

MDM158

Acute and Emergency Paediatrics

Module Handbook

Monday 15th April – Friday 19th April 2024



Title	Name	Email Address
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Introduction

The overall aim of this module is to equip students with an advanced level of understanding of challenging paediatric conditions and their organisational and service delivery contexts. This will include elements of state of the art, evidence-based clinical practice with aspects of service design. This module aims to be multi-professional, innovative and transformational whilst furthering knowledge in acute and emergency paediatrics.

Aims

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

It aims to:

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

Learning Outcomes

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

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

Module Structure and Timetable

MDM158 Acute and Emergency Paediatrics

We are fortunate to have a broad range of experienced multi-disciplinary team lecturers from throughout Surrey, Sussex and Hampshire covering a broad range of disciplines and specialties. They have each provided references and supporting materials to help broaden your understanding which will also be available through My Studies. The module lead, Dr Glenday and course lead Dr Patel will be available throughout the week to help ensure the program runs smoothly and to stimulate engagement.

Please note: the timetable is subject to change. For the most up to date version of the timetable and module handbook, please refer to the MDM158 module area on My Studies.

Day One – Monday 15 th April 2024		
Room: Watson Building, Room 329		
09:00 – 09:15	Welcome and module introduction	
09:30 – 11:00	Trauma in Paediatrics	Dr Helen Milne
11:00 – 11:30	Break	
11:30 – 12:30	Leadership in Paediatric A&E and Resus in DGH setting	Dr Helen Milne
12:30 -13:30	Lunch	
13:30 – 15:30	CAMHS: Young people’s mental health	Dr Lucy Allsopp
15:30 – 15:45	Break	
15:45 – 16:30	Respiratory conditions: Bronchiolitis journey	Dr Kamel Patel
16:30 – 17:00	Evaluation and Summary	

Day Two – Tuesday 16 th April 2024		
Room: Watson Building, Room 329		
09:00 – 09:30	Discussion about assignments	Dr Ellie Glenday & Dr Kamal Patel
09:30 – 11:00	QI: Jaundice project	Dr Oli Rahman
11:00 – 11:30	Break	
11:30 – 12:30	Challenges of PICU	Dr Andrea Cooper
12:30 -13:30	Lunch	
13:30 – 14:30	Leadership workshop with game	
14:30 – 15:00	Break	
15:00 – 16:00	Group work: Creating information resources for YP and their family Meningitis/status epilepticus/traumatic brain injury	Dr Ellie Glenday & Dr Kamal Patel
16:00 – 16:30	Evaluation and summary	

Day Three – Wednesday 17 th April 2024		
Room: Watson Building, Room 329		
09:00 – 10:30	Ethics and Law	Alison Taylor
10:30 – 11:00	Break	
11:00 – 12:00	Asthma and pre-school wheeze	Dr Helen Toop
12:00 – 13:00	Lunch	
13:00 – 14:30	Simulation & Debriefing (workshop)	Dr Ben Carter and Dr Ellie Glenday
14:30 – 15:00	Break	
15:00 – 16:00	Human Factors Workshop	Dr Ellie Glenday & Alison Taylor
16:00 – 16:30	Evaluation and Summary	

Day Four – Thursday 18 th April 2024		
Room: Watson Building, Room 329		
09:00 – 10:00	How to adapt Paediatric services with respect to resources (virtual talk)	Darran Martin
10:30 – 12:00	Patient Safety	Kellie Bryan
12:00 – 13:00	Lunch	
13:00 – 14:00	Workshop on holistic care: Group work on business cases for adapting acute paediatric services to deliver holistic care	Dr Ellie Glenday
14:00 – 15:30	Physiotherapy & practical uses of adjuncts like Optiflow, suction & NIV	Binita Shah
15:30 – 16:00	Evaluation and Summary	

Day Five – Friday 19 th April 2023		
Room: Watson Building, Room 329		
09:30 – 11:00	Practice development & career journey	Sadie Sullivan MSc
11:00 – 11:30	Break	
11:30 – 12:45	Multi-disciplinary workshop in Paediatrics and QI	Dr Julia Fozard
12:45 – 13:30	Lunch	
13:30 – 14:30	Conflict Management	Samantha Potter
14:30 – 15:00	Discussion about assignments	Dr Ellie Glenday
15:00 – 15:30	Break	
15:30 – 16:30	Group work: designing a QI project	Dr Ellie Glenday
16:30 – 17:00	Evaluation	

Teaching Staff

Name	Title
Dr Eleanor GLENDAY	MDM158 Acute & Emergency Paediatrics Module Lead Paediatric Consultant with special interest in epilepsy, Worthing Hospital, University Hospitals Sussex
Dr Kamal PATEL	MSc Paediatrics & Child Health Course Lead Paediatric Consultant, Royal Alexandra Children's Hospital, UHS
Kellie BRYAN	Head of Safety Investigations & Patient Safety Specialist
Dr Ben CARTER	Paediatric Registrar
Dr Andrea COOPER	Paediatric Intensive Care (PICU) consultant at Birmingham Children's Hospital
Dr Lucy ALLSOPP	CAMHS Consultant, Sussex Partnership NHS Foundation Trust
Dr Julia FOZARD	Consultant Paediatrician, Worthing hospital, University Hospitals Sussex
Darran MARTIN	PICU Nurse, Imperial. Paediatric Nursing co-chair – Major Trauma Network
Dr Helen MILNE	Consultant Emergency Medicine, Paediatric lead for Worthing
Dr Samantha POTTER	Clinical Fellow in PICU/Clinical Ethics and Law, Conflict Champion in South East England
Dr Oli RAHMAN	Paediatric Consultant, Royal Alexandra Children's Hospital, UHS
Dr Sadie Sullivan	Paediatric Practice Development Nurse, Worthing & Chichester hospitals, UHS
Binita Shah	Senior Paediatric Physiotherapist, Acute Paediatric Physiotherapy Service Lead, Worthing Hospital
Alison TAYLOR	Senior Lecture, Course Lead, BSMS Nursing Children
Dr Helen TOOP	Consultant Paediatrician (special interest in respiratory), Worthing Hospital

Module Regulations

Cancellation of module:

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.

Attendance:

It is expected that students will watch and attend 100% of the face to face teaching and/or pre-recorded and interactive sessions respectively. In the event that you are not able to attend for all or part of a module day please contact the Module Administrator in advance explaining the reason for your absence. Please note that you are required to attend for a minimum of 80% of the taught module sessions. If you are unable to meet this requirement you will not be able to take the assessment.

Teaching and Learning Strategies

Teaching methods include;

- Pre-recorded lectures
- Interactive live group online Microsoft Teams sessions
- Group Discussion
- Workshops
- Individual project work
- Self-directed learning
- Reflection
- Audio-visual and e-learning

Students will be expected to support their learning by the use and critical appraisal of primary sources of information such as peer-reviewed research articles and appropriate websites.

Course materials, including recorded lectures and reading lists will be [available on My Studies \(Student Central\)](#).

Study 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. Full information and details can be found in the induction handbook [Induction day - OneDrive \(sharepoint.com\)](#)

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.

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 MacLeod 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.

Additional information University of Sussex - [University of Sussex - The Royal Literary Fund \(rlf.org.uk\)](https://www.unsussex.ac.uk/academic-skills/academic-writing/royal-literary-fund)

Alternatively, the [Royal Literary Fund website](https://www.royalliteraryfund.org/) offers useful information and resources on essay writing.

Academic Skills for Students available at Sussex University

For practical help on academic English language skills, reading, research and study techniques, the University of Sussex offers workshops, tutorials and events. For more information and to book a place, [please visit the University of Sussex Skills Hub](https://www.unsussex.ac.uk/academic-skills/academic-writing) page.

Writing and Advisory Skills

The University of Brighton offers an online Writing Advisory Service that provides personalised feedback on 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.

Details and how to sign up can be found via the “your learning” section of the website - [Writing Advisory Service \(brighton.ac.uk\)](https://www.brighton.ac.uk/academic-skills/academic-writing/writing-advisory-service)

English Language for Academic Study

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: [Language and academic skills support : University of Sussex](#)

Contact: elas@sussex.ac.uk

Library 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.

To ensure you have access please log into Sussex Direct with your BSMS username and password. If this does not work, please apply for a Sussex password, which will enable access to online library resources at University of Sussex.

For further information and contact details of the IT service at the University of Sussex Please use this link to Sussex IT support [Get help from IT Services : Information and support : ... : ITS : University of Sussex](#) Link to Sussex IT Support

For any access issues contact BSMS librarians via bsmslibrary@bsms.ac.uk .

BSMS Library

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 further information please see the library [induction video](#). Please 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 Librarian Annemarie Frank on: bsmslibrary@bsms.ac.uk.

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 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.

BSMS Postgraduate Taught Workshops

There are a series of BSMS-based 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. For sessions that have already occurred, recordings or materials from them are available on MyStudies or can be requested from Dr Sara Donetto.

Date	Session	Format and location	Details
3 rd 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.

20 th 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.
11 th 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.
16 th 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.
2 nd 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.
26 th 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
24 th 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.
26 th 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.

Reading List

You will be expected to access the considerable stock of journals held by University and Hospital Libraries. You may also use the University Computer Centre to access information on the Internet. Reading for the assignment will be covered in specialist journals related to the students' fields of study as well as texts relating to research methods. Examples of key texts can be found under the Reading List section within the My Studies MDM158 module area. [MDM158 Acute and Emergency Paediatrics | University of Brighton \(talīs.com\)](#)

Module Assessment

The assessment comprises of two components:

Written Assignment

Up to 2,500 words – you are to present one to two cases with issues drawn from the module content. The first part of the assignment will focus on the clinical management of an acute paediatric issue, whilst the second will include a discussion of the organisation and provision of services within an acute paediatric situation (**75% weighting**). Essays are to be **submitted electronically via the Turnitin portal on My Studies**.

Video

You are to submit a 10-minute video where you will need to describe an advancement in acute paediatrics in the last 5 years which has changed your practice (**25% weighting**). Videos are to **submitted via the My Studies video portal on My Studies**.

The deadline for submitting both components is Friday 31st May 2024 by 4:30pm.

Anonymous Marking

The essay will be marked anonymously in line with University regulations which have been in place since academic year 2019/20. To ensure the robustness of this process, please do not include your name or student number anywhere in the document (including the file name). You should save your

work with the title MDM158. Turnitin identifies your submission with a submission ID (not by name or student number).

Essay

We ask that before starting any assignment you read and familiarise yourself with the marking criteria, which can be found on the following pages. All University of Brighton Written assessments are marked online against the criteria.

The total word count for the essay is up to 2,500 words and must not be exceeded. Work will be marked up to the specified word limit; any words beyond this limit will not be marked.

Tables and figures are not included in the main word count but should have a maximum of 500 words in total and words beyond this limit will not be marked.

Referencing, bibliography and appendices are not included in the word count.

Please show your word count on the front cover.

As above, please do not include your name or student number anywhere in the document (including the file name).

Presentation:

All assignments should

- Have a title page stating the **module name and code, title of assignment and word count** (to enable anonymous marking, please do not include your name or student number).
- Be typed, double spaced in black print no smaller than point 11.
- Have margins of 3cm on each side of the page.

Appendices:

One or two appendices may be submitted with the work to support or give detailed illustration of a particular model or framework. However, marks will not be awarded for these supplements.

References:

Vancouver is Brighton and Sussex Medical School's official standard 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.

To facilitate efficient and accurate referencing, the bibliographic software Endnote is provided on University of Brighton 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 styles see the [Cite Them Right](#) available in the BSMS Library area on My Studies.

Marking for Written Assignment

The following is an indicative framework for the assessment of the written assignment. Course participants will be given a percentage mark, but the University places great emphasis on individual written feedback, often supplemented by face-to-face discussion of the work with the course tutor. Assignments are internally moderated and a sample sent to the external examiner for quality assurance purposes. **Please note the pass mark for all modules is 50%.**

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
Learning Outcomes & Assessment Criteria	Most have not been met	One or more have not been met	All met	All met fully at a good or very good standard	Achieved to a high standard and many at an exceptionally high level	All achieved to an exceptionally high level
Understanding and Exploration	Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research	Limited understanding and/or exploration of major ideas with very little insight and/or minimal research	Sound understanding and exploration, some insight and/or appropriate research	Good to very good understanding and exploration, some insight and/or thorough research. Some capacity to undertake further research	In-depth understanding, exploration, insight and/or research	Exceptional display of understanding, exploration, insight and/or research

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
Accuracy & Potential for Publication	Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject	Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge	Some minor inaccuracies and/or misunderstandings – small but not significant errors	No significant inaccuracies, misunderstandings or errors	Potential for publication / exhibition and/or ability to undertake further research	Potential for publication / exhibition and/or ability to undertake further research
Adherence to Assessment Tasks	Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task	Insufficient attention paid to some of the assessment criteria and some significant deviations from the specifications for the assessment task	Some minor deviations from the specifications for the assessment task, including word limit where appropriate	The specifications for the assessment task, including word limit where appropriate, have been adhered to	All specifications for the assessment task, including word limit where appropriate, have been adhered to	All specifications for the assessment task, including word limit where appropriate, have been adhered to
Organisation, Structure and Presentation	The work is too descriptive, poorly structured and the standard of presentation, including any	The work is too descriptive, somewhat disorganised and unclear and the standard of	The work is suitably organised and the standard of presentation, including any subject-specific	The work is well organised, coherent and the standard of presentation including any subject-specific	The organisation, structure and standard of presentation of the work, including any subject-specific	The organisation, structure and standard of presentation of the work, including any subject-specific

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
	subject-specific conventions where appropriate, is inadequate	presentation, including any subject-specific conventions where appropriate, is inadequate	conventions where appropriate, is sound	conventions where appropriate, is good	conventions where appropriate, are excellent throughout	conventions where appropriate, are exemplary throughout
Communication to intended Audience	No evidence of effective communication of work	Very little evidence of effective communication of work	Little evidence of effective communication of work	Evidence of effective communication of work	Evidence of effective communication of work to specialist and non-specialist audiences	Evidence of effective communication of work to specialist and non-specialist audiences
Argument & Evidence	The work lacks supporting evidence or argument	Development of an argument is limited and often flawed	Ability to develop an argument but can lack fluency	Ability to present structured, clear and concise arguments	Convincing arguments that are likely to be at the limits of what may be expected at this level	Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level
Approach & Execution	The work has been approached and/or executed /	The work has been approached and/or executed /	The work has been approached and/or executed / performed in a	The work has been approached and/or executed / performed in a	The work has been approached and/or executed /	The work has been approached and/or executed /

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
	performed inadequately	performed inadequately	standard way with limited evidence of originality	comprehensive way with some degree of originality	performed in an original way	performed in an original way

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
Contextualisation, Research and Synthesis	<p>Failure to contextualise from sources</p> <p>Little or no evidence of analysis, synthesis, evaluation and critical appraisal</p>	<p>The context provided takes the form of description lacking any breadth, depth and accuracy</p> <p>Demonstrated limited ability to reach decisions and research appropriately</p> <p>Insufficient evidence of analysis, synthesis, evaluation and critical appraisal</p>	<p>Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking</p> <p>Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</p> <p>Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal</p>	<p>Appropriate contextualisation, including relevant theory / literature / artefacts / performance</p> <p>Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</p> <p>Evidence of high-quality analysis, synthesis, evaluation and critical appraisal</p>	<p>Insightful contextualisation, including relevant theory / literature / artefacts / performance</p> <p>Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</p> <p>Evidence of high to very high-quality analysis, synthesis, evaluation and critical appraisal</p>	<p>Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory / literature / artefacts / performance</p> <p>Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence</p>

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
						Evidence of very high-quality analysis, synthesis, evaluation and critical appraisal

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
Problem Solving and ability to address Complexity	<p>Little or no evidence of problem-solving skills</p> <p>Failure to address complex issues</p>	<p>Little evidence of problem-solving skills</p> <p>Barely addresses complex issues</p>	<p>Some evidence of problem-solving skills</p> <p>Some evidence of ability to address complex issues adequately</p>	<p>Good or at least competent problem-solving skills – suggests alternative approaches</p> <p>Ability to address complex issues competently – explores established knowledge</p>	<p>Excellent problem-solving skills – suggests alternative approaches</p> <p>Ability to address complex issues effectively – challenges established knowledge</p>	<p>Outstanding problem-solving skills – suggests alternative approaches</p> <p>Ability to address complex issues both systematically and creatively - challenges established knowledge</p>

Submission of Assignment

Assignment Deadline:

Please submit your assignments electronically to the Turnitin Assignment link on My Studies by the above deadline. The electronic submission box is closed at the deadline. It is strongly recommended that you submit your document a few days prior to the deadline in order to avoid any last-minute problems. Please make sure you read and follow the submission instructions contained in Appendix 1 – Essay Submission Instructions.

Please note that hard copies and submissions via email will not be accepted.

Late Submissions and Extensions

Extensions to submission dates are only given in exceptional circumstances where evidence is provided and must be agreed in advance with your course leader.

If you wish to apply for an extension to the submission of assignment dates, you should contact MScPaediatrics@bsms.ac.uk and the module leads.

Please see the below page for information about the type of extension you may need.

[Problems with your course \(brighton.ac.uk\)](#)

Results and Exam Board

Your provisional results will be available on My Studies on Tuesday 25th June 2024; results will need to be presented to our Examination Board on Thursday 18th July 2024 before being finalised.

Full details of the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR) can be found on the university web page.

If you receive a 'fail' result and are permitted to repeat the module (for which you may incur a charge with attendance) your result for this repeat will be capped at 50%.

Examples of Distinction Work – Publication Policy

Please note, if you receive a distinction mark for your assignment we may post the assignment on My Studies for future cohorts as an example of good work. If you do not wish to have work posted on My Studies please contact your Programme Administrator to opt out.

Plagiarism

BSMS takes plagiarism extremely seriously. It is a matter of academic integrity. 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 internet, copying work from another student on your course, a student who studied the module previously, a person studying elsewhere, or ghost writing.

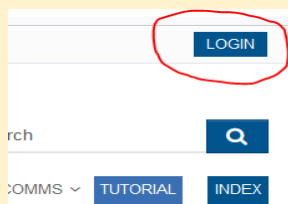
Plagiarism can also come in the form of self-plagiarism if you use your own old essays, reports or publications when writing a new one without referencing them properly. If you are using any of your previous work when writing an assignment, you should reference it with the same level of care that you 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 at Cite them Right, which offers advice on the latest correct referencing.

<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:

- The work is original, of their own construction and not plagiarised from other sources.
- Anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas.

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

Appendix

Essay Submission Instructions

About Turnitin

Turnitin is a Web-based service that can find and highlight matching or unoriginal text in a written assignment. Turnitin checks any papers submitted against its database of materials to look for matches or near matches in strings of text. Turnitin then generates an Originality Report. The Originality Report summarises and highlights matching text.

Assignment Submission Using Turnitin

Before you submit your assignment.....

- Don't forget it's always a good idea to keep a backup copy of all your work, whether you're submitting online or not.
- The front cover of your document **must include**: module code and title, assignment title and word count, please **do not** include your name or student number.
- Please name your file **MDM158**, Turnitin will recognise that the assignment belongs to you but to ensure anonymity the marker will not see any identifying information so please do not include your name/student number in the file name or the assignment itself.

- Turnitin accepts the following file types: PDF, Microsoft Word, WordPerfect, HTML, RTF, Open Office (ODT), Google Docs and plain text. Zip (compressed) files are not acceptable.
- Your file should not be larger than 40MB.
- Turnitin [portals] will not accept submission of multiple files; please submit just one file [per portal]. Any additional documents should be included as an appendix within your main file.
- To avoid any last-minute technical problems with submission, we strongly advise you to submit your assignment well before the deadline.
- You can submit your assignment multiple times up to the deadline. Your final submission before the deadline will be the one which is counted. We recommend that you take advantage of this to avoid any problems with last-minute submission!
- If you do have technical problems with submitting your assignment, try:
- Submitting in a different file format – we recommend PDF if you have problems with a different file type.
- Using a different internet browser – we recommend Firefox. In particular, students have in the past experienced problems with submitting using Safari.
- If neither of these solves the problem, please contact the University of Brighton IT Service Desk (ServiceDesk@brighton.ac.uk / 01273 64 4444) or the Programme Administrator.

Declaration:

By clicking submit, you confirm that you have read, understood and agreed the following declaration:

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

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