brighton and sussex
medical school

Postgraduate Medicine

MDM28B Teaching and Learning in Medical Education

Department of Medical Education

Module Handbook
Oct-Nov 2021

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Contents

Introduction

This module will enable you to reflect upon your previous teaching and learning to explore and apply educational theories and new skills proactively in the course of your current and future teaching and professional practice. Post Covid-19, medical teachers need to consider new perspectives and skills in teaching juniors and colleagues: this module will be the beginning of a collaborative learning journey in this context.

The module aims to ensure that the teacher is also a learner by enabling participants to:

- facilitate learning in both academic and practice settings
- learn in both academic and practice settings
- develop and enhance their teaching skills in medical education (especially post COVID)
- gain and enhance an awareness and familiarity in enhanced technology in medical and health education

Learning Outcomes

By the end of the module the participants should have:

- Examined their own personal philosophy of learning

- Critically reflected on the notion of 'self' in teaching, and the development and enhancement of their teaching skills

- Critically appraised the nature of evidence in medical education, and advanced their own engagement in education research literature.

- Demonstrated appropriate skills for facilitating learning and supporting an effective learning environment

- Become more critically aware of developments nationally and internationally in medical education and the implications of these developments for course design

- Identified their own strengths and weaknesses as teachers, and have begun planning for further development as medical educators

Module Content

- Theories of learning, teaching and reflection

- Developing a personal philosophy of learning

- Applying educational theories to current practice

- The nature of professional knowledge and expertise

- Course and curriculum design

- Developing and evaluating assessments

- Reflective statements and patchwork texts

- Specific seminars / workshops:

  - E learning / TEL
  - Hot Topics from the Journals
  - Medical Education Research
  - Reflective Writing
  - Online learning
    - Videos
    - Wikis
    - Blogs
    - Social media interactivity
    - Appropriate Apps

Module Timetable

MDM28B Learning & Teaching in Medical Education Semester 1 2021/22

We will be starting formal teaching each day **promptly** at 10.00 but would request everyone 'check in' on-line from 09.45 to a) make sure internet connection etc. is functional and b) say 'Hello' to everyone else and have a bit of a chat.

It will be helpful to have 2 devices available if possible e.g. computer plus tablet / phone.

MDM28B Day 1	Thursday	14-Oct-21	MS Teams
	9.45	Module Check-in	Students & Course Team
	10.00	Introduction to Module and The Role of the Teacher	Jim Price
	11.00	**COFFEE**	
	11.15	Introduction to Module and The Role of the Teacher continued (Groups, Rules & Values)	Jim Price
	12.45	**LUNCH**	
	13.45	Models of Teaching and Learning	Jim Price
	14.45	**TEA**	
	15.00	Digital Learning in 2022	Tim Vincent
	16.30	**CLOSE**	
MDM28B Day 2	Thursday	21-Oct-21	MS Teams
	9.45	Module Check-in	Course Team
	10.00	Curriculum & Course Planning	Fiona Handley
	11.15	**COFFEE**	
	11.30	Hot Topics	Jim Price, Wajeeha Aziz & Participants
	12.30	**LUNCH**	
	13.30	Hot Topics	Jim Price, Wajeeha Aziz & Participants
	14.45	**TEA**	
	15.00	Problem Based Learning	Gaynor Sadlo
	16.30	**CLOSE**	

MDM28B Day 3	**Thursday**	**04-Nov-21**	**MS Teams**
	9.45	Module Check-in	Course Team
	10.00	Learning Outcomes	Dr Carl Fernandes
	11.00	**COFFEE**	
	11.15	Learning Outcomes	Dr Carl Fernandes
	12.00	**LUNCH**	
	13.00	Hot Topics	Jim Price, Wajeeha Aziz & Participants
	14.45	**TEA**	
	15.00	Research & Evidence in Medical Education	Ceri Butler
	16.30	**CLOSE**	
MDM28B Day 4	**Thursday**	**18-Nov-21**	**MS Teams**
	9.45	Module Check-in	Course Team
	10.00	Giving and Receiving Feedback	Carl Fernandes
	11.30	**COFFEE**	
	12.00	The Principles of Teaching and Learning	Iain Wilkinson
	13.30	**LUNCH**	
	14.00	Wicked Problems: Medical Education in a Complex World	Prof Stewart Mennin & Jim F
	15.00	**TEA**	
	15.15	Wicked Problems: Medical Education in a Complex World	Prof Stewart Mennin & Jim F
	16.30	**CLOSE**	

MDM28B Day 5	Thursday	25-Nov-21	MS Teams
Pre-Recorded Session on My Studies	10.00	Introduction to Assessment	Jim Price
	11.15	**Module Check-in**	Course Team
	11.30	Interprofessional Education & Learning	Shereen Habib
	13.00	**LUNCH**	
	13.45	The Hidden Curriculum in 2022	Prof Fred Hafferty & Jim Price
	15.30	**TEA**	
	15.45	Assignment Preparation	Jim Price & Participants
	16.30	**CLOSE**	

Teaching Staff

Jim Price	Course Leader Medical & Clinical Education
Ceri Butler	Principal Lecturer, BSMS
Prof Fred Hafferty	Professor of Medical Education
Fiona Handley	Senior Lecturer in Learning and Teaching, Centre for Learning and Teaching
Prof Gaynor Sadlo	Professor of Occupational Science
Carl Fernandes	Senior Practice Teaching Fellow
Prof Stewart Mennin	Professor Emeritus of Cell Biology and Physiology, and former Assistant Dean for Educational Development and Research
Dr Iain Wilkinson	Consultant Geriatrician, SaSH NHS Trust

Teaching and Learning Strategies

Teaching methods will encompass:

- Debate and Discussion
- Presentations
- Group work and seminar groups
- Personal reflection
- Self-directed study
- Individual tutorials

Learning will be supported further by the use of prepared notes, selected reading and all usual visual aids. 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.

As part of their private study, students will be required to undertake directed reading and formative assignments in preparation for the contact study time. Tutorial staff will outline key sources of information generally and during their individual contact sessions.

Course materials will be made available on 'My Studies' http://My Studies.brighton.ac.uk

Style of Learning and Course Delivery

Following the changes to delivery necessitated by the COVID-19 pandemic in 2020/21 we have moved to a blended delivery approach for the PG Cert Medical Education (i.e. a combination of face-to-face workshops and online teaching sessions).

Timetabled, interactive online teaching sessions will make up the timetable for Semester 1. Much of the course timetable will comprise live (synchronous)* sessions delivered via Zoom or MS Teams with some asynchronous** staff-facilitated or staff-delivered materials accessed via My Studies. In Semester 2 for your final module, we will combine three days of face-to-face workshops on campus and two online days learning together. Learning and teaching methods throughout the course will also be in association with other relevant apps and supplementary resources such as wikis, forums and flipped classroom materials. Any tutorials will either be online or face to face.

These changes in delivery will adhere to the University's Enhanced Digital Learning Principles to ensure that our students are still receiving the best experience in their learning and there will be no changes to the course content to ensure that all students can meet the learning outcomes of their chosen course.

*Synchronous: Students and the instructor interact during scheduled meeting times using MTeams

**Asynchronous courses: Students and the instructor interact using My Studies or MTeams without real-time interaction.

Study Skills and Essay Writing Reading List

- Anderson J, Poole M. Assignment and thesis writing. 3rd ed. Brisbane: John Wiley & Sons; 2001
- Bourner T, Race P. How to win as a part-time student. 2nd ed. London: Kogan Page; 1995
- Brookfields S D. Developing critical thinkers: challenging adults to explore alternative ways of thinking and acting. OU Press; 1987
- Clanchy J. How to write essays: a practical guide for students. 3rd ed. Melbourne: Longman; 1998
- Cottrell S. Critical Thinking Skills: Developing Effective Analysis and Argument: Macmillan; 2011
- Cottrell S. The study skills handbook. Basingstoke: Macmillan; 2008
- Crème P, Lea MR. Writing at university. Buckingham: OU Press; 2007
- Fairbairn G. Reading, writing and reasoning: a guide for students. 2nd ed. Buckingham: OU Press; 1996
- Northledge A. The good study guide. 2nd ed. OU Press; 2005
- Peck J, Coyle M. The student's guide to writing, grammar, punctuation and spelling. Basingstoke: Macmillan; 2005
- Phelan P. Argument and evidence: critical analysis for the social sciences. London: Routledge; 1996
- Powell S. Returning to study – a guide for professionals. Buckingham: OU Press; 1999
- Rowntree D. Learn how to study: a realistic approach. 4th ed. London: Warner; 1998
- Trzeciak J, Harlow SE. Study skills for academic writing: student's handbook. Melbourne: Longman; 2000
- Young P. The art and science of writing – a handbook for health science students. London: Chapman and Hall; 1996

Study Support & Academic Skills

Library Services

BSMS students have access to the University of Sussex Library as well as the University of Brighton Falmer Library, where key textbooks for the course will be held - here is the BSMS Library Link. 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 – My Studies. To access Sussex Library online resources and certain reading list items follow instructions here.

BSMS librarians offer training on finding and retrieving information, literature searching, online referencing, and can purchase books for your specific research area where possible. For further information please see the library induction video. 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 at:bsmslibrary@bsms.ac.uk

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.* If you were unable to attend the My Studies training session on the **Induction Day on Thursday 9ᵗʰ September 2021** please ensure you complete the virtual induction on My Studies and if you feel that you would benefit from further instruction, then let your Course Leader know as soon as possible. **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.**

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/

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.
https://www.rlf.org.uk/resources/writing-essays/

Academic Skills for Students at University of Brighton

The Writing Advisory Service provides personalised feedback on your written work throughout the year.

Writing Advisory Service (brighton.ac.uk)

Computers, IT Support and Free Software

Find help and information on connecting to Eduroam university WiFi, recommended software and apps, printing, computer clinics, access to computers and free laptop hire:
https://unibrightonac.sharepoint.com/sites/is/computing

Personal Tutors

Your Course Leader or nominee will be your Personal Tutor for the course duration. After discussion with your course or module leader a sample section from a draft assignment (up to 1000 words) may be reviewed, no later than 14 days prior to the deadline, thereby allowing sufficient time for feedback. The Course Leader will be available for personal or group tutorials with you by arrangement. These are held to explore your experience of the course and to support you through any decisions and difficulties that affect your progress through the course.

Student Group and Peer Support

Some groups opt to share email addresses to have discussions and arrange social events. This becomes even easier if you use My Studies, which is the main system of electronic communication that this course uses, and *we encourage all students to ensure that they link their personal / preferred email addresses with My Studies which will use your University email. Information on how to do this may be found here:*

http://office.microsoft.com/client/15/help/preview?AssetId=HA102908356&lcid=2057&NS=OLWAO365E&Version=15&queryid=&respos=1&HelpID=ms%2Eexch%2Eowao%2ELearnRedirectTo#_Toc327963309

Note: If you do forward your emails, you must also check your UniMail account regularly to delete old messages and to make sure that the redirect is working properly. If you let the mailbox fill up until it reaches its size limit, then you will receive no further emails. The university accepts no responsibility should mail not be delivered to any external account.

If you have websites for articles that you would wish to share with the rest of the group then these can be added to this system. Occasionally, some of you may be so familiar with some parts of the modules that you feel that you aren't sufficiently challenged. It is important to bear two things in mind. Firstly, that the contact time for the module is about 30 hours but the total time you should be spending on developing your topic to M level is said to be about 200 hours per 20 credit module. The breadth and depth of your assignment should reflect this total period of study. As with all postgraduate study, the taught sessions are guides to the topic area and should be built upon to achieve the learning outcomes. The emphasis at M level is on independent learning. Secondly, this is the time when you should contribute to the in-session discussions in a way that helps other students to progress. We usually find that this effort is repaid when you come across a topic that is less known to you; you'll find that others can then help with your learning in a different stage of the course. This is a very positive aspect of multi-professional, multidisciplinary learning and teaching and its success is based on student involvement and participation.

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 at Cite them Right, which offers advice on the latest correct referencing as well the Sussex and Brighton University websites.

http://www.sussex.ac.uk/skillshub/?id=386

https://www.citethemrightonline.com/

https://www.citethemrightonline.com/basics/how-can-i-avoid-plagiarism

To access the video, log in as Brighton University (institutional log-in) in the right corner at the top of the screen: followed by your BSMS credentials
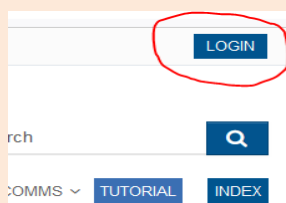
The University of Brighton is registered with the JISC Plagiarism Detection Service (TurnitinUK). The Service complies with UK Data Protection Law.

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.

By clicking submit, a student declares their understanding that:

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

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

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

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

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.

The Reading List is found on My Studies as below:

https://rl.talis.com/3/brighton/lists/4C6329CC-609D-4EA5-EB93-6203E9705AFD.html?lang=en-GB

Module Assessment Task

A 3000 word assignment on an aspect of learning and teaching theory as applied to the participant's own teaching or facilitation practice.

The word count is up to 3,000 words and should 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 and words beyond this limit will not be marked. **Referencing, bibliography and appendices** are not included in the word count. **You must show your word count on the front cover.**

Presentation of Assignments

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 10.
- ➢ Have margins of 3cm on each side of the page.

Students are reminded that this assignment is an academic essay, not a report.

References

Vancouver has been Brighton and Sussex Medical School's adopted style of referencing for undergraduate studies. However, at Postgraduate level, and particularly for Social Science essays (and 'Education is a 'Social Science'), **Harvard or Chicago** are the preferred styles. You should ideally use either style but all referencing needs to be accurate, comprehensive and consistent. Vancouver is permissible but needs to be applied appropriately if used.

To facilitate efficient and accurate referencing, the bibliographic software **Endnote** is recommended, although other referencing software is fine. However, Endnote is provided on the University system for all students and staff and is highly recommended. This allows the creation of bibliographies in Microsoft Word, the searching of bibliographic databases and the organisation of references in a searchable database.

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. **Please ensure you incorporate any appendices into the main document, as you can only submit one file to Turnitin.**

Marking Criteria

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%

Indicative percentage mark University Standard	0 – 39% Fail	40 – 49% Fail / Refer	50 – 59% Pass	60 – 69% Merit	70 – 79% Distinction	80 – 100% High Distinction
Learning Outcomes & Assessment Criteria	Most have not been met	One or more have not been met	All met	All met fully at a good or very good standard	Achieved to a high standard and many at an exceptionally high level	All achieved to an exceptionally high level
Understanding and Exploration	Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research	Limited understanding and/or exploration of major ideas with very little insight and/or minimal research	Sound understanding and exploration, some insight and/or appropriate research	Good to very good understanding and exploration, some insight and/or thorough research. Some capacity to undertake further research	In-depth understanding, exploration, insight and/or research	Exceptional display of understanding, exploration, insight and/or research
Accuracy & Potential for Publication	Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject	Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge	Some minor inaccuracies and/or misunderstandings – small but not significant errors	No significant inaccuracies, misunderstandings or errors	Potential for publication/exhibition and/or ability to undertake further research	Potential for publication/exhibition and/or ability to undertake further research
Adherence to Assessment Tasks	Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task	Insufficient attention paid to some of the assessment criteria and some significant deviations from the specifications for the assessment task	Some minor deviations from the specifications for the assessment task, including word limit where appropriate	The specifications for the assessment task, including word limit where appropriate, have been adhered to	All specifications for the assessment task, including word limit where appropriate, have been adhered to	All specifications for the assessment task, including word limit where appropriate, have been adhered to
Organisation, Structure and Presentation	The work is too descriptive, poorly structured and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate	The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate	The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is sound	The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is good	The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are excellent throughout	The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout
Communication to intended Audience	No evidence of effective communication of work	Very little evidence of effective communication of work	Little evidence of effective communication of work	Evidence of effective communication of work	Evidence of effective communication of work to specialist and non-specialist audiences	Evidence of effective communication of work to specialist and non-specialist audiences

Argument & Evidence	The work lacks supporting evidence or argument	Development of an argument is limited and often flawed	Ability to develop an argument but can lack fluency	Ability to present structured, clear and concise arguments	Convincing arguments that are likely to be at the limits of what may be expected at this level	Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level
Approach & Execution	The work has been approached and/or executed/performed inadequately	The work has been approached and/or executed/performed inadequately	The work has been approached and/or executed/performed in a standard way with limited evidence of originality	The work has been approached and/or executed/performed in a comprehensive way with some degree of originality	The work has been approached and/or executed/ performed in an original way	The work has been approached and/or executed/performed in an original way
Contextualisation, Research and Synthesis	Failure to contextualise from sources Little or no evidence of analysis, synthesis, evaluation and critical appraisal	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	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	Appropriate contextualisation, including relevant theory/literature/artefacts/ 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	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	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
Problem Solving and ability to address Complexity	Little or no evidence of problem solving skills Failure to address complex issues	Little evidence of problem solving skills Barely addresses complex issues	Some evidence of problem solving skills Some evidence of ability to address complex issues adequately	Good or at least competent problem solving skills – suggests alternative approaches Ability to address complex issues competently – explores established knowledge	Excellent problem solving skills – suggests alternative approaches Ability to address complex issues effectively – challenges established knowledge	Outstanding problem solving skills – suggests alternative approaches Ability to address complex issues both systematically and creatively - challenges established knowledge

Module Regulations

Attendance

It is expected that students will attend 100% of the module. 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.

For 'live' synchronous sessions a register is taken via the learning platform. Where applicable, if your course material is being delivered asynchronously your interaction with course material can be tracked on My Studies as a method of maintaining accurate course attendance records.

If you need to cancel your place on this module please contact the Module Administrator. **Failure to inform the university that you are unable to attend the module prior to the first day of the module will result in a 'fail' for the module and you may incur a charge.**

Module Cancellation

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.

Submission of Assignments

Final Submission Deadline: Tuesday 1st February 2022 before 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 as the Turnitin service will not accept submission of multiple documents. Please make sure you read and follow the submission instructions contained in **Appendix 1 – Submission Instructions** at the end of this handbook.

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

Late Submission and Extensions

Work submitted within 1 week 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 1 week after the deadline for submission, it will not be accepted, and will be considered a non-submission. A 'fail' result will be recorded for the component.

Please note that if you have previously failed or have been referred in a module you 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. Your extension form must be signed by your course leader and can be 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 Jacqueline King j.king@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 week after the final deadline.

Anonymous Marking

This module assessment will be marked anonymously in line with new University regulations for 2021/22 academic year. 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 **MDM28B.** Turnitin identifies your submission with a submission ID (not by name or student number).

Results and Examination Board

You should be able to access online feedback and **provisional results** (subject to external examination) on Tuesday 1 March 2022 via My Studies. **Please note that marks at this stage are provisional and may be subject to change following external moderation.** You will receive email notification regarding your agreed results within a few days of the 24 March 2022 Exam Board. Details of how to access your grade and feedback can be found in **Appendix 1.**

Full details of the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR) can be found on the BSMS Postgraduate Medicine page, under 'Policy and Regulations'.

If you receive a 'fail' result and are permitted to repeat the module (for which you will incur a charge if this is 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.

Inclusivity

At BSMS we are committed to ensuring that our curriculum and values are inclusive and justice oriented, and that our students, staff and broader community feel welcome and respected. We recognise the complex intersecting social issues within which medicine operates, and acknowledge that BSMS has an important role to play in ensuring that medicine is a force for positive change whose benefits are available to all. BSMS is the proud holder of an Athena Swan Silver Award, has recently signed up to the BMA charter against racial harassment and is committed to the broader task of decolonising medicine and building a more diverse academic and professional services workforce.

If you have any urgent concerns or issues, you should inform your course team as your first point of contact. If you would prefer to report an incident anonymously to tell us about any form of bullying, harassment or discrimination experienced or witnessed within BSMS, please complete the form below. Anonymous reports will be regularly monitored and, where possible, acted upon. These reports will help us to gather data and to capture patterns of behaviour within the medical school.

https://www.bsms.ac.uk/about/working-here/inclusivity/index.aspx

Digital Accessibility

BSMS is committed to providing digital content that is accessible to all. More detailed information about accessibility in My Studies is available here University of Brighton accessibility statement

For more information regarding accessibility support with digital materials, please see the following Help and Support guidance from IT Services

If you encounter an accessibility issue with electronic course materials, please report it to accessibility@bsms.ac.uk detailing the issue you have encountered and including a link to the relevant document or webpage. Your concern will be passed onto the relevant course team for response.

Learning Support Plans

Please speak to your course team if you feel that your studies are affected by any of the following:

- A medical condition

- A physical disability

- A mental health condition

- A specific learning disability such as dyslexia

We recommend that you contact disability@brighton.ac.uk. The Disability and Dyslexia team can support you in a number of ways including agreeing an individual Learning Support Plan (LSP) and recommending adjustments to assessment deadlines or extra time in exams where appropriate. It is best to raise this early in the course if possible, but you can disclose an issue at any stage of your studies.

More detailed information is available here [Declare a disability, learning difficulty or health condition (brighton.ac.uk)](https://brighton.ac.uk)

Appendix I

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 <u>must include</u>**:** module code and title, assignment title and word count, please **do not** include your name or student number.
- Please name your file **MDMxx**, 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 will not accept submission of multiple files; please submit just one file. 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:
  - Submitting in a different file format – we recommend PDF if you have problems with a different file type.
  - 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.

Turnitin Submission Guide

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