongside research staff and current postgraduate research students in a supportive environment. They will each be provided with a Director of Studies and a second supervisor who will be responsible for their induction into the group and training in the appropriate research techniques and methodology.

Directors of study will agree a schedule of meetings with the student to set targets and discuss progress along with providing ongoing training and guidance to support the student in conducting the research. There will be a midway oral assessment of the students' progress enabling progress to be monitored and implementation of additional support if required. In addition, there will be a schedule of regular workshop sessions, led by appropriate members of staff, for students to meet, share experiences, discuss learning outcomes and assessment tasks, develop critical thinking skills and participate in a journal club or presentation to the research group within which they are embedded.

Specific aims for the research component of the programme, which will be addressed in the workshop or supervisor sessions include:

In the early stages:

- To introduce students to the concept of independent research
- To ensure students are aware of any health and safety or ethical implications of their research and able to act accordingly
- To ensure that students are able to utilise the methodology required to undertake a specified piece of research in an appropriate manner
- To ensure that students are able to communicate their research work and ideas to others

In later stages:

- To equip students to analyse and interpret data in an appropriate manner
- To equip students to critically appraise their own and others research work
- To equip students to defend their research and conclusions
- To ensure that students are able to communicate their research work and ideas to others in a variety of formats and in an appropriate style.

Teaching methods for the optional modules vary but most consist of a mixture of lectures, tutorials and workshops with laboratory practical classes where appropriate.

Taught modules are supported by a range of materials and activities in our virtual learning environment, Moodle.

Assessment

Assessment methods vary across the programme to ensure that students develop and are assessed against the full range of learning outcomes and to enable all students to showcase their skills.

Methods used for assessment across the core areas of the programme will include

- a critical appraisal of literature in their field of study supported by an annotated bibliography (mandatory)
- a registration document (mandatory)
- an appropriate risk assessment (mandatory for those doing lab/field work)
- a presentation to the journal club (formative)
- a poster presentation (formative)
- a final dissertation (mandatory)
- oral defence of the dissertation (mandatory)

Assessment methods for the optional modules are extremely variable and include amongst other things

- written examinations
- essays
- data assignments
- case studies
- laboratory practical work

All assessment tasks will be marked and feedback provided to students in accordance with UELs assessment policy.

The final assessment of the programme is the report of the research project. This will take the form of a 10-12,000 word dissertation. All students will be required to defend their work in a *viva voce* examination, of approximately 60 minutes, conducted by at least two examiners of whom at least one must be external to the University. No examiner can be a member of the student's supervisory team.

To complete the programme and achieve the award students must have successfully passed both taught modules, have produced a dissertation at the required level, and have successfully defended their dissertation in the oral examination.

Students who fail to pass their taught modules will be allowed to repeat following the regulations laid down in UEL's Manual of General Regulations. Students who fail to achieve the required standard in their research project may resubmit their work on one further occasion which would normally be expected to be at the end of the following semester. Students who pass the two taught modules but fail to successfully complete the research project will be awarded a Postgraduate Certificate.

Reports of the *viva voce* examination together with the results for the taught modules will be submitted to the University Research Degrees Subcommittee. Academic Board confer the award. The award is not graded.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work or Study Placements

NA

Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme: Students will undertake one core Essential post-graduate research skills module plus one other from the optional taught modules, each with 30 credits. This will be done with the core research project worth 120 credits.

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
-------	-------------	--------------	------------------	-------------	--

7	BS7500	Essential post-graduate research skills	30	Core	Y
7	BS7101	Advanced Techniques in Bioscience	30	Optional	N
7	BS7104	Biology of Disease and Clinical Diagnosis	30	Optional	N
7	BS7106	Clinical Microbiology and Immunology	30	Optional	N
7	BS7107	Biotechnology and Genomics	30	Optional	N
7	BS7110	Cancer Biology and Therapeutics	30	Optional	N
7	PP7105	Drug Discovery, Design and Development	30	Optional	N
7	PP7108	Toxicology	30	Optional	N
7	PP7109	Health and Disease of Physiological Systems	30	Optional	N
7	PP7111	Neuropharmacology and Advanced Systems Therapeutics	30	Optional	N
7	PP7112	Advanced Pharmaceutical Analysis and Quality Control	30	Optional	N
7	PP7113	Phyto-pharmaceuticals	30	Optional	N
7	HS7100	Epidemiology Theory and Practice	30	Optional	N
7	HS7102	Public Health	30	Optional	N
7	HS7103	Health Promotion: Health Education, Health Protection and Disease Prevention	30	Optional	N

7	HS7107	Global Health	30	Optional	N
7	PT7007	Clinical Reasoning	30	Optional	N
7	SE7002	Contemporary Theories In Sport Psychology	30	Optional	N
7	SE7004	The Theory of Strength and Conditioning	30	Optional	N
7	SE7010	Anatomy and Exercise Physiology	30	Optional	N

Plus:

7	N/A	Dissertation/project	120	Core	N
---	-----	----------------------	-----	------	---

Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the programme module structure: There are two taught modules [one core plus one optional] and one 120 credit research project.

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Programme Specific Regulations

Not applicable.

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this programme is 1-2 years full-time or 2-4 years part-time.

--

Further Information

More information about this programme is available from:

- The UEL web site (www.uel.ac.uk)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

Students may be asked to pay bench fees to cover laboratory-based studies. These vary depending upon the project, but usually fall within £4000-£6000(maximum) for each full-time year. Non-laboratory research may also attract an additional fee depending on the nature of the project undertaken. In all cases applicants will be advised of any additional fees at an early stage in the application process.

Alternative Locations of Delivery

Not applicable