

Part A: Programme Summary Information

1 Title of Programme	Tropical Paediatrics		
2 Programme Code	MSc/TP		
3 Entry Award (s):			
3a Entry Award 1	MSc – 180 Credits:7		
3b Entry Award 2	PGDip – 120 Credits:7		
3c Entry Award 3	N/A		
4 Exit Award (s):			
4a Exit Award 1	MSc – 180 Credits:7		
4b Exit Award 2	PGDip – 120 Credits:7		
4c Exit Award 3	PGCert – 60 Credits:7		
5a Start Date	September 2022	5b End Date	September 2023
6 Frequency of Intake	Annually in September		
7 Mode of Study	FT		
8a Applicable Framework	LSTM LT REG 01		
8b Exemption Required			
8c Exemption Approved			
8d Details of Exemption			
9 Director of Studies	Sylviane Defres		
10 Board of Studies	Clinical Masters Board of Studies		
11 Board of Examiners	MSc Board of Examiners		
12 External Examiner(s)	Mark Bailey		
13 Professional or Other Body	None		
14 Reference Points	Priorities of relevant national and international organisations in global health (Department for International Development, UK; United States Agency for International Development; World Health Organisation); QAA Master's Degree Characteristics (2020); The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)		
15a Home/EU Fee	£10,500	15b Overseas Fee	£23,000
16 Additional Costs to the Student	The programme fee covers the cost of a project based in LSTM and, this includes lab projects. However, students on programmes that are not lab-based may only be able to do a lab project if they are suitably qualified. Some projects also involve a short period of data collection overseas (normally 2-4 weeks). Students who choose projects with overseas travel must cover any additional costs for the overseas trip (estimated £3,500). Students are not required to pay these additional costs at registration but must have the necessary funds available in March when booking travel, accommodation etc.		

Part B: Programme Aims and Outcomes

17 Overview of the Programme

This programme develops professional skills including leadership and governance skills along with critical appraisal of evidence as applicable to clinical practice applicable to paediatric healthcare. Research skills as applicable to a wide range of paediatric problems in clinical and epidemiological settings in low- and middle-income settings will be developed including the ethical considerations both in clinical and research practice. Emphasis is given to the scientific and empiric evidence for diagnosis, management and control of the most prevalent diseases in low- and middle-income settings, with particular reference to high burden diseases such as tuberculosis, HIV and malaria, from a public health and clinical perspective. It aims to provide students with knowledge, skills and understanding needed to enable them to contribute to strengthening health systems in support of child health, facilitating the implementation and scale up of good clinical practice, and raising awareness amongst public, fellow professionals and politicians of the need for more effective use of knowledge and tools to impact on various health indicators. Where relevant, various vulnerable groups in society will be discussed in the context of specific medical problems in low- and middle-income settings. Teaching methods will include interactive lectures, case based learning and small group work as well as simulation scenarios.

Following the taught programme, participants will complete a project/dissertation, choosing from a range of options according to the individual interests including a period of applied research, a systematic review, a quality improvement project or a clinical placement, either overseas or in Liverpool. Projects should be discussed early in the course and indeed pre-course for students with specific ideas in mind, to facilitate the appropriate pathway through the programme.

This clinical MSc will have an emphasis on the infectious diseases' aspects in low- and middle-income settings along with relevant non-infectious clinical problems in the paediatric setting. The course will commence with core teaching on the Evidence application for clinical practice, looking at study design and critical appraisal to then apply that knowledge in practice, the other 2 modules in the 1st semester will be Essentials of Tropical Medicine module and a Leadership and education principles in clinical practice module which will be valuable, and a novel module, designed to equip health care professionals to lead the wider health care team in various areas of clinical practice and how to apply education principles and training to day-to-day clinical work including how to design training programmes and ensure clinical evidence is applied in practice. These generic modules applicable to both adult and paediatric care, will have examples and scenarios in both settings for students on both courses.

18 Aims of the Programme

No.	Specific Aim	Entry Award
1	Develop students' knowledge and comprehension of patient safety and quality improvement in health care in the context of child health, to enable students to develop and run their own quality improvement projects to improve the health of people in low- and middle-income settings.	All Awards
2	Will allow students to critically evaluate evidence in the preventive and curative management strategies that promote health and well-being in low- and middle-income countries.	All Awards
3	Facilitate high quality learning that is informed by critical analysis of current research in the area of tropical paediatrics.	All Awards
4	Provide healthcare workers with professional skills including leadership and skills relevant to applying research-based evidence-based medicine in tropical paediatrics in low-and middle-income countries.	All Awards
5	Enable students to comprehend and conduct health-related research. With an option of conducting a piece of health-related research as part of the dissertation	MSc Only
6	Produce graduates who are experienced, committed, informed, pro-active and effective professionals, capable of taking substantial and leading healthcare professional roles.	All Awards

19 Skills and Other Attributes

No.	Skill/Attribute	Module(s)	Mode of Assessing
1	To communicate ideas, knowledge, and strategies confidently and effectively, to a variety of audiences using a variety of media and technologies.	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)

2	To work effectively both independently and in collaboration with others in small and large groups	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)
3	To take responsibility for self-managed learning	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)
4	To apply numerical and IT skills with confidence and accuracy. To integrate technology into learning	Trop709	Literature search, critical review
5	To apply skills, including leadership skills, in effective project and time management to set goals, prioritise activities and meet deadlines	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)

20 Subject Based Learning Outcomes

A Knowledge and Understanding. Upon successful completion of the programme, a student should have developed and be able to demonstrate:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
A1	Critique current issues and priorities in the field of tropical medicine with specific focus on paediatric aspects of health care.	All modules	Written assessments, examinations (MCQ & written), dissertation and presentations (oral, poster)	All Awards
A2	Apply appropriate research and quality improvement methods to address pertinent questions or quality improvement concerns, with particular reference to patient safety and delivery of high-quality care, particularly in child health scenarios	Trop709, 710, 716, 734	Presentation, critical review; Portfolio of evidence including written reports, essays, presentation; Proposal; Project proposal (formative) and project dissertation/report.	MSc & PGDip Only
A3	Appraise how health systems and services respond to health issues pertinent to child health	Trop730, 710	Portfolio of evidence (essays, presentation, reports). Written control programme report.	MSc & PGDip Only
A4	Critique health research and apply statistical knowledge to the understanding of research studies.	Trop709 734	Written reports, critical appraisal of research. Research proposal and dissertation project	MSc & PGDip Only
A5	Apply appropriate skills related to the diagnosis, management and control of tropical parasitic, bacterial, viral and fungal infections in children and where relevant in adults for example in transitional age group. as well as the interplay with non-communicable diseases in a variety of regional and resource settings.	Trop711, 724, 725, 729	Written exams, poster presentation, written assessments	MSc & PGDip Only

B Cognitive Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
B1	Critically analyse, synthesise and evaluate information from a variety of sources	Trop709, 734	Written assessments, proposal, and dissertation	MSc & PGDip Only
B2	Apply subject knowledge and understanding in a variety of contexts to analyse and reach evidence-based conclusions on complex situations, problems and opportunities	Trop711, 724, 725, 729, 734	Poster presentations written exams, proposal and dissertation	MSc & PGDip Only
B3	Apply the principles and values of ethical practice with regard to the design and conduct research or quality improvement studies, in the collection, analysis, interpretation and presentation of data, and publication	Trop734	Dissertation	MSc Only
B4	Demonstrate creativity, innovation and originality in the application of knowledge	All modules	Written assessments, examinations (MCQ &	MSc & PGDip Only

			written),dissertation and presentations (oral, poster)	
B5	Learn independently through continuous professional development	Trop710	Portfolio with 4 individual components of essays, reports and presentation	MSc & PGDip Only

C Practical/Professional Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
C1	Manage time and resources effectively	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)	MSc & PGDip Only
C2	Take a leadership role in managing patients, teams, clinical services and in managing projects.	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)	MSc & PGDip Only
C3	Communicate effectively with colleagues, patients and the public and act as an advocate to improve health for all and especially for disadvantaged groups	All modules	Written assessments, examinations (MCQ & written),dissertation and presentations (oral, poster)	MSc & PGDip Only
C4	Undertake a project (e.g. research, QI etc.) in a responsible, safe and ethical manner and accurately record the data collected	Trop710, 716, 734	Portfolio of evidence including written reports, essays, presentation, project proposal, dissertation	MSc & PGDip Only

21 Career Opportunities

This MSc provides a wide range of skills for health care workers working in child health in low- and middle- income settings. The skills learnt can empower those who wish to plan leadership and or academic careers in resource-poor settings. It is an excellent qualification for those who wish to work in any area of child health including research, as well as with international organisations specialising in health assistance-related activities. Many students have had research projects published in peer reviewed journals, enhancing their standing in the academic arena. This new course will provide the methodology for quality improvement projects and aims to have similar successful publications. Future leaders in the area of tropical paediatrics are crucial, particularly in context of emerging infections: leading in clinical management, research and infection control, and students from this course will be equipped to develop lifelong learning to be the future leaders in global child health.

Part C: Entrance Requirements

22 Academic Requirements	Open to graduates with a medical degree (MBChB or equivalent) and at least one year's experience of professional work in clinical paediatrics after qualification.
23 English Language Requirements	The programme is taught in English. Applicants whose first language is not English must normally provide evidence of an IELTS (International English Language Testing System) score of at least 6.5 with a minimum of 5.5 in all learning components, or a TOEFL (Test of English as a Foreign Language) score of at least 88 for the Internet-based Test (iBT), with minimum scores of 21 for Listening and Writing, 22 for Reading and 23 for Speaking. Tests should be within their validity period of 2 years. Other English Language Tests and country specific English Language qualifications are also accepted – a full list with details of levels required can be found on the LSTM website (http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements). Applicants who have recently completed a degree level qualification taught in a majority English speaking country (as defined by UK Visas and Immigration (UKVI)) may also be accepted at the discretion of the Director of Studies.
24 Recognition of Prior Learning	All programmes of study will permit entry with credit attributed to previous certificated study up to a total of one third of the credits required to be awarded a MSc Degree, Postgraduate Diploma, Postgraduate Certificate or Postgraduate Award.
25 Work Experience	Non-graduates with considerable satisfactory work experience and evidence of appropriate in-service training will also be considered. Experience of working in a developing country is desirable.
26 Other Requirements	None

Part D: Programme Structure

27a Overview

The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas and to promote approaches to study that will enable graduates to continue their learning into the future.

The programme comprises an introductory induction week, taught modules totalling 120 credits and a 60 credit dissertation. A 10 credit module (5 ECTS credits) represents 100 hours of student learning activity including assessment and self-directed study. Many students carry out a fieldwork-based dissertation project overseas but students can opt to conduct a laboratory or literature-based project that does not involve travelling abroad. All types of project have the key aims of developing the students' skills in formulating a research question, designing and implementing a research project and critically interpreting and presenting the findings.

The modules available to students following the programme are shown in Section 27b. Required modules are necessary to achieve the programme learning outcomes and must be taken by all students following the programme. Exceptionally, students choosing a laboratory-based project may, with the approval of the Director of Studies and subject to any restrictions on class size, choose to take TROP936 in place of the related module TROP934. The two modules share teaching on epidemiology, statistics and proposal development but TROP936 includes laboratory classes in place of the TROP934 sessions on qualitative research skills. Both modules allow the student to achieve the learning outcomes of the programme.

The optional modules listed have been identified as most suitable for contributing to the attainment of the programme learning outcomes. However, depending on their background or interests, students may opt to replace a recommended optional module with one offered as part of another LSTM MSc programme (Section 27c), subject to the agreement of the Director of Studies and any restrictions on class size.

27b Timetable

Semester 1

Core modules (all modules 20 credits)

Trop709 Evidence Application for Clinical Practice

Trop710 Leadership and Education Principles for a Clinical Service

Trop711 Essentials of Tropical Medicine

Semester 2 – all modules are 20 credits,

Block 1

Trop716 Quality Improvement for Health in Low Resource Settings

Trop717 Systematic Reviews Methods and Implementation

Block 2

Trop724 Child Nutrition and Development*

Trop725 Advanced Clinical Management in HIV Endemic Settings

Block 3

Trop727 Applied Statistics for Health Research (on MTDB and MPHI programmes)

Trop729 Sexual, Reproductive, Maternal, New-Born and Adolescent Health*

Trop730 Developing a Disease Control Programme

***Either** Trop724 *Child Nutrition and Development* **or** the Trop729 *Sexual Reproductive Maternal New-born and Adolescent Health* is required for Masters in Tropical Paediatrics

Additional optional modules from other Masters programmes outlined in section 27c below.

Semester 3

Long project taken either in Liverpool or overseas on an area of child health.

Project may be:

- research (developing project or analysing secondary data)
- systematic review
- quality improvement project
- clinical placement with a critical reflective thesis on a topic identified during the clinical placement.

Depending on the project to be taken in the 3rd semester, students will be directed as to which modules will be best for those projects. For example, a student wishing to perform a quality improvement project will be encouraged to take the Quality improvement for health in low resource settings.

Sem	Dates	Week	Notes
Semester 1	12/09/2022	0	Induction
	19/09/2022	1	Trop709 Evidence Application for Clinical Practice (20 credits)
	26/09/2022	2	
	03/10/2022	3	
	10/10/2022	4	
	17/10/2022	5	
	24/10/2022	6	Assessment
	31/10/2022		Reading week / Programme events
	07/11/2022	7	Trop711 Essentials of Tropical Medicine (20 credits)
	14/11/2022	8	
	21/11/2022	9	
	28/11/2022	10	
	05/12/2022	11	
	12/12/2022	12	Assessment
	19/12/2022		Xmas Break
26/12/2022		Xmas Break	
Semester 2	02/01/2023		Reading / Programme Re-induction
	09/01/2023	1	Trop716 Quality Improvement for Health in Low-resource Settings (20 credits) or Trop717 Systematic Reviews Methods and Implementation (20 credits)
	16/01/2023	2	
	23/01/2023	3	
	30/01/2023	4	
	06/02/2023	5	
	13/02/2023	6	Assessment
	20/02/2023	7	Trop724 Child Nutrition and Development (20 credits) or Trop725 Advanced Clinical Management in HIV Endemic Settings (20 Credits)
	27/02/2023	8	
	06/03/2023	9	
	13/03/2023	10	
	20/03/2023	11	
	27/03/2023	12	Assessment
	03/04/2023		Reading week / Programme events
	10/04/2023	13	Trop729 Sexual, Reproductive, Maternal, New-Born and Adolescent Health (20 Credits) or Trop727 Applied Statistics (20 credits) or Trop730 Developing a Disease Control Programme (20 credits)
	17/04/2023	14	
	24/04/2023	15	
	01/05/2023	16	
08/05/2023	17		
15/05/2023	18	Assessment	
Semester 3	22/05/2023	1	Dissertation (60 Credits) (16 weeks) Projects must be designed to fit into this time
	29/05/2023	2	
	05/06/2023	3	
	12/06/2023	4	
	19/06/2023	5	
	26/06/2023	6	
	03/07/2023	7	
	10/07/2023	8	
	17/07/2023	9	
	24/07/2023	10	
	31/07/2023	11	
	07/08/2023	12	
	14/08/2023	13	
	21/08/2023	14	
	28/08/2023	15	
	04/09/2023	16	

Trop710
Leadership and
Education
Principles for a
Clinical Service
(20 credits)

27c Options

Modules from other master programmes that may be options (all are 20 credits)

Semester 2

Block 1

Trop714 Epidemiology and Control of Tropical Pathogens. (on MSc Tropical Disease Biology (MTDB) programme)

Block 2

Trop718 The Practice of Humanitarian Relief

Trop720 Outbreak Control and Health Protection

Trop721 Organisation and Management of Health Services

Block 3

Trop728 Immunology of Tropical Diseases

Other modules may be available and should be discussed with the programme director.

Part E: Learning, Teaching and Assessment Strategies

28 Learning, Teaching & Assessment Strategy

The L&T strategy is designed to help all students to express their full potential through a combination of formal teaching and directed student-centred learning. Lectures highlight key points and provide participants with a core knowledge base. Students are expected to enhance this core knowledge and become reflective independent learners through guided enquiry-based self-study and use of on-line learning packages. Self-study is supported by informal staff contact, scheduled help sessions and on-line discussion. To develop cognitive and intellectual skills, the programme involves discussion of key issues, analysis and interpretation of resource material and practice in applying concepts and solving problems. Group work develops students' abilities to work co-operatively, promotes creativity, provides opportunities to reflect critically and enables participants to take more responsibility for their own learning, as well as learn from each other. Practical skills are developed through opportunities to practise activities in the laboratory and in the field. Students can also take advantage of lectures given by the many distinguished researchers and policy-makers who regularly visit LSTM. The L&T methods adopted reflect the diversity of the LSTM student population and an ethical and culturally sensitive approach is emphasised throughout.

The assessment strategy is designed to encourage the student to develop and improve on a range of skills, including synthesising and evaluating information, academic writing, numerical and IT skills, team-working, presentation skills, and time management. Both formative and summative assessment approaches are used. General assessment procedures, assessment criteria and regulations with respect to late submission are communicated to the students in the LSTM Masters Student Handbook. Students are directed to the relevant module area in the Virtual Learning Environment (VLE) Brightspace for information relating to specific assignments.

29 Assessment Schedule

Module	Timing	Assessment strategy	% of module mark
Semester 1			
Trop711 Essentials of Tropical Medicine (R)	In module	Poster presentation	40%
		2.5-hour Short answer exam	60
Trop709 Evidence application for Clinical Practice (R)	In module	3500 word Written report. (structured literature search (1500) & subsequent critical review of the research (2000)	100%
Trop710 Leadership & Education Principles in Clinical Practice (R)	In module	Portfolio with 4 individual components	90
		1000-word synthesis essay	10
Semester2			
Block 1			
Trop716 Quality Improvement for Health in Low Resource Settings (O)	In module	3000 word written Quality Improvement project proposal	100
Trop717 Systematic Reviews Methods and Implementation (O)	In module	MCQs and short answer questions	formative
		3000-word assignment (a policy brief)	100
Block 2			
Trop724 Child Nutrition and Development (O)	In module	Poster presentation	50
		1 hour written exam	50
Trop725 Advanced Clinical Management in HIV Endemic Settings (R)	In module	2 hour written exam short cases	100
Block 3			
Trop727 Applied Statistics for Health Research (O)	In module	3000-word assignment	100
Trop729 Sexual, Reproductive Maternal Newborn & Adolescent Health (O)	In module	15-minute Poster presentation	20
		2000-word assignment (policy brief)	80
Trop730 Developing a Disease Control Programme	In module	3000- word report	100
Semester 3			
Trop734 Research Project: Clinical Sciences (R)	End of module	12,000- 15,000-word dissertation/ project <u>write up</u> . Word count depends on type of project 10-minute oral presentation	100

30 Pass Mark

The pass mark for each module is 50%.

31 Compensation and Resits

Compensation

Where the overall average mark in all taught modules is 50% or above, a mark of 40-49% in one module of 20 credits will be deemed compensatable. Marks for modules passed by virtue of the compensation rule will be recorded as a pass mark of 50%.

Re-sits

Students who fail one or more modules at the first attempt will normally be offered one reassessment opportunity for each failed component. Reassessment will normally take place in the defined reassessment period, but where this is not possible, within twelve months of the failed assessment. A failed research project may be submitted on one further occasion only, within one year of the original date of submission. Marks achieved through reassessment will be capped at 50% for the purpose of calculating the overall average mark and determining classification for an award. The actual mark achieved through reassessment will be the mark recorded on the transcript. Students will not be permitted a reassessment opportunity for any module or assignment they have passed, with the aim of improving the mark, except in the case of extenuating circumstances. Further information relating to the re-sitting of examinations, including timing of re-sits, can be found in the LSTM Masters Student Handbook.

32 Marking Descriptors

LSTM has generic assessment criteria applicable to all written work (below). Assessment criteria for individual assignments can be accessed by students in the module Brightspace folder.

%	COMMENTS
90-100	Distinction Absolutely outstanding answer. Factually flawless; strong degree of originality and critical insight; clearly organised; comprehensive coverage; extensive evidence of supplementary reading; style and presentation excellent.
80-89	Distinction Outstanding answer. Factually flawless; clearly organised; logical; good evidence of supplementary reading; originality and critical insight present; style and presentation excellent.
70-79	Distinction Very good answer. Factually flawless; some originality of thought and critical insight; evidence of outside reading; good coverage; style, presentation and organisation very good.
60-69	Merit Comprehensive answer. Clear; logical; thorough; factually sound with no serious errors; evidence of outside reading and/or originality and critical insight; style, presentation and organisation good.
50-59	Pass Adequate answer. Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality; little evidence of outside reading; style, presentation and organisation moderate.
40-49	Fail Incomplete answer. Information fairly sparse; some inaccuracies; answer broadly relevant to question but poor coverage of lecture material; no sign of outside reading; style, presentation and organisation poor.
30-39	Fail Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; style, presentation and organisation poor.
15-29	Fail Very deficient answer. Answer largely irrelevant to the question; a few facts correct but many omissions and errors; style, presentation, grammar and organisation very poor.
0-14	Fail Totally inadequate answer. Little relevance to question or little factual material; wrong approach; style, presentation, grammar and organisation extremely poor.

33 Final Award and Alternative Qualifications

Final Award

Students who attend for a minimum period of 12 months of full-time study, and who achieve a minimum 180 credit points at FHEQ level 7, and successfully complete a dissertation/research project worth 60 credits will be eligible for the award of a Master's degree. To achieve a Master's in Tropical Paediatrics, credits achieved must include Trop711 "*Essentials in Tropical Medicine*" and either Trop724 "*Child Nutrition and Development*" or Trop729 "*Sexual Reproductive Maternal Newborn and Adolescent Health*".

Students who attend for a minimum period of 30 weeks of full-time study, and who achieve a minimum of 120 credit points at FHEQ level 7, will be eligible for the award of a Postgraduate Diploma. A Postgraduate Diploma shall be comprised either of all taught modules if an entry award, or may include the 60-credit research project module if an exit award. To be awarded the Postgraduate Diploma in Tropical Paediatrics, candidates must achieve 120 credits from the taught component of the MSc programme (i.e. excluding the dissertation/ long project) as detailed in Table 1, including Trop711 "*Essentials in Tropical Medicine*" and either Trop724 "*Child Nutrition and Development*" or Trop729 "*Sexual Reproductive Maternal Newborn and Adolescent Health*".

A mark of Merit or Distinction will be awarded according to the criteria below. A Merit or Distinction may be awarded if a student has failed and then passed on re-sit any credit that counts towards the final award during the relevant period of study at LSTM, however, marks are capped at 50% for the purposes of calculating the award. Marks achieved in modules which are passed under the compensation rule may also be counted towards a Merit or Distinction. It should be noted that students who register on a Master's, Postgraduate Diploma but who exit with a lower award, will be eligible for a Merit or Distinction for the lower award, provided the student meets the criteria outlined below:

For a Master's Degree with Distinction a student must achieve:

- a Distinction grade for the dissertation and;
- an overall average of at least 70% in 120 credits of taught modules

For a Postgraduate Diploma with Distinction a student must achieve:

- an overall average mark of at least 70% in 120 credits of taught modules; or
- an overall average mark of at least 70% in 60 credits of taught modules and a Distinction grade for the dissertation

For a Master's degree with Merit a student must achieve:

- a Merit grade for the dissertation and;
- an overall average mark of at least 60% in 120 credits of taught modules

For a Postgraduate Diploma with Merit a student must achieve:

- An overall average mark of at least 60% in 120 credits of taught modules; or
- an overall average mark of at least 60% in 60 credits of taught modules and a Merit grade for the dissertation

Average marks falling up to 2% below any grade boundary are deemed to be borderline cases. In these cases, the award is determined by consideration of the profile of marks across all taught modules. To be awarded the higher grade, at least 50% of the taught credits must be at the higher grade.

Students who take modules on a stand-alone basis will become eligible for an award with Distinction or Merit where they:

- Subsequently register for a programme of study which leads to an award and successfully complete the required credit through the study of appropriate modules as defined in the programme specification or;
- Accumulate sufficient credit for an unnamed award in accordance with an approved programme of study.

Where a student has successfully completed modules which exceed the required credit for the award the calculation of the overall average mark and determination of classification will be based on the modules with the higher marks.

Criteria for the award of an alternative qualification

If a student fails to meet the criteria for the award of a Master's degree or a Postgraduate Diploma, or is unable to complete the programme he or she registered for, he or she will be eligible for the award of one of the following as an exit qualification:

- Postgraduate Certificate in Tropical Paediatrics: - this will be awarded to students who have previously registered for either the Master's degree or Postgraduate Diploma provided that the student has achieved a minimum of 60 credits. The credit may not include any dissertation credits. In order to qualify for a 'named' Postgraduate Certificate in Tropical Paediatrics, the credits achieved must include Trop711 "*Essentials in Tropical Medicine*" and either the Trop724 "*Child Nutrition and Development*" or Trop729 "*Sexual Reproductive Maternal Newborn and Adolescent Health*".
- Postgraduate Diploma in Tropical Paediatrics:— this will be awarded to students who have previously registered for the Master's degree provided that the student has achieved a minimum of 120 credits, the 120 credits may include dissertation credits to the value of 60 credits. In order to qualify for a 'named' Postgraduate Diploma in

Tropical Paediatrics, the credits achieved must include the credits achieved must include Trop711 *“Essentials in Tropical Medicine”* and either the Trop724 *“Child Nutrition and Development”* or Trop729 *“Sexual Reproductive Maternal Newborn and Adolescent Health”* or Trop734 *“Research Project: Clinical Sciences”*.

Students who fail to achieve the required credits for a named award will exit with an unnamed award.

Part F: Quality Assurance

34 Examination Process

The Masters Board of Examiners consists of the LSTM Dean of Education (Chair), Academic Registrar (Secretary), the External Examiners from all LSTM MSc programmes and all members of academic staff who have made a major contribution to the teaching and assessment of the programmes.

The Terms of Reference are as follows:

- To monitor methods of assessment against set learning outcomes and programme requirements
- To ensure standards of assessment are maintained
- To assess students' performance in accordance with regulations
- To reach overall decisions concerning awards
- To make recommendations to the Board of Studies on the conduct and standards of all assessment procedures

External Examiners are responsible for ensuring that awards made by LSTM are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining of Taught Programmes which is available at: <http://www.lstmed.ac.uk/study/quality-manual>

Further information on the assessment policies and procedures can be found in the LSTM Masters Student Handbook, including:

- The penalties for the late submission of assessments
- The rules relating to plagiarism and collusion
- Ill-health and other special factors

Information on the purpose, method and schedule of assessment and the timescales for the submission of assessments can be found in the Programme Handbook (available on the LSTM student intranet) and on the Brightspace programme page.

35 Student Representation and Feedback

LSTM is committed to receiving and responding to student feedback in order to develop learning and teaching within the institution and to improve the overall quality of the student experience. Students are encouraged to evaluate individual modules and the programme via an online survey tool. The survey results are reported at Board of Study (BoS) meetings, together with any additional feedback from the student representatives. Regular focus groups will be held and there are opportunities for informal feedback via tutors and module convenors.

Students will be formally represented within the LSTM committee structure:

(a) The **Staff Student Liaison Committee (SSLC)** meets 3 times a year and includes an elected representative from each programme, including any programme streams. The minutes of the SSLC are received by the Learning & Teaching Committee (L&TC). The membership of the SSLC, its terms of reference and the manner in which it conducts its business conform to the requirements of the Code of Practice on Student Engagement and Enhancing the Student Experience - <http://www.lstmed.ac.uk/study/quality-manual>

(b) Each Master's programme has a **Board of Studies (BoS)**, which oversees its planning, operation, management and development. Membership of the BOS consists of the Director of Studies for the Programme, the Academic Registrar, elected student representatives, Registry staff supporting the programme, Convenors of Modules and those making a significant contribution to the programme.

Students play an active role in the work of the BoS, with the exception of reserved and confidential business. The minutes of all Boards of Studies are received by the L&TC.

(c) The **Quality Management Committee (QMC)** oversees the academic standards and quality assurance and enhancement of all taught programmes, ensuring that LSTM's quality assurance processes are fully informed by external expectations including the UK Quality Code for Higher Education. Two students from across all programmes serve as full members of the QMC. The QMC reports on academic quality assurance and enhancement issues to the L&T Committee. The Committee meets a minimum of four times per academic year and is responsible for:

- Approving, monitoring and reviewing programmes and modules
 - Approving recommendations for the appointment of external examiners for LSTM programmes.
 - Monitoring the progress of actions raised by External Examiners
- Developing, monitoring and reviewing the peer observation system

Part G: Diversity and Equality of Opportunity and Widening Participation

36 Diversity and Equality Statement

The programme's design, structure and content are consistent and compliant with LSTM's Diversity and Equality of Opportunity Policy. LSTM provides a multicultural, multidisciplinary learning environment in which all students benefit

from the opportunity to share diverse experiences and outlooks, supported by staff who are themselves from a variety of national and cultural backgrounds and spend significant periods of time working overseas. LSTM recognises that some students need extra help and guidance in adjusting to a new country, culture or learning environment. Accordingly, we provide a comprehensive range of relevant non-academic student support services. The Personal Tutor System aims to provide students with advice and support in matters related to academic work and to enable the development of independent study habits suitable for higher education. Reasonable adjustments are made to assessment for disabled students in line with the Code of Practice on Student Support and Welfare.

Part H: Status of Professional, Statutory or Regulatory Body Accreditation

37 Accreditation Status

Not applicable

Annex: Modifications

Annex of Modifications made to the Programme - Related List of Modification

Description of Modification (Please include details of any student consultation undertaken or confirm that students' consent was obtained where this was required)	Major/Minor Modifications	Date Approved by QMC	Date Approved by Mgt Cttee	Cohort Affected
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