MDM160 Developmental Paediatrics

Module Handbook
Monday 7th – Friday 11th February 2022

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module lead</td>
<td>Dr Paul Wright</td>
<td><a href="mailto:paulwright@nhs.net">paulwright@nhs.net</a></td>
</tr>
<tr>
<td>Module Administrator</td>
<td>Emily McLean-Inglis</td>
<td><a href="mailto:MScPaediatrics@bsms.ac.uk">MScPaediatrics@bsms.ac.uk</a></td>
</tr>
</tbody>
</table>
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Introduction

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 wellbeing.
Learning Outcomes

At the end of the module you 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
Module Structure and Timetable

MDM160 Developmental Paediatrics

The module will be delivered on campus in person with some remote sessions by delivered by expert speakers.

Please note: the timetable is subject to change. For the most up to date version of the timetable and module handbook, please refer to the MDM160 module area on My Studies.

Day one: Monday 7th February 2022

Room: 3.10, Level 3, Watson Building, University of Brighton, Falmer Campus, BN1 9PH

<table>
<thead>
<tr>
<th>Session time</th>
<th>Lecture title</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 10:00</td>
<td>Welcome and introduction</td>
<td>Dr Paul Wright- F2F</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Immunisations</td>
<td>Prof Helen Bedford, UCL-Remote</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 – 14:30</td>
<td>Pros and cons of ASD diagnosis and post diagnostic support</td>
<td>Dr Sarah Lovekin and Dr Adrian Dighe- Remote</td>
</tr>
<tr>
<td>14:30 – 15:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>15:00 – 16:30</td>
<td>Class exercise</td>
<td>Dr Paul Wright</td>
</tr>
</tbody>
</table>
Day two: Tuesday 8th February 2022

Room: A402, Level 4, Checkland Building, University of Brighton, Falmer Campus, BN1 9PH

<table>
<thead>
<tr>
<th>Session time</th>
<th>Lecture title</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 10:00</td>
<td>Class exercise</td>
<td>Course Faculty F2F</td>
</tr>
<tr>
<td>10:00 – 11:00</td>
<td>Clinical Psychology</td>
<td>Dr Fiona Snyder- Remote</td>
</tr>
<tr>
<td>11:00 – 11:15</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:15 – 12:00</td>
<td>Class exercise</td>
<td>Course Faculty F2F</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:30</td>
<td>Understanding Chromosome &amp; Gene Disorders</td>
<td>Dr Sarah Wynn- Remote</td>
</tr>
<tr>
<td>14:30 – 15:45</td>
<td>Complex Commissioning - NHS</td>
<td>Peter Kottlar- F2F</td>
</tr>
<tr>
<td>15:45 – 16:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>16:00 – 17:00</td>
<td>Unaccompanied Asylum Seeking Children-</td>
<td>Dr Paul Wright F2F</td>
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</tbody>
</table>
**Day three: Wednesday 9th February 2022**

**Room 3.10, Level 3, Watson Building, University of Brighton, Falmer Campus, BN1 9PH**

<table>
<thead>
<tr>
<th>Session time</th>
<th>Lecture title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>09:00 – 10:15</td>
<td>NHS Long Term Plan &amp; Integrated Services</td>
<td>Dr Simon Lenton- F2F</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:30 – 12:00</td>
<td>Being a professional witness in court</td>
<td>Paul L’Estrange- Solicitor-Remote</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 – 14:15</td>
<td>Quality Improvement</td>
<td>Dr Simon Lenton- F2F</td>
</tr>
<tr>
<td>14:15- 14:30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>14:30 – 15:30</td>
<td>Health needs of looked after children</td>
<td>Dr Michelle Bond</td>
</tr>
<tr>
<td>15:30- 16:30</td>
<td>Class exercise</td>
<td>Course Faculty</td>
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</tbody>
</table>
Day four: Thursday 10th February 2022

Room 3.29, Level 3, Watson Building, University of Brighton, Falmer Campus, BN1 9PH

<table>
<thead>
<tr>
<th>Session time</th>
<th>Lecture title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>09:00 – 11:00</td>
<td>Antenatal drug Use and Foetal Alcohol Syndrome</td>
<td>Dr Raja Mukherjee</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>One Minute Interventions</td>
<td>Dr Anu Raykundalia</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:30</td>
<td>Behavioural interventions for sleep (including normal sleep physiology)</td>
<td>Vicki Dawson</td>
</tr>
<tr>
<td>14:30 – 15:45</td>
<td>Sleep and Cerebral Palsy</td>
<td>Dr Jessica Baskerville</td>
</tr>
<tr>
<td>15:45 – 16:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>16:00- 17:00</td>
<td>Medicines</td>
<td>Dr Paul Wright</td>
</tr>
</tbody>
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Day five: Friday 10th February 2022

Room 3.09, Level 3, Watson Building, University of Brighton, Falmer Campus, BN1 9PH

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<thead>
<tr>
<th>Session time</th>
<th>Lecture title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>08:40 – 09:40</td>
<td>Childrens safeguarding</td>
<td>Dr Frances Howsam</td>
</tr>
<tr>
<td>09:40-10:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:00 – 11:00</td>
<td>Autism diagnosis-including perspective on service delivery</td>
<td>Dr Ian Male</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Class Based exercise</td>
<td></td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>13:00 – 14:00</td>
<td>Child Death</td>
<td>Nicola Eschbaecher</td>
</tr>
<tr>
<td>14:00 – 14:15</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>14:15 – 15:15</td>
<td>Safeguarding workshop</td>
<td>Nicola Eschbaecher</td>
</tr>
<tr>
<td>15:15 – 16:00</td>
<td>Evaluation and conclusion</td>
<td>Dr Paul Wright</td>
</tr>
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</table>
### Teaching Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASKERVILLE, Jessica</td>
<td>Clinical Researcher, Sussex Community NHS Foundation Trust</td>
</tr>
<tr>
<td>BEDFORD, Helen</td>
<td>Professor of Children’s Health, Institute of Child Health, UCL</td>
</tr>
<tr>
<td>BOND, Michelle</td>
<td>Named Dr for Looked After Children, Brighton and Hove</td>
</tr>
<tr>
<td>BOWRY, Camilla</td>
<td>Founder of Sal’s Shoes</td>
</tr>
<tr>
<td>DAWSON, Vicki</td>
<td>CEO, The Children’s Sleep Charity</td>
</tr>
<tr>
<td>ESCHBAECHER, Nicola</td>
<td>Specialist Nurse for Child Death, Surrey</td>
</tr>
<tr>
<td>ESSEX, Jonathan</td>
<td>Surrey County Councillor</td>
</tr>
<tr>
<td>HUGHES, Cecilia</td>
<td>Associate Specialist, Surrey (Retired)</td>
</tr>
<tr>
<td>L’ESTRANGE, Paul</td>
<td>Solicitor, Law Society Children Panel, McCormacks Law</td>
</tr>
<tr>
<td>LENTON, Simon</td>
<td>Consultant Community Paediatrician, NHS</td>
</tr>
<tr>
<td>LEWIS, Mary</td>
<td>Cabinet Member for Children, Young People and Families, Surrey County Councillor</td>
</tr>
<tr>
<td>MALE, Ian</td>
<td>Consultant Community Paediatrician, Haywards Heath</td>
</tr>
<tr>
<td>MUKHERJEE, Raja</td>
<td>Consultant Psychiatrist, Surrey and Borders Partnership</td>
</tr>
<tr>
<td>PATEL, Kamal</td>
<td>Consultant Paediatrician (Critical &amp; Emergency care), Royal Alexandra Children’s Hospital, Brighton</td>
</tr>
<tr>
<td>RAHMAN, Oli</td>
<td>Consultant Paediatrician, Royal Alexandra Children’s Hospital, Brighton</td>
</tr>
<tr>
<td>RAYKUNDALIA, Anu</td>
<td>Consultant Community Paediatrician</td>
</tr>
</tbody>
</table>
Teaching and Learning Strategies

Teaching methods will encompass:

- Pre-recorded lectures
- Interactive live group online Microsoft Teams sessions
- Group Discussion
- Workshops
- Student presentations
- Individual project work
- Self-directed learning
- Reflection
- Role play and simulations
- Audio-visual and e-learning
- “TED” talks

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

Course materials including recorded lectures and reading lists will be available on My Studies (Student Central): http://studentcentral.brighton.ac.uk

Study Support

Assistance with essay writing is available from Royal Literary Fund fellows. These writers offer one to one sessions on how to improve writing skills. Sessions can be booked via the link below: www.sussex.ac.uk/library/guides/rlf

Alternatively, the Royal Literary Fund website offers useful information on essay writing.
Academic skills for students at University of Sussex

For practical help on academic English language skills, reading, research and study techniques Sussex offers workshops, tutorials and events. For more information and to book a place, click link below: http://www.sussex.ac.uk/skillshub/

Writing and Advisory Skills

The University of Brighton offers an online Writing Advisory Service that provides personalised feedback on written work. Details can be found via the link: https://libguides.brighton.ac.uk/studyskills

Library and Computer Services

You will have access to the University of Brighton Falmer Library as well as the University of Sussex Library, where key textbooks for the course will be held. You will be registered to use the Universities’ computing facilities and receive a library card. A username and password will provide you with access to online resources to the University of Brighton and the University of Sussex Online Libraries and the University’s virtual learning environment – My Studies. To get access to all available online library resources students will need to synchronise their Sussex and Brighton passwords. BSMS librarians offer training on finding and retrieving information, literature searching, online referencing, and can purchase books for your specific research area where possible. Please contact us via the email below if you have any issues with accessing online library resources. To make an appointment or for general enquiries, email BSMS Librarians, Katie Street and Annemarie Frank on: bsmslibrary@bsms.ac.uk

The BSMS library catalogue SABRE can be accessed via My Studies. See also Online Resources which link to databases and authoritative websites in the fields of medicine, pharmacy, nursing and other subject areas.

My Studies 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. As part of Induction Day (on Thursday 10th September 2020), a pre-recorded “Introduction to My Studies learning platform” video is available on the BSMS Postgraduate Medicine page, My Studies. This video provides an overview of My Studies, Module areas, Panopto and Microsoft Teams. Please ensure you access this training.

**My Studies will be the main method of communication for any changes to course location or timetable. Please check the site on a regular basis. Examples of assignments that achieved a distinction will be available for you to read on My Studies.**

**Reading List**

You will be expected to access the considerable stock of journals held by University and Hospital Libraries. You may also use the University Computer Centre to access information on the Internet. Reading for the assignment will be covered in specialist journals related to the students’ fields of study as well as texts relating to research methods. Examples of key texts are:

- Mukherjee RAS, Wray E, Hollins S, Curfs L. What does the general public in the UK know aout the risk to the developing foetus if exposed to alcohol in


• Preece PM, Riley EP. Alcohol, Drugs and Medication in Pregnancy. MacKeith, 2011.


• Trilling D Lights in the Distance: Exile and Refuge at the Borders of Europe 2018 Picador

• RCPCH. Safeguarding children and young people: roles and competences for health care staff. 2014. London: RCPCH.

Key resources and organisations:

• NICE Guidance and Evidence Summaries on Autism Spectrum Disorder, ADHD, melatonin on www.nice.org.uk/guidance

• Cardiff Child Protection Systematic Reviews www.core-info.cardiff.ac.uk/

• Myers Briggs-based resource such as www.mindtools.com/pages/article/newCDV_51.htm

• BAAF Parenting Matters series of books found corambaaf.org.uk/bookskop/page/PMseries

• British Association for Community & Child Health www.bacch.org.uk

• The National Autistic Society www.autism.org.uk

• Royal College of Paediatrics & Child Health www.rcpch.ac.uk

• American Academy of Paediatrics www.aap.org/en-us/Pages/Default.aspx

• British Association for Child and Adolescent Public Health www.bacaph.org.uk

• The Children’s Sleep Charity www.thechildrenssleepcharity.org.uk

• The National Organisation for Foetal Alcohol Syndrome-UK www.nofas-uk.org


• MindEd is a free educational resource on children and young people's mental health and wellbeing www.minded.org.uk

• UNIQUE website for chromosome disorders www.rarechromo.co.uk

• Local safeguarding board website e.g. www.brightonandhovelscb.org.uk www.surreyscb.org.uk

• Keeping Children Safe www.keepingchildrensafe.org.uk/sites/default/files/Emergency%20toolkit2.pdf

• Unaccompanied asylum seeking children www.uaschealth.org
Module Assessment

The assessment comprises of two components:

1. **Essay** (2,500 words) – design a working pathway for a clinical diagnostic condition seen by developmental and community health care professionals (75% weighting).
   To be submitted electronically by 4.30pm on Tuesday 31 May 2022 via Turnitin on My Studies

2. **Interactive role play** – this will be focused on safeguarding (25% weighting).
   Role plays scheduled to take place between 30/31st March 2022

Anonymous Marking

The essay will be marked anonymously in line with University regulations, in place since academic year 2019/20. To ensure the robustness of this process, please do not include your name or student number anywhere in the document (including the file name). You should save your work with the title **MDM160**. Turnitin identifies your submission with a submission ID (not by name or student number).

Essay

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

The total word count for the essay is up to 2,500 words and must not be exceeded. Work will be marked up to the specified word limit; any words beyond this limit will not be marked. Tables and figures are not included in the main word count, but should have a

- Green book for immunisations
maximum of 500 words in total and words beyond this limit will not be marked. Referencing, bibliography and appendices are not included in the word count. Please show your word count on the front cover. As above, please do not include your name or student number anywhere in the document (including the file name).

Role Play

The details for the MDM160 role play assessment are to be confirmed.

For the most up to date information on the role play assessment and most recent version of the module handbook, please refer to the MDM160 module area on My Studies.
Marking Grades for carepathway assignment

The following schema is an indicative framework for the assessment of assignments. Course participants will be given a percentage mark, but the Division places great emphasis on individual written feedback, often supplemented by face-to-face discussion of the work with the course tutor. Assignments are internally moderated and a sample sent to the external examiner for quality assurance purposes. PLEASE NOTE THE PASS MARK FOR ALL MODULES IS 50%
<table>
<thead>
<tr>
<th>Indicative percentage mark</th>
<th>0 – 39%</th>
<th>40 – 49%</th>
<th>50 – 59%</th>
<th>60 – 69%</th>
<th>70 – 79%</th>
<th>80 – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Standard</td>
<td>Fail</td>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
<td>High Distinction</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes &amp; Assessment Criteria: It is clear for each activity or intervention in the pathway the following 5 features - 'who, what, when, where and why'.</td>
<td>Most have not been met. Only 1 feature demonstrated</td>
<td>One or more have not been met. Only 2 features demonstrated</td>
<td>All met, 3 features demonstrated.</td>
<td>All met fully at a good or very good standard. 4 features demonstrated</td>
<td>Achieved to a high standard and many at an exceptionally high level all 5 features demonstrated.</td>
<td>All achieved to an exceptionally high level. All 5 features demonstrated and the activity/intervention includes supporting self-management.</td>
</tr>
<tr>
<td>Understanding and Exploration: An attempt to define what 'best practice' should look like</td>
<td>Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research. No attempt to define best practice.</td>
<td>Limited understanding and/or exploration of major ideas with very little insight and/or minimal research. Less than 75% key elements included.</td>
<td>Sound understanding and exploration, some insight and/or appropriate research. More than 75% of key elements included.</td>
<td>Good to very good understanding and exploration, some insight and/or thorough research. Some capacity to undertake further research. All key elements included.</td>
<td>In-depth understanding, exploration, insight and/or research. All key elements included and at least one new insight.</td>
<td>Exceptional display of understanding, exploration, insight and/or research. All key elements included &amp; two or more new insights.</td>
</tr>
<tr>
<td>Accuracy &amp; Potential for Publication</td>
<td>Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject.</td>
<td>Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge</td>
<td>Some minor inaccuracies and/or misunderstandings – small but not significant errors</td>
<td>No significant inaccuracies, misunderstandings or errors</td>
<td>Potential for publication/exhibition and/or ability to undertake further research</td>
<td>Potential for publication/exhibition and/or ability to undertake further research.</td>
</tr>
<tr>
<td>Adherence to Assessment Tasks: Explicit statement of the goals</td>
<td>Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task. No reference to goals.</td>
<td>Insufficient attention paid to some of the assessment criteria and some significant deviations from the specifications for the assessment task. Incomplete statement of the goals.</td>
<td>Some minor deviations from the specifications for the assessment task, including word limit where appropriate. Includes all 4 of the following: clinical condition outcomes (at least 1), impact on staff, impact on CYP, impact on families/parents.</td>
<td>The specifications for the assessment task, including word limit where appropriate, have been adhered to. As per Pass, plus impact on one of the following: social determinants of health or service organisation or finance.</td>
<td>All specifications for the assessment task, including word limit where appropriate, have been adhered to. As per pass plus impact on two of the following: social determinants of health or service organisation or finance.</td>
<td>All specifications for the assessment task, including word limit where appropriate, have been adhered to. As per pass plus impact on all three of the following: social determinants of health or service organisation or finance.</td>
</tr>
<tr>
<td>Organisation, Structure and Presentation</td>
<td>The work is too descriptive, poorly structured and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate.</td>
<td>The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate.</td>
<td>The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is sound.</td>
<td>The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is good.</td>
<td>The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout</td>
<td>The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout.</td>
</tr>
<tr>
<td>Communication to intended Audience</td>
<td>No evidence of effective communication of work. Not at all easy to follow.</td>
<td>Very little evidence of effective communication of work. Less than 75% of pathway is intuitive to use and easy to follow</td>
<td>Little evidence of effective communication of work. More than 75% of pathway is intuitive to use and easy to follow</td>
<td>Evidence of effective communication of work. 100% of pathway is intuitive to use and easy to follow</td>
<td>Evidence of effective communication of work to specialist and non-specialist audiences. 100% of pathway is intuitive to use and easy to follow and even if you have never seen it before.</td>
<td>Evidence of effective communication of work to specialist and non-specialist audiences. 100% of pathway is intuitive to use and easy to follow and even if you</td>
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<tr>
<td>Argument &amp; Evidence Evidence base</td>
<td>The work lacks supporting evidence or argument. No evidence base</td>
<td>Development of an argument is limited and often flawed. Evidence base inadequate</td>
<td>Ability to develop an argument but can lack fluency. Evidence bases is critically evaluated &amp; justified (≥2 errors).</td>
<td>Ability to present structured, clear and concise arguments. Evidence base critically evaluated &amp; justified to high standard with up to 1 error.</td>
<td>Convincing arguments that are likely to be at the limits of what may be expected at this level, excellent critical evaluation of evidence base and no errors</td>
<td>Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level. Excellent critical evaluation of evidence based &amp; new insight demonstrated.</td>
</tr>
<tr>
<td>Approach &amp; Execution Puts patient at the centre of activities/actions/outcomes within the pathway</td>
<td>The work has been approached and/or executed/performed inadequately. Patient centred in less than 25% of activities.</td>
<td>The work has been approached and/or executed/performed inadequately. Patient centred in 25-50% of activities.</td>
<td>The work has been approached and/or executed/performed in a standard way with limited evidence of originality. Patient centred in 50-75% of activities.</td>
<td>The work has been approached and/or executed/performed in a comprehensive way with some degree of originality. Patient centred in 75-90% of activities.</td>
<td>The work has been approached and/or executed/performed in an original way. Patient centred in 100% of activities.</td>
<td>The work has been approached and/or executed/performed in an original way. Patient centred in 100% of activities and including more than one in an innovative way.</td>
</tr>
<tr>
<td>Contextualisation, Research and Synthesis Demonstrated understanding of the patient and family characteristics which impact on access and use of healthcare for the condition chosen</td>
<td>Failure to contextualise from sources Little or no evidence of analysis, synthesis, evaluation and critical appraisal Not demonstrated understanding of the patient and family characteristics which impact on access and use of healthcare for the condition chosen</td>
<td>The context provided takes the form of description lacking any breadth, depth and accuracy Demonstrated limited ability to reach decisions and research appropriately Insufficient evidence of analysis, synthesis, evaluation and critical appraisal. Inadequately demonstrated understanding of the patient and family characteristics which impact on access and use of healthcare for the condition chosen</td>
<td>Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal</td>
<td>Appropriate contextualisation, including relevant theory/literature/artefacts/s/ performance Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Evidence of high quality analysis, synthesis, evaluation and critical appraisal</td>
<td>Insightful contextualisation, including relevant theory/literature/artefacts/ performance Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal</td>
<td>Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/ performance Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Evidence of very high quality analysis, synthesis, evaluation and critical appraisal</td>
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<td>Problem Solving and ability to address Complexity</td>
<td>Little or no evidence of problem solving skills</td>
<td>Little evidence of problem solving skills</td>
<td>Some evidence of problem solving skills</td>
<td>Good or at least competent problem solving skills – suggests alternative approaches</td>
<td>Excellent problem solving skills – suggests alternative approaches</td>
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<td>The pathway demonstrates an attempt to improve the communication within the team and with CYP and with Parent/Carer.</td>
<td>Failure to address complex issues</td>
<td>Barely addresses complex issues</td>
<td>Some evidence of ability to address complex issues adequately</td>
<td>Ability to address complex issues effectively – challenges established knowledge</td>
<td>Ability to address complex issues both systematically and creatively - challenges established knowledge</td>
<td></td>
</tr>
<tr>
<td>Does not demonstrate an attempt to improve the communication within the team and with CYP and with Parent/Carer.</td>
<td>Inadequately demonstrates an attempt to improve the communication within the team and with CYP and with Parent/Carer within team or parent/carer.</td>
<td>Demonstrates well an attempt to improve the communication within the team and with CYP and with Parent/Carer within team or parent/carer.</td>
<td>Well demonstrated attempt to improve the communication within the team and with CYP and with Parent/Carer.</td>
<td>Well demonstrated attempt to improve the communication within the team and with CYP and with Parent/Carer and with innovation</td>
<td>Well demonstrated attempt to improve the communication within the team and with CYP and with Parent/Carer and with innovation</td>
<td></td>
</tr>
<tr>
<td>Understanding of the patient and family characteristics which impact on access and use of healthcare for the condition chosen</td>
<td>Understanding of the patient and family characteristics which impact on access and use of healthcare for the condition chosen</td>
<td>Which impact on access and use of healthcare for the condition chosen</td>
<td>On access and use of healthcare for the condition chosen</td>
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</tbody>
</table>

22
Presentation for Assignments

General

All assignments should

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

Word Count

**The word count is up to 2,500 words and must not be exceeded.** Work will be marked up to the specified word limit, any words beyond this limit will not be marked. **Tables and figures are not included in the main word count, but should have a maximum of 500 words in total.** Words beyond this limit will not be marked. Referencing, bibliography and appendices are not included in the word count. Please show your word count on the front cover.

Appendices

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

References

Vancouver is Brighton and Sussex Medical School’s official standard style of referencing. This system is the one most commonly used in other medical schools and medical journals. Vancouver offers simplicity, sympathy to the flow of language and facilitates accurate word counts which do not include citations.
To facilitate efficient and accurate referencing, the bibliographic software Endnote is
provided on University of Brighton PCs for students and staff. This allows the creation of
bibliographies in Microsoft Word, the searching of bibliographic databases and the
organisation of references in a searchable database. For guidance on Vancouver styles see
the ‘Cite Them Right’ available in the BSMS Library area on My Studies.

Module Regulations

Cancellation of Module

The University reserves the right to cancel modules for any reason it deems sufficient and to
alter programmes without notice. In the event of such cancellations, the full fee will
normally be refunded.

Attendance

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

Submission of Assignments

Essay Deadline: Tuesday 31st May 2022 by 4.30pm

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

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

The essay will be marked anonymously in line with University regulations, in place since academic year 2019/20. To ensure the robustness of this process, please do not include your name or student number anywhere in the document (including the file name). You should save your work with the title **MDM160**. Turnitin identifies your submission with a submission ID (not by name or student number).

Late Submissions and Extensions

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

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

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

If you wish to apply for an extension to the submission of assignment dates, you should contact programme administrator Emily McLean-Inglis via **MScPaediatrics@bsms.ac.uk** to obtain the relevant forms and consult your Student Handbook for guidance on the procedure.

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

Your provisional results will be available on My Studies Thursday 30 June 2022; results will need to be presented to our Examination Board on Thursday 21 July 2022 before being finalised.

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

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

Examples of Distinction Work – Publication Policy

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

Plagiarism

BSMS takes plagiarism extremely seriously. It is a matter of academic integrity and probity. Plagiarism is the act of taking the work or ideas from another and passing it off as your own.

Work that you submit must be free from any form of plagiarism. This includes taking passages directly from a journal, book or the internet, copying work from another student on your course, another student who studied the module previously, or another person studying elsewhere or ghost writing.

Plagiarism can also come in the form of self-plagiarism if you use your own old essays, reports 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/

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:

The work is original, of their own construction and not plagiarised from other sources;

Anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;

Failure to comply with above declaration may result in a referral or fail.

A Plagiarism Awareness Pack can be found under the MDM160 assessment area on My Studies and all students are advised to read this information.
Appendix I – Essay Submission Instructions

About Turnitin

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

Assignment Submission using Turnitin

Before you submit your assignment…..

• Don’t forget it’s always a good idea to keep a backup copy of all your work, whether you’re submitting online or not.
• The front cover of your document must include: module code and title, assignment title and word count, please do not include your name or student number.
• Please name your file MDM160, Turnitin will recognise that the assignment belongs to you but to ensure anonymity the marker will not see any identifying information so please do not include your name/student number in the file name or the assignment itself.
• Turnitin accepts the following file types: PDF, Microsoft Word, WordPerfect, HTML, RTF, Open Office (ODT), Google Docs and plain text. Zip (compressed) files are not acceptable.
• Your file should not be larger than 40MB.
• Turnitin [portals] will not accept submission of multiple files; please submit just one file [per portal]. Any additional documents should be included as an appendix within your main file.
• To avoid any last-minute technical problems with submission, we strongly advise you to submit your assignment well before the deadline.
• You can submit your assignment multiple times up to the deadline. Your final submission before the deadline will be the one which is counted. We
recommend that you take advantage of this to avoid any problems with last-minute submission!

• If you do have technical problems with submitting your assignment, try:
  o Submitting in a different file format – we recommend PDF if you have problems with a different file type.
  o Using a different internet browser – we recommend Firefox. In particular, students have in the past experienced problems with submitting using Safari.

• If neither of these solves the problem, please contact the University of Brighton IT Service Desk (ServiceDesk@brighton.ac.uk / 01273 64 4444) or the Programme Administrator.

Declaration

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

a) the work is original, of your own construction and not plagiarised from other sources;

b) anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;

c) failure to comply with above declaration may result in a referral or fail.

How to submit your work to a Turnitin assignment link

For an up to date guide on how to use Turnitin please view the following webpage with instructional videos:

http://libguides.brighton.ac.uk/esubmission/turnitin