HSU HEALTH SCIENCES UNIVERSITY

Course Specification

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	PG Cert Research Methods for Health Sciences and Services	**Course Code**	PCRMHP
FHEQ level and credit of final award	Level 7; 60 credits		
Intermediate awards titles	N/A		
FHEQ level and credit of intermediate award	N/A		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	N/A. The course is not subject to PSRB accreditation.		
Duration of PSRB accreditation/ recognition where applicable	N/A		
Mode of study	Part-Time		
Variants	N/A		
Standalone Units	RES7001: RES7001 Research Knowledge and Practice RES7002: RES7002: Research Design and Integrity		
Distance Learning course	Yes		
Standard length of course	1 year		
Language of delivery	English		
Location of delivery	Online (distance learning), delivered through Health Sciences University		
UCAS code (where applicable)	Not applicable		
HECOS Code(s)	100962		
Date Course initially approved	August 2026		

Version number	1.0
Date this version approved	August 2026
Academic year from which this applies	2026/27
Author	Professor Steven Vogel

Course Overview

1. Admissions regulations and entry requirements

The admissions regulations for this Course are set out in the University's Recruitment, Selection and Admission Regulations published here: https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedureshttps://www.aecc.ac.uk/about/how-we-work/latest-policies/.

These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University's website.

Applicants will normally be expected to hold a recognised honours degree or equivalent (typically 2:2 or above) in a relevant health sciences, health professions, social sciences, life sciences, health management or related discipline.

Recognition of Prior Learning (RPL)

The University has a Recognition of Prior Learning Policy which can be found in the University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses published here: https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures.

The course is designed to support staged entry through the standalone unit route, which itself functions as a structured form of RPL into the full award. Applicants who have completed equivalent recent (within five years) Level 7 research methods training elsewhere may apply for credit recognition for RES7001 or RES7002, subject to mapping against the unit learning outcomes.

2. Additional entry requirements

Not Applicable.

3. Aims of the course

This postgraduate certificate Research Methods for Health Sciences and Services provide professionals working in the field of health and social care, including doctoral students, clinicians, allied health professionals, academic–clinical fellows, healthcare academics, professionals and leaders, with comprehensive research methods training specifically designed for health and social care contexts. Delivered fully online with flexible elements to accommodate professionals' commitments. The curriculum is explicitly aligned with UKRIO research integrity standards, NIHR academic fellowship pathways, and PPIE frameworks, providing directly relevant career development support for professionals within health and social care.

The aims of the course are to:

3. Aims of the course

1. develop students' knowledge and critical understanding of the philosophical, methodological and ethical foundations of research in health sciences and health and care services;
2. equip students with the skills to systematically access, critically appraise and synthesise existing research evidence across a range of study designs and evidence types;
3. develop students' ability to formulate well-grounded research questions and to align them with appropriate research designs across clinical, service, leadership and management contexts;
4. provide a comprehensive grounding in the principal methodological traditions used in health research (qualitative, quantitative, mixed-methods and synthesis-based approaches), enabling students to evaluate and select appropriate methods for their research questions;
5. embed research ethics, integrity, open research and information governance as integral to the responsible conduct of research, in line with UKRIO standards and the expectations of UK research funders and ethics committees;
6. develop students' capability to engage meaningfully with patients, the public and other stakeholders through Patient and Public Involvement and Engagement (PPIE) and co-creation;
7. equip students to produce a structured, ethically grounded research proposal and to communicate research effectively to specialist and non-specialist audiences; and
8. prepare students either to undertake research within their professional roles or to progress confidently to doctoral study and competitive funding applications.

4. Course Learning Outcomes – what students will be expected to achieve

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	**The methods used to enable outcomes to be achieved and demonstrated are as follows:**
Subject Knowledge and Understanding Having successfully completed this course students will be able to: A1 Critically evaluate the epistemological and ontological foundations underpinning research and evidence-based practice, demonstrating an informed understanding of how different philosophical positions shape knowledge production and professional inquiry in health sciences and services. A2 Demonstrate systematic understanding of the principal methodological traditions used in health research, including qualitative, quantitative, mixed-methods and literature synthesis-based designs, and the philosophical assumptions, applications and limitations of each. A3 Demonstrate critical understanding of research ethics and integrity, including UKRIO standards, open research principles and information governance frameworks relevant to health research. A4 Demonstrate critical understanding of the principles and practice of Patient and Public Involvement and Engagement (PPIE) in health research, and of how knowledge is translated into practice, policy and impact.	**Teaching and Learning Methods** A1–A4 are achieved through a structured progression across the two units, integrating recorded asynchronous content (lectures, curated reading, case-based materials) with synchronous online seminars and workshops. Theoretical content is contextualised through application to learners' professional and research contexts, supported by directed reading and structured VLE-based tasks. RES7001 introduces PICO, PEO and the DEPTh models (Diagnosis, Etiology, Prognosis, Therapeutics) as examples of complementary frameworks for classifying research questions and linking them to appropriate designs; no single framework is privileged or required, and students are supported to select and justify a framework suited to their own professional questions. RES7001 also explicitly develops scientific and academic writing alongside literature searching skills; critical appraisal within RES7001 requires students to evaluate the quality of Patient and Public Involvement and Engagement (PPIE) reported in published research, alongside methodological quality, and applicability to practice. **Assessment Methods**

	A1 – literature appraisal (RES7001); presentation and Q&A (RES7001, assesses LO1); research proposal (RES7002) A2 – research proposal (RES7002); referenced in literature appraisal (RES7001) where evidence base requires methodological discussion A3 – research proposal (RES7002) A4 – literature appraisal (RES7001, appraisal of the quality of PPIE reported in the literature); research proposal (RES7002)
Cognitive Skills Having successfully completed this course students will be able to: B1 Critically appraise research evidence across a range of study designs and evidence types, using appropriate frameworks to evaluate methodological quality, validity, the quality of patient and public involvement and applicability to practice. B2 Apply a framework such as the DEPTh model or other conceptual frameworks to categorise clinical, service and organisational research questions according to their primary focus, and critically evaluate how question type shapes the choice of appropriate research designs across clinical practice, service improvement, leadership and management research. B3 Critically evaluate the relationship between epistemological and ontological positions, research paradigms and methodological choices, demonstrating the ability to align a research question with an appropriate and well-justified design. B4 Demonstrate originality and autonomy in identifying and articulating knowledge gaps from systematic engagement with the literature, and in formulating focused, answerable research questions that respond to those gaps.	**Teaching and Learning Methods** B1–B4 are developed through structured, scaffolded engagement with critical appraisal exercises, paradigm-mapping activities, and design-justification workshops. Workshops use real, published research as case material, and learners are explicitly supported to reason through methodological choices in the context of their own professional questions. Tutor-guided VLE activities integrating recorded asynchronous content (lectures, curated reading, case-based materials) provide structured opportunities for guided practice between sessions. In RES7002, all students undertake a scheduled project exploration and confirmation checkpoint, normally by the midpoint of the unit, at which their proposed research question, feasibility, indicative design and support needs are discussed individually with the unit lead or supervising tutor before progression to the summative proposal. **Assessment Methods** B1 – literature appraisal (RES7001) B2 – literature appraisal (RES7001); B3 – research proposal (RES7002); presentation and Q&A (RES7002) B4 – research proposal (RES7002); literature appraisal (RES7001); presentation and Q&A (RES7002) Formative assessment includes structured appraisal exercises, paradigm-mapping tasks, tutor feedback on draft research questions.
Practical Skills Having successfully completed this course students will be able to: C1 Systematically access and navigate existing literature, including published research, grey literature and evidence synthesis resources, applying structured search strategies to defined research questions or practice areas. C2 Apply established appraisal tools across a	**Teaching and Learning Methods** C1–C4 are developed through hands-on workshops on literature searching, critical appraisal, research design and proposal drafting, supported by tutor-guided VLE activities such as recorded asynchronous content (lectures, curated reading, case-based materials) and individual or small-group tutorial discussions at key stages of the appraisal and proposal process. Both summative assessments are explicitly designed to develop these practical skills.

range of study designs to evaluate research evidence in a methodologically rigorous and contextually informed manner. C3 Design rigorous, ethically sound research, integrating paradigmatic alignment, methodological rationale, ethical considerations and PPIE planning. C4 Produce structured, professionally relevant research outputs (a literature appraisal and a research proposal) of a standard appropriate for use within professional practice or for submission to a research ethics committee or funding body.	**Assessment Methods** C1 – literature appraisal (RES7001) C2 – literature appraisal (RES7001) C3 – research proposal (RES7002); presentation and Q&A (RES7002) C4 – literature appraisal (RES7001); research proposal (RES7002) Formative assessment includes structured search-strategy and appraisal exercises, and proposal-drafting exercises with annotated tutor feedback.
Transferable skills Having successfully completed this course students will be able to: D1 Demonstrate initiative, autonomy and personal responsibility in self-directed scholarly enquiry, including the management of own learning and development as a research-active practitioner. D2 Communicate findings, critical analysis and research proposals effectively in writing, to a standard appropriate for specialist and non-specialist audiences. D3 Engage critically and constructively with feedback to improve own performance and to develop scholarly judgement. D4 Demonstrate foundational skills in the dissemination of research, including scientific writing and grant and proposal writing.	**Teaching and Learning Methods** D1–D4 are developed across both units through scholarly writing tasks, peer discussion, structured engagement with formative feedback, and explicit teaching on scientific and academic writing in RES7001, and on dissemination, scientific writing and grant and proposal writing in RES7002. Independent study, which forms the largest component of learning hours, is the principal vehicle for the development of self-direction and scholarly judgement. **Assessment Methods** D1 – all summative components require autonomous engagement with academic literature and with research design D2 – written assessments (RES7001. RES7002); oral presentation and Q&A (RES7001, RES7002) D3 – formative feedback engagement is structured into both units D4 – research proposal (RES7002); presentation and Q&A (RES7002) Formative assessment includes peer discussion, written and verbal tutor feedback, and follow-up discussion with tutors on summative feedback.
Professional competencies Having successfully completed this course students will be able to E1 Demonstrate ethically grounded research practice, applying UKRIO principles, open research norms and information governance frameworks to the design and conduct of research in health and care contexts. E2 Engage meaningfully with patients, the public and other stakeholders through PPIE and co-creation, with appropriate critical reflection on questions of representation, power and impact. E3 Recognise the limits of own personal and professional knowledge, skills and experience, and	**Teaching and Learning Methods** E1–E4 are developed through embedded engagement with research integrity, open research, information governance and PPIE throughout RES7002, supported by ethical scenario analyses, structured reflective tasks and discussion of real cases. Learners are encouraged throughout both units to reflect on their developing scholarly identity and on the limits of their current expertise. **Assessment Methods** E1 – research proposal (RES7002); presentation and Q&A (RES7002) E2 – research proposal (RES7002); presentation and Q&A (RES7002)

demonstrate commitment to continuing development as a research-active practitioner. E4 Work autonomously and responsibly within professional, ethical and regulatory frameworks relevant to research in health sciences and services.	E3 – formatively addressed across both units; reflected in the framing and limitations of both summative outputs E4 – research proposal (RES7002); presentation and Q&A (RES7002) Formative assessment includes ethical scenario analyses, peer discussion and written tutor feedback on draft ethics and PPIE plans.

Intermediate Exit Award Outcomes

Not applicable.

Course Structure

5. Outline of course content

This course is designed for clinical and non-clinical professionals working in or adjacent to health and care services, including doctoral students in health sciences, NHS clinicians and allied health professionals, academic-clinical fellows (including those on NIHR-aligned pathways), academic staff in healthcare institutions, and professionals from health management and health business contexts. The course provides a coherent progression from the critical appraisal of existing evidence to the design of new research, with research integrity, open research, information governance and PPIE embedded throughout.

The course consists of two core units at Level 7:

RES7001: Research Knowledge and Practice (30 credits) – provides the theoretical and practical foundations for engaging critically with research and evidence-based practice. The unit covers the philosophical underpinnings of research; evidence-based medicine and evidence-based practice; Patient and Public Involvement and Engagement (PPIE); systematic literature searching, critical appraisal (including evaluation of the quality of patient and public involvement in published research), and the use of grey literature; the distinctions between research, audit and service evaluation; scientific and academic writing; and question-classification frameworks including PICO, PEO and the DEPTh model are presented as complementary rather than prescribed approaches to linking research questions to designs.

RES7002: Research Design and Integrity (30 credits) – revisits the epistemological and evidence-based practice foundations of RES7001 where relevant, while also functioning as a standalone unit, and equips learners to design rigorous, ethically sound research. The unit covers the relationship between research questions, knowledge gaps and paradigmatic alignment; qualitative, quantitative, mixed-methods and literature-based methodological traditions; research ethics and integrity (UKRIO standards, open research, information governance); PPIE; knowledge transfer and dissemination; and an introduction to scientific writing and grant and proposal writing, with alignment to the Vitae Researcher Development Framework. All students undertake a scheduled project exploration and confirmation checkpoint during the unit, at which their proposed research question, feasibility, design and support needs are discussed individually with the unit lead or supervising tutor before progressing to the summative proposal. The unit culminates in the production of a structured research proposal.

A full course diagram is provided at Appendix 1, the learning outcomes mapping at Appendix 2, and the course summary at Appendix 3.

6. Placements, work-based learning or other special features of the course

The course does not include a formal placement or work-based learning component. Learners are explicitly encouraged, however, to ground both summative assessments in their own professional context. The summative literature appraisal in RES7001 and the research proposal in RES7002 may be developed within a clinical, professional or service setting of the learner's choosing, providing direct relevance to learners' practice or research roles. Any work-based research activity that arises is the responsibility of the learner's employing organisation rather than the University, and learners are advised throughout on the appropriate

6. Placements, work-based learning or other special features of the course

governance, ethics and information governance considerations.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and intermediate exit awards are set out in the **course diagram** provided at Appendix 1.

The **learning outcomes mapping document** at Appendix 2 shows the relationship between the Learning Outcomes for units and the overarching Learning Outcomes of the course.

The **Course summary document** at Appendix 3 shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

University courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. For this course, contact time is delivered online, including synchronous lectures and seminars, practical workshops and small-group case-based activities through Microsoft Teams, alongside personalised tutor presence in online discussion forums and through email. Online contact time can be synchronous or asynchronous and is always characterised by personalised tutor presence and input within a specified timeframe. Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may include scheduled office hours and email-based interactions.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

Each unit on this course is 30 credits and represents 300 notional hours of learning. The indicative profile per unit is approximately 30 hours of student contact time, 60 hours of tutor-guided learning, and 210 hours of independent study, with no placement hours. In a typical teaching week within a unit, students will normally have around 3 hours of live contact time delivered online (including lectures, seminars and workshops). Students will have around 5-6 hours of tutor-guided time in a typical teaching week, including directed reading and structured VLE tasks. Independent study averages around 16–20 hours per week across the duration of a unit, with this loading rising in the lead-up to summative assessment. More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by University academic staff with research methods expertise relevant to health sciences and services.

9. Staff delivering the course

The Core course staff include researchers in the UCO SoO with active portfolios across qualitative, quantitative, mixed-methods and synthesis methodologies, and with experience of supervising research at doctoral level and securing competitive research funding. The course will utilise expertise from across the breadth and depth of the HSU including expert teaching staff from other schools within the university. The course team will also utilise its wide network of external expertise to enhance the teaching within the course across a range of topics.

10. Progression and assessment regulations

The regulations for this course are the University's standard Assessment Regulations which are published here:

https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/

The regulations for this course are the University's standard Assessment Regulations. No exceptions are sought.

The course follows standard Level 7 PG Cert progression and award requirements: a student must successfully complete 60 credits at Level 7 (RES7001: Research Knowledge and Practice, 30 credits, and RES7002: Research Design and Integrity, 30 credits) to be eligible for the award of PG Cert Research Methods for Health Sciences and Services. .

11. Employment progression routes

The course is designed to support a range of employment and progression routes. Anticipated graduate destinations include: continued professional practice with enhanced research literacy and evaluation capability; service evaluation, audit and quality improvement work within health and care organisations; doctoral study (including professional doctorates, NIHR-aligned academic-clinical pathways and traditional PhD routes); applied research roles in health services research, public health, allied health professions research and clinical academic medicine; and research management or commissioning roles within health and care organisations and policy bodies. Graduates may also opt to progress to the University's MRes in Health Sciences and Services, with the units taken on the PG Cert counting towards the MRes rather than being awarded the PGCert.

The course prepares graduates for these routes through its emphasis on critical appraisal, research design, ethical and methodological judgement, and the production of professionally relevant outputs (a literature appraisal and a research proposal). RES7002 includes explicit content on grant and proposal writing, scientific writing and dissemination, and the course is structured so that the proposal developed for the RES7002 assessment can be carried into subsequent applications or into the learner's own research practice.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Course Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** published here: https://www.hsu.ac.uk/student-life/student-finances/additional-costs/

12. Additional costs and special or unusual conditions which apply to this course

There are no significant additional course costs beyond standard tuition fees and the ordinary requirements for postgraduate online study (reliable internet access, a personal device suitable for online learning, and access to required reading, the majority of which is available through the University Library).

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole.
- Taking part in focus groups as arranged.
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives.
- Serving as a student representative on Course Consideration panels for course approval/review.
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel.
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually).

The ways in which the quality of the University's courses are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.

14. Inclusivity statement

The University is committed to being an institution where students and staff from all backgrounds can flourish. We recognise the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity, Inclusion and Belonging Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

The University seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

The course is designed with inclusivity at its core. Online delivery removes geographical barriers and supports learners with caring responsibilities, those with health conditions, and those whose work demands fluctuate. Synchronous activity is timetabled to support working professionals, with sessions recorded where appropriate and asynchronous alternatives made available. All summative assessment is coursework-based (written assignment and oral presentation). Learners are free to choose the substantive topic, supporting learners across the breadth of the cohort. Reasonable adjustments will be made in line with the University's policies.

15. External reference points

This course has been designed with reference to the following external benchmarks and reference points to ensure that the course aims and learning outcomes have been developed appropriately to match the characteristics of Master's-level study and the demands of research methods education in health sciences and services:

- UK Quality Code for Higher Education (2024) and the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.
- QAA Characteristics Statement: Master's Degree.
- Higher Education Credit Framework for England.
- SEEC Credit Level Descriptors for Higher Education (2021), particularly the Level 7 descriptors.
- Vitae Researcher Development Framework (2025), particularly in relation to research methods, critical thinking and analysis, project management, open research, research integrity and ethics, and communication, knowledge exchange and public engagement; RES7002 is aligned with this framework

There is no Subject Benchmark Statement specifically for postgraduate research methods in health sciences and services. The course has therefore been benchmarked against the QAA Master's Characteristics Statement and against research integrity and PPIE expectations articulated by national bodies including UKRIO and NIHR, and against relevant researcher development capabilities set out in the Vitae Researcher Development Framework.

These reference points have been used to ensure that the learning outcomes reflect Level 7 expectations regarding systematic understanding of current insights in the field, autonomy and decision-making in complex situations, originality in the application of knowledge, effective communication, and personal responsibility for ethically informed practice. The same principles have been applied in the development of the unit-level learning outcomes.

16. Internal reference points and policy frameworks

The course has been designed in alignment with the following internal frameworks:

- University Strategic Plan
- Education Strategy 2023–2026
- University Course Design Framework
- University Standard Admission Regulations
- University Standard Assessment Regulations
- University Assessment Feedback Policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

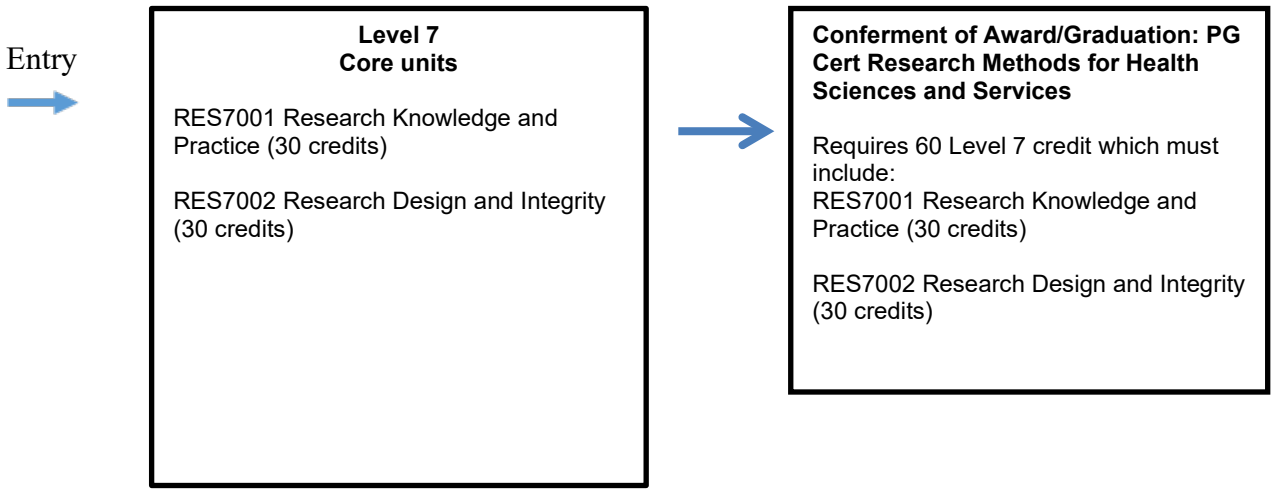
Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1: Course Diagram PG Cert Research Methods for Health Sciences and Services



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies in this course specification template (Course Intended Learning Outcomes).

Course Outcomes – Subject Knowledge & Understanding (A) and Cognitive Skills (B)

Unit Code	Level	A1	A2	A3	A4	B1	B2	B3	B4
RES7001 – Research Knowledge and Practice	7	TDA	TD		TDA	TDA	TDA	TD	TDA
RES7002 – Research Design and Integrity	7	TDA	TDA	TDA	TDA	TD		TDA	TDA

Course Outcomes – Practical Skills (C), Transferable Skills (D), and Professional Competencies (E)

Unit Code	Level	C1	C2	C3	C4	D1	D2	D3	D4	E1	E2	E3	E4
RES7001 – Research Knowledge and Practice	7	TDA	TDA		TDA	TD	TDA	TDA	TD	TD	TD	TD	TD
RES7002 – Research Design and Integrity	7	TD	TD	TDA	TDA	TD	TDA	TD	TDA	TDA	TDA	TD	TDA

Key: T = taught; D = developed; A = assessed.

Appendix 3: Course Summary

This must be consistent with information provided in each unit specification.

Course title: PG Cert Research Methods for Health Sciences and Services

Unit details						Assessment Component Weightings (%) (Formal elements only)							Indicative learning hours			
Code	**Title**	**Version**	**Credits**	**Core/ Option**	**Pre/ co requisites**	**Exam 1**	**Exam 2**	**Cwk 1**	**Cwk 2**	**Prac 1**	**Prac 2**	**Prof. body requirement applies***	**Student contact time**	**Independent study**	**Tutor-guided learning time**	**Placement**
RES7001	Research Knowledge and Practice	1.0	30	C	None			80%		20%		N	30	210	60	0
RES7002	Research Design and Integrity	1.0	30	C	None			80%		20%		N	30	210	60	0
Exit qualification: PG Cert Research Methods for Health Sciences and Services. Requires 60 Level 7 credits which must include RES7001: Research Knowledge and Practice and RES7002: Research Design and Integrity.																

*** If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.**