Clinical Professional Studies
Course Handbook 2019-2020

Postgraduate Certificate (PGCert)
Clinical Professional Studies
University of Brighton Postgraduate Certificate

Course Leader
Jackie Knight
J.Knight@bsms.ac.uk

Programme Administrator
Isabelle Maeder
I.Maeder@bsms.ac.uk
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Introduction

The Postgraduate Certificate (PG Cert), in Professional Studies has been developed as part of the Clinical Specialties Programme within Brighton and Sussex Medical School which are jointly validated by the University of Brighton and the University of Sussex. The course is designed for part-time or full-time study to meet the educational needs of clinical professionals and trainees. It has taken into account the professional and academic development of senior specialists and to provide a rounded education which prepares them for advanced professional practice.

The course is designed to provide postgraduate education to meet the career development needs of health care professionals – in particular, Medical, Surgical, Psychiatry and GP trainees; Physicians Associates, Locally employed doctors, Speciality Associate doctors and other Health Care Professionals. To this effect, the programme offers education in the three core domains of Research, Leadership and Education, which are essential to enhance the professional development of medical and healthcare practitioners, to equip them to be effective senior practitioners in the future.

You should by now have received both this Course handbook and a 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 postgraduate education to meet the career development needs of health care professionals – in particular, Medical, Surgical, Psychiatry and GP trainees; Physicians Associates, Locally Employed doctors, Speciality doctors, Associate doctors and other Health Care Professionals. To this effect, the programme offers education in the three core domains of Research, Leadership and Education, which are essential to enhance the professional development of trainees and equip them to be effective senior practitioners in the future.

- It will be possible for students who complete this award to progress to appropriate clinical MSc programmes within the BSMS.

- This award may also provide an exit award for students who have completed these modules within the BSMS clinical MSc courses.

- In exceptional circumstances, students may substitute another module from the DME clinical portfolio in place of one of the existing core modules.
Learning Outcomes

Knowledge and Theory

**PG Certificate in Professional Studies**
This programme aims to equip practitioners with the following:

1. A comprehensive knowledge and appreciation of Research Methods & Critical Appraisal (MDM10);
2. A critical understanding of the organisational and policy context and the drivers for change to enable clinicians to contribute more effectively to improving the design, delivery, outcomes and cost effectiveness of services (MDM110);
3. 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 **PG Cert**, students will be able to demonstrate the following skills:

1. An ability to access and search different databases and sources of literature and data (All Modules);
2. The analysis and synthesis of data (All Modules);
3. Professional writing and presentation skills (All Modules);
4. Developing and submitting research proposals (MDM10);
5. Advanced levels of communications in clinical and non-clinical settings (MDM122);
6. The ability to relate leadership knowledge and theory to clinical practice within organisations (MDM110).

Course Structure

PG Certificate students are required to undertake the 3 Modules listed in the table below. The standard period of registration for the PG Cert is 1 year and the maximum is 3 years. In exceptional circumstances, students may substitute another module from the DME clinical portfolio in place of one of the existing core modules.

**PG Cert Clinical Professional Studies (60 credits)**

<table>
<thead>
<tr>
<th>Module</th>
<th>Status</th>
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<tbody>
<tr>
<td>MDM110- Leadership and Change Management in Clinical Services PLUS</td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>MDM122- Communication, Learning &amp; Teaching in Health &amp; Social Care PLUS</td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>MDM10- Research Methods &amp; Critical Appraisal OR</td>
<td>Mandatory (20 credits)</td>
</tr>
<tr>
<td>Replace one of the above with an optional clinical module</td>
<td>(20 credits)</td>
</tr>
</tbody>
</table>
Since 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 (MDM10) 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 2019-2020**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Date</th>
<th>Module Lead</th>
<th>Assessment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDM10</td>
<td>Research Methods and Critical Appraisal (BSMS) (Occurrence D)</td>
<td>20-24 Jan 2020</td>
<td>Dr Trevor Welland</td>
<td>7 April 2020</td>
</tr>
<tr>
<td></td>
<td>Research Methods and Critical Appraisal (BSMS) (Occurrence E)</td>
<td>9-13 Mar 2020</td>
<td>Dr Trevor Welland</td>
<td>2 June 2020</td>
</tr>
<tr>
<td></td>
<td>Research Methods and Critical Appraisal (BSMS) (Occurrence F)</td>
<td>18-22 May 2020</td>
<td>Dr Trevor Welland</td>
<td>8 Sep 2020</td>
</tr>
<tr>
<td>MDM110</td>
<td>Leadership and Change Management in Clinical services (Occurrence A)</td>
<td>10, 11 Oct, 7, 8 Nov 2019</td>
<td>Breda Flaherty &amp; Dr Gaurish Chawla</td>
<td>4 Feb 2020</td>
</tr>
<tr>
<td></td>
<td>Leadership and Change Management in Clinical services (Occurrence B)</td>
<td>26, 27 Nov 16, 17 Dec 2019</td>
<td>Breda Flaherty &amp; Dr Gaurish Chawla</td>
<td>4 Feb 2020</td>
</tr>
<tr>
<td>MDM122</td>
<td>Communication, Learning &amp; Teaching in Health &amp; Social Care Occurrence B</td>
<td>11, 12, 13 Nov, 9, 10 Dec 2019</td>
<td>Jackie Knight</td>
<td>4 Feb 2020</td>
</tr>
<tr>
<td></td>
<td>Communication, Learning &amp; Teaching in Health &amp; Social Care Occurrence D</td>
<td>27, 28, 29 Apr, 11, 12 May 2020</td>
<td>Jackie Knight</td>
<td>8 Sep 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.
Module Descriptions

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 proposal.

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.

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

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>Level</th>
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<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>

**Learning Support**

**Library and computer services**
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.

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 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.

**ASK Study Guide**

In addition to course-specific guidance, online resources to help you study effectively are available through the ASK Study Guide on Studentcentral. You will find the link in the ‘Study Support Links’ menu on the ‘Studies’ page.

ASK offers advice on how to make the most of seminars and lectures, reading and note-making, preparing for exams, tackling stress, essay writing, oral presentations, group work and many other topics. You will also find information about the weekly Study Support workshops held at all university sites and specialist services such as the Maths & Stats Support Unit and English Language Support Programme.
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). 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.

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 generic (‘Professional’) modules you will be studying alongside students from a diversity of backgrounds. This will provide rich basis for academic discussion, broadening perspectives and the application in a wider arena. Experience of other courses run in the Division of Medical Education 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

- Reports for The King’s Fund Commissions on Leadership and Management in the NHS; 2011-14 (online). Available at: www.kingsfund.org.uk/leadershipcommission
- NHS England Next steps on the NHS Five Year Forward View. HMSO London 2017

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

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 have the opportunity to review your originality report prior to the deadline. 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.

BSMS takes plagiarism extremely seriously. 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. Please be aware of this information and think before you lend an essay to another student, as both parties could face disciplinary action and forfeiting of marks. Further information about plagiarism and academic misconduct, and related penalties can be found in the Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

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

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
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

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

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 - Trevin Towers, Gaudick Road T: 01273 643845
Falmer – E354, Checkland Building T: 01273 643584
Grand Parade – Room 153, Level 1, main building T: 01273 643187
Hastings – The Student Centre, Priory Square T: 01273 644643
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 Division of Medical Education monitor my attendance?

Every month the Division of Medical Education (DME) will hold an international student monitoring 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.

When am I required to attend for monitoring purposes?

In addition to attending modular study required for your course, you will need to visit DME once a month between 9am and 5pm on the following days:
• Sign-in dates to be confirmed for 2016/17.

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 a 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. 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:

<table>
<thead>
<tr>
<th>Jackie Knight</th>
<th>Course Leader, Module Leader (MDM122), Lecturer, BSMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:J.Knight@bsms.ac.uk">J.Knight@bsms.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>John Anderson</td>
<td>Dissertation Module Leader (MDM164), Principal Lecturer, BSMS</td>
</tr>
<tr>
<td><a href="mailto:J.Anderson@bsms.ac.uk">J.Anderson@bsms.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Dr Trevor Welland</td>
<td>Module Leader (MDM10), Lecturer in Medical Education (Research Methods), BSMS</td>
</tr>
<tr>
<td><a href="mailto:T.Welland@bsms.ac.uk">T.Welland@bsms.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Breda Flaherty</td>
<td>Module Leader (MDM110, MDM111), Principal Lecturer, BSMS</td>
</tr>
<tr>
<td><a href="mailto:B.Flaherty2@brighton.ac.uk">B.Flaherty2@brighton.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Dr Jim Price</td>
<td>Principal Lecturer, BSMS</td>
</tr>
<tr>
<td><a href="mailto:J.Price@brighton.ac.uk">J.Price@brighton.ac.uk</a></td>
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</tr>
</tbody>
</table>

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 the Course Leader if you have any queries at all, and we will endeavor to resolve any questions you may have.