

## MDM158 Acute and Emergency Paediatrics



### Module Handbook

Monday 31<sup>st</sup> March – Friday 4<sup>th</sup> April 2025

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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 principal 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.

**The module will run across various rooms and buildings across the Falmer Campus. Please refer to the timetable for each day's venue. Here is a map of the campus to help guide you: [Map](#)**

Day one: Monday 31<sup>st</sup> March 2025

**Venue: Room B503, Checkland Building, Falmer Campus**

Session Time	Lecture	Speaker
09:00-09:15	Welcome and Module Introduction	
09:15-10:00	Respiratory conditions: Bronchiolitis Journey (Not Fully Confirmed)	Dr Kamal Patel
10:00-10:30	BREAK	
10:30-12:00	Child Health- JAR, CDRM	Dr Jamie Carter
12:00-13:00	LUNCH	
13:00-15:00	Young People's Mental Health & CAMHS	Dr Lucy Allsopp
15:00-15:30	BREAK	
15:30-16:30	Youth Work	Sean Older
16:30-17:00	Evaluation & Summary	

Day two: Tuesday 1<sup>st</sup> April 2025

**Venue: Room B213, Checkland Building, Falmer Campus**

Session Time	Lecture	Speaker
09:00-09:30	Discussion about assignments	Dr Ellie Glenday & Dr Kamal Patel
09:30-11:00	PICU- Presentation & Group Work	Darran Martin
11:00-11:30	BREAK	
11:30-12:30	Research in Acute Paediatrics	Darran Martin
12:30-13:30	LUNCH	
13:30-15:00	Research-based Simulation	Darran Martin
15:00-16:00	Status epilepticus/epilepsy cases	Dr Ellie Glenday & Dr Kamal Patel
16:00-16:30	Evaluation & Summary	

Day three: Wednesday 2<sup>nd</sup> April 2025

Venue: Room A500, Checkland Building, Falmer Campus

Session Time	Lecture	Speaker
09:00-09:30	Catch up with students	Dr Ellie Glenday & Dr Kamal Patel
09:30-10:30	Acute Asthma	Dr Kamal Patel
10:30-11:00	BREAK	
11:00-12:00	Leadership Workshop with Game	
12:00-13:00	LUNCH	
13:00-14:30	Group Work: Creating Information Resources for YP and their family- Meningitis/status epilepticus/traumatic brain injury	Dr Ellie Glenday & Dr Kamal Patel
14:30-15:00	BREAK	
15:00-16:30	Paediatric Physiotherapy with CASES	Dr Binita Shah

Day Four: Thursday 3<sup>rd</sup> April 2025

Venue: Room B503, Checkland Building, Falmer Campus

Session Time	Lecture	Speaker
09:00-09:30	Catch up with students +/- evaluation from Wed 2 <sup>nd</sup> April	Dr Kamal Patel & Dr Ellie Glenday
09:30-11:00	Ethics & Law in Paediatrics	Alison Taylor
11:00-11:30	BREAK	
11:30-13:00	Conflict Management (Possibly virtual)	Sam Potter
13:00-14:00	LUNCH	
14:00-15:30	Human Factors with Simulation	Dr Helen Milne
15:30-16:30	Presentation of Group Work (videos)	
16:00-16:30	Evaluation & Summary	

Day Five: Friday 4<sup>th</sup> April 2025

Venue: Room B503, Checkland Building, Falmer Campus

Session Time	Lecture	Speaker
09:00-09:30	Assignment discussion with students	Dr Kamal Patel & Dr Ellie Glenday
09:30-10:30	QI Workshop	Dr Oli Rahman
10:30-11:00	BREAK	
11:00-12:30	Simulation and Debriefing	Dr Ellie Glenday & Rizza Birao
12:30-13:30	LUNCH	
13:30-15:00	Practice Development & Career Journey	Sadie Sullivan
15:00-15:30	BREAK	
15:30-16:30	Patient Safety	Dr Ellie Glenday
16:30-17:00	Evaluation & Summary	

## Teaching Staff

Name	Title
Dr Eleanor GLENDAY	MDM158 Acute & Emergency Paediatrics Module Lead Paediatric Consultant with special interest in epilepsy, Worthing Hospital, UHS
Dr Kamal PATEL	MSc Paediatrics & Child Health Course Lead Paediatric Consultant, Royal Alexandra Children's Hospital, UHS
Dr Sam Potter	Consultant in Paediatric Intensive Care, Southampton Children's Hospital Conflict management champion for South East England
Dr Lucy ALLSOPP	CAMHS Consultant, Sussex Partnership NHS Foundation Trust
Dr Oli RAHMAN	Paediatric Consultant, Royal Alexandra Children's Hospital, UHS
Dr Sadie SULLIVAN	Paediatric Practice Development Nurse, Worthing & Chichester hospitals, UHS
Dr Binita SHAH	Senior Paediatric Physiotherapist, Acute Paediatric Physiotherapy Service Lead, Worthing Hospital, UHS
Darran MARTIN	Research Nurse, BSUH
Rizza BIRAO	Integrated Simulation Manager, Worthing Hospital, UHS
Sean Older	Youth Work Manager, Trust for Developing Communities and the Children's Emergency Department in the Royal Alexandra Children's Hospital

## Teaching and Learning Strategies

Teaching methods will encompass:

- 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
- “TED” talks

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

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. 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.

## Academic skills for students at University of Sussex

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](#) page.

## Writing and Advisory Skills

### **The 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](mailto:WritingAdvisoryService@brighton.ac.uk) and ask to be enrolled. Please provide your student ID number, university username, your school and course details.

**Additional information:** [Writing Advisory Service website](#)

### **Royal Literary Fund Fellows**

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 RLF Fellows are Tom Connolly, Nikki Sheehan and Tessa Boase.

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

**Additional information** [University of Sussex - The Royal Literary Fund \(rlf.org.uk\)](http://www.rlf.org.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 - 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 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 Librarians, Katie Street and Annemarie Frank on: [bsmslibrary@bsms.ac.uk](mailto: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.**

## 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.

## Module Assessment

The assessment comprises of two components:

1. **Essay Component** (up to 2,500 words) – you are to present two case issues drawn from the module content. One of these 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. The clinical section and service improvement/provision sections each account for half of the written assignment. These sections should be equally balanced in terms of content. **(75% weighting)**. Essays are to be **submitted electronically via the Turnitin portal on My Studies**.
2. **Video Component** – 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 Tuesday 3<sup>rd</sup> June 2025.**

## Anonymous Marking

This module assessment will be marked anonymously in line with university regulations for this academic year. 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 and title of assignment**. Turnitin identifies your submission with a submission ID (not by name or student number).

Anonymity in assessment will apply to all forms of taught postgraduate assessment other than those where there is a face-to-face (in person) assessment (e.g. presentations/ oral examinations/ practice-based assessment). Exemptions for anonymity in assessment may also be given to other forms of assessments, as deemed appropriate.

## Late Submissions and Extensions

Work submitted within 2 weeks after the deadline for submission (**late Submissions**) may be accepted for the consideration of the Area Examination Board. Late work may be marked and feedback provided to the student. The mark for that component will then be capped at the minimum pass mark of 50%.

If the work is submitted more than 2 weeks after the deadline for submission, it should not be accepted, and will be considered a non-submission, and a result of 0 N will be recorded. Please note that students who have already been referred and are resubmitting are **not** permitted to submit late.

**Extensions** to submission dates are only given in exceptional circumstances where evidence is provided and must be agreed in advance with your Course Leader and granted for a maximum period of one week.

If you wish to apply for an extension to the submission of assignment dates, you should contact [MScPaediatrics@bsms.ac.uk](mailto:MScPaediatrics@bsms.ac.uk) to obtain the relevant forms and consult your Student Handbook for guidance on the procedure.

A submission box for agreed extensions and late work will be available for a period of one to two weeks respectively after the final deadline.

## 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).

## Marking Grades for Assignment

The following schema is an indicative framework for the assessment of assignments. Course participants will be given a percentage mark, but the Division 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%.**

### WRITTEN MARKING CRITERIA

Indicative percentage mark University Standard	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
	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
Accuracy & Potential for Publication	Several significant inaccuracies and/or misunderstandings – minimal or no	Some significant inaccuracies and/or misunderstandings – gaps in	Some minor inaccuracies and/or misunderstandings	No significant inaccuracies,	Potential for publication / exhibition and/or	Potential for publication / exhibition and/or

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 knowledge and understanding of the subject	understanding and/or knowledge	– small but not significant errors	misunderstandings or errors	ability to undertake further research	ability to undertake further research
<b>Adherence to Assessment Tasks</b>	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
<b>Organisation, Structure and Presentation</b>	The work is too descriptive, poorly structured and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate	The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate	The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is sound	The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is good	The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are excellent throughout	The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout

Indicative percentage mark University Standard	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
<b>Communication to intended Audience</b>	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
<b>Argument &amp; Evidence</b>	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
<b>Approach &amp; Execution</b>	The work has been approached and/or executed / performed inadequately	The work has been approached and/or executed / performed inadequately	The work has been approached and/or executed / performed in a standard way with limited evidence of originality	The work has been approached and/or executed / performed in a comprehensive way with some degree of originality	The work has been approached and/or executed / performed in an original way	The work has been approached and/or executed / 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
<b>Contextualisation , Research and Synthesis</b>	<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> <p>Evidence of very high-quality analysis, synthesis, evaluation and critical appraisal</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
<b>Problem Solving and ability to address Complexity</b>	<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>

### VIDEO MARKING CRITERIA

	Content (60)				Presentation skills (40)			
<b>Video No</b>	<b>Essential or background information and context (20)</b>	<b>Current and Evidence-based information (20)</b>	<b>Understandable to scientifically minded group (10)</b>	<b>Points made provoke discussion and debate (10)</b>	<b>Information easy to follow, well-paced, speaks clearly. (10)</b>	<b>Presentation inspires interest &amp; able to convince/motivate (20)</b>	<b>Time limits (10)</b>	

<b>Fail &lt;40%</b>	≤7 Missing at least 50% of essential background	≤7 Descriptive, no evidence base included.	≤3 Does not convey information in a scientific way.	≤3 Minimal discussion or debate raised.	≤3 Presentation difficult to follow, poorly paced & lacking clarity.	≤7 Does not inspire interest or motivate to consider change	≤3 Does not keep to time: significantly long/short.	
<b>Fail/Refer 40-49%</b>	8-9 Missing some key background information	8-9 Evidence base is very limited/minimal	4 ≤/5 Some appropriate scientific language & conveyance.	4 ≤/5 Some good discussion points or debate engendered.	4 ≤/5 Some clarity of presentation &/or pacing of presentation.	8-9 Some ability to consider innovation demonstrated.	4 ≤/5 Some time-keeping issues (long or short)	
<b>Pass 50-59%</b>	10-12 Essential background covered, but some context missing	10-12 Evidence base discussed but areas of incomplete evidence not fully explored	5 ≤/6 Good use of appropriate scientific language	5 ≤/6 Good discussion points &/or debate elicited.	5 ≤/6 Good clarity of presentation, packing and presentation skills.	10-12 Good innovation demonstrated with some inspirational content.	5 ≤/6 Able to keep to time but could be more effective in what is delivered in the time-frame.	
<b>Merit 60-69%</b>	12-13 Essential background and context appropriately covered	12-13 Extensive evidence base including areas of incomplete evidence. High quality analysis and synthesis.	6 ≤/7 Extensive use of scientific language to convey meaning.	6 ≤/7 Good discussion points raised and debate provided.	6 ≤/7 Excellent presentation skills with clarity and good pacing of information.	12-13 Excellent innovation demonstration with good inspirational content.	6 ≤/7 Delivered within time-frame and utilises this time well.	
<b>Distinction 70-79%</b>	14-16 Insightful	14-16 Extensive	7 ≤/8 Excellent	7 ≤/8 Excellent	7 ≤/8 Extensive	14-16 Extensive innovation	7 ≤/8 Excellent delivery	

	background & context in depth with insight and some new information.	evidence base including areas of incomplete evidence. Very high quality analysis & synthesis	presentation which could be utilised in a scientific domain.	discussion points raised & debate given.	consideration made to presentation skills enabling excellent clarity & pacing.	demonstration with excellent inspirational &/or motivational content.	within time-frame using time extremely well.	
<b>High Distinction 80-100%</b>	≥17 Exceptional display of understanding	≥17 Exceptional display of evidence base and exploration	8-10 Exceptional presentation which could be utilised in a scientific domain.	8-10 Exceptional discussion points raised & debate elicited.	8-10 Exception presentation skills demonstrated.	>/= 17 Exceptionally motivating, inspiration talk demonstrating innovation.	8-10 Exceptional use of time-frame to deliver presentation.	

## Presentation for Assignments

### General

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.

### Word Count

**The word count 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.*** 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.

### 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.

## 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.

## Submission of Assignments

**Assignment Deadline: Tuesday 3<sup>rd</sup> June 2025 by 4.30pm**

Please submit your assignments **electronically** to the Turnitin Assignment link and the My Studies Assignment Link on My Studies by the above deadline. The electronic submission box is closed at the above-mentioned time. 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 submit just one document and make sure you read and follow the submission instructions contained in **Appendix 1 – Essay Submission Instructions**.

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

## Late Submissions and Extensions

Work submitted within 2 weeks after the deadline for submission (**late Submissions**) may be accepted for the consideration of the Area Examination Board. Late work may be marked and feedback provided to the student. The mark for that component will then be capped at the minimum pass mark of 50%.

If the work is submitted more than 2 weeks after the deadline for submission, it should not be accepted, and will be considered a non-submission, and a result of 0 N will be recorded. Please note that students who have already been referred and are resubmitting are **not** permitted to submit late.

**Extensions** to submission dates are only given in exceptional circumstances where evidence is provided and must be agreed in advance with your course leader and granted for a maximum period of one week.

If you wish to apply for an extension to the submission of assignment dates, you should contact programme administrator via [MScPaediatrics@bsms.ac.uk](mailto:MScPaediatrics@bsms.ac.uk) to obtain the relevant forms and consult your Student Handbook for guidance on the procedure.

A submission box for agreed extensions and late work will be available for a period of one to two weeks respectively after the final deadline.

## Results and Examination Board

Your provisional results will be available on My Studies on **Tuesday 1<sup>st</sup> July 2025**; results will need to be presented to our Examination Board on **Thursday 3<sup>rd</sup> July** 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 will 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 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 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 videos, 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:

- a) the work is original, of their own construction and not plagiarised from other sources;
- b) anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;
- c) 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 I – 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](mailto: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:

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

## How to submit your work to a Turnitin assignment link

For an up-to-date guide on how to use Turnitin, please [visit the University of Brighton eSubmission: Turnitin - Information about how to submit your work](#) library page with instructional videos.