Master in Clinical Research
(nurses, midwives and allied health professionals)
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Important Note
Every effort has been made to ensure the accuracy of information given in this handbook. This University can accept no responsibility for any errors or omissions. University courses are continually reviewed and revised and there may well be some changes between the date of publication and the date the student embarks upon the course. The University reserves the right to amend Ordinances and Regulations governing courses of study whenever it sees fit.

Admittance to the University is subject to the requirement that the student will comply with the University’s registration procedure and will duly observe the Charter, Statutes, Ordinances and Regulations of the University.
INTRODUCTION

A very warm welcome to Sheffield! We hope you will have an enjoyable and productive time studying here.

This handbook has been produced to give you information about the Master in Clinical Research programme delivered by the School of Health and Related Research (ScHARR). In addition, you will receive individual module handbooks from your Module Leaders giving much more detail about each of the modules you are studying. These will include reading lists, lecture plans and details of assessment.

The University of Sheffield is a leading UK research-led university with an international reputation for excellence in research and training. ScHARR is one of the four Schools in the Faculty of Medicine at the University of Sheffield.

ScHARR brings together a wide range of health related skills including inter alia: public health, epidemiology, health services research, medical sociology, psychology, health promotion, health economics, operational research, management sciences, medical statistics, and information science. There are also clinical skills in primary care; rehabilitation and mental health. We specialise in health services and public health research, the application of health economics and decision science to the development of health services and the improvement of the public health.

ScHARR concentrates on postgraduate teaching and has executive-quality teaching rooms, and a library and study area for student use. Surveys indicate that ScHARR has some of the most satisfied students in the University.

In particular, ScHARR delivers a teaching and learning portfolio based on research-based, international, multi-disciplinary and world-class curricula, in line with our research strengths. These curricula are designed to meet the needs of learners and employers in the UK and globally.

INTRODUCTION TO THE MSc CLINICAL RESEARCH

The MSc in Clinical Research is one of seven courses in the UK recognised by the National Institute for Health Research (NIHR) and the Chief Nursing Officer for England to deliver the Clinical Academic Training Pathway for nurses, midwives and allied health professionals. The courses are intended for practitioners who wish to develop a research career while at the same time progressing their clinical career.

The programme provides high quality education and training in the range of analytic techniques and practical skills required to plan undertake clinical, health services or biomedical research. It is based on taught units in research methods, combined with a clinical research practice unit comprising a placement and generic research training, delivered by Sheffield Teaching Hospitals NHS Foundation Trust.
The MSc in Clinical Research aims to provide students with in-depth understanding of the process and techniques of clinical research.

The programme has been designed to enable developmental understanding of the research process, and progressive gain of the skills required to perform successfully as an independent clinical researcher.

The core units (3 x 15 credits) impart the fundamentals of the research process, and introduce the main building blocks in clinical research: study design, statistics, and clinical trials methodology.

The optional units (3 x 15 credits) build on these foundations, enabling students to focus on a specific area of interest. Options include Public Health Informatics, qualitative methods, advanced economic evaluation, systematic reviews and critical appraisal, using secondary data and evidence-based practice.

The clinical research practice unit (30 credits) links practical experiences of research with generic skills training, and provides opportunities for students to identify a topic for their own research during the dissertation.

The dissertation provides the final step towards gaining the knowledge and practical skills to become an independent researcher. Students will develop a professional development plan to support their future research career.

LEARNING OUTCOMES

Graduates of the MSc in Clinical Research will gain the skills to undertake high quality independent research in a clinical setting.

Specifically it aims to:

- Equip students with the knowledge and skills required to initiate and complete high quality, methodologically sound and ethical clinical research;
- Enable students to review and critically appraise the methods and results of existing research, and understand the implications for clinical practice;
- Give students experience of working as part of a team in clinical and biomedical research settings.
Students on the MSc in Clinical Research take 45 credits of mandatory modules, 45 credits from optional modules, 30 credits from Clinical Research Practice and 60 credits from Dissertation.

Credits required for Certificate, Diploma and Master in Clinical Health.

Masters degrees are awarded on successful completion of 180 ‘M’ level credits. The credits awarded are as follows:

- Certificate: 60 credits (based on taught modules)
- Diploma: 120 credits (based on taught modules)
- Masters: 120 credits (modules) + dissertation (60 credits) = 180 credits

Full-time or part time options

The 1 year full-time (2 years part-time) Master option provides a solid foundation in the knowledge and skills required for a clinical research professional.

Master’s level Diploma, Certificate

To obtain the award of Master of Clinical Research, a student must complete 180 credits. For those students that wish to study for fewer credits, a Diploma can be awarded for completion of 120 credits or a Certificate on the basis of a minimum of 60 credits.

TEACHING METHODS

The teaching and learning strategy is based upon a commitment to innovative approaches, a student centred approach, and a close match between module aims and learning approaches.

ASSESSMENT

Assessment of work will be on a fail, pass or distinction basis. The pass mark for each piece of assessed work will be 50; a fail mark is that which falls below 50. The mark for the award of a distinction will be 70. Students failing the assessment for a module will be allowed to undertake that assessment once only, in line with University guidelines.

It is important for students taking the Certificate, Diploma and Master in Clinical Research programme to be aware that assessment will encompass a variety of techniques, including research placements and face to face modules. The skills of essay writing and the marshalling of evidence are key skills that students will require in order to successfully complete this course.
Most teaching takes place in the School of Health and Related Research, University of Sheffield which is located in Regent Court. Please note that a separate timetable will be provided to students detailing classes, lectures and locations.

**Intro Week for students**

Monday 21 September 2009 to Sunday 26 September 2010

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<tr>
<th>Semester</th>
<th>Start Date</th>
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<tr>
<td>1</td>
<td>28 Sept 2009</td>
<td>19 Dec 2009 – 18 Jan 2010</td>
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<td>8 Feb 2009</td>
<td>20 Mar 2010 – 12 Apr 2010</td>
<td>12 June 2010</td>
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CORE MODULES

All students study the course Core Modules in Semester 1 of each academic year. The core modules make up the complete Certificate programme.

**Introduction to Research Methods**

(15 credits)

This module is an introduction to quantitative and qualitative research methods, combining theoretical instruction with practical exercises carried out with other students. It consists of a mandatory series of 12 lectures. These are accompanied by several practical small-group tutorials, which aim to give you confidence in applying the theoretical knowledge in a practical context. Attendance is optional but recommended for the tutorials. The course provides a foundation for further learning in specific research methods. It is primarily designed for new students beginning Masters’ courses in the School of Health and Related Research (ScHARR) and there is an emphasis on research techniques used in public health and health services research (HSR).

**Introduction to Statistics**

(15 credits)

This module will introduce students to the basic concepts and techniques of medical statistics, such as hypothesis testing and confidence interval estimation. Students will learn some simple statistical methods and the principles behind some of the more advanced techniques such as regression. It will equip students with the knowledge and skills necessary to understand and critically appraise statistics in research literature.

**Randomised Clinically Controlled Trials**

(15 credits)

Randomised Controlled Trials (RCTs) are used to test the effectiveness of interventions. This module covers the appropriate use of trials, the range of trial designs, strategies to optimise recruitment, sample size, outcome measures, the use of economic and qualitative methods alongside trials, the role of clinical trials units, ethical issues and governance procedures. Teaching is lecture-based. This unit aims to give students a detailed knowledge of key aspects of randomised controlled trials. By the end of the unit, students will be able to:

1. Differentiate across the range of trial designs, evaluating their appropriate use.
2. Critically evaluate the key elements of trial design and analysis.
3. Design and plan a clinical trial within procedures and guidelines.

**Clinical Research Practice**

(30 credits)

This module will provide an overview of how to plan, undertake and complete a research project within a clinical/practice setting in the National Health Service, in accordance with research governance, ethical and legal frameworks. It includes fieldwork placements in clinical research settings in the NHS providing the opportunity to develop core competencies in relation to managing and delivering clinical research. The topics covered include project design, planning, costing and management, research governance, ethical and legal frameworks, good clinical practice in research, patient and public involvement, cultural competence, developing and reviewing grant applications, personal effectiveness and research leadership.

OPTIONAL MODULES

**Promoting Evidence Based Health Care**

(15 credits)

Research needs to influence policy and practice if it is to have practical value. This module is intended to help researchers to ensure that their findings are implemented. It is also aimed at clinicians and managers who want to use scientific evidence to change practice. The module aims to examine the ways in which research evidence can be used to change clinical behaviour, the delivery of health services and health care policy. It will explore the philosophy behind evidence-based healthcare (EBHC), the history and development of EBHC, limitations and criticisms, and the practicalities of implementing research evidence. It will also
explore the perspectives of policy-makers, professionals, politicians and the public.

Systematic Review and Critical Appraisal Techniques

(15 credits)
This module provides a comprehensive overview of systematic review methods as they relate to both quantitative and qualitative evidence synthesis. It consists of a mandatory series of 11 lecture and practical sessions followed by an opportunity to conduct a practical meta-analysis session. The course provides a foundation for any student planning to conduct a systematic review or evidence synthesis and is a compulsory requirement for any student requiring a dissertation supervisor for their systematic review topic. It is primarily designed for students interested in health services research (HSR) but will cover a wide variety of methodological topics of interest to students in public health topic areas.

Epidemiological Research Design

(15 credits)
An adequate level of knowledge and understanding of epidemiological methods is a basic requirement for effective public health practice. This module will cover measures of disease and association, epidemiological concepts and the main epidemiological research designs. Epidemiological concepts include association and causation, confounding and bias and the research designs will include cross-sectional, ecological, cohort, case-control and intervention studies.

Qualitative Research Design and Analysis

(15 credits)
This module builds upon the earlier unit 'Introduction to Research Design (HAR 6030)' and provides an in depth knowledge of qualitative methodology and its application across a range of health care settings. It considers the range of approaches concerned with naturalist forms of inquiry and the associated data collection methods and forms of analysis. Students are engaged in understanding the strengths and limitations of qualitative research the emphasis on its utility in line with health and social care research and development policy directives.

Public Health Informatics

(15 Credits)
Public health informatics is "the systematic application of information and computer science and technology to public health practice, research, and learning". This rapidly emerging field combines the use of public health information with use of information technology and the management of information systems. Particular emphasis will be placed on the phenomenon of global health issues (e.g. SARS, Avian Flu, AIDS etcetera) and the contribution that information technology can make to combating such global problems.

Advanced Economic Evaluations

(15 credits)
This module builds upon an earlier unit 'Needs Assessment and Economic Evaluation' (HAR6037) by critically appraising basic economic evaluation methods and providing a grounding in more advanced methods. The unit develops two topics that were introduced in HAR6037; benefit valuation and analysis. The work on benefit valuation takes the concept of the quality adjusted life year (QALY) as a starting point, and identifies weaknesses with this model, before assessing alternative methods of valuing benefits. The work on analysis first builds on the simple concept of mean incremental cost-effectiveness ratios (ICERs) by introducing stochastic uncertainty, then developing the student’s skills of cost-effectiveness modelling.

(it is recommended that students attend the last 5 weeks of the Needs Assessment, Planning & Economic Evaluation module before commencing this module)

Needs Assessment, Planning & Economic Evaluation

(15 credits)
Needs assessment, planning and evaluation are three of the tools used in public health to ensure that health care is provided in an appropriate way to meet real needs to promote health and reduce inequalities. The methods of needs assessment encompass all forms of research methods in defining health needs. More general planning theories and practice need to be tailored for use in health care settings. Evaluation of health interventions takes many forms and various models will be presented. One modality often
used in health evaluation is health economics, which will be introduced as part of this module.

**DISSERTATION**

Dissertation

(60 credits)

The dissertation is an established part of taught postgraduate Masters programme in ScHARR. Students will be required to identify relevant information on a topic and critically review the research of others. A range of approaches should be used to assess the impact this information will have on either the planning of services or improving health. In keeping with the postgraduate nature of a Master’s course, students are required to conduct a research investigation, demonstrating the student’s competence as a first-hand researcher. The dissertation therefore will usually involve either primary or secondary research, and should not simply be a review of literature. The output will be a document that the student can use to demonstrate their standing as a researcher to current or potential employers or supervisors.
THE COURSE TEAM

The following are members of the Course Team and also other academics who are Module Leaders on the course. Modules on the Masters in Clinical Research are led by staff within the School of Health and Related Research (ScHARR). All members of the course team extend their warm wishes and hope that you enjoy your time on the course and develop a keen sense of what you can contribute in the future.

The MSc Clinical Research Core Team

**Caroline Dryden:** Lecturer and Module Tutor
*Introduction to Research Methods*

No information available

[C.Dryden@sheffield.ac.uk](mailto:C.Dryden@sheffield.ac.uk)

**Professor Stephen Walters:** Professor of Medical Statistics and Clinical Trials and Module Tutor for Introduction to Statistics.

Stephen graduated with a degree in Mathematics and Economics. This was followed by a PGCE and an MSc in Medical Statistics and Information Technology. His PhD involved using computer intensive statistical methods for estimating sample size and analysing quality of life outcomes. Stephen joined ScHARR in January 1995. He was promoted to Senior Lecturer in 2003; Reader in 2008 and to a Personal Chair in 2009.

Stephen has over 15 years’ experience of designing, analysing and reporting the results of a variety of studies including, randomised controlled trials, observational studies and surveys. He has over 180 publications (including 101 in refereed journals and 3 books). Stephen has been a co-applicant, statistical advisor and collaborator on numerous health services research projects.

[s.i.walters@sheffield.ac.uk](mailto:s.i.walters@sheffield.ac.uk)

**Dr Alicia O’Cathain:** Senior Research Fellow and Module Tutor for Randomised Clinical Controlled Trials

Research interests include mixed methods research evaluating health services. I am interested particularly in complex interventions and have evaluated leaflets designed to help women make informed choices in maternity care using a cluster randomised controlled trial and NHS Direct the 24 hour telephone helpline using mixed methods.

Users’ perspectives on health services. I am currently studying the patient perspective of the emergency and urgent care system

Primary care and its interface with other services. I have been involved in a number of primary care research studies over the years including an evaluation of Advanced Access. I have a continuing interest in primary care and its provision of urgent care.

[a.ocathain@sheffield.ac.uk](mailto:a.ocathain@sheffield.ac.uk)

**Nick Latimer:** Research Fellow and Module Tutor for Advanced Economic Evaluation

Nick joined ScHARR in June 2008. Before this he graduated with a degree in economics from the University of Nottingham in 2003 and an MSc in Health Economics from the University of York in 2004. Nick has experience in both the public and the private sectors. Nick has previously worked as a Research Officer and Analyst at NERA Economic Consulting, a Health Economics Fellow at Queen Mary, University of London (QMUL), and a Health Economist at Roche Products Ltd. While at QMUL Nick was the principal health economist on the NICE clinical guideline for osteoarthritis.

[n.latimer@sheffield.ac.uk](mailto:n.latimer@sheffield.ac.uk)

**Dr Ravi Maheswaran:** Clinical Senior Lecturer, Head of the Public Health GIS Unit and Module Tutor for Epidemiology Research Design.

Ravi joined the Section in October 1998 as Clinical Senior Lecturer and is responsible for undergraduate teaching in Public Health Medicine in Phase 3b of the MChB. He was previously a Clinical Lecturer in Epidemiology
and Public Health at Imperial College School of Medicine, London (which incorporates the Small Area Health Statistics Unit) and an Honorary Clinical Lecturer at the London School of Hygiene and Tropical Medicine.

His research interests include geographical and environmental epidemiology and cardiovascular epidemiology. Current research is focussed on geographical variation in health and health care.

Ravi heads the Public Health GIS Unit based within the Section, which was established in 1999 with a grant from the Public Health Development Fund.


Ravi’s MD thesis was on Alcohol and Hypertension, based on clinical and epidemiological research carried out at the University Department of Medicine, City Hospital Birmingham.

r.maheswaran@sheffield.ac.uk

Andrew Booth: Reader in Evidence Based Information Practice and Director of Information and Module Tutor for Public Health Informatics & Systematic Reviews and Critical Appraisal.

Andrew Booth has worked in the field of health information for over 25 years. Having previously worked in a variety of health library and information units in the NHS, the Medical Research Council and the King’s Fund, he moved to the University of Sheffield in 1994. Andrew set up the Information Resources (IR) Section and has subsequently been involved as a researcher, lecturer and trainer in all aspects of evidence based practice. Andrew has been a systematic review methodologist since 1995 and teaches on the Masters in Public Health and MSc in Health Informatics (with the Department of Information Studies). Andrew and his IR team hosted the first ever conference in Evidence Based Library and Information Practice in 2001 and since then he has been a leading international figure within this paradigm.

a.booth@sheffield.ac.uk

Professor Steve Goodacre: Professor of Emergency Medicine and Module Tutor for Promoting Evidence – based health care.

Steve trained as an Emergency Physician in Leicester and Leeds, completing his specialist medical training in 1998. He then moved to Sheffield to train in Health Services Research, completing a Masters degree in 2000 and his PhD in 2003. He was promoted to personal chair in 2007.

s.goodacre@sheffield.ac.uk

Dr Paul Bissell: Deputy Director of Section, Reader in Public Health and Module Tutor for Qualitative Research Design & Analysis.

Paul is Reader in Public Health and Deputy Director of the Section of Public Health. He is a medical sociologist with a background in applied health research. He has led and been involved in numerous projects exploring the use and management of medicines and the involvement of pharmacists and nurses in new models of care. His research interests focus on the sociology of medicines usage, evaluating pharmacists’ and nurses’ roles in the health care division of labour, analyzing consumerism in health care and researching food practices and food consumption in contemporary society.

p.bissell@sheffield.ac.uk

Professor Kate Gerrish: Professor of Nursing, Sheffield Teaching Hospitals / Honorary Professor, ScHARR. Module Tutor for Clinical Research Practice.

For the past 10 years Kate has held a joint academic appointment with Sheffield Teaching Hospitals where she is responsible for providing leadership in nursing research. Kate’s research interests fall into three areas; knowledge translation, ethnic diversity and workforce development. She is currently implementation lead for the NIHR CLAHRC for South Yorkshire and heads up a specific theme on knowledge translation. Kate is responsible for the Clinical Research Unit.

Kate.gerrish@sth.nhs.uk / k.gerrish@shu.ac.uk

Dr Alan O’Rourke: Lecturer and Module Tutor for Dissertation

Alan’s research Interests include Clinical governance; healthcare informatics, Activities and Distinctions.

a.j.orourke@Sheffield.ac.uk
Dr Richard Cooper: Lecturer in Public Health and Module Tutor for Health Needs Assessment, Planning and Economic Evaluation.

Lecturer in public health; course tutor for Master of Public Health; co-ordinator of health needs assessment module; contributor to qualitative methods and introduction to public health modules; ScHARR staff ethics review lead; ScHARR alumni co-ordinator and editor of S1 newsletter; peer reviewer for various journals and grant applications

richard.cooper@sheffield.ac.uk

Professor Jonathan Michaels: Professor of Vascular Surgery and Course Director for MSc Clinical Research

Jonathan was appointed as Professor of Vascular Surgery in 2004. Prior to this he was a Consultant Vascular Surgeon and Honorary Senior Lecturer at the Sheffield Vascular Institute at the Northern General Hospital. He has undertaken an active research programme in Sheffield over the past ten years and was awarded an Honorary Chair at the School of Health and Related Research in 2003.

Prior to moving to Sheffield in 1994, Jonathan was a Clinical Lecturer at the Nuffield Department of Surgery in Oxford.

j.michaels@sheffield.ac.uk

Ms Sara North: MSc Clinical Research Administrator

Sara is the MSc programme administrator. She will be one of the most important contact points for you, for example in helping you register, keeping track of attendance, and you also hand in assignments to her.

sara.north@sheffield.ac.uk
YOUR COMMITMENT

You will need to make arrangements to attend for the all modules according to the course for which you register. You will also need to allocate sufficient time for private library and home study and the practical work involved with your dissertation, which will be considerable.

Full-time students then attend for up to one year with classes on two days a week and other days reserved for private study.

The part-time course can be taken over two years with one taught course a week and other days of private study.

Masters students will also need to arrange contact time with their dissertation supervisors throughout the whole of the study period, and not just the taught semesters.

Expectations

A full Master programme requires in the region of 1800 hours of study, which works out at almost thirty five hours per week over a year (52 weeks).

For a 15-credit module, the expectation is that students will spend around 150 working hours (including attending lectures). So, apart from being expected to attend all required teaching hours, students are also expected to spend in the region of 14 full days or 28 half-days doing self-study – a considerable amount of time. This includes revision, reading the materials suggested by lecturers and self-located in the library, and working for assessments. Merely attending the taught sessions is unlikely to give students enough knowledge to pass the module assignments.

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<td><strong>Full-time</strong></td>
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<td>2 x 12-week semesters from October to June in an academic year.</td>
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<td>Wednesday &amp; Friday attendance</td>
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<td><strong>Part-time</strong></td>
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<td>2 x 12-week semesters from October in an academic year for two academic years.</td>
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<td>Year 1 - Semester 1</td>
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<td>Year 2 – Semester 2</td>
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<td>Friday PM.</td>
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<td>Year 2 - Semester 1 &amp; 2</td>
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<td>Wednesday &amp; Friday (dependant on module choices)</td>
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ADMISSION REQUIREMENTS

Applicants should be nurses, midwives or allied health professionals with at least a second-class Bachelor’s degree or an equivalent professional qualification (e.g. RGN).

Those wishing to be considered for an NIHR bursary must be currently on an appropriate UK register (e.g. Nursing and Midwifery Council Register).

**Numeracy**

Applicants would normally have basic numeracy skills (equivalent to GCSE Mathematics Grades A* to C)

**English Language**

Candidates whose mother tongue is not English (this means the language you normally speak at home) will be required to sit an English Language test.

IELTS is our preferred test of language, you must achieve a minimum score of 7.0 and at least 6.5 in all component tests. You must take module C of the reading and writing sub-tests. Most centres conduct the tests once a month and more frequently at peak periods. For the address of a test centre, contact your nearest British Council Office or one of the IELTS centres.

If you are unable to sit for the IELTS, you must take the TOEFL. Our minimum score is 600 with 4.5 in the test of written English, or 260 in the computer based test with an essay rating of 5. Contact one of the TOEFL centres for details of registration dates.

Students will be required to provide the Course Administrator with at least two academic or professional references to indicate their suitability for the programme and may be invited for interview in Sheffield, or by arrangement by telephone.
Applicants must complete the University application form which can be accessed online at: http://www.shef.ac.uk/postgraduate/taught/applying.html.

A paper version can be supplied on request.

Applicants may be required to submit additional information and/or be required to attend for interview to assist the Board of Admissions in deciding to recommend whether or not an offer be made by the Faculty.

Applications may be submitted at any time throughout the year, but where possible by the end of June for admission in October.

Applicants applying for funding should ensure they comply with the funder’s timing requirements and check the International Office scholarship programme.

The School does not offer financial support to students.

**Fees for 2009-10**

The home/EU fee for the MSc in Clinical Research in 2009/10 will be £4490. The part-time fee will be half this amount in the first year of study.

We are currently discussing whether overseas students are eligible for this programme.

**NIHR Bursaries and Salary Support**

The University has been awarded ten bursaries for full-time or part-time students under the NIHR Clinical Academic Training Pathway (CATP).

These cover the full fees for the course, plus full salary replacement, National Insurance and superannuation costs to be paid to your employer during your study period.

To be eligible for a bursary, you must be a nurse, midwife or allied health professional currently on the appropriate UK register.

If you have any questions about eligibility or how the scheme operates, please contact the course administrator or the NIHR.

**Other sources of funding**

NHS staff in Yorkshire and Humber and East Midlands may be eligible for fees under the Learning Beyond Registration scheme.
Career opportunities for our graduates, both experienced and inexperienced, are very varied. Work in the public sectors, academic institutions and the private and voluntary sectors are all possibilities.

The programme provides high quality education and training in the range of analytical techniques and practical skills required to plan and undertake clinical, health services or biomedical research. It is based on proven teaching units developed in the School of Health and Related Research, combined with a clinical research practice unit comprising a placement and generic research training, delivered by the Sheffield Teaching Hospitals NHS Foundation Trust.

This Masters course provides a firm grounding in the range of skills and disciplines that are essential to good clinical and biomedical research, including study design, statistics and randomised trials methodology. A range of options is also available including qualitative analysis, economic evaluation, systematic reviews and secondary data analysis.

Opportunities exist around the world, including the USA, UK, Europe, Australia and Canada, in:

- the pharmaceutical industry
- government or other policy organisations
- healthcare purchase or provider organisations
- health related consultancy
- the medical research sector
- academia

Click on the following links for information about vacancies currently being advertised:

UK universities
Jobs in Europe
International Society for Pharmacoeconomics and Outcomes Research (ISPOR) - mainly US based
The ISPOR Professional Recruitment Assistance Program (Prap)
Sheffield - city size, village atmosphere

Sheffield is England's fourth-largest city, with the wealth of facilities you would expect to find in a major city - yet it's compact, friendly and accessible.

We are a family-friendly city with a prosperous economy and relatively low cost of living. The area is bursting with culture and entertainment, including award-winning theatres, museums and galleries. Our night life is also legendary with a wealth of clubs and live music venues.

Where is Sheffield?

Sheffield is in South Yorkshire, in the north of England. It is close to Leeds, Manchester, Nottingham and the Peak District.

It is the greenest city in England, with 150 woodlands and 50 public parks. Crime statistics show it is also one of the UK's safest cities.

Sheffield has excellent rail links to all major cities. You can be in Leeds or Manchester by train in about an hour and London in less than 2.5 hours.

The University and Sheffield

Home to two universities with more than 40,000 students, Sheffield is one of the country's most popular student destinations.

The city centre is within easy walking distance of the University campus and accommodation. There isn't really a separate campus as such and you'll find that University life is very much integrated with the day-to-day life of the city.

Public transport

Trams and buses are a popular and cheap way to travel around the city. There is a tram stop for the University so it's easy to get to us from the city centre and railway station.

Although buses and trams are frequent, many people also choose to walk and cycle.

Academic and social facilities

Students based in the School of Health and Related Research can take full advantage of the academic and social facilities of this very popular University. They are described on the University's Website and include:

- An Accommodation Office
- A popular and active Students Union
- Academic Support, Financial Support and Student Services
- Careers Advisory Service
- A modern Sports Centre including a gym, playing fields, courts and a swimming pool

See http://www.shef.ac.uk/ssid/ for further information on student services.

The International Office and the English Language Teaching Centre provide special programmes for international students.
CONTACTS

General enquiries
Please contact the Programme Administrator, Sara North.
E-mail: sara.north@sheffield.ac.uk
Telephone: + 44 (0)114 222 0759
Fax: + 44 (0)114 272 4095
Address: Teaching Unit
School of Health and Related Research
Regent Court
30 Regent Street
Sheffield S1 4DA

Academic enquiries
Please contact the Course Director, Professor Jonathan Michaels j.michaels@sheffield.ac.uk

WEBSITES

You can find more information on our websites:
The University of Sheffield
http://www.shef.ac.uk
School of Health and Related Research (ScHARR)
http://www.shef.ac.uk/scharr/
Key University dates
http://www.shef.ac.uk/ssid/dates
On-line application portal
http://www.shef.ac.uk/postgraduate/taught/apply