

PAEDIATRICS AND CHILD HEALTH APPLICATION HANDBOOK



Courses:

Postgraduate Certificate Paediatrics and Child Health

Postgraduate Diploma Paediatrics and Child Health

Master of Science Paediatrics and Child Health

Course Leader:

Dr Kamal Patel

Programme Administrator:

Claire Martin

c.a.martin@brighton.ac.uk

01273 643917

Contents

Introduction	3
Aims and Learning Outcomes for the Course	3
Aims	3
Learning Outcomes	4
Entry Requirements	5
Course Structure	5
Postgraduate Certificate in Paediatrics and Child Health	6
Postgraduate Diploma in Paediatrics and Child Health	6
Master of Science in Paediatrics and Child Health	7
Module Descriptors	7
Developmental Paediatrics (MDM160)	7
Management of Long Term Conditions in Children (MDM159)	8
Acute and Emergency Paediatrics (MDM158)	9
Research Methods and Critical Appraisal (MDM10)	9
Communication, Learning and Teaching in Health and Social Care (MDM122)	10
Leadership and Change Management in Clinical Services (MDM110)	10
Dissertation (MDM164)	11
Timetable	12
Fees	12
Teaching Staff	12
Core academic staff:	12
Teaching and Learning Methods	13
Assessment	13
How to Apply	13

Introduction

We are delighted to offer this set of educational initiatives that are designed to be applicable to students with a wide range of background skills in Paediatrics & Child Health who require a detailed understanding of core research methodologies, critical evaluation, evidence-based approaches and the scientific basis of childhood disease.

The Postgraduate Certificate (PGCert), Diploma (PGDip) and the Masters (MSc) in Paediatrics and Child Health have been developed as part of the Clinical Specialties Programme within Brighton and Sussex Medical School. The courses are designed for part-time or full-time study to meet the educational development needs of healthcare professionals working with children and young people.

The academic standard is the same for each of the three awards (PGCert, PGDip and MSc) as they are all taught at Postgraduate (M) level. The difference lies in the number of modules taken and, for the MSc, the completion of a dissertation. Successful completion of the Certificate, Diploma and MSc require 60, 120 and 180 credits, respectively (one module is worth 20 credits). The course has been designed as a multidisciplinary module framework and it is intended that students will share their occupational experiences, thereby enhancing multidisciplinary working and in doing so promote successful inter-professional practice.

Aims and Learning Outcomes for the Course

Aims

This Course aims to provide advanced expert education for professionals in Paediatrics & Child Health. The goal is to train students to be high achieving consultants and clinical leaders of the future by providing a blend of clinical knowledge with learning in the three key professional domains of Research, Leadership and Communication & Learning, along with the development of publishing skills. A key feature of the Course is intended to be its multi-professional nature. This is considered essential for professional practice in Paediatrics & Child Health. The uniqueness of this course is its emphasis not only on the clinical aspects of paediatric care but also the provision of care which will be imbued within the clinical modules.

The specific aims of the course are:

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

Learning Outcomes

PG Cert:

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

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

PG Diploma:

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. Communicate effectively with patients and colleagues of all levels
9. Investigate and report on complex and sensitive issues pertinent to paediatrics and child health using literature searching and empirical research skills

MSc:

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

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

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

1. An ability to access and search different databases and sources of literature and data
2. The analysis and synthesis of data
3. The ability to use evidence appropriately to inform clinical practice
4. Professional writing and presentation skills
5. Advanced levels of communication in clinical and non-clinical settings
6. Developing and submitting research proposals
7. Negotiating research ethics and governance procedures
8. The ability to relate clinical knowledge and judgment to complex organisational settings and priorities
9. The ability to communicate and work effectively with colleagues from different disciplines

Entry Requirements

Applicants with a Medical degree should normally have 3-5 years' postgraduate experience. Applicants from other disciplines should have a corresponding level of training and experience in their field. Students are normally expected to be in clinical practice throughout the course.

Applications are welcomed from International students with appropriate qualifications and experience. Students for whom English is not a first language must demonstrate an acceptable standard of comprehension and communication in the English Language (IELTS: minimum overall score of 7.0 and 7.0 for the writing element).

Claims for the Recognition of Prior Learning (RPL) will be considered.

There will be an Induction Day on Thursday 12 September 2019 for all successful applicants and you are strongly recommended to attend.

Course Structure

PGCert students are required to undertake the three clinical content modules.

PGDip students are required to undertake the three clinical content modules and three professional content modules.

MSc students are required to undertake the three clinical content modules and three professional content modules. In addition students are required to undertake a 12,000 word dissertation / poster.

Please see table overleaf for details of modules required for each pathway.

Postgraduate Certificate in Paediatrics & Child Health (60 credits)

Three modules:	Status
MDM160 Developmental Paediatrics	Mandatory (20 credits)
PLUS	
MDM159 Management of Long Term Conditions in Children	Mandatory (20 credits)
PLUS	
MDM158 Acute & Emergency Paediatrics	Mandatory (20 credits)

Postgraduate Diploma in Paediatrics & Child Health (120 credits)

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

Master of Science in Paediatrics and Child Health

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

Module Descriptors

Developmental Paediatrics (MDM160)

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

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

It aims to:

- Enhance students' knowledge and clinical approaches to critical areas such as safeguarding, vulnerable children, child public health, and sleep

- Enable students to develop practical skills in how paediatric and child health professionals can organise clinics and their working day, whilst maintaining their own wellbeing.

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

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

Management of Long Term Conditions in Children (MDM159)

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

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

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

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

- Demonstrate a comprehensive knowledge of the pathophysiology of long term conditions which affect children
- Systematically describe and critically evaluate the principles of management of long term conditions in children
- Reflect on the role of multidisciplinary teams in managing children with long term conditions

- Apply knowledge to develop a case study and appropriate management plan for a child with a specific long term condition
- Demonstrate an awareness of the psycho-social impact of long term conditions on children and their families
- Prepare a poster presentation of a case study, creatively and to a standard appropriate for conferences.

Acute & Emergency Paediatrics (MDM158)

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, and include elements of child safety and protection in the context of Acute & Emergency Paediatric Care.

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.

Research Methods and Critical Appraisal (MDM10)

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 proposals.

On successful completion of this well-established module you will be able to:

- Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations
- 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.

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.

Communication, Learning and Teaching in Health and Social Care (MDM122)

This module aims to facilitate the development of practitioners 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.

MDM164 Dissertation

The dissertation is for the students studying for the MSc awards. You will be able to choose a dissertation topic that is relevant to your professional interests and practice but will need to focus on issues relating to paediatrics and child health. Your choice of topic must be discussed with the Course Leader and then agreed by the Division of Medical Education Dissertation Panel after a formal submission of your proposal to the Panel. Once your dissertation has been agreed, you will be assigned a dissertation supervisor.

Timetable

Provisional 2019/20 dates for Paediatrics modules are:

MDM159 Management of Long Term Conditions in Children:

18-22 November 2019 and Fri 17 January 2020 for poster presentation assessment

MDM160 Developmental Paediatrics:

20-24 January 2020 and Thu 14/Fri 15 May 2020 for role play assessment

MDM158 Acute and Emergency Paediatrics:

18-22 May 2020

Dates of professional development modules will be available from July 2019. Please contact the Programme Administrator for further information.

Fees

For fee information please contact: fees@brighton.ac.uk or visit the following link:

<http://www.brighton.ac.uk/studentlife/money/>

Teaching Staff

Academic staff from Brighton and Sussex Medical School and other faculties in the Universities of Brighton and Sussex 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. The 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:

Dr Kamal Patel	Course Leader, MSc Paediatrics and Child Health and Module Leader (MDM158), Consultant Paediatrician
Professor Somnath Mukhopadhyay	Course Principal, Chair of Paediatrics.
Dr Alok Gupta	Module Leader (MDM159), Consultant Paediatrician
Dr Anu Raykundalia	Module Leader (MDM160), Consultant Developmental Paediatrician
Dr Trevor Welland	Module Leader (MDM10 and MDM164), Principal Lecturer, BSMS
Breda Flaherty	Module Leader (MDM110), Principal Lecturer, BSMS
Dr Jackie Knight	Module Leader (MDM122), Principal Lecturer, BSMS

Teaching and Learning Methods

As with all Masters courses, there is a considerable degree of independent study. Teaching methods encompass lectures, whole group discussions, small group discussions, critical appraisal workshops and individual tutorials. Maintaining employment throughout the course ensures the transfer of knowledge and skills from the course into the workplace.

Assessment

Most modules require an in-depth evaluation of a topic chosen by the student and agreed with the module leader. It is normally a 3,000 word written assignment. Other methods of assessment include a poster presentation and an interactive role play.

How to Apply

Please apply online via the following link:

<http://www.bsms.ac.uk/postgraduate/taught-degrees/>

If you have any further questions please contact the Programme Administrator via the email address on the cover page.