brighton and sussex
medical school

Paediatric and Child Health Course Handbook
2023-2024

Postgraduate Certificate Paediatrics and Child Health
Postgraduate Diploma Paediatrics and Child Health
Master of Science Paediatrics and Child Health

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Contents

Introduction

The Postgraduate Certificate (PG Cert), Diploma (PG Dip) and the Masters (MSc) in Paediatrics & Child Health have been developed as part of the Clinical Specialties Programme within Brighton and Sussex Medical School and are jointly validated by the University of Brighton and the University of Sussex. The courses are designed for part-time or full-time study to meet the educational needs of all professionals involved in Paediatrics and Child Health.

The student group comprises a wide range of doctors, nurses and allied healthcare professionals from a range of professional backgrounds from the UK and internationally. The course has been designed to be multidisciplinary. A cohesive learning environment is promoted and students are encouraged to share their work and life experiences thereby enhancing not only multidisciplinary working but also transcultural learning and successful inter-professional practice.

You should by now have received both this course handbook and a student handbook. Please take the time to read them as they will answer many of your current and future queries as well as providing on-going information on assessment, referencing, student support and other topics that will prove useful at various stages of your course.

Inclusivity

At BSMS we are committed to ensuring that our curriculum and values are inclusive and justice oriented, and that our students, staff and broader community feel welcome and respected. We recognise the complex intersecting social issues within which medicine operates, and acknowledge that BSMS has an important role to play in ensuring that medicine is a force for positive change whose benefits are available to all. BSMS is the proud holder of an Athena Swan Silver Award, has recently signed up to the BMA charter against racial harassment and is committed to the broader task of decolonising medicine and building a more diverse academic and professional services workforce.

If you have any urgent concerns or issues, you should inform your course team as your first point of contact. If you would prefer to report an incident anonymously to tell us about any form of bullying, harassment or discrimination experienced or witnessed within BSMS, please complete the form below. Anonymous reports will be regularly monitored and, where possible, acted upon. These reports will help us to gather data and to capture patterns of behaviour within the medical school.

Inclusivity - BSMS

Aims and Objectives

The aim of the courses is to provide advanced expert education for professionals in Paediatrics & Child Health. The goal is to train students to be high achieving doctors, nurses and therapists and clinical leaders of the future by providing a blend of clinical knowledge with learning in the three key professional domains of Research, Leadership, and Communication & Learning, along with the

development of publishing skills. A key feature of the Course is intended to be its multi-professional nature. This is considered essential for professional practice in Paediatrics & Child Health. The uniqueness of this course is the blending of the clinical aspects of paediatric care and service provision and the organisation of paediatric healthcare

The specific aims of the course are:

1. To provide an advanced level of clinical knowledge blended within the organisational/service delivery context of paediatric care.
2. To foster an environment in which occupational experiences are shared and a wider understanding of multidisciplinary paediatric and child health issues are gained.
3. To provide an opportunity to learn from 'hands on' practitioners working within paediatrics and child health.
4. To provide comprehensive knowledge and understanding of research methods used in health and social care.
5. To enhance competence in critically evaluating and communicating research evidence.
6. To provide an opportunity to plan and execute a rigorous research project in an area of paediatrics and child health or related subspecialty.

Learning Outcomes

Knowledge and Theory

Postgraduate Certificate (PG Cert) in Paediatric and Child Health
Upon successful completion of the programme, students will be able to:

1. Demonstrate comprehensive understanding of challenging paediatric conditions and their organisational and service delivery contexts
2. Demonstrate systematic understanding of multi-disciplinary approaches to managing long term conditions in children
3. Present knowledge of developmental paediatric conditions and safeguarding, whilst demonstrating understanding of integrated service design and delivery
4. Apply specialised professional knowledge and skills to complex and sensitive cases
5. Analyse and synthesise data from a wide variety of sources to inform evidence-based practice in Paediatrics & Child Health.

Postgraduate Certificate (PG Dip) in Paediatrics and Child Health
Upon successful completion of the programme, in addition to the above students will be able to:

6. Demonstrate a comprehensive understanding of research methods and critical appraisal

7. Identify organisational and policy context and the drivers for change which enable clinicians to contribute more effectively to improving the design, delivery, outcomes and cost effectiveness of service
8. Communicate effectively with patients and colleagues of all levels
9. Investigate and report on complex and sensitive issues pertinent to paediatrics and child health using literature searching and empirical research skills

Masters (MSc) in Paediatrics and Child Health
Upon successful completion of the programme, in addition to the above students will be able to:

10. Identify a research question, plan, conduct and report/publish a research project in their chosen area of paediatrics and child health or related subspecialty.

Alternative Exit Award: PGCert in Clinical Professional Modules

Upon successful completion of this programme students will be able to:

1. Demonstrate a comprehensive understanding of research methods and critical appraisal (MDM10)
2. Evidence a critical understanding of the organisational and policy context and the drivers for change to enable clinicians to contribute more effectively to improving the design, delivery, outcomes and cost effectiveness of services (MDM110)
3. Display an advanced level of understanding of communication and teaching in relation to patients and colleagues of all levels (MDM122)

Skills

Upon successful completion of the programme, students will be able to demonstrate the following skills:

1. Access and search different databases and sources of literature and data
2. Analyse and synthesise data
3. Use evidence appropriately to inform clinical practice
4. Demonstrate professional writing and presentation skills
5. Demonstrate advanced levels of communication in clinical and non-clinical settings
6. Develop and submit research proposals
7. Negotiate research ethics and governance procedures
8. Relate clinical knowledge and judgment to complex organisational settings and priorities
9. Communicate and work effectively with colleagues from different disciplines.

PG Cert students are required to undertake the three clinical content modules listed in the table below. The standard period of registration for the PG Cert is 1 year and the maximum for part-time students is 3 years. The PGCert award is 60 credits. Each module is 20 credits.

PG Dip students are required to undertake the three clinical content modules and three professional content modules (see table overleaf for further details). For full-time students, the standard period of registration for the PG Dip is 1 year. The maximum period of registration for the PG Dip for part-time students is 4 years. The PGCert award is 120 credits. Each module is 20 credits.

MSc students are required to undertake the three clinical content modules and three professional content modules. In addition, students are required to undertake a 12,000 word dissertation. (See table overleaf for further details). For full-time students the standard period of registration for the MSc is 1 year and the maximum 2 years. For part-time students the standard period of registration is 3 years and the maximum 5 years. The MSc award is 180 credits. Each module is 20 credits, except the dissertation which is a 60 credit module.

Please note that your dissertation must be submitted before the period of registration expires. Extensions to registration are approved only in very exceptional circumstances.

Postgraduate Certificate in Paediatrics and Child Health (60 credits)

Module	Status
MDM158 Acute and Emergency Paediatrics	Mandatory (20 credits)
PLUS	
MDM159 Management of Long-Term Conditions in Children	Mandatory (20 credits)
PLUS	
MDM160 Developmental Paediatrics	Mandatory (20 credits)

Postgraduate Diploma in Paediatrics and Child Health (120 credits)

Module	Status
MDM158 Acute and Emergency Paediatrics	Mandatory (20 credits)
PLUS	
MDM159 Management of Long-Term Conditions in Children	Mandatory (20 credits)
PLUS	

Module	Status
MDM160 Developmental Paediatrics	Mandatory (20 credits)
PLUS	
MDM10 Research Methods & Critical Appraisal	Mandatory (20 credits)
PLUS	
MDM110 Leadership and Change Management in Clinical Services	Mandatory (20 credits)
PLUS	
MDM122 Communication, Learning & Teaching in Health & Social Care	Mandatory (20 credits)

Master of Science in Paediatrics and Child Health (180 credits)

Module	Status
MDM158 Acute and Emergency Paediatrics	Mandatory (20 credits)
PLUS	
MDM159 Management of Long-Term Conditions in Children	Mandatory (20 credits)
PLUS	
MDM160 Developmental Paediatrics	Mandatory (20 credits)
PLUS	
MDM10 Research Methods & Critical Appraisal	Mandatory (20 credits)
PLUS	
MDM110 Leadership and Change Management in Clinical Services	Mandatory (20 credits)
PLUS	
MDM122 Communication, Learning & Teaching in Health & Social Care	Mandatory (20 credits)
PLUS	
MDM164 Dissertation	Mandatory (60 credits)

Most of the teaching this year will take place on the Falmer campus, face to face. The professional modules are likely to be a blend of face to face and remote online teaching. All modules are subject to change and your course administrator will keep you updated throughout the academic year.

Please note, dates are subject to change. To View a complete list of the modules available and the dates they are scheduled to run please visit: https://www.bsms.ac.uk/postgraduate/single-modules/index.aspx

Modules			
Module Code	Module Title	Date	Module Lead
MDM164	Dissertation	Dissertation Day 5th October 2023 11th December 2023 22nd February 2024 22nd May 2024	Dr Ceri Butler
Professional Modules			
MDM10	Research Methods and Critical Appraisal	(Occ A) 16-20 October 2023 (Occ B) 13-17 November 2023 (Occ C) 22-26 January 2024 (Occ D) 8-12 April 2024 (Occ E) 13-17 May 2024	Dr Ceri Butler
MDM110	Leadership and Change Management in Clinical Services	(Occ A) 2-3 and 23-24 November 2023 (Occ B) 7-8 March and 4-5 April 2024 (Occ C) 4-5 July and 25-26 July	Dr Gaurish Chawla
MDM122	Communication, Learning & Teaching in Health & Social Care	(Occ A) 9-11 and 30-31 October 2023 (Occ B) 8-10 and 29-30 January 2024 (Occ C) 22-24 April and 13-14 May 2024	Dr Trevor Austin
Please note that full time students should study MDM10A or MDM10B in semester one.			
Clinical Modules			
MDM158	Acute & Emergency Paediatrics	15-19 April 2024	Dr Ellie Glenday

MDM159	Management of Long-Term Conditions in Children	30 October – 3 November 2023 17 January 2024 Poster Presentation	Dr Tom Ruffles
MDM160	Developmental Paediatrics	22-26 January 2024 13 or 14 March 2024 role play assessment	Dr Paul Wright

Part time students are recommended to attend 60 credits of taught modules per academic year commencing with the clinical modules (MDM158, MDM159 and MDM160) in year one, the professional development modules (MDM10, MDM122 and MDM110) in year two and the dissertation in year three (MDM164).

Full time students must complete all modules in one academic year.

As high levels of critical analysis of original research are required throughout the course of study, students are encouraged to undertake the Research Methods & Critical Appraisal early on in their studies. This module provides both consideration of the appropriateness and the quality of the research designs used in primary and secondary research articles.

Please note MDM10 and MDM110 modules are available to students on many of our MSc courses so these run multiple times per year. However, places may be limited to a particular occurrence in order to accommodate student numbers so you may not always be allocated your first choice of dates. Your administrator will confirm which occurrence you have been allocated after you submit your online module registration. We will run through module registration at our online Induction Day on Monday 19 September 2023 so we may answer any questions you have.

The University reserves the right to cancel modules for any reason it deems sufficient and to alter programmes without notice. In the event of such cancellations, the full fee will normally be refunded.

If you have any queries about module dates or module choices, please do not hesitate to contact the Programme Administrator for further information (details are on the front of the handbook).

Module Descriptions

MDM158 Acute and Emergency Paediatrics

This module aims to equip students with an advanced level of clinical knowledge blended within the organisational/service delivery context of acute paediatric care.

The aim of the module is to:

1. Encourage students to consider and apply multi-professional working
2. Deliver a blend of clinical material with that of service delivery

3. Include elements of child safety and protection in the context of Acute & Emergency Paediatric Care.

On successful completion of this module, students should be able to:

1. Demonstrate a comprehensive knowledge of why children die in the UK
2. Critically evaluate the assessment and management of life-threatening emergencies
3. Apply knowledge and skills to design an appropriate management plan for an acute paediatric issue
4. Demonstrate systematic understanding of different models of care in acute paediatrics
5. Articulate awareness of the complex and unpredictable issues involved in the provision of high dependency paediatric care
6. Present in-depth working knowledge of the issues involved in patient safety and human factors.

MDM159 Management of Long-Term Conditions in Children

This module aims to enable students to understand multi-disciplinary approaches to managing long term conditions in children. The students will develop insight into evidence-based practice, in the clinical, social and psychological aspects of management involved in these conditions. This module is clinically focused and non-disease specific. The student will develop a critical understanding of the research, policies and practice relating to long term conditions in various organisational contexts. The module provides opportunities to network with professionals from different disciplines and share best practice.

This module is aimed at junior paediatricians and other health care professionals who are planning to work with children with long term conditions, or are working with these children but would like to enhance their knowledge.

The aim of the module is to:

1. Enhance understanding of the multi-disciplinary approaches to managing long term conditions in children
2. Develop knowledge and skills in the different aspects of long-term care like accountability, communication skills, record keeping and promotion of dignity and health
3. Analyse current thinking in long-term conditions management and discuss the difficulties faced by the children and their families living with long-term health conditions.

On successful completion of this module, students should be able to:

1. Demonstrate a comprehensive knowledge of the pathophysiology of long-term conditions which affect children
2. Systematically describe and critically evaluate the principles of management of long-term conditions in children
3. Reflect on the role of multidisciplinary teams in managing children with long term conditions
4. Apply knowledge to develop a case study and appropriate management plan for a child with a specific long-term condition

5. Demonstrate an awareness of the psycho-social impact of long-term conditions on children and their families
6. Prepare a poster presentation of a case study, creatively and to a standard appropriate for conferences.

MDM160 Developmental Paediatrics

The module aims to cover aspects of developmental and community paediatrics that are important to clinical care but are often not addressed by traditional teaching. The module also aims to cover safeguarding comprehensively. It is envisaged that uniquely, the module emphasises the importance of service design so students are equipped to contribute to transformational change in their working environment.

The aim of this module is to enhance students' understanding of developmental paediatric conditions and safeguarding, whilst developing their understanding of integrated service design and delivery.

The aim of the module is to:

1. Enhance students' knowledge and clinical approaches to critical areas such as safeguarding, vulnerable children, child public health, and sleep
2. Enable students to develop practical skills in how paediatric and child health professionals can organise clinics and their working day, whilst maintaining their own wellbeing.

On successful completion of this module, students should be able to:

1. Demonstrate a systematic understanding of a condition frequently managed by developmental and community health care professionals and critically evaluate current approaches to management
2. Design an appropriate management pathway for children with a clinical condition frequently seen by developmental and community health care professionals
3. Apply specialised, professional problem-solving skills to complex and sensitive cases
4. Demonstrate a comprehensive understanding of safeguarding and recognise indicators for child abuse and neglect
5. Recognise and reflect on own role and responsibilities and those of others in safeguarding and promoting the welfare of children
6. Apply comprehensive understanding and professional skills related to developmental paediatrics to manage a case.

MDM10 Research Methods and Critical Appraisal

The module will be a blended delivery of live scheduled sessions (via Teams) and asynchronous delivery via My Studies. Student contact hours remain the same as outlined in the module specification.

A mixture of lecture, moderated discussion and 1-1 tutorial teaching methods will be used. The balance of scheduled and independent study will not change. Scheduled learning and teaching will be approximately 90% online.

'L&T' methods will comprise of a mix of live/synchronous and asynchronous staff-facilitated or staff-delivered materials via My Studies, as well as synchronous and asynchronous student interaction. Tutorials will be face to face or via MS Teams as appropriate to individual need.

The module aims to provide students with an understanding of how to use evidence in their specialist area. It aims to provide students with an understanding of research methods in health and social care and the ability to relate appropriate methods to research questions. Students will be equipped to search and critically review the literature, to develop and justify a research proposal, and to anticipate potential ethical issues in their research proposal.

On successful completion of the well-established module, students should be able to:

1. Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations.
2. Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject.
3. Produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area.
4. Critically appraise a variety of research papers across a range of study designs.
5. Carry out an appropriate, rigorous review of the literature.
6. Be aware of ethical and governance issues in research.

MDM110 Leadership and Change Management in Clinical Services

The module will be delivered using a combination of synchronous, i.e. live scheduled sessions (via Microsoft Teams) and asynchronous delivery of course content via My Studies. Utilising this blended learning approach, the academic engagement hours as set out in the module specification have not changed.

The content remains unaltered and has been further enhanced to include recent policy changes and Leadership challenges.

Students will access learning through My Studies (the University Virtual Learning Environment). Facilitated discussions will be scheduled via MS Teams as per timetable in the module handbook. Tutorials will be via MS Teams or over the phone as appropriate to individual need.

This module aims to provide an overarching understanding of the organisational context for change in health & care service settings to enable managers, practitioners and professionals to contribute more effectively to leading and improving the design of service models and new organisational bodies, and to the delivery, cost effectiveness and outcomes of services.

On successful completion of the module, students should be able to:

1. A systematic and critical understanding of public service reform theory, policy and current context.
2. A critical awareness of, and ability to think reflectively about, how to initiate, lead and manage changing and improving services, with an emphasis on using research to inform change goals and drive up outcomes.
3. The ability to critically appraise different service delivery and management models from independent and public sector settings, understanding complexity theory, whole system leadership, and evaluation and selection of different approaches to the change process in health & care settings.
4. A critical awareness of strategic planning, market development and financial management, in order to communicate vision and define key priorities.
5. A deep critical understanding of the theory and practice of leadership.
6. A critical awareness of, and ability to think reflectively on, the principles, objectives and effectiveness of governance, and how accountability supports the delivery of quality services.
7. An ability to assimilate, synthesise and critically appraise relevant aspects of leadership for service transformation, and present these both orally and in written form to different audiences.

MDM122 Communication, Learning and Teaching in Health and Social Care

The module will be a blended delivery of face to face sessions, and live remote sessions delivered via Teams.

Learning and teaching methods will comprise of a mix of live /synchronous and without real time/ asynchronous staff-facilitated or staff delivered materials via My Studies as follows:

Students will access learning through My Studies (the University VLE). Tutorials will be face to face or via MS Teams as appropriate to individual need.

This module aims to facilitate student development as communicators and educators, promoting the development of knowledge, skills, attitudes and practices of a competent clinical practitioner.

On successful completion of the module, students should be able to:

1. Identify and comprehend the similarities and differences between patient- and learner-centred values in practice
2. Understand the factors which may enhance or impede effective communication between professionals and patients/clients
3. Critically reflect on different communication and learning styles and skills
4. Critically evaluate different theories of learning and relate these to their own philosophy of learning
5. Critically appraise a range of teaching interventions
6. Plan and design appropriate communication and learning interventions for patients/clients or learners under their supervision

7. Critically analyse the nature of multi-professional and inter-professional communication and learning
8. Critically evaluate their own performance as communicators and supporters of learners
9. Identify their personal teaching and learning styles and developmental needs as a teacher and communicator.

The Dissertation

It is important to start thinking about your dissertation early on in the course:

Full-time students should take the 'Research Methods and Critical Appraisal' module at the start of their course (semester 1) as this is a necessary foundation for the dissertation. Full time students should submit a dissertation proposal by the end of semester 1 or (if agreed with supervisors) at the beginning of semester 2.

Part-time students should take the 'Research Methods and Critical Appraisal' module in year two as this is necessary preparation for the dissertation. Part-time students should submit their dissertation proposal in semester 1 of year 3.

On successful completion the MDM164 Dissertation Module, you will be able to demonstrate:

1. Clear aims appropriate to a master's level dissertation and to their professional situation
2. High levels of autonomy and responsibility in planning and executing research
3. The ability to present and justify a well-structured research question, at the forefront of their specialty
4. Extensive knowledge of and justification for the appropriate choice of methodology
5. Comprehensive understanding of, justification for, and application of the methods relevant to the chosen methodology
6. Evaluation and management of confounding, bias, chance and measures of association (quantitative study)
7. Issues of truthfulness and verifiability (qualitative study)
8. The ability to analyse critically and interpret the results and findings of their study in the context of existing literature
9. Critical awareness of the limitations of the study and the impact of these on the results
10. Appropriate knowledge of, and conformity with ethical and governance requirements both in planning and execution of the study
11. A depth of knowledge in the field of study appropriate for masters level
12. Critical evaluation of the implications of their research for future practice and research
13. Awareness of current problems and/or new insights at the forefront of their academic

Once you have registered for the dissertation module you will be invited to attend a dissertation day, these run four times per year.

You will be able to choose a dissertation that is relevant to your professional interests and practice but will need to focus on issues relating to public health. Your choice of topic must be discussed with the Course Leader and then agreed by the DME dissertation Panel after a formal submission of your proposal to the Panel. Once your dissertation has been agreed, you will be assigned a dissertation supervisor. Other regulatory requirements can be found in the dissertation handbook

Dissertation Preparation and Submission

The dissertation is for students studying the MSc award and requires a rigorous piece of personal and independent research consisting of a maximum of 12,000 words. In order to be able to progress to the dissertation level you must first have your proposal accepted by the Dissertation Panel. **Please note, you will be unable to progress to the dissertation if you have accrued more than 60 credits of referral.**

There are four key steps to ensure that your dissertation is developed in a timely fashion:

1) At the start of the year, you will meet with the Course Lead and Tutor to discuss your interests for your dissertation. The course team will assign you appropriate supervisors who will be able to guide you in your topic and research method of choice.
2) You will need to attend a dissertation day, organised by Dr Ceri Butler, Dissertation Module Lead. This is aimed at all postgraduate students who are undertaking Master's courses in BSMS. In addition, you are welcome to discuss ideas at any point with the course lead Dr Kamal Patel.

3) Once you have agreed on your specific research question with your supervisors, you will have to submit a dissertation form to the dissertation panel, which will need to approve your proposed research. Your supervisors should provide feedback on the form before it is submitted to the panel. Panel dates and deadlines can be found on My Studies under the MDM164 Dissertation module area.

4) Throughout the year that you are working on your dissertation, it is your responsibility to proactively engage with your supervisors, schedule regular meetings, draft a schedule and ask for feedback.

The final step is submission! In order to get useful feedback from your supervisors, we recommend that you aim to share with them a final draft of your dissertation one month before submission.

In Order to pass the MDM164 Dissertation module, students must pass both elements:

1) 12,000 Word Dissertation
2) Poster

If you have any process related queries regarding the submission of the proposal to the panel or attending dissertation workshops, you can contact Charlotte Hill at: c.hill@bsms.ac.uk

Assessment

It is important that you become familiar with the regulations for assessments which can be found in the Student Handbook and BSMS Postgraduate Taught General Regulations for Examination and

Assessment of Taught Courses. The University does not normally permit computer failure or workload as reasons for extension to hand-in dates. You risk delaying your progress on the course if extensions are taken. Failure to submit an assignment on the due date will result in a 'fail' result for the module. Work submitted within 2 weeks after the deadline for submission (late submissions) may be accepted for the consideration of the Area Examination Board. The mark for that component will then be capped at the minimum pass mark of 50%.

Extensions to submission dates are rarely given and only in *extraordinary* circumstances where evidence is provided and must be agreed in advance with the Course Leader.

Assessment of modules

Assessments are intended to ensure that you have achieved the learning outcomes for the modules that you have taken. The details of assessment for each module will be available in the individual module handbooks. It is usual for assignments to be relevant both to the module and to your own personal and professional development needs. Please see the table below for details of the grades awarded.

Percentage	Level
80% >	High Distinction
70%-79%	Distinction
60% - 69%	Merit
50% - 59%	Pass
40% - 49%	Fail / Refer
<40%	Fail

Assessment of dissertation

Two examiners will mark the dissertation independently and the overall marks obtained will be agreed by negotiation. They will consider the following as minimal requirements to obtain a Pass:

- The content reflects a clear paediatric issue
- The structure, organisation and presentation of the dissertation is logical
- The relevant methodology is used to address a clearly posed question
- Previous relevant literature on the topic is presented and is thorough
- The text is presented in mature academic language appropriate to Masters level
- The interpretation of information is accurate and the student's commentary reflects a clear understanding of the analysis, limitations and significance of data
- The text shows originality of thought and informed insight
- The dissertation includes students' comments on the evidence gathered and its impact on existing knowledge and practice

- The content is primarily the work of the student and accurately reflects the input of research collaborators and/or supervisors, where appropriate.

Anonymous Marking

Assessments will be marked anonymously wherever possible. The aim of anonymous marking is to give students greater assurance regarding the objectivity of BSMS assessment procedures. Anonymity in assessment will apply to all forms of taught postgraduate assessment other than those where there is a face-to-face assessment (e.g. presentations; oral examinations; practice-based assessments). Exemptions for anonymity in assessment may be given to other forms of assessments, where this is deemed appropriate. Please refer to individual module handbooks for further information.

Award Criteria

Postgraduate taught qualifications are awarded as pass, merit or distinction and the criteria for each are listed below.

Pass criteria

- Postgraduate Certificates: achievement of 60 credits
- Postgraduate Diplomas: achievement of 120 credits
- Master's Degrees: achievement of 180 credits

Merit criteria

Achievement of credits as listed above for pass criteria with a credit-weighted mean mark from all modules across the award of 60.00-69.99 and a mark of at least 60 in the dissertation element.

Distinction criteria

Achievement of credits as listed above for pass criteria with a credit-weighted mean mark from all modules across the award of at least 70 and a mark of at least 70 in the dissertation element.

For further details, please refer to the award section in the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Learning Support

Teaching Sites

All modules are taught at the University of Brighton and University of Sussex campuses at Falmer:

Maps and directions (brighton.ac.uk)

How to get here : About us : University of Sussex

Library and Computer Services

BSMS students have access to the University of Sussex Library as well as the University of Brighton Falmer Library, where key textbooks for the course will be held - here is the [BSMS Library Link](). You will be registered to use the Universities' computing facilities and receive a library card. A username and password will provide you with access to online resources to the University of Brighton – [My Studies](). To access Sussex Library online resources and certain reading list items follow instructions [here]().

BSMS librarians offer training on finding and retrieving information, literature searching, online referencing, and can purchase books for your specific research area where possible. For an induction to BSMS Library resources please see their [induction video](). Contact us via the email below if you have any issues with accessing online library resources. To make an appointment or for general enquiries, email BSMS Librarians at: [bsmslibrary@bsms.ac.uk]()

To find out how to develop a medical research question and conduct a literature search using BSMS databases see [Searching the Literature video]()

The BSMS library catalogue SABRE can be accessed via My Studies. See also Online Resources which link to databases and authoritative websites in the fields of medicine, pharmacy, nursing and other subject areas.

My Studies

My Studies is a key electronic source of learning materials from the course, including handouts, timetables and announcements. *It is imperative that you learn how to access and use this vital system of communication.* If you are unable to attend the My Studies training session on the **Induction Day** on **Tuesday 19th September** 2023 or feel that you would benefit from further instruction, then let your Course Leader know as soon as possible. My Studies will be the main method of communication for any changes to course location or timetable. Please check the site on a regular basis. Examples of assignments that achieved a distinction will be available for you to read on My Studies.

Writing Advisory Service

The Writing Advisory Service provides personalised feedback on your written work throughout the year. You'll be able to get comments from an experienced academic tutor on the organisation and clarity of your ideas, academic style and frequent language mistakes.
The idea is that you learn from your mistakes and through implementing the suggestions that the tutors give you.

How does it work?
Choose an assignment or piece of written work that you want advice about. It can be up to 5,000 words – so could be a section of your dissertation or a chapter of a PhD, or just a part of a piece of written work.

Email [WritingAdvisoryService@brighton.ac.uk]() and ask to be enrolled. Please provide your student ID number, university username, your school and course details.
We'll send you instructions on how to access and use the Writing Advisory Service.

Allow five to ten working days for us to review your work – the service can be very busy (working days are Monday-Friday, not including weekends or holidays).

Additional information: [Writing Advisory Service website](#)
Contact details: WritingAdvisoryService@brighton.ac.uk

Royal Literary Fund Fellows

Assistance with essay writing is available from Royal Literary Fund (RLF) fellows. These writers offer 1-2-1 writing support sessions on how to improve writing skills.

As part of the Royal Literary Fund's Fellowship Scheme, Sussex hosts three professional writers who offer one-to-one tutorials during term-time with any member of the university who wishes to improve their writing skills. Our 2023/24 RLF Fellows are Alison McLeod and Nikki Sheehan.

The RLF Fellows can help with any aspect of the writing process, from planning to drafting, constructing an argument and editing. They are able to comment on the writing style of work in progress, allowing students to improve their work before submission.

To book an appointment with an RLF fellow, [please visit the University of Sussex Skills Hub](#) page. Alternatively, the [Royal Literary Fund website](#) offers useful information and resources on essay writing.

Additional information [University of Sussex - The Royal Literary Fund (rlf.org.uk)](#)

Please note: *If English is not your first language, specialist one-to-one tutorials are available from English Language for Academic Study (ELAS) detailed below.*

English Language for Academic Studies

The English Language for Academic study service is designed to help students improve their academic English and their understanding of British academic culture. They offer free workshops, 'time to write' sessions and one-to-one tutorials throughout the academic year to students whose first language is not English. These are available to international/overseas students studying for a degree at the University of Sussex or BSMS.
Additional information [English Language for Academic Study website](#)
Contact details: elas@sussex.ac.uk

Personal Tutors

The Course Lead, and deputy, will be your Personal Tutor for the course duration. Individual Module Leaders are also there to support your progress through their modules.

The Course Leader will be available for group (or personal) tutorials with you. These are held to explore your experience of the course and to support you through any decisions and difficulties that affect your progress through the course.

To arrange a tutorial, contact the module lead, Kamal Patel k.patel@bsms.ac.uk or the course co-ordinator Skye Madgwick-Miller MScPaediatrics@bsms.ac.uk

Student Group and Peer Support

In the Professional modules you will be studying alongside students from a diversity of backgrounds. This will provide rich basis for academic discussion, broadening perspectives and the application in a wider arena. Experience of other PG courses run in the BSMS has shown that professional culture barriers are broken down very rapidly with mutual respect for differing topic expertise and approaches to care.

Some students opt to share email addresses to have discussions and arrange social events. Of course, this becomes even easier if you use My Studies, which is the main system of electronic communication that this course uses. If you have websites for articles that you would wish to share with the rest of the group then these can be added to this system.

As with all postgraduate study, the taught sessions are guides to the topic area and should be built upon to achieve the full learning outcomes. There is usually about 35 hours of contact teaching, but, in addition, you are expected to complete another 165 hours of self-directed study (which includes assignment preparation) per module. The emphasis at M level is on independent learning. Secondly, this is the time when you should contribute to the in-session discussions in a way that helps yourself and other students to progress. We usually find that this effort is repaid when you come across a topic that is less known to you; you'll find that others can then help with your learning in a different stage of the course. This is a very positive aspect of multi-professional, multidisciplinary learning and teaching and its success is based on student involvement and participation.

Digital Accessibility

BSMS is committed to providing digital content that is accessible to all. For more information regarding accessibility support with digital materials, please see the following Help and Support guidance from IT Services

More detailed information about accessibility in My Studies is available here
https://www.bsms.ac.uk/about/accessibility.aspx

If you encounter an accessibility issue with electronic course materials, please report it to accessibility@bsms.ac.uk detailing the issue you have encountered and including a link to the relevant document or webpage. Your concern will be passed onto the relevant course team for response.

Specialist Support

Our disability and dyslexia team can help you if you have:

- Dyslexia

- Another specific learning difficulty, such as dyspraxia, dyscalculia, dysgraphia or attention deficit (hyperactivity) disorder
- A long-term mental health issue that is affecting your ability to study, such as depression, an anxiety disorder (panic disorder, OCD, PTSD, bi-polar disorder), schizophrenia and psychosis, drug and alcohol problems or an eating disorder
- A long-term illness such as diabetes, epilepsy, cystic fibrosis, cancer, HIV, chronic fatigue syndrome, irritable bowel syndrome or multiple sclerosis
- An autistic spectrum disorder
- A physical, mobility, visual or hearing impairment.
- Examinations and assessments

We can make special arrangements to help you take exams and assessments, including: giving you extra time to sit the exam; a separate room; exam papers in different formats; use of a computer; and a scribe or reader.

We believe that changes to exam and assessment methods should be allowed if you can achieve the required learning objectives but are prevented from demonstrating this under normal conditions by your disability or learning difficulty.

So that the disability and dyslexia team can make examination and assessment recommendations, please contact via email.

More detailed and additional information: https://www.brighton.ac.uk/brighton-students/your-student-life/my-wellbeing/disability-and-dyslexia/index.aspx

Contact details: disability@brighton.ac.uk

BSMS Support Resources

BSMS students have access to a vast amount of resources at both the University of Brighton and the University of Sussex. Below are support resources at provided by both universities.

Please note that any admissions/ Visa issues are dealt with solely by the University of Brighton. If you have any questions please contact Charlotte Hill (Senior Medical Education Coordinator) or your Course Coordinator.

Key Skills for University Learning

These short articles introduce some key skills and offer advice and guidance on how to make the most of your learning experience.

All my own work? Understanding and avoiding plagiarism at university

Communicating confidently in online classes

Developing a growth mindset

Effective group work strategies

Building Study and Digital Skills

There are lots of resources to help students to get familiar with university-level study and build their skills.

The University of Brighton curated playlists on LinkedIn learning and written articles on key topics - and you'll find specially selected learning resources for students to explore in the online library.

The University of Sussex provides the Skills Hub for practical help on academic English language skills, reading, research and study techniques Sussex offers workshops, tutorials and events. For more information and to book a place, - Skills Hub home: Skills Hub: University of Sussex

Referencing

Vancouver is Brighton and Sussex Medical School's adopted style of referencing. This system is the one most commonly used in other medical schools and medical journals. Vancouver offers simplicity, sympathy to the flow of language and facilitates accurate word counts which do not include citations. Harvard can be used if preferred and you will not be penalised for doing so, providing referencing is accurate, comprehensive and consistent.

To facilitate efficient and accurate referencing, the bibliographic software **Endnote** is provided on University PCs for students and staff. This allows the creation of bibliographies in Microsoft Word, the searching of bibliographic databases and the organisation of references in a searchable database. For guidance on Vancouver see the **BSMS Vancouver Style of Referencing Handout available** in the BSMS Postgraduate area on My Studies and click on the tab – Academic Support.

Plagiarism

BSMS takes plagiarism extremely seriously. It is a matter of academic integrity and probity. Plagiarism is the act of taking the work or ideas from another and passing it off as your own.

Work that you submit must be free from any form of plagiarism. This includes taking passages directly from a journal, book or the internet, copying work from another student on your course, another student who studied the module previously, or another person studying elsewhere, or ghost writing.

Plagiarism can also come in the form of self-plagiarism if you use your own old essays, reports of publications when writing a new one without referencing them properly. If you are using any of your

previous work when writing an assignment, you should reference it with the same level of care that you would any other source.

For those students registered with a professional regulatory body (or seeking to be in the future), such as the General Medical Council or Nursing and Midwifery Council, academic plagiarism can have significant professional consequences with regulatory bodies taking a very keen interest in cases where, for example, a doctor's probity is called in to question.
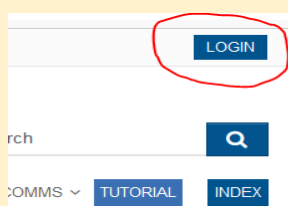
Further information about plagiarism and academic misconduct, and related penalties can be found in the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Additional resources on plagiarism, including resources on avoiding plagiarism, can be found on both on the University of Sussex Skills Hub page.

Additional resources on plagiarism, including resources on avoiding plagiarism, can be found at Cite them Right, which offers advice on the latest correct referencing and how to avoid plagiarism.

https://www.citethemrightonline.com/

To access the video, log in as Brighton University (institutional log-in) in the right corner at the top of the screen:

followed by your BSMS credentials

For a BSMS video on avoiding plagiarism and referencing see below:

https://brighton.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=49c401ac-75b9-4b2f-aa85-aec5007e4ade

The University of Brighton is registered with the JISC Plagiarism Detection Service (TurnitinUK). The Service complies with UK Data Protection Law.

BSMS reserves the right to use the TurnitinUK Plagiarism Detection Service and students' work submitted for assessment purposes will automatically be submitted to the Service for checking.

You will be able to view your Originality report prior to the final deadline for submission.

By clicking submit, a student declares their understanding that:

1. The work is original, of their own construction and not plagiarised from other sources;
2. Anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;
3. Failure to comply with above declaration may result in a referral or fail.

A Plagiarism Awareness Pack can be found under *Studies - BSMS Postgraduate Medicine - Academic Support on My Studies* and all students are advised to read this information and undertake the Plagiarism Quiz

Wellbeing and Student Support

BSMS has a student support team made up of Student Welfare Advisers (rather than SSGTs) and a Student Support Coordinator.

The team is available Monday to Friday 9am–5pm. Please contact the team via to book an appointment or if you need support with anything that is impacting your studies.

Contact details: studentsupport@bsms.ac.uk

The University of Brighton also offers support in the following areas;
- Residential Wellbeing
- Health
- Faith and spirituality
- Self-help resources
- Finances
- Disability and dyslexia
- LGBTQ+ support
- Pregnancy and parenthood
- Wellbeing services
- Disclose harassment, discrimination, violence or abuse

If you feel that an impairment, illness or specific learning difficulty is affecting your studies and your wellbeing, please speak to a support officer as soon as possible. You might be surprised by just how much we can do to help you.

Student Services

Opportunities and support to help you get the most out of your time at university.

Student Services is a central department that provide a range of services to support you through university and to help you get the most from the student experience. Our experienced and supportive staff offer advice on a range of issues, including:

- Advice about money worries and how to live on a budget.
- Support in finding jobs and volunteering opportunities.
- Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
- One to one support for students with worries or concerns in a safe, confidential space.

Fees

For fee enquiries please email   fees@brighton.ac.uk or telephone: 01273 642449.

Please note: if you receive a 'Fail' result for a module and are asked to re-take it with attendance you will be charged again for this module.

Information for International Students

Visas and immigration

The University of Brighton has International Student Advisers who can help you with advice on:

- Making a visa application to start a course at the university, and extending your visa to repeat a year or go on to further study
- Implications of intermitting, withdrawing and intercalating from a course, as well as taking re-sits or resubmitting assignments
- Visa routes for working in the UK after your studies
- Visa restrictions and conditions e.g. working hours, Police registration
- Schengen visas to travel within the EU.
- We also provide advice to EU and EEA nationals on:
- Making an application for settled or pre-settled status in the UK
- Rights of EU and EEA nationals once the UK has left the EU.

Additional information: [Visas and immigration (brighton.ac.uk)](brighton.ac.uk)

Contact details: visas@brighton.ac.uk

Support and guidance living in the UK

The University of Brighton has International Student Support Officers who can help you with:

- Practical advice about living in the UK eg local shopping and transport, opening a UK bank account, accessing healthcare
- Information about social activities on and off campus
- Support for homesickness and culture shock
- Advice on financial hardship
- Support through times of crisis.

Additional information: [Support for international students (brighton.ac.uk)](brighton.ac.uk)

Contact details: orientation@brighton.ac.uk , call us on 01273 642888

TIER 4 International Students (Points Based Immigration System)

Why does my attendance at university need to be monitored?

In line with the United Kingdom Border Agency (UKBA), the university is now responsible for sponsoring non-EU students for visa purposes by issuing you with a Certificate of Acceptance of Studies (CAS). We have additional responsibility for ensuring that you are fully engaged with your studies by monitoring your contact with the university.

Students are expected to comply with university policy and cooperate with staff in order to meet the requirements, including attending meetings on request or provide evidence as required. Any student studying at the university with a visa issued under Tier 4 of the Points Based Immigration System should note that engagement in their studies will be monitored and logged.
It is the student's responsibility to:

- Confirm contact details at enrolment and confirm or update the university with any changes during termly re-enrolment (confirmation of personal details). Student can update the university with any changes to contact details at any time via My Studies.
- Comply with the terms set out in the Student Contract by engaging appropriately with all learning activities, and with the additional requirements set out in this policy.

How will the Division of Medical Education monitor my attendance?
There will be a monthly review period each year from the start of the course until the completion of the course. Within each review period, a minimum of one formal engagement point (where there are expected engagements) will be monitored and logged.

Online engagement points
- Confirmation of personal details online (re-enrolment)
- Submission of formative or summative coursework via an online submission system (for example My Studies assignment tools, TurnItIn, ePortfolio, MapleTA)
- Online elective module selection

Other engagement points
- In-person enrolment
- In-person submission of coursework
- Examinations, test or other form of assessment
- Attendance at tutorial, seminar, clinic or lab
- Record of meeting with supervisor, personal tutor, Student Support Guidance Tutor (SSGT) or other relevant member of teaching or administrative staff
- Record of research training or research panel meeting
- Oral examination or viva
- Placement engagement
- Application for coursework extensions
- Submission of mitigating circumstances
- Authorisation of absence request
- Participation in an organised field trip

Students must seek authorisation from the Course Leader, appropriate School Office staff or Student Support Guidance Tutor for any unforeseen absence due to illness or other circumstances.
Any students with missed engagements or low attendance risk being withdrawn from the university.
In the case of students with Tier 4 visas, withdrawal from study would result in their visa being curtailed (cancelled) and the student would be required to leave the UK.
More information can be found in the BSMS International Students handbook.

Additional information: Support for international students (brighton.ac.uk)

Contact details: orientation@brighton.ac.uk , call us on 01273 642888

Please complete the following booking form if you would like to attend – [Booking Link form](#)

Contact details:
TBC:
Charlotte Hill: C.Hil@bsms.ac.uk

BSMS Postgraduate Taught Workshops

BSMS students have access to a vast amount of resources at both the University of Brighton and the University of Sussex. In addition, this BSMS-based series of workshops/discussion groups aims to help all postgraduate taught students, and in particular those who are not familiar with higher education in the UK, to get up to speed with the requirements of studying for a Master's degree at a UK university.

The workshop series is coordinated by Dr Sara Donetto (S.Donetto@bsms.ac.uk). Most sessions will be in person but some will be pre-recorded or online. Dates and times for these sessions are provisional at the time this handbook is issued and regular updates will be available on the relevant Teams group. Sara is also available for 1:1 appointments, which can be arranged via email.

All the following dates and times are provisional:

Date	Session	Format and location	Details
3rd October 2023 11am-1pm (2 hours)	A beginner's guide to not getting overwhelmed	In person Falmer campus	This session will offer key tips for managing the workload of postgraduate studies as effectively and healthily as possible. It will ensure you know how to access study skills resources (writing skills, referencing, etc) online and at the library. It will also enable networking and time for Q&A around processes and systems.
20th November 2023 4:30-5:30pm (1 hour)	Understanding the NHS	Pre-recorded video and online meeting	This is a session about the organisation of healthcare services. It includes a pre-recorded video on the NHS and an online meeting during which we will talk about the different organisation of healthcare services in different countries.
11th December 2023 12-1pm (1 hour)	Thinking about your dissertation early whether you are full-time or part-time – why it pays off	Same as dissertation day	This session is integrated in the 'dissertation day' and is aimed at ALL students, regardless of where they are in their thinking about their dissertation. We will look at some examples of dissertations from previous years and consider any timeline issues. Feel free to bring your lunch.

December 2023 (date tbc – 12-1pm)	Pre-holidays social event	In person Falmer campus	This will be an informal social event to get together before the 'holiday' break and decide the main focus of the next session.
16th January 2023

11am-1pm
(2 hours) | Your choice! | In person Falmer campus | This session will aim to address the needs you have collectively decided are most pressing at this time. |
| 2nd February 2023

12-1pm
(1 hour) | Study skills refresher – criticality: what is it and what does it look like? | Online | This online session will explore what it means to demonstrate criticality in our writing and address any specific questions on writing, referencing and source-checking problems encountered thus far. |
| 26th April 2023

11-1pm
(2 hours) | Submissions and outcomes – making the most of feedback | In person | In this fairly practical session we will talk about feedback and discuss ways to make the most of it and use it to improve future work.

Feel free to bring your own lunch |
| 24th May 2023

12-1pm
(1 hour) | Open Q&A session | In person | In this session we will try some collaborative ways to address questions about your studies. |
| 26th June 2023

11am-12pm | 'it's meant to be summer' social | In person | This is a short session to touch base while having a cup of hot/cold tea (depending on weather!) at the Checkland building. |

 A booking form will be sent to you prior to each session to estimate number of people attending.

Teaching Staff

Core Academic Staff	Contact Details	Role
Dr Kamal Patel	k.patel@bsms.ac.uk	MSc Paediatrics and Child Health Course Lead

Consultant Paediatrician (Critical & Emergency care) |
| Professor Somnath Mukhopadhyay | S.Mukhopadhyay@bsms.ac.uk | Chair of Paediatrics, BSMS

MSc Paediatrics and Child Health Course Principle

Consultant Paediatrician (Respiratory) |
| Dr Poothirikovil Venugopalan | pvenugopalan1@nhs.net | Deputy Course Lead for MSc Paediatrics and Child Health |

		Consultant Paediatrician (Special Interest in Cardiology)
Dr Tom Ruffles	t.ruffles@nhs.net	MDM159 Module Lead Consultant Paediatrician (Respiratory)
Dr Paul Wright	paulwright@nhs.net	MDM160 Module Lead Consultant Paediatrician in Neurodisability
Dr Eleanor Glenday	ellie.glenday@nhs.net	MDM158 Module Lead Paediatric Consultant (Special Interest in Epilepsy)
Dr Ceri Butler (PhD)	c.butler@bsms.ac.uk	MDM10 Module Lead Lecturer in Medical Education, BSMS
Breda Flaherty	B.Flaherty2@brighton.ac.uk	MDM110 Module Lead Principal Lecturer, BSMS
Dr Trevor Austin	T.Austin@bsms.ac.uk	MDM122 Module Lead Principal Lecturer, BSMS

We look forward to welcoming you to the course and hope you have an enjoyable and productive time at the University. Do not hesitate to contact:
Course Leader, Dr Kamal Patel k.patel@bsms.ac.uk
Course Coordinator, Skye Madgwick-Miller MScPaediatrics@bsms.ac.uk