MSc Internal Medicine

Course Handbook 2019-2020

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Introduction

The Postgraduate Certificate (PGCert), Diploma (PGDip) and Masters (MSc) in Internal Medicine 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 medical trainees interested in a career in Internal Medicine.

The course has been designed to take into account the professional and academic development of senior internal medicine specialists and to provide a rounded education which includes current advances in medical sciences and their application in clinical practice. This increased scientific awareness of pathophysiological processes will prepare Medical Trainees for advanced practice and senior clinical posts in the future.

You should by now have received both this course handbook and a PG student handbook. Please take the time to read them carefully as they will answer many of your current and future queries as well as providing ongoing information on assessments, referencing, student support and other topics that will prove useful throughout your course.

Aims and Objectives

The aims of the course are:

- To provide Medical Trainees with advanced education in order to equip them to be capable, informed and creative consultants of the future.
- To provide learning and insights into advanced professional practice in Medicine – many of which are not normally included in standard Medical Training.
- To prepare Medical Trainees to be research aware and research active.
Learning Outcomes

Knowledge and Theory

PG Certificate in Internal Medicine

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

1. Demonstrate an advanced understanding of “Intensive Medicine”, including both the pathophysiology of common conditions which result in severe life threatening illness, and the modern management of these problems, along with a systematic understanding of intensive care medicine and the pathophysiology underlying severe illness (MDM168).

2. Demonstrate an in depth advanced understanding of the principles of autoimmune processes and their application across various medical specialties in clinical practice (MDM166).

3. Demonstrate an advanced, in-depth awareness and understanding of infection and be able to provide appropriate solutions or actions to deal with those (MDM167).

4. Demonstrate an advanced knowledge of the emerging concept of “Frailty”, along with a comprehensive, contemporary understanding of how it is defined, measured and how it is used in research and clinical practice (MDM169).

5. Analyse and synthesise data from a wide variety of sources to inform evidence-based practice in Internal Medicine (all modules).

PG Diploma in Internal Medicine

Upon successful completion of the programme, in addition to the above, students should 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. Display an advanced level of understanding of communication and teaching in relation to patients and colleagues of all levels.

MSc in Internal Medicine:

Upon successful completion of the programme, in addition to the above, students will be able to

9. Identify a research question, plan, and conduct and report/publish a research project in their chosen area of Internal Medicine.
Alternative Exit Award: PG Certificate in Clinical Professional Studies (MDM10, MDM122 and MDM110):

Upon successful completion of this programme students should 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 that 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 should be able to:

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. Demonstrate capacity to apply enhanced scientific understanding to the contemporary practice of medicine.
Course Structure

PG Certificate students are required to undertake the three modules listed in the table below. The standard period of registration for the PGCert is 1 year and the maximum is 3 years.

PGDip students are required to undertake six modules listed in the table below. For full-time students, the standard period of registration for the PGDip is 1 year. The maximum period of registration for the PGDip for full-time or part-time students is 3 years.

MSc students are required to undertake three or four of the Clinical Modules, the Research Methods module plus one or both of the Leadership or the Communication Learning & Teaching Modules. In addition, students are required to undertake a dissertation comprising 12,000 words plus a poster. (See table below for further details). For full-time students the standard period of registration for the MSc is 1 year and the maximum 3 years. For part-time students the standard period of registration is a minimum of 3 years and a maximum of 5 years. **PLEASE BE AWARE OF WHEN YOUR PERIOD OF REGISTRATION EXPIRES BECAUSE WORK WILL NOT NORMALLY BE ACCEPTED BEYOND THIS.**

**Clinical Modules:**
- MDM166 Auto-Immunity
- MDM167 Infectious Diseases and HIV Medicine
- MDM168 Intensive Medicine
- MDM169 Frailty and Elderly Medicine

**Professional Modules:**
- MDM110 Leadership and Change Management in Clinical services
- MDM122 Communication, Learning & Teaching in Health & Social
- MDM10 Research Methods & Critical Appraisal

**Dissertation:**
- MDM164 Dissertation
### Postgraduate Certificate Internal Medicine (60 credits):

<table>
<thead>
<tr>
<th>Module</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three out of four of the following Core Clinical Modules:</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>MDM166 Auto-Immunity</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS/OR</strong></td>
<td></td>
</tr>
<tr>
<td>MDM167 Infectious Diseases and HIV Medicine</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS/OR</strong></td>
<td></td>
</tr>
<tr>
<td>MDM168 Intensive Medicine</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS/OR</strong></td>
<td></td>
</tr>
<tr>
<td>MDM169 Frailty and Elderly Medicine</td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>Two Clinical Modules and one of the Professional Modules (detailed above)</td>
<td></td>
</tr>
</tbody>
</table>

### Postgraduate Diploma Internal Medicine (180 credits)

<table>
<thead>
<tr>
<th>Module</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Three or four of the following Core Clinical Modules:</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>MDM166 Auto-Immunity</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS/OR</strong></td>
<td></td>
</tr>
<tr>
<td>MDM167 Infectious Diseases and HIV Medicine</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS/OR</strong></td>
<td></td>
</tr>
<tr>
<td>MDM168 Intensive Medicine</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS/OR</strong></td>
<td></td>
</tr>
<tr>
<td>MDM169 Frailty and Elderly Medicine</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS</strong></td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>MDM10 Research Methods &amp; Critical Appraisal</td>
<td></td>
</tr>
<tr>
<td><strong>PLUS at least ONE of the following Core Professional Modules:</strong></td>
<td></td>
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</tbody>
</table>
### Masters in Internal Medicine (180 credits)

<table>
<thead>
<tr>
<th>Module</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Three or four of the following Core Clinical Modules:</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>MDM166 Auto-Immunity</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>PLUS/ OR</td>
<td></td>
</tr>
<tr>
<td>MDM167 Infectious Diseases and HIV Medicine</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>PLUS/ OR</td>
<td></td>
</tr>
<tr>
<td>MDM168 Intensive Medicine</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>PLUS/ OR</td>
<td></td>
</tr>
<tr>
<td>MDM169 Frailty and Elderly Medicine</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
</tr>
<tr>
<td>MDM10 Research Methods &amp; Critical Appraisal</td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>PLUS at least ONE of the following Core Professional Modules:</td>
<td></td>
</tr>
<tr>
<td>MDM110 Leadership and Change Management in Clinical Services</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>PLUS/ OR</td>
<td></td>
</tr>
<tr>
<td>MDM122 Communication, Learning &amp; Teaching in Health &amp; Social Care</td>
<td>Optional (20 credits)</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
</tr>
<tr>
<td>MDM164 Dissertation</td>
<td>Mandatory (60 credits)</td>
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</tbody>
</table>

If a student has not gained credits in any of the Clinical Modules but has 60 credits of Professional Module credits then they can exit with the PG-Cert Clinical Professional Studies as outlined below.
PGCert Clinical Professional Studies (60 credits)

<table>
<thead>
<tr>
<th>Module</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDM110 Leadership and Change Management in Clinical Services <strong>PLUS</strong></td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>MDM122 Communication, Learning &amp; Teaching in Health &amp; Social Care <strong>PLUS</strong></td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>MDM10 Research Methods &amp; Critical Appraisal</td>
<td>Mandatory (20 credits)</td>
</tr>
</tbody>
</table>

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 module early on in their studies. This module provides consideration of both the appropriateness and the quality of research designs used in primary and secondary research.

In exceptional circumstances, changes to the PG Cert, PG Dip and MSc course routes may be agreed with the Course Leader to accommodate your individual educational and professional needs.

Timetable

Part time students are recommended to attend the MDM10 module and two of the Clinical modules in year one; their other chosen modules in year two; and complete their Dissertation in year three.

Full time students should aim to complete all modules in one academic year.

<table>
<thead>
<tr>
<th>Module Code/Title</th>
<th>2019/20 Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDM10 Research Methods and Critical Appraisal</td>
<td>20\textsuperscript{th} – 24\textsuperscript{th} Jan 2020 \newline 9\textsuperscript{th} – 13\textsuperscript{th} Mar 2020</td>
</tr>
<tr>
<td>MDM122 Communication, Learning and Teaching in Health &amp; Social Care</td>
<td>7\textsuperscript{th}, 8\textsuperscript{th}, 9\textsuperscript{th} Oct 2019 &amp; 4\textsuperscript{th}, 5\textsuperscript{th} Nov 2019, 11\textsuperscript{th}, 12\textsuperscript{th}, 13\textsuperscript{th} Nov 2019 &amp; 9\textsuperscript{th}, 10\textsuperscript{th} Dec 2019 \newline 3\textsuperscript{rd}, 4\textsuperscript{th}, 5\textsuperscript{th} Feb 2020 &amp; 5\textsuperscript{th}, 6\textsuperscript{th} Mar 2020 \newline 27\textsuperscript{th}, 28\textsuperscript{th}, 29\textsuperscript{th} April 2020 &amp; 11\textsuperscript{th}, 12\textsuperscript{th} May 2020</td>
</tr>
<tr>
<td>MDM110 Leadership and Change Management in Clinical Services</td>
<td>26\textsuperscript{th}, 27\textsuperscript{th} November 2019 &amp; 16\textsuperscript{th}–17\textsuperscript{th} December 2019</td>
</tr>
<tr>
<td>MDM166 Autoimmunity</td>
<td>16\textsuperscript{th} – 20\textsuperscript{th} March 2020</td>
</tr>
<tr>
<td>MDM169 Frailty and Elderly Medicine</td>
<td>28\textsuperscript{th} Oct – 1\textsuperscript{st} Nov 2019</td>
</tr>
<tr>
<td>MDM167 Infectious Disease and HIV</td>
<td>11\textsuperscript{th}–15\textsuperscript{th} May 2020</td>
</tr>
<tr>
<td>MDM168 Intensive Medicine</td>
<td>13\textsuperscript{th}–17\textsuperscript{th} Jan 2020</td>
</tr>
</tbody>
</table>
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**

**Autoimmunity (MDM166) - Clinical Module**

The module aims to achieve an advanced level of understanding of auto-immunity at a molecular level and apply this systematically to a wide variety of diseases across several medical specialties. It will explore the rationale underpinning different therapeutic strategies, including the use of biologic agents. The module will develop students’ critical reasoning to a high level through case analysis incorporating both individual student presentation and group problem solving.

The aim of the module is to provide students with in depth advanced understanding of the principles of autoimmune processes and their application across various medical specialties in clinical practice.

**Upon completion of the module students should be able to demonstrate their abilities to:**

- Apply a comprehensive understanding of autoimmune processes to the analysis of clinical manifestations of a range of medical conditions.
- Systemically apply advanced level understanding of the biologic basis of autoimmunity to clinical therapeutic interventions.
- Directly translate how insight into molecular processes determines patient outcomes.
- Develop cognitive skills in problem solving in relation to autoimmune processes and their application across various medical specialties in clinical practice.
Infectious Diseases and HIV (MDM167) - Clinical Module

This module aims to introduce students to Infectious Diseases and HIV Medicine, building on their previous learning and clinical experience. Pathology, diagnostic issues, and clinical practice, both in the West and resource-poor communities are included in the module.

The module content will include:

- Molecular epidemiology
- Cellular and physiological mechanisms in sepsis
- Effective use of modern diagnostic techniques
- Principles and practice of infection control
- Therapeutic interventions (medical and non-medical)
- Medical and psychosocial aspects of HIV Medicine

Upon completion of the module, students should have:

- An in-depth understanding of the global challenges presented by HIV and other infectious diseases in the 21st Century.
- An advanced appreciation of modern diagnostic techniques, including molecular methods, used in this domain.
- An appreciation of ‘new’ and emerging infectious diseases in the UK and more widely
- An advanced level of understanding of infection control and the rational use of anti-microbial therapy.
- An understanding of the pathophysiology of sepsis and the importance of infection in the context of immunosuppression.
- An appreciation of recent key advances in the management of HIV.
**Intensive Medicine (MDM168) - Clinical Module**

This module focuses on “Intensive Care Medicine”, exploring both the pathophysiology of common conditions which result in severe life threatening illness, and the modern management of these problems. The module will pay specific attention to what is different about treating illness in an Intensive Care setting and on the wards, and focus on ethical aspects of treatment. Simulation of various scenarios will explore the team-working, leadership and technical and organisational skills needed to work in an Intensive Care environment. This module aims to provide an advanced understanding of “intensive medicine”, including both the pathophysiology of common conditions which result in severe life threatening illness, and the modern management of these problems.

**The module content will include:**

- Scoring systems to assess disease severity in intensive care
- Models of service delivery
- Pathophysiological mechanisms in shock
- Search methodology in intensive medicine
- The ethics of intensive care
- Management of acute organ dysfunction
- Assessment and management of the failure of individual organ systems
- Identification of the additional treatments, and their possible benefit, for disease usually treated at ward level

**Upon completion of the module, students should have developed:**

- An advanced understanding of the pathophysiology of severe acute illness, and how this is altered and managed by the specific techniques available in the Intensive Care ward.
- An in-depth appreciation of the ways in which acute severe illness can be classified and its severity quantified, with a view to planning rational treatment strategies. Within this section an understanding of the benchmarking of Intensive Care and the pros and cons of this approach will be gained.
- An understanding of the complex ethical issues underpinning the delivery of intensive care medicine, with particular reference to providing treatment for the patient without capacity.
- An understanding of the management of multi-organ failure, and a systems based approach to the delivery of care in the intensive care and high dependency settings; including a logical stepwise approach to defining problems and prioritising treatments.
- An understanding of different models of delivering intensive care medicine, and the complementary roles of different healthcare professionals within a multidisciplinary team.
- An understanding of the challenges of delivering clinical research in the intensive care setting and establishing an evidence base for new therapeutic interventions.
Frailty and Elderly Medicine (MDM169) - Clinical Module

This module aims to introduce students to the emerging concept of “Frailty”, to give them a thorough, contemporary understanding of how it is defined, measured and how it is used in research and clinical practice. This module aims to introduce students to the emerging concept of “Frailty”, to give them a thorough, contemporary understanding of how it is defined, measured and how it is used in research and clinical practice.

The module content will include:

- Models of frailty and how it is conceptualised
- Assessments of frailty
- Clinical applications
- Clinical pathways and decision-making
- Therapeutic interventions (medical and non-medical)
- Research issues and priorities.

Upon completion of the module, students should have:

- An in-depth understanding of the strengths and limitations of different frailty models.
- An advanced appreciation of the emerging evidence-base for the use of frailty measures in clinical care and in research.
- An ability to appropriately incorporate their conceptualisation of, and measurement of, frailty into decision-making in clinical interventions.
- An advanced level of understanding of how to use “frailty” to inform clinical services and pathways.
- An understanding of interventions to modify and maximise frailty status in clinical care.
Research Methods and Critical Appraisal (MDM10) - Professional Module

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 this well-established module you will be able to:

- Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject.
- Produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area.
- Critically appraise a variety of research papers across a range of study designs.
- Carry out an appropriate, rigorous review of the literature.
- Be aware of ethical and governance issues in research.
- Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations.
**Communication, Learning and Teaching in Health and Social Care (MDM122) - Professional Modules**

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 this module, students should be able to:**

- Identify and comprehend the similarities and differences between patient- and learner-centred values in practice.
- Understand the factors which may enhance or impede effective communication between professionals and patients/clients.
- Critically reflect on different communication and learning styles and skills.
- Critically evaluate different theories of learning and relate these to their own philosophy of learning.
- Critically appraise a range of teaching interventions.
- Plan and design appropriate communication and learning interventions for patients/clients or learners under their supervision.
- Critically analyse the nature of multi-professional and inter-professional communication and learning.
- Critically evaluate their own performance as communicators and supporters of learners.
- Identify their personal teaching and learning styles and developmental needs as a teacher and communicator.
Leadership and Change Management in Clinical Services (MDM110)

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 this module, students should be able to demonstrate:

- A systematic and critical understanding of public service reform theory, policy and current context.
- 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.
- 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.
- A critical awareness of strategic planning, market development and financial management, in order to communicate vision and define key priorities.
- A deep critical understanding of the theory and practice of leadership.
- 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.
- 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.

The Dissertation

The Dissertation is for students studying for the MSc awards. In order to be able to progress to the Dissertation level you must first have the proposal agreed by the DME Postgraduate Medicine Dissertation Panel.

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

- Full-time MSc students should take the ‘Research Methods and Critical Appraisal’ module at the start of their course (semester 1) as this is necessary preparation for the dissertation. The dissertation proposal should be submitted by the end of semester 1.
Part time MSc students should also take the ‘Research Methods and Critical Appraisal’ module at the start of their course (semester 1). The dissertation proposal should be submitted by the end of their year 2 studies.

You are advised to attend a Dissertation Day prior to submitting your Dissertation proposal; these are scheduled a few times each year and dates can be found on the main Timetable.

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 Internal Medicine. Your choice of topic must be discussed with the Course Leader and then approved by the DME Dissertation Panel after a formal submission of your proposal to the Panel. Once your Dissertation has been approved you will be assigned a Dissertation Supervisor. Other regulatory requirements can be found in the dissertation handbook.

Please note that your dissertation submission must include the research poster. Although we accept that this is likely to be a draft for submission to a professional conference, you will not pass unless this is included as both components must be submitted and passed.

Study and academic writing skills

Some of you will have recently submitted academic essays and will be ready to do so again. Others may not be in this position and the following offer guidance to either review or prepare for your study techniques on this module.

Bourner T, Race P. How to win as a part-time student. 2nd ed. London: Kogan Page; 1995
Cottrell S. The study skills handbook. 5th ed. Basingstoke: Macmillan; 2019
Northledge A. The good study guide. 2nd ed. OU Press; 2005
Trzeciak J, Harlow SE. Study skills for academic writing: student’s handbook. Melbourne: Longman; 2000
Young P. The art and science of writing – a handbook for health science students. London: Chapman and Hall; 1996

In addition, there is support available to you to help you work on your study skills and essay writing within the Universities of Brighton and Sussex. In particular, you can access the two Royal Literary Fund Fellows or online support from the University of Sussex’s Skills Hub:
**Better writing with the RLF**
Two Royal Literary Fund (RLF) Fellows are available to help students improve their writing skills. One to one sessions can be booked via the Study Direct page:

For more information visit [www.sussex.ac.uk/library(guides/rlf](http://www.sussex.ac.uk/libraryguides/rlf)

Alternatively, students can visit the Royal Literary Fund website where there is lots of useful information on essay writing:

[http://www.rlf.org.uk/resources/writing-essays](http://www.rlf.org.uk/resources/writing-essays/)

**Academic skills for students at University of Sussex**
For practical help on academic English language skills, reading, research and study techniques. To find out more and book a place for workshops, tutorials and events click link below:
[http://www.sussex.ac.uk/skillshub/](http://www.sussex.ac.uk/skillshub/)

**Assessment**

It is important that you become familiar with the regulations for assessments which can be found in the Postgraduate Taught Examination and Assessment Regulations (PGTEAR). The University does not normally permit computer failure or workload as reasons for extension to hand-in dates. Failure to submit an assignment on the due date will result in a ‘fail’ result for the module. Retrieval of any failure is decided by a Course Exam Board. 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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>&gt;80%</td>
<td>High Distinction</td>
</tr>
<tr>
<td>&gt;70%</td>
<td>Distinction</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Pass</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Fail/Refer</td>
</tr>
<tr>
<td>&lt;40%</td>
<td>Fail</td>
</tr>
</tbody>
</table>
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 internal medicine 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 reviewed and is thorough
- The text is presented in academic language appropriate to Masters level
- The interpretation of information is accurate and the student’s commentary reflects a clear understanding of the analysis, significance and limitations of data
- The text shows originality of thought and insight
- The dissertation includes students’ original comments on the evidence gathered and its impact on existing knowledge and practice
- The content is primarily the work of the student and accurately acknowledges the input of research collaborators and/or supervisors, where appropriate.

Anonymous marking
From February 2020 all assessments will be marked anonymously where possible. The aim of anonymous marking is to give students greater assurance of BSMS assessment procedures’ objectivity. 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 be given to other forms of assessments, where 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

Library Services

BSMS librarian offer one to one training on electronic journals and databases, finding and retrieving information and resources, online referencing, and accessing online library resources. To make an appointment or for general enquires email Katie Street and Annemarie Frank: bsmslibrary@bsms.ac.uk

The library catalogue can be found in StudentCentral and links to databases and authoritative web sites in the fields of medicine, nursing and other subject areas both at the University of Brighton and University of Sussex.

https://studentcentral.brighton.ac.uk/webapps/blackboard/execute/modulepage/view?course_id=_61241_1&cmp_tab_id=_115606_1&mode=view

You will have access to the University of Brighton Library based at Falmer where key textbooks for the course will be held. You will registered to use the University’s computing facilities and receive a library card. A username and password will provide you with access to online resources via the University of Brighton Online Library and the University’s virtual learning environment – Studentcentral.

Use of Computers

The University provides an excellent service of access to personal computers (both PCs and Apple Macs) for registered students in dedicated computer pool rooms on most major sites, including Falmer, and which have extended opening hours (details on Studentcentral http://www.brighton.ac.uk/is/cms/index.php?option=com_content&task=section&id=11&Itemid=326). There are also computer ‘trouble shooters’ often available in the pool rooms.

Registration on the programme does not require you to own or access your own computer. However, if you are using your own computer, we offer the following pieces of advice which have arisen from student experience over the last few years.
1. If you are relying on access to your own computer at a particular time for completion or submission of an assignment or dissertation, ensure it is available and fully functioning with relevant access to the internet during the period you need it. All work needs to be submitted by a specific day/date/time via the relevant website on the internet; failure to be able to access the internet, upload and submit work by the appropriate time will result in a late submission or failure for non-submission.

2. There have been several cases where students have prepared material but have not adequately backed up and weeks of work have been lost. We strongly encourage you to back up fully and safely on a very regular basis.

3. Course material, advice and suggested links are always available on Studentcentral; you will need to familiarise yourself with it and use it fully as an aide.

Studentcentral 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 Studentcentral training session on the Induction Day on Thursday 12th September 2019 or feel that you would benefit from further instruction, then let your Course Leader know as soon as possible. Studentcentral 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 Studentcentral.

Personal Tutors

Your Course Leader or nominee will be your Personal Tutor for the course duration. Individual Module Leaders will support your progress through their modules. After discussion with your Course or Module Leader a sample section from a draft assignment (up to 1000 words) may be reviewed, no later than 28 days prior to the deadline, thereby allowing sufficient time for feedback.

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 please contact the Course Leader via the Programme Administrator.

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
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 Studentcentral, 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.

Useful Reading

A comprehensive reading list will be made available to you on Studentcentral.

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 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 see the **BSMS Vancouver Style of Referencing Handout** available in the **BSMS Postgraduate area** on **StudentCentral** 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 the Universities of Brighton and Sussex’s websites:

- [https://blogs.brighton.ac.uk/ask/avoiding-plagiarism/](https://blogs.brighton.ac.uk/ask/avoiding-plagiarism/)
- [http://www.sussex.ac.uk/skillshub/?id=386](http://www.sussex.ac.uk/skillshub/?id=386)

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 (see Appendix 1).

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.

**Student Services**

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

Student Services is a central department that provides a range of services to support you through university, and to help you get the most from your student experience. We’re separate from your school and are here to help with all kinds of academic and non-academic issues.

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

**Here for you, whatever the issue**

Below is an outline of some of the ways in which we can help you during your time here.

**Career development**

Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

[www.brighton.ac.uk/careers](http://www.brighton.ac.uk/careers)

**Chaplaincy**

There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

[www.brighton.ac.uk/studentlife/chaplaincy](http://www.brighton.ac.uk/studentlife/chaplaincy)

**Childcare**

With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

[www.brighton.ac.uk/childcare](http://www.brighton.ac.uk/childcare)

**Counselling**
Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don’t need to feel that you are all alone with your worries. Talk to one of our trained counsellors in a safe and confidential space.

www.brighton.ac.uk/studentlife/counselling

Disability and dyslexia support
If you’ve got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you’ll discover the wide range of academic and personal support available.

www.brighton.ac.uk/disability

Health and wellbeing
Looking after yourself whilst at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

www.brighton.ac.uk/studentlife/health

Student Advice Service
When it comes to your finances at university it pays to be money wise; so for expert advice on financial concerns, student funding eligibility or money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and home sickness.

www.brighton.ac.uk/moneymatters

Get in Touch
You can find further information about our services and answers to your student life queries at

www.brighton.ac.uk/studentlife

You can also access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

Eastbourne - Trevis Towers, Gaudick Road    T: 01273 643845
Falmer – E354, Checkland Building     T: 01273 643584
Grand Parade – Room 153, Level 1, main building    T: 01273 643187
Moulsecoomb - Manor House, Moulsecoomb Place    T: 01273 642895

We can also help answer your questions in confidence via email, at studentservices@brighton.ac.uk, or follow us on Twitter for the latest student life news via @brightonstudent –

www.twitter.com/brightonstudent

Our service leaflet with additional information can be found at:

http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc012712.pdf

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.

For further information regarding referrals and repeat regulations, refer to the Postgraduate Taught Examination and Assessment Regulations (PGTEAR) on Studentcentral.

### Information for International Students

**Monitoring Attendance of International Students (Points Based Immigration System)**

*Are you a non-EU student?*

If yes, please continue reading.

*Why does my attendance at university need to be monitored?*

The United Kingdom Border Agency (UKBA) has recently introduced a Points Based Immigration System for the UK. This means that 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.

*How will the Department of Medical Education monitor my attendance?*

Every month the Department of Medical Education, will hold an international student support day when we expect our international students to visit DME on the Falmer campus to sign a register. We will use these dates as an opportunity to check that you are progressing with your studies and to offer any assistance that you might need. We would strongly encourage you to make constructive use of these days, perhaps make use of our library facilities or pre-arrange a tutorial should you require one.

*What happens if I miss a contact?*

It is very important that you attend the above dates and attend relevant taught modules as agreed with your Course Leader. When necessary we may record an authorised absence, so for example, if you are too ill to attend campus, please notify the Programme Administrator for your course. If you fail to attend one of the above dates or your taught programme without providing a legitimate reason, we will record one missed contact. In the worst case scenario, if you miss a number of contacts and are clearly not ‘engaged’ with your study, we are obliged to report this to the appropriate UK Government agency which could affect your immigration status.

### Teaching Staff

Academic staff from Brighton and Sussex Medical School and other faculties in the Universities of Brighton and Sussex and Sussex Partnership NHS Foundation Trust are involved in the provision of teaching in a modular format, at Masters (M) level. Specialist teaching is provided by consultants, specialists and other clinical staff from Trusts and organisations in and around the region.
extensive contribution of expert practitioners to the teaching of the modules is a distinctive feature of courses at Brighton and Sussex Medical School.

**Core academic staff:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Email</th>
</tr>
</thead>
</table>
| Professor Kevin Davies      | medicineAnatomyDA@bsms.ac.uk  
Course Principal, Professor of Medicine, BSMS |
| Dr Ursula Davies            | Ursula.davies2@nhs.net  
Course Leader (MDM166), Consultant Physician and Rheumatologist, Surrey and Sussex Healthcare NHS Trust |
| Dr Bethany Davies           | B.Davies@bsms.ac.uk  
Module Leader (MDM167), Senior Lecturer (Honorary Consultant) in Infection (Global Health and Infection) |
| Dr Barbara Philips          | B.Philips@bsms.ac.uk  
Module Leader (MDM168), Consultant Developmental Paediatrician |
| Dr Juliet Wright            | Juliet.Wright6@nhs.net  
Module Leader (MDM169), Senior Lecturer/Honorary Consultant Elderly Medicine |
| Dr Tom Levett               | T.Levett@nhs.net  
Module Leader (MDM169), Senior Lecturer in Medicine and Frailty /Honorary Consultant Geriatrician (Clinical Medicine) |
| Trevor Welland              | T.Welland@bsms.ac.uk  
Dissertation Module Leader (MDM164), Lecturer, BSMS |
| Trevor Welland              | T.Welland@bsms.ac.uk  
Module Leader (MDM10), Lecturer in Medical Education (Research Methods), BSMS |
| Breda Flaherty              | B.Flaherty2@brighton.ac.uk  
Module Leader (MDM110, MDM111), Principal Lecturer, BSMS |
| Jackie Knight               | J.Knight@bsms.ac.uk  
Module Leader (MDM122), Teaching Fellow, BSMS |

**Any Questions**

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 your Course Leader, Dr Ursula Davies or the InternalMedicine@bsms.ac.uk, if you have any queries at all and we will endeavor to resolve any problems you may have.