

## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MSc Paediatric Emergency Medicine PgD Paediatric Emergency Medicine PgC Paediatric Emergency Medicine
Name of interim award(s):	
Duration of study / period of registration:	MSc - 36 mths, PgD - 24 mths, PgC 9 mths, part-time by DL
Queen Mary programme code(s):	PSPPEM - B701, B702, B703
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	21/4/21
Responsible School / Institute:	Blizard Institute

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Don't Forget the Bubbles

### Programme outline

Paediatric Emergency Medicine (PEM) is a rapidly evolving area that crosses the boundaries of paediatrics, emergency medicine, paediatric intensive care medicine, and anaesthesia. This new, innovative, part-time, distance-learning Masters in Paediatric Emergency Medicine provides you with an opportunity to develop your paediatric emergency medicine skills under the guidance of a renowned, international faculty in collaboration with Don't Forget The Bubbles (DFTB). This MSc is a collaboration with DFTB, a global paediatric educational organisation. Working together, QMUL and DFTB will bring their unique expertise, insight, and experience to deliver a high quality interactive online learning experience.

This MSc is delivered over three years with eight compulsory taught modules spaced over two years, and a scientific paper and conference presentation for the third year. Each 15-credit module runs for 8 weeks and consists of approximately 6 hours of livestream sessions and linked weekly discussion on the forum. Each module offers around 30 hours contact time and 120 hours self-directed study. The curriculum has been mapped to the Royal College of Emergency Medicine and the Royal College of Paediatric and Child Health Paediatric EM curriculum.

## Aims of the programme

This MSc aims to assist doctors, paramedics and nursing staff to develop the knowledge and skills required to be highly skilled practitioners in delivering emergency paediatric care to patients as they arrive in the emergency department. This MSc offers dedicated training in Paediatric Emergency Medicine to provide the graduate with a skill base that reaches beyond general training in Paediatrics, Emergency Medicine, or Paramedicine so marking the graduate as having a sub-specialty interest and skill set. It is designed to teach the students to appraise and examine the evidence for paediatric emergency interventions based on published evidence and from their own clinical work. By learning and appraising the evidence base, and developing a deeper understanding of the reasoning behind management decisions, students will be able to synthesise and provide the best care for paediatric patients.

## What will you be expected to achieve?

This MSc is designed to enable the student to gain an in depth understanding of paediatric emergency medicine. In the first module students will learn basic skills to aid identifying reading material, reviewing papers and clinical study design. These skills will be used in their subsequent personal study. Subsequent modules will help the students to develop an in depth and sophisticated understanding of paediatric emergency medicine.

In the first year students initially learn about literature searching, study design and basic statistics. The next three modules explore paediatric emergency topics of neonatal and adolescent medicine, respiratory and cardiovascular presentations, neurological and haematological presentations. Year 2 continues with topics of surgical, gastro-intestinal, dermatological, endocrine and renal problems, trauma care and care of the critically ill child. The focus is on analysing, appraising and synthesising the evidence-base.

In year 3 each student will complete the Scientific Paper module which involves supported independent research and study.

Programme graduates are expected to apply the theoretical knowledge gained to:

- Take a subspecialty interest in paediatric emergency medicine
- Offer a high standard of care and take a leadership role in paediatric emergency presentations
- Confidently manage the critically ill child and paediatric trauma using evidence-base appraisal and critical thinking skills
- Identify and appraise scientific literature, then formulate guidelines and teaching for their departments and areas of practice
- Develop team working and offer oral and written presentations, and infographics

### Academic Content:

A 1	Critically evaluate the pathophysiology, presentation, and acute management of patients presenting in the emergency setting
A 2	Appraise frameworks for the management of complex paediatric cases including safeguarding in the emergency setting
A 3	Apply the key concepts of evidence-based medicine to deliver paediatric emergency care

### Disciplinary Skills - able to:

B 1	Undertake research methodology as applied to patients and critically appraise papers
B 2	Perform a detailed literature search and synthesise available evidence

B 3	Use oral presentations, infographics, and writing skills to translate knowledge to your professional community to inform changes in the care of paediatric emergency presentations
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Attributes:	
C 1	Apply pathophysiology and paediatric care tools to clinical practice in paediatric emergency care
C 2	Evaluate the differing priorities of care in the hospital and pre-hospital environments
C 3	Develop skills in online and written communication, discussion, and data synthesis to improve patient care

### How will you learn?

All modules are based on QMPlus, an online learning platform. Live sessions are being run by the Don't Forget The Bubbles team for six weeks of modules 2-8 in Year 1 and Year 2. These will be run once in weeks 2-7 of each module. Students can join live and participate in the discussion or listen to these in their own time (as they will be recorded).

On the discussion forum there will be ten clinical questions posed in weeks 1-4, and another ten in weeks 5-8. Students will be expected to research the evidence-base around the question, appraise the evidence, and present a synthesised version in a 300-400 word answer on the forum. Students are expected to do this for four of the ten questions in each set (so eight for each module). Students are also expected to read the other threads, comment on them, and engage in discussion online. The faculty will moderate and guide the discussion. This will facilitate group learning and engagement.

Students will be expected to attend/watch the online sessions and to contribute to the forum: to discuss their questions studied and to discuss the other questions with their fellow students.

Students will take 4 x 15 credit compulsory modules each year, for the first two years. Each taught module runs for 8 consecutive weeks with a two week break at Christmas. Those students wishing to complete the MSc award will take a 3rd and final year to complete the 60 Independent Scientific Paper module.

Each 15 credit module represents 150 hours of notional study – this includes self-directed reading, live sessions, discussion on the forum assessments, and assignments. Each module will consist of six hours of live sessions (run by DFTB) and 24 hours of moderated forum discussion (run by QM) throughout. Thus contact teaching is approximately 30 hours with self-directed study of around 120 hours per module equating to around 14 hours each week.

In year 3 each student will complete the Independent Scientific Paper module. Students will undertake this module alongside other Emergency Medicine students in the Institute to promote shared experiences and best practice. The title will be proposed by the student at the start of their third academic year. All proposed titles must be agreed by the Year 3 Lead and students will be assigned a supervisor to advise on their work.

### How will you be assessed?

Modules will be assessed in a variety of ways to test learning outcomes, including blog posts, infographics, presentations and written assignments.

For modules 2-8, formative feedback on the discussion forum contributions will be an integral part of the moderated discussion, with faculty members responding to posts and offering feedback on the answers given.

The assignment will be linked to the content/discussion and each student will have an assignment that links to one or more topics. The writing assignment may be a case report combined with analysis of care delivered against international standards, a literature critical review, producing or an appraisal of a guideline, or a problem solving exercise. Students will be encouraged to share and discuss their marks and feedback for mutual development.

In year 3 each student will complete the Independent Scientific Paper module. This will include assessments such as a scientific paper of publication standard, and an oral conference-style presentation.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme will be offered part time study over three calendar years, with credit value distributed equally over this time frame.

#### Year 1 Modules (60 credits)

Year one starts with a fundamentals of research module to equip students with basic academic skills to use in their MSc and medical practice. Literature searching and study design and basic statistics are covered. The next three modules explore core paediatric emergency topics of neonatal and adolescent medicine, respiratory and cardiovascular presentations, neurological and haematological presentations.

- Fundamentals of Research (Compulsory, 15 Credits)
- The Young Infant/Neonate and the Adolescent (Compulsory, 15 Credits)
- The Child with a Respiratory or Cardiovascular Problem (Compulsory, 15 Credits)
- The Child with a Neurological or Haematological Problem (Compulsory, 15 Credits)

There will be no further teaching for PGCert students.

#### Year 2 Modules (60 Credits)

Year 2 continues with topics of surgical, gastro-intestinal, dermatological, endocrine and renal problems. In the final two modules it focuses on trauma care and care of the critically ill child.

- The Child with a Surgical or Gastro-Intestinal Problem (Compulsory, 15 Credits)
- The Child with a Dermatological, Endocrine, or Renal Problem (Compulsory, 15 Credits)
- The Critically Ill Child (Compulsory, 15 Credits)
- The Child with Trauma (Compulsory, 15 Credits)

There will be no further teaching for PG Dip students.

The standard hurdle for progression from the taught modules to the dissertation/project is outlined in the QM Academic Regulations.

Students undertaking the MSc will need to complete and pass a further year of study as outlined below:

- Independent Scientific Paper (60 Credits, Core for MSc award)

For Fundamentals of Research and the Independent Scientific Paper, students will undertake these alongside other Emergency Medicine students in the Institute to promote shared experiences and best practice.

### Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Fundamentals of Research	ICM7067	15	7	Compulsory	1	Semester 1

Programme Title: Paediatric Emergency Medicine

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
The Young Infant/Neonate and the Adolescent	ICM7215	15	7	Compulsory	1	Semester 1
The Child with a Respiratory or Cardiovascular Problem	ICM7216	15	7	Compulsory	1	Semester 2
The Child with a Neurological or Haematological Problem	ICM7217	15	7	Compulsory	1	Semesters 2 & 3

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
The Child with a Surgical or Gastro-Intestinal Problem	ICM7218	15	7	Compulsory	2	Semester 1
The Child with a Dermatological, Endocrine, or Renal Problem	ICM7219	15	7	Compulsory	2	Semester 1
The Critically Ill Child	ICM7220	15	7	Compulsory	2	Semester 2
The Child with Trauma	ICM7221	15	7	Compulsory	2	Semesters 2 & 3

Academic Year of Study PT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Independent Scientific Paper	ICM7074	60	7	Core	3	Semesters 1-3

**What are the entry requirements?**

**For Doctors:**

A medical degree

One year of post-registration clinical training in emergency medicine/paediatrics/anaesthetics/pre-hospital care. (Intern/house officer/FY1 pre-registration experience is not counted). Other cases will be considered based on their personal statement.

**For Nurses:**

An undergraduate degree at 2:2 or above. Applicants with academic study below this level will be considered on an individual basis if there is very strong evidence of suitable clinical experience in a relevant medical field.

2 years' experience in paediatric, emergency, or critical care nursing.

**For Paramedics:**

## Programme Title: Paediatric Emergency Medicine

A degree in paramedic science at 2:2 or above. Applicants with academic study below this level will be considered on an individual basis if there is very strong evidence of suitable clinical experience in a relevant medical field. Applicants with a degree that did not involve clinical work should have 3 years' experience working as a paramedic OR 1 year experience plus at least 12 months experience working as a critical care paramedic or in a dedicated HEMS system. Those with a degree that involved clinical work are eligible without further years of clinical experience.

For Physician's Assistants/Associates:

A degree in this area at 2:2 or above. Applicants with academic study below this level will be considered on an individual basis if there is very strong evidence of suitable clinical experience in a relevant medical field. 2 years' experience in paediatric, emergency, or critical care.

NOTE FOR TPB: These were amended from the Part 1 paperwork to reduce the number of years of clinical experience required. In the Emergency and Resuscitation Medicine MSc, many applicants expressed a desire to study sooner saying that they were better prepped earlier in careers as they were 'used to' studying. This provided an easier flow from undergraduate to postgraduate, thus the reduced clinical time required. The full analysis to observe and understand performance impact is still to be completed but so far there have not been any adverse effects. Therefore we chose to follow the same model in this MSc.

### **How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each programme in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments where appropriate. Staff-Student Liaison Committees meet regularly throughout the year. Students studying the MSc Paediatric Emergency Medicine programme would be asked to nominate representative(s), who would be asked to attend these SSLC meetings. However as distance learning students, they would not be expected to attend in person, rather they would be asked to submit a written report gathered from their colleagues which would be formally reviewed by the SSLC. The programme leads are asked to provide comment/feedback on any issues raised by the student representatives.

The institute operates an Education Committee, which will advise the director and Education Lead on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, consideration of student surveys (e.g. PTES), and feedback from module evaluations.

### **What academic support is available?**

Students on this programme will be studying via distance learning, and will engage with each other and programme tutors via a combination of online discussion forums, one to one email support, and live tutorial sessions. Students will be encouraged to support each other in their research and discussion, and will also have email access to specialist module tutors who can address specific queries or concerns.

Each student will be invited to view the recorded institute PGT induction programme, which will include sessions on academic writing, plagiarism, referencing and pastoral support.

Each student will be provided with a dedicated personal tutor, who will remain with them for the duration of their studies. This tutor will support the student on an academic and pastoral level as required, referring issues to the programme director and academic coordinator when appropriate. Students will have access to centralised support provided by Academic Skills (<https://www.qmul.ac.uk/library/academic-skills/>), such as workshops on Dissertation Skills for Master's Students.

Students undertaking the final Scientific Paper year will be allocated a dedicated tutor at the start of the year, depending on the subject chosen.

### **Programme-specific rules and facts**

Students must achieve sufficient credits/module marks to progress from the taught element to the dissertation.

**How inclusive is the programme for all students, including those with disabilities?**

The Blizzard institute is committed to supporting disabled students of all backgrounds, and have close links with QMUL DDS and student support services. Academic advisors and course tutors are encouraged to closely monitor the experience of disabled students, and provide all necessary support and referrals as needed.

The programme will aim to identify and assist any undiagnosed students who may be suffering from SpLD within the first semester. All efforts will be made to support these students in collaboration with the services offered by QMUL.

All students (including DL students) are given the opportunity for a disability and dyslexia assessment, and the programme will work to implement all recommendations made by QMUL for diagnosed students. All learning materials meet QMUL standards for accessibility.

**Links with employers, placement opportunities and transferable skills**

N/A

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**Programme Specification Approval**

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**Person completing Programme Specification:**

Tessa Davis

**Person responsible for management of programme:**

Tessa Davis

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

19/01/2024 (For Sept 2024)

**Date Programme Specification approved by Taught Programmes Board:**

21/4/21