# Imperial College London

## PG Cert, PG Dip and MSc Paediatrics and Child Health

This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. This programme specification is intended as a reference point for prospective students, current students, external examiners and academic and support staff involved in delivering the programme and enabling student development and achievement.

| Programme Information | | | | |
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| Programme Title | Paediatrics and Child Health | | | |
| Award(s) | PG Cert | PG Dip | MSc | |
| Programme Code | A3L5C | A3L5D | A3L524 A3L536 | |
| Associateship | None | | | |
| Awarding Institution | Imperial College London | | | |
| Teaching Institution | Imperial College London | | | |
| Faculty | Faculty of Medicine | | | |
| Department | Department of Medicine | | | |
| Mode and Period of Study | PG Cert | 9 months, part-time | | |
| | PG Dip | 2 academic years, part-time | | |
| | MSc | 2 or 3 academic years, part time | | |
| Cohort Entry Points | Annually in October | | | |
| Relevant QAA Benchmark Statement(s) and/or other external reference points | Master's degrees in Medicine | | | |
| Total Credits | PG Cert | ECTS: 30 | CATS: 60 | |
| | PG Dip | ECTS: 60 | CATS: 120 | |
| | MSc | ECTS: 90 | CATS: 180 | |
| FHEQ Level | Level 7 | | | |
| EHEA Level | 2nd cycle | | | |
| External Accreditor(s) | None | | | |

| Specification Details | |
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| Student cohorts covered by specification | 2016/17 entry |
| Person responsible for the specification | Dr Mehrengise Cooper, Course Director |
| Date of introduction of programme | October 2011 |
| Date of programme specification/revision | June 2016 |

| Description of Programme Contents | |
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The programme has been designed to be applicable to students with a wide range of background skills in paediatrics, who require a detailed understanding of core research methodologies, critical evaluation, evidence-based approaches and the scientific basis of childhood disease. It is perceived that many of the students will be Specialty Trainee doctors in paediatrics (specialist registrar level), however the programme will be specifically designed to be multidisciplinary and therefore also suitable for other healthcare professionals working with children and young people.

Students will initially register for a PG Cert in Paediatrics and Child Health. This can be awarded in its own right or, on successful completion of this component of the programme, students will be offered the opportunity to transfer to the PG Diploma or the MSc in Paediatrics and Child Health programme.

The PG Cert in Paediatrics and Child Health offers a sound theoretical background to the principles of evidence-based medicine and critical evaluation, broad coverage of the scientific basis of childhood disease and focus on innovations in diagnosis and treatment within paediatrics. There are also opportunities to explore ideas around leadership development and to develop skills in teaching, learning and educational research within a paediatric setting.

The PG Diploma will allow students to develop their skills in more specialised subjects directed towards their own practice and research.

The MSc adds a rigorous academic training, an introduction to appropriate research methods and practice and the opportunity for intellectual development within a stimulating yet supportive environment.

By the end of the PG Cert programme, students will have enhanced their understanding of the evidence-based child health, their critical appraisal skills, their understanding of the scientific basis of childhood disease and their diagnosis and treatment of important paediatric conditions through applying the most up to date and appropriate methods. They will also have developed skills in the use of computing applied to healthcare, a deeper understanding of ethics and law in Paediatric Healthcare provision, and a deeper understanding of their own approach to adult learning.

Through completion of an MSc thesis, students will have gained experience in research methodology and techniques, design of a research project, data analysis and presentation, literature searching, critical appraisal and presentation of work for publication and at scientific and clinical

meetings. In addition, they will have studied in depth a paediatric research project within their working environment.

This course is designed to integrate with clinical training to address key competencies from the Royal College of Paediatrics and Child Health curricula.

## Learning Outcomes

The Imperial Graduate Attributes are a set of core competencies which we expect students to achieve through completion of any Imperial College degree programme. The Graduate Attributes are available at: www.imperial.ac.uk/students/academic-support/graduate-attributes

**Knowledge and Understanding of:**

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| PG Cert: | 1. The ontogeny of systems from conception to maturity and how this affects manifestations and susceptibility to disease; <br> 2. Early life programming covering the physiology, biochemistry, immunology and genetic influences on organ systems; <br> 3. Evidence-based paediatrics and how different study designs can be tailored to answer different research questions; <br> 4. Normal patterns of infant growth and development and sleep and common disorders and their causes; <br> 5. The presentation, recognition, diagnosis, management and outcome of the conditions which most commonly cause life-threatening and chronic illness in children; <br> 6. A deeper understanding of ethics and law in Paediatric Healthcare provision; <br> 7. The use of innovation and improvement to develop services, whilst appropriately managing resources. |
| Additionally, for the PG Dip: | 8. The diagnosis and management of some of the more complex problems and challenges encountered within paediatrics and child health. |
| Additionally, for the MSc: | 9. The detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to the student's theme of subsequent research; <br> 10. Management and communication skills, including problem definition, project design, decision processes, teamwork, written and oral reports, scientific publications and will provide a solid foundation for those who intend to go on to study for an MD[Res] or PhD. |

**Intellectual Skills - able to:**

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| PG Cert: | 1. Apply scientific and clinical concepts to the development of new ideas; <br> 2. Integrate and evaluate information from a variety of sources; <br> 3. Formulate and test hypotheses. |
| Additionally, for the PG Dip: | 4. Make decisions in complex areas of practice. |
| Additionally, for the MSc: | 5. Be creative in the solution of problems and in the development of hypotheses; <br> 6. Plan, conduct and write-up a programme of original research. |

**Practical Skills - able to:**

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| PG Cert: | 1. Retrieve, sift and select information from a variety of sources;<br>2. Perform and interpret common diagnostic tests for paediatric disease;<br>3. Present a patient situation to peers, other professional workers and relatives;<br>4. Manage a pre-determined workload;<br>5. Take responsibility for skilled, safe, evaluative, reflective practice involving continual analysis and evaluation of outcomes and appropriate modification of interventions;<br>6. Perform specified activities and skills development;<br>7. Prioritise, anticipate and refer to higher levels when necessary;<br>8. Evaluate research studies and determine their strength and validity. |
| Additionally, for the PG Dip: | 9. Apply key scientific and clinical methods and concepts to analysis and management of paediatric conditions. |
| Additionally, for the MSc: | 10. Apply key scientific and clinical methods and concepts to analysis and management of paediatric conditions;<br>11. Plan, undertake and report either a laboratory or community-based piece of research;<br>12. Use statistical tools and packages. |

**Transferable Skills - able to:**

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| PG Cert: | 1. Communicate effectively through oral presentations, computer processing and presentations, written reports and scientific publications;<br>2. Direct own learning;<br>3. Integrate and evaluate information from a variety of sources;<br>4. Transfer techniques and solutions from one discipline to another;<br>5. Use Information and Communications Technology;<br>6. Manage resources and time;<br>7. Learn independently with open-mindedness and critical enquiry. |
| Additionally, for the PG Dip: | 8. Learn effectively for the purpose of continuing professional development;<br>9. Exercise initiative and personal responsibility. |
| Additionally, for the MSc: | 10. Develop management skills: decision processes, objective criteria, problem definition, project design and evaluation, risk management, teamwork and coordination;<br>11. Design studies and analyse data;<br>12. Apply statistical and research skills. |

**Entry Requirements**

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| Academic Requirement | Minimum 2.1 Honours degree in a healthcare related subject such as Nursing, Pharmacy, Physiotherapy or similar health science. |
| Non-academic Requirements | Students with a diploma and substantial work experience in a healthcare field may be considered, subject to successful completion of an entrance exam. |

| English Language Requirement | Standard requirement<br>IELTS score of 6.5 overall (minimum 6.0 in all elements) |
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The programme's competency standards document can be found in the student Handbook at: http://www.imperial.ac.uk/media/imperial-college/medicine/study/postgraduate/MSc-in-Paediatrics-and-Child-Health-Course-Handbook-2016-17.pdf

## Learning & Teaching Strategy

| Scheduled Learning & Teaching Methods | • Lectures<br>• Clinic attachments<br>• Workshops<br>• Tutorials |
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| E-learning & Blended Learning Methods | • Blackboard VLE |
| Project and Placement Learning Methods | • Independent research project |

## Assessment Strategy

| Assessment Methods | • Coursework<br>• Written assignments<br>• Written examinations<br>• Practical examinations<br>• Oral Presentations<br>• Viva<br>• Dissertation |
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Academic Feedback Policy

The College's Policy on Academic Feedback is available at: http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf

Re-sit Policy

The College's Policy on Re-sits is available at: http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

Mitigating Circumstances Policy

The College's Policy on Mitigating Circumstances is available at: http://www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

| Assessment Structure |
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| Marking Scheme |
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The **Pass** mark for all postgraduate taught course modules is 50%. Students must pass all elements in order to be awarded a degree.

In order to be awarded a result of **Merit**, a candidate must obtain an aggregate mark of 60% or greater (MSc only).

In order to be awarded a result of **Distinction**, a candidate must obtain an aggregate mark of 70% or greater (MSc only).

Where appropriate, a Board of Examiners may award a result of merit where a candidate has achieved an aggregate mark of 60% or greater across the programme as a whole AND has obtained a mark of 60% or greater in each element with the exception of one element AND has obtained a mark of 50% or greater in this latter element.

Where appropriate, a Board of Examiners may award a result of distinction where a candidate has achieved an aggregate mark of 70% or greater across the programme as a whole AND has obtained a mark of 70% or greater in each element with the exception of one element AND has obtained a mark of 60% or greater in this latter element.

| Module Weightings | | | |
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| Module | % Module Weightings (PG Cert) | % Module Weightings (PG Dip) | % Module Weightings (MSc) |
| Science and Evidence in Paediatric Practice | 20% | 10% | 6% |
| Nutrition, Growth and Development of the Child | 20% | 10% | 6% |
| Recognition and Management of the Seriously Ill Child | 20% | 10% | 6% |
| Law and Ethics in Paediatrics | 20% | 10% | 6% |
| Paediatric Sleep | 20% | 10% | 6% |
| 4 x module from elective group (A) | N/A | 12.5% each | 7.5% each |
| Research Project | | N/A | 40% |

| | Indicative Module List | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Code | Title | Core/ Elective | L&T Hours | Ind. Study Hours | Place- ment Hours | Total Hours | % Written Exam | % Course- work | % Practical | FHEQ Level | ECTS |
| A3L52C | Science and Evidence in Paediatric Practice | CORE | 35 | 215 | n/a | 250 | 50% | 50% | n/a | 7 | 10.0 |
| A3L53C | Nutrition, Growth and Development of the Child | CORE | 14 | 111 | n/a | 125 | n/a | 100% | n/a | 7 | 5.0 |
| A3L54C | Recognition and Management of a Seriously Ill Child | CORE | 14 | 111 | n/a | 125 | n/a | 100% | n/a | 7 | 5.0 |
| A3L56C | Law and Ethics in Paediatrics | CORE | 14 | 111 | n/a | 125 | n/a | 100% | n/a | 7 | 5.0 |
| A3L55C | Paediatric Sleep | CORE | 14 | 111 | n/a | 125 | n/a | 100% | n/a | 7 | 5.0 |
| A3L510P | Paediatric Allergy – Basic Introduction | ELECTIVE (A) | 14 | 173.5 | n/a | 187.5 | n/a | 100% | n/a | 7 | 7.5 |
| A3L520P | Infectious Diseases and Host Defence | ELECTIVE (A) | 14 | 173.5 | n/a | 187.5 | n/a | 100% | n/a | 7 | 7.5 |
| A3L530P | Paediatric Ventilation | ELECTIVE (A) | 21 | 166.5 | n/a | 187.5 | n/a | 100% | n/a | 7 | 7.5 |
| A3L540P | Serious Infection and Critical Care in Children | ELECTIVE (A) | 14 | 173.5 | n/a | 187.5 | n/a | 100% | n/a | 7 | 7.5 |
| A3L550P | Adolescent Health | ELECTIVE (A) | 14 | 173.5 | n/a | 187.5 | n/a | 100% | n/a | 7 | 7.5 |
| A3L560P | Child Public Health and Social Paediatrics | ELECTIVE (A) | 14 | 173.5 | n/a | 187.5 | n/a | 100% | n/a | 7 | 7.5 |
| | Research Project | CORE | 30 | 720 | n/a | 750 | n/a | 100% | n/a | 7 | 30.0 |

| | Indicative Module List | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Code | Title | Core/ Elective | L&T Hours | Ind. Study Hours | Place- ment Hours | Total Hours | % Written Exam | % Course- work | % Practical | FHEQ Level | ECTS |
| | | | | | | | | Thesis and Viva Voce | | | |

| Supporting Information |
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| The Programme Handbook is available at:<br>https://www.imperial.ac.uk/medicine/study/postgraduate/masters-programmes/msc-pg-dip-and-pg-cert-paediatrics-and-child-health/ |
| The Module Handbook is available at:<br>https://www.imperial.ac.uk/medicine/study/postgraduate/masters-programmes/msc-pg-dip-and-pg-cert-paediatrics-and-child-health/ |
| The College's entry requirements for postgraduate programmes can be found at:<br>www.imperial.ac.uk/study/pg/apply/requirements |
| The College's Quality & Enhancement Framework is available at:<br>www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance |
| The College's Academic and Examination Regulations can be found at:<br>https://www.imperial.ac.uk/about/governance/academic-governance/regulations |
| Imperial College is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine".<br>http://www.imperial.ac.uk/admin-services/secretariat/college-governance/charters-statutes-ordinances-and-regulations/ |
| Imperial College London is regulated by the Higher Education Funding Council for England (HEFCE)<br>http://www.hefce.ac.uk/reg/of/ |