



We are a medical school of the 21st century. We pursue relentlessly answers to the healthcare challenges of the 21st century. Our purpose is to generate fantastic, skilled, compassionate healthcare professionals who are ready to create and deliver the new 21st century healthcare needed by the increasingly complex and frail patients who we serve. Our medical school is based on fundamental values of friendliness, kindness and community allied to excellence in education and deliberately chosen areas of research.

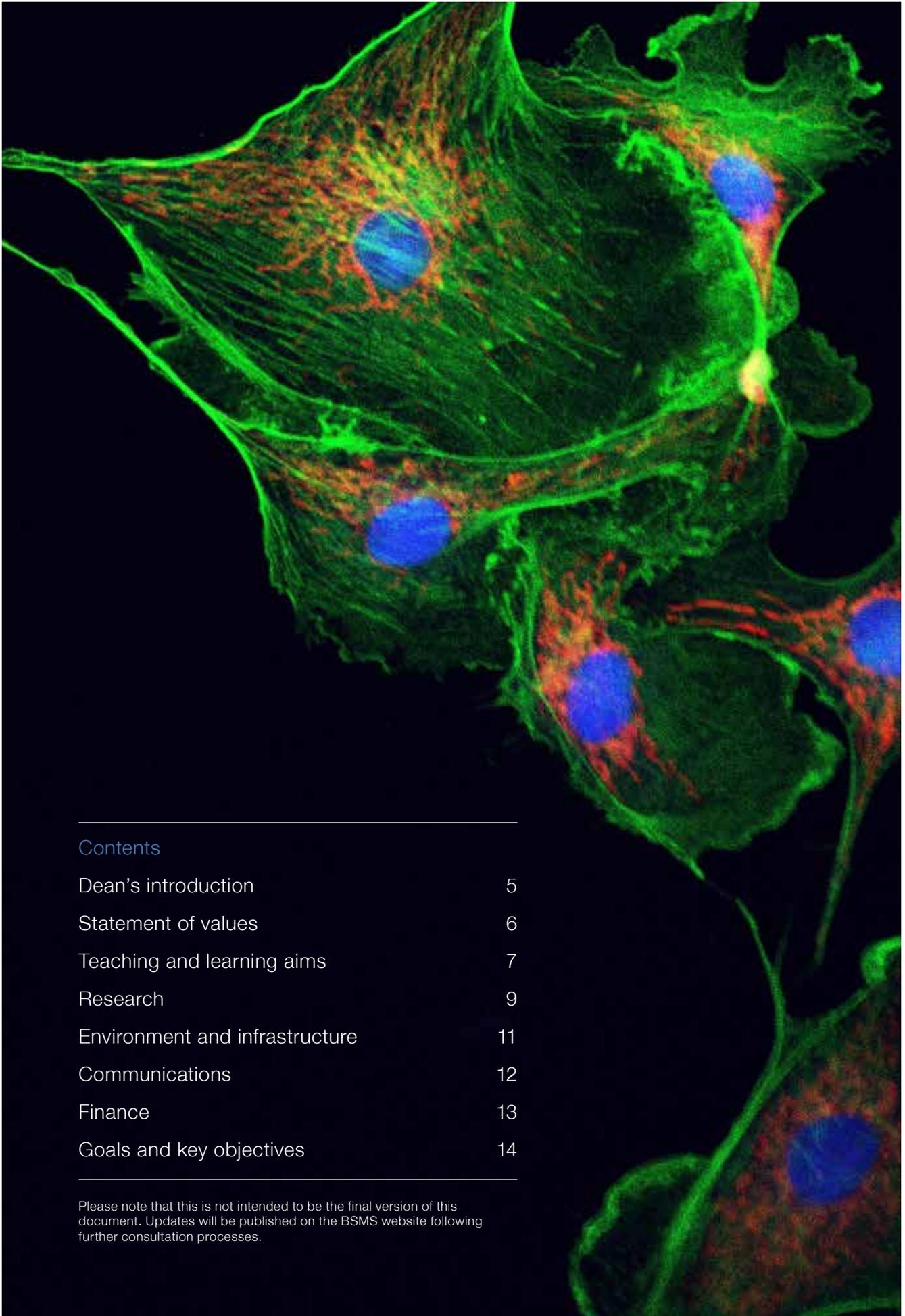
In the 12 years since being established, Brighton and Sussex Medical School (BSMS) has achieved great success. Crucially, we produce high-quality medical graduates who are well prepared to enter and lead the health service. They are life-long learners who make a significant difference to the wellbeing of patients and the public locally, nationally and internationally. Our students and graduates feel part of a BSMS family and we have developed a unique culture which celebrates diversity,

widening participation and the highest values for the practice of medicine.

Many of our graduates are established in careers, and our first graduates are now coming through as general practitioners and NHS consultants. It is a remarkable achievement that as a young medical school we received the highest rating in the 2015 National Student Survey (NSS).

This is a tribute to the founders of the school and the students who have chosen to study at BSMS. Our contribution to our parent universities and partner NHS organisations is highly valued and growing. We will build on and accelerate this success as BSMS continues to develop through its second decade.

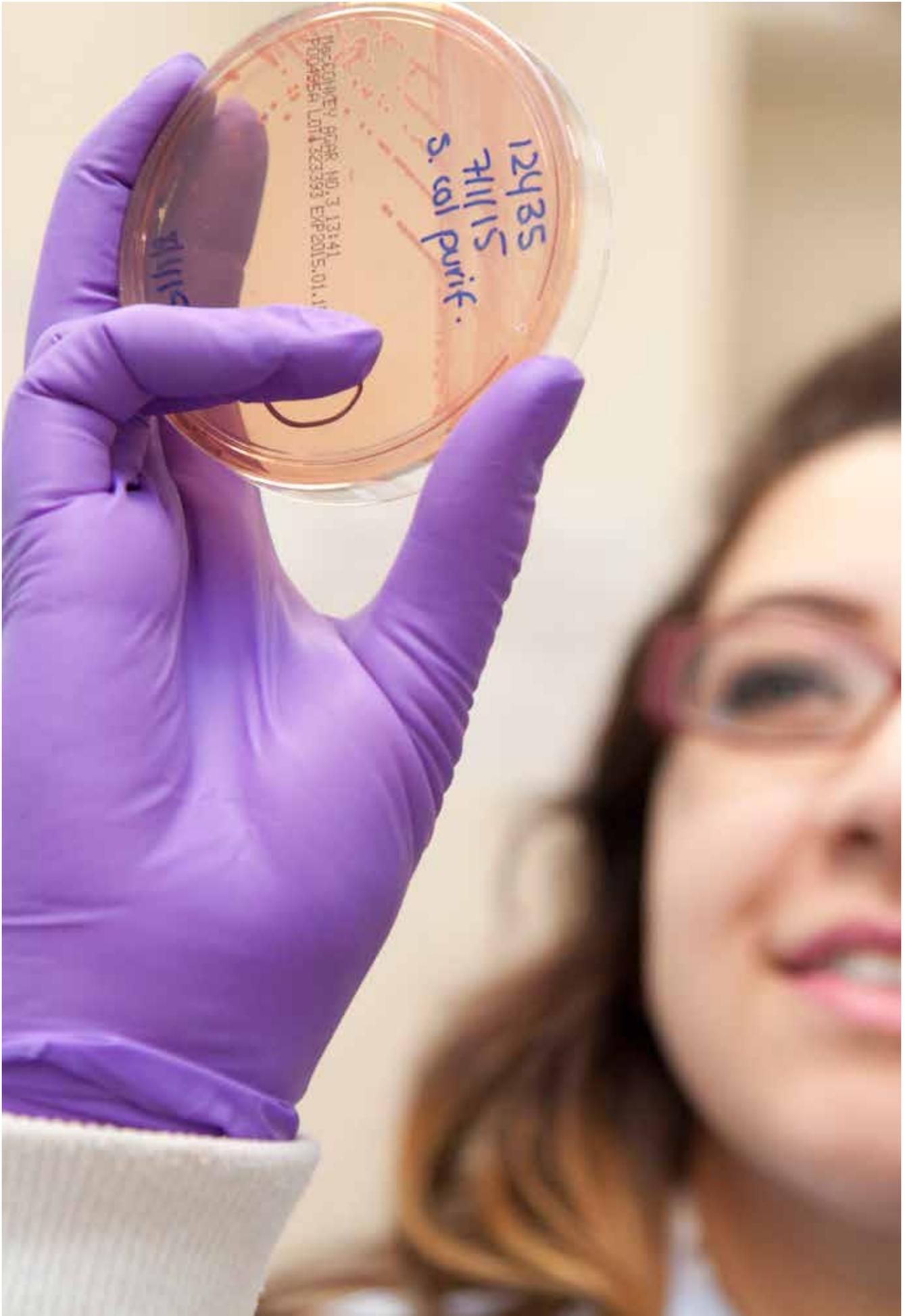
This document outlines our strategic approach to teaching, research and organisation to guide the medical school in the coming years. It sets out the actions we will take to ensure that we meet our ambitions.



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Please note that this is not intended to be the final version of this document. Updates will be published on the BSMS website following further consultation processes.



Dean's introduction

Having spent over a year at the helm of BSMS, it is clear that we are meeting our primary aim of providing the highest quality education and learning experience for our students, many of whom are now well established in their careers in the NHS and beyond. Our undergraduate medical curriculum is designed to evolve to meet the ever-changing challenges and opportunities of a medical career. Many of the pioneering staff who established the medical school remain, and they have been joined by increasing numbers of individuals attracted by joining this well-established and dynamic organisation. Our undergraduate medical students make a positive decision to come to Brighton and opt to take the Biomedical Admissions Test (BMAT) assessment for selection in contrast to the majority of medical schools that continue to use UKCAT. For many of our students, BSMS is the only BMAT school they apply to, demonstrating their determination to study here.

There are challenges for UK medical schools around student selection including the urgent need to further widen participation, an area in which BSMS already exceeds proposed national targets. We are an open and inclusive school. We believe that tomorrow's doctors need to reflect the community as a whole and will be better doctors for having learned in an environment embracing this diversity. We are therefore committed to continue our mission to widen participation and access to our school.

The potential for expansion of undergraduate medical student numbers is constrained currently, but we are a growing school. We are increasing our portfolio of postgraduate taught courses where there is substantial unmet need in the region. BSMS will continue to contribute to the wellbeing of the population through both undergraduate and postgraduate education and training, and our contribution will grow.

Our main NHS partner, Brighton and Sussex University Hospitals NHS Trust (BSUHT), has at long last received the go-ahead for its ambitious plans for redevelopment at the Royal Sussex County Hospital. This initiative, 3Ts (Tertiary, Teaching and Trauma), will transform the environment for patients, clinical staff and students over the coming years, and government (rather than PFI) funding is a very welcome element of this. The challenges of rebuilding a hospital on its existing site must not be underestimated but, as the initiative will replace the oldest estate in the NHS currently providing acute medical care, the challenges of redevelopment will be more than justified by the benefits of new facilities. As this development is realised, we will see a transformation in the environment at BSUHT, BSMS and associated NHS organisations, placing it on a par with the best university teaching hospitals in the country.

Ensuring the quality of student experience during this time is a major issue for the school and our partner trusts. We must and we will manage this successfully. BSMS works closely with a number of other healthcare providers including Sussex Partnership NHS Foundation Trust, general practitioners and other NHS providers. It is essential that we ensure high-quality facilities are available to support student learning in all the sites where BSMS students work and study.

We at BSMS have made major contributions in clinical research, health services research and medical humanities, as well as significant advances in the basic sciences that underpin medical practice. Our curriculum is broad and diverse, and successful delivery requires us to support staff across a broad range of disciplines, as well as nurturing defined fields of excellence that have synergy with our host institutions.

These achievements contributed powerfully to our highly successful and collaborative input to the recent Research Excellence Framework (REF) exercise. Reflecting on this in a series of inclusive conversations drawing on our record of research funding and publication has enabled us to identify areas of strength that have grown and developed since the medical school was established. This strategy is founded on these insights as well as the need to continue to support excellent research and education wherever it happens within BSMS and our partners. This balance of developing and focusing on areas of excellence, whilst continuing to support the efforts of all research active staff, will be a key element to our future research activity. This will ensure that our students are educated in a research-rich environment where active participation in the process of generating evidence informs and improves medical practice.

It is crucial that newly qualified doctors are equipped as life-long learners in view of how rapidly the evidence base is developing, together with the resultant changes in clinical practice. Doctors can only thrive if they are able to evaluate emerging evidence and are open to changes in practice in response. A fundamental understanding of the processes by which new knowledge is generated, evaluated and assimilated into clinical practice is a key part of the training we provide. High-quality research also greatly enhances our ability to attract students and colleagues and provide a rich, fulfilling and balanced career for our staff. This document describes how we will ensure the continued success and development of BSMS.



Professor Malcolm Reed
Dean of Brighton and Sussex Medical School

Statement of values

BSMS is founded on a demanding set of values that are shared by staff and students and inform our activity.

Teaching and learning

We aim to ensure that our medical graduates have the knowledge, skills, attitudes and behaviours that will equip them to be safe, caring, competent and skilled medical practitioners capable of life-long learning. The importance of professionalism, respect, compassion, team working, collaboration and interdisciplinary working are key features of our courses.

These same values guide all of our educational provision from continuing professional development (CPD) through to our postgraduate taught courses. Our educational offer is defined by the learning needs of our students and colleagues who work within a challenging and rapidly evolving environment.

Our students will appreciate the importance of understanding knowledge and evidence base for medical practice and will benefit from learning in a research-rich environment, with opportunities to conduct their own research project.

Research

Our staff and students engage in research that aims to have a beneficial impact on the health of the public and patients locally, nationally and globally. This research enhances the evidence base for clinical practice and advances scientific knowledge. Our students and staff are encouraged and supported to undertake research of the highest possible standard. Moving forward, we will focus on areas of research where BSMS has demonstrated the potential to have genuine impact, as demonstrated by successes in grant income, publications and contribution to the REF, including through impact cases. Research activity in all of its forms will be valued and where the potential for excellence is demonstrated, it will be supported.

Our researchers are engaged with our students at many points in their course, aiding their appreciation of the importance of research in medicine.

Student, staff and patient experience

Staff and students at BSMS report high levels of satisfaction with the school as a place to study and work. We will continue to work to improve this experience as we pass through our second decade. We will engage with our universities, NHS, local government partners, industry and patient groups in ways that are truly collaborative and productive to ensure that the direction of our work meets local and regional needs and the benefits of our work are shared.

Teaching and learning aims



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Our course in undergraduate medicine will ensure that our students acquire the knowledge skills, attitudes and behaviours necessary to be safe, competent, newly qualified doctors in accordance with GMC regulations (Promoting excellence: standards for medical education and training July 2015). It will ensure an increasing emphasis on the multi-morbidity experienced by an ageing population facing multiple challenges such as obesity, long-term conditions and acute illnesses. Our students will develop a clear focus on practical patient safety and the importance of quality improvement in patient care. Our course will be distinguished by the excellence of the students' experience, building on the remarkable successes of BSMS to date.

Opportunities for growth in undergraduate medical student numbers are currently limited by the government cap but we will ensure that every BM BS student place, both home/EU and international, is filled, and that students are given the support they need throughout their time with us. BSMS will explore all options to grow its BM BS student numbers to meet the shortage of doctors in the NHS locally and nationally. This may include responding to any government-funded expansion of undergraduate medical school places and exploring options to increase our size to a medium size school (annual undergraduate intake of approximately 200 students) without losing the characteristics of a close-knit and mutually supportive community that has so successfully defined BSMS, its students and its graduates.

Selection of entrants for undergraduate medicine

The importance of widening participation has been demonstrated by reports to government (Milburn 2012) and the proposed Teaching Excellence Framework (TEF). BSMS will invest further in this area in order to meet and exceed all government targets.

Our selection processes will be informed by full engagement with our key partners: public, professional and educational. This process has already begun with an open stakeholder consultation on the desirable values and characteristics of future doctors trained at BSMS (November 2015) and modification of our selection methods following the introduction of BMAT in 2014/5.

We will continue to assure the quality of our education through annual and quinquennial review by our regulator, the GMC, and by internal periodic review by our parent universities, as well as through established quality assurance mechanisms which operate as part of delivering the curriculum.

Postgraduate education and training

BSMS will increase its contribution to the life-long learning and training of health professionals. The school will enhance the quality of care of patients and the public in Kent, Surrey and Sussex as we work with our partner NHS, social care and higher education organisations to develop excellence in the network of hospitals, primary care and other providers supported by the medical school.

Working with our partners in the NHS and beyond, BSMS will make an increasing contribution to the postgraduate learning and training of doctors and other health professionals. The introduction of our Physician Associate course will result in a new cohort of clinical practitioners in the NHS through an innovative postgraduate level educational programme.

Postgraduate teaching

We have grown postgraduate student numbers towards the target of their making up 20% of all BSMS students. Recruitment of postgraduate taught students in 2015 was close to this target (132 vs 140) and there remains substantial unmet need in the region for postgraduate taught courses.

We will start new, joint postgraduate taught courses in 2016/17 to address these unmet needs. In partnership with our parent universities, we will develop innovative new courses that will address specific training and education needs in the health and care workforce and provide opportunities for a wider range of entrants to join this workforce including medical practitioners and allied health professionals. We will continue to review, refine and grow our portfolio of postgraduate taught and CPD-related activities to respond to the developing needs of the NHS, the health workforce and students to address the relative lack of provision locally and regionally.

Our expanding portfolio of postgraduate taught courses will enhance our potential for international collaborations, so that our students can access experiences beyond the UK and we can host visiting students to enrich learning at BSMS.

Maintaining an excellent student experience

National surveys of student experience are important in measuring the quality of our educational offer, and will be an important element of the TEF. We will strive to maintain our strong position in the NSS, the Postgraduate Taught Education Survey (PTES) and the Postgraduate Research Experience Survey (PRES). In order to do this, we will respond promptly and meaningfully to areas of concern highlighted by these surveys in order to maintain the quality of student experience.

We will also identify areas of strength and work to ensure these are maintained and enhanced where possible. We will focus on the effective application of technology-enhanced learning and the networked environment to ensure our students remain connected and supported wherever they happen to be in our broadly dispersed sites of learning. We will innovate and collaborate to develop and support students, exploiting the full potential of technology to deliver and enhance our courses. We will respond promptly to support our medical students with changes to UK registration and licensing requirements and to changes in the foundation programme curriculum.



Research

At BSMS we undertake research that makes a genuine contribution to the evidence and science underpinning clinical practice, and that benefits people and patients in their health and wellbeing. Research endeavour enables our students and staff to gain first-hand experience and understanding of how medical and healthcare evolves, and provides our staff with opportunities to make wider contributions and enjoy fulfilling and well-rounded careers.

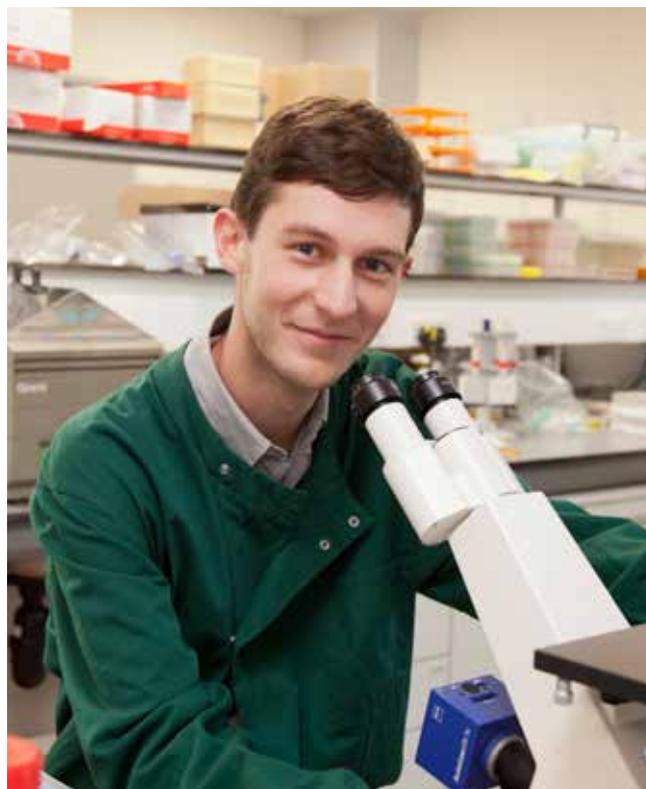
During its first 12 years, BSMS developed areas of clear research strength with our host universities, which are complemented by emergent areas of productive, collaborative and multidisciplinary research with colleagues in the NHS and many other organisations and partners. Flagship groupings that bridge local institutions include the Wellcome Trust Brighton and Sussex Centre for Global Health Research, the Sackler Centre for Consciousness Science, the Centre for Dementia Studies, SHORE-C and our participation in the UK-wide Farr Institute for health records research.

REF 2014 saw contributions from BSMS to five units of assessment across our host universities, with a major contribution to research impact that drew also on a substantial Wellcome Trust-funded programme of work in ethics and medical humanities. The strategies of both the University of Sussex and the University of Brighton prioritise the growth of research funding, quality and outputs.

The University of Sussex has recently established three interdisciplinary, university-level centres, and supports the pump priming of research through a process of internal bidding. The University of Brighton has invested in the formation of research centres, to build critical mass and create opportunities for high-quality external bids. Their structures for supporting research provide key opportunities for synergy and mutual benefit.

The breadth of BSMS research builds on the recognition that the medical curriculum is broad and diverse, and its successful delivery requires that we support staff across a wide range of disciplines. At the same time, we must nurture domains of excellence that have synergy with our host institutions, where additional investment will result in competitive, high-quality research outputs and impact.

The process of developing this strategy has been inclusive within the school, while also outward looking. In June and October 2015, open school meetings were held to clarify and affirm our values relating to research, identify areas of strength and explore options for growing further success in these areas through strategic investment. The initial meeting was also attended by stakeholders from our partner institutions and host universities.



Our process of deliberation reflected the importance of ensuring that enhancement of research activity does not undermine our commitment to maintaining excellent standards of teaching. It also affirmed the need to facilitate collaborative and interdisciplinary research across the local and regional research economy.

Through an iterative process of consultation and meetings, the BSMS research community reflected on the evidence base of our competitive research funding, research outputs and impact, and contribution to REF 2014. Our research strengths have emerged over time, but the school structure has remained largely unchanged since our foundation. Researchers and stakeholders recognise that in order to remain effective within an increasingly competitive environment for research funding, it is essential for BSMS to identify major areas of strength. These present opportunities for translation into patient benefit through high-profile publication in top peer-reviewed journals, and demonstrable impact beyond academia as manifested, for example, in REF impact cases.

Our strategic plan for research is based therefore on a vision of BSMS celebrating its 20th anniversary in 2023. We expect that our key domains of strength will be recognised on the international stage and represented by the new Departments of Global Health and Infection (including HIV and sexual health) and of Neuroscience (including mental health and neurology).

A wider family of researchers will be supported through the Department of Clinical and Experimental Medicine, which combines the current Divisions of Medicine and Clinical and Laboratory Investigation. Areas of significant medical research activity and outputs in this department include: paediatrics; inflammation, allergy and immunology; oncology and psycho-oncology; rheumatology; and electronic health records. We also work with active and productive research groups within our partner organisations, for example Cardiology in BSUHT.

The Brighton and Sussex Clinical Trials Unit (joint with BSUHT) and its associated appointments have brought together a methodological infrastructure to support high-quality health research across all disciplines.

The Department of Primary Care and Public Health provides a visible hub for general practice, public health and health services research, which are of central and growing importance as the health service seeks to take high-quality care closer to patients. The department will work across BSMS to support and enhance the methodological quality of research, for example by hosting statisticians and other methodologists working with the Clinical Trials Unit.

The Department of Medical Education will continue to champion the central importance of teaching and education at BSMS. It will support quality and innovation in teaching and pedagogic research, and provide a bridge between research and its implications for our teaching portfolio. It will also provide the key interface for planning and delivery of interprofessional education with our partners.

Following the establishment of the new departments, each with a Head and a Research Lead, new academic posts will be appointed in strategic areas. These posts, with a strong emphasis on collaboration within and beyond BSMS, will stimulate increased research activity. Research Leads will support personal research planning, facilitate and advise on research applications, and provide general advice to early and mid-career researchers.

The new departments will be supported through investment in infrastructure, such as the expansion of the Clinical Imaging Sciences Centre (CISC) to include a new, part Wellcome Trust-funded 3T MRI scanner. We will develop a complementary estates strategy which will, where possible and appropriate, co-locate staff to reflect their research activities and utilise the available estate resources optimally. Strategic funding will also be used to promote new collaborative projects with colleagues in other departments, our host universities and NHS trusts in line with our research strategy.

Through this revised school structure and collaborative approach to research in increasingly focused areas of strength, BSMS will make an enhanced contribution to REF 2019/20. A key school-level role will be the REF Lead, who will coordinate awareness of REF, and identify outputs and impact case studies in collaboration with the Director of Research and Knowledge Exchange and Departmental Research Leads. The REF Lead will facilitate and support timely planning of REF strategy in partnership with our host universities, ensuring well-informed consideration of possible contributions.

We will work collaboratively with our host universities, the Kent, Surrey and Sussex Local Clinical Research Network (KSSLCRN), the Academic Health Science Network (AHSN), our partner NHS trusts and local authorities to align our aims and develop joint research strategies. Our development and growth of research in strategic areas will provide new opportunities for patients to take part in health-related research.



Through growth in quality and volume of research at BSMS, we will build the range of opportunities for undergraduate and postgraduate students to engage in high-quality research and understand its relevance to clinical practice.

Knowledge exchange at BSMS has taken many forms, from our flourishing programmes of public engagement (eg SICK!, Brighton Festival) and innovative educational programmes to transform health professional education (eg Time for Dementia) through to intellectual property, patenting and spinoffs (eg TexRad imaging software). We will work closely with Research and Enterprise colleagues to identify opportunities to grow the impact and influence of our knowledge exchange activity.

In a changing scholarly communication landscape, we will take proactive steps to make our research outputs accessible to all. This is to support and enhance transparency, scientific integrity and rigour, stimulate innovation and promote public engagement.

Environment and infrastructure



The medical school's teaching and research facilities and associated workspaces are widely dispersed. BSMS occupies space in 14 different buildings across both universities' campuses and in partner NHS trusts across Sussex. A recent space study (May 2016) undertaken by Jones, Lang LaSalle concluded that in order to accommodate our planned growth in staff and student numbers the school requires an additional 962m² of space.

Our core aims are (i) to make optimal use of the space we have in accordance with sector space norms, (ii) to co-locate those staff with similar research interests within the new departmental structure and (iii) to ensure teaching and research facilities remain contemporary and fit for purpose.

We have identified a series of phased estates moves which will take us some way towards achieving these aims. By the start of the academic year 2017/18 we aim to complete the following projects:

- Relocation of laboratory-based scientists from the Trafford Centre for Medical Research to the Medical Research Building on the University of Sussex campus.
- Conversion of vacated laboratory space in the Trafford Centre for Medical Research into office and laboratory space for Department of Neuroscience staff.

- Move of Neuroscience staff from the John Clifford West Building to the Trafford Centre for Medical Research.
- Installation of a new 3Tesla MRI scanner in the John Clifford West Building and associated remodelling of the Clinical Imaging Sciences Centre.
- Expansion of the dissection room in the Medical School Teaching Building on the University of Sussex campus to accommodate planned growth in student numbers (eg PGDip Physician Associate Studies).

Beyond 2017/18 we will upgrade our patient simulation facilities to better support interdisciplinary teaching (eg PGCert in Simulation in Clinical Practice). We are exploring with the School of Health Sciences the development of a joint simulation facility at the University of Brighton; this will require additional space.

Looking further ahead, the school has been allocated space within Phase II of the 3Ts development of the Royal Sussex County Hospital, which is due for completion in 2022. This will provide additional wet laboratories and office space for approximately 25 staff.

Communications

External communication

BSMS has established a strong 'brand' which serves as an important point of identity for students and staff alike. The school's visual identity is manifested in a number of ways including a distinct logotype, website and ceremonial academic dress.

We will continue to promote BSMS locally, nationally and internationally as a place of excellence for work and study. We will promote research and other school news and events through the media and via our website, social media platforms and printed bi-annual magazine (Pulse), wherever possible linking our events with national and international initiatives such as Dementia Awareness Week and International Women's Day.

We will continue to sponsor an annual debate as part of the Brighton Festival and publicise our other public lectures.

We will seek to maximise our standing in league tables such as the Complete University Guide and Guardian University Rankings.

We will continue to develop our alumni association with assistance from the Development and Alumni Relations Office of the University of Sussex.

Internal communication

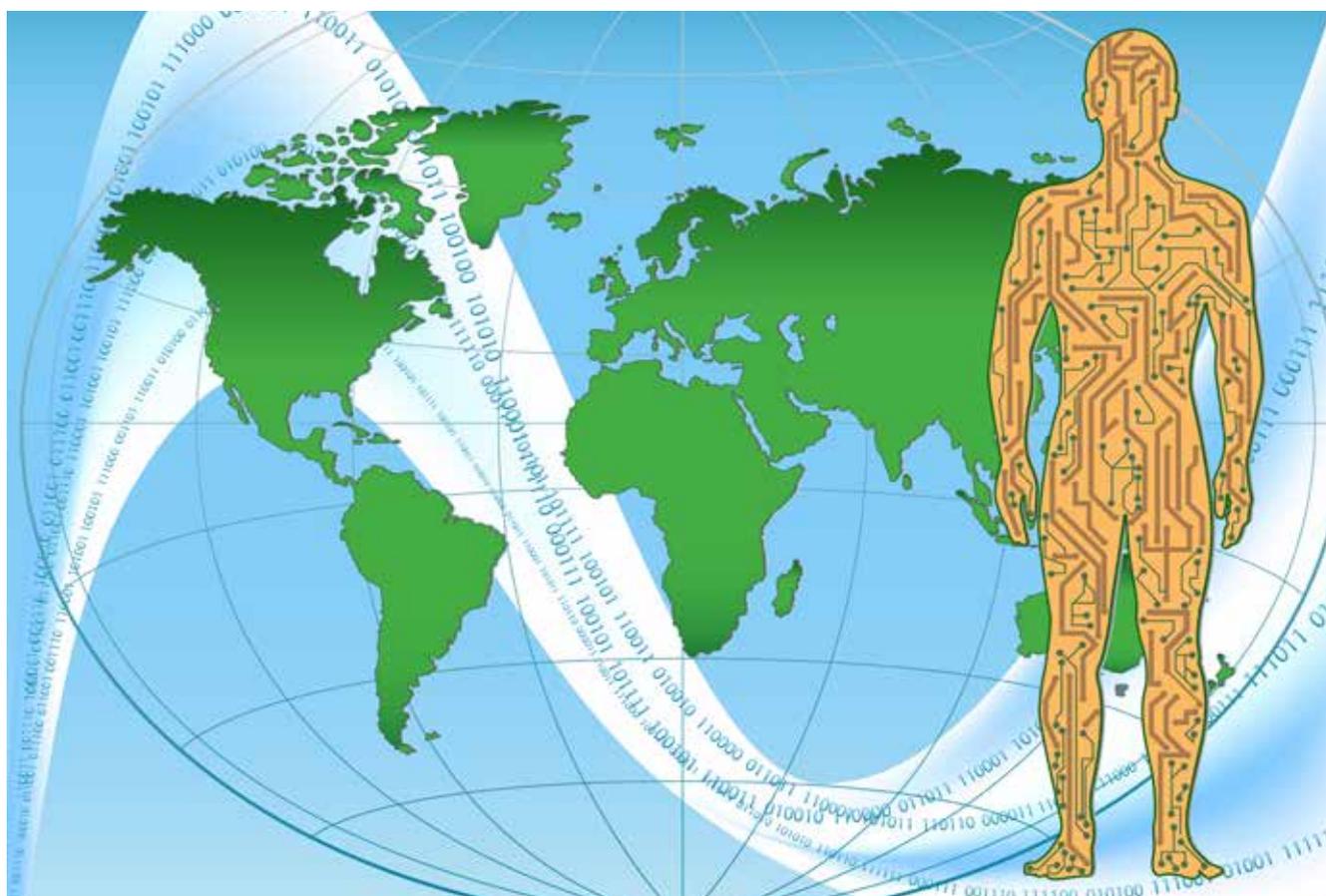
Given the dispersed nature of the school, it is important that we have effective mechanisms for communicating regularly with our staff and students so that they feel a sense of belonging and are kept informed of key announcements.

We shall continue to produce an internal newsletter (inPulse) on a fortnightly basis and circulate this to all staff via email.

StudentCentral will remain the primary and official source of information and announcements for students.

SharePoint will remain the primary repository of key documents for staff (eg staff induction toolkit, policy documents).

We shall continue to maintain up-to-date email circulation lists for key groups of staff to ensure that those staff not employed directly by our host universities do not miss important notifications.

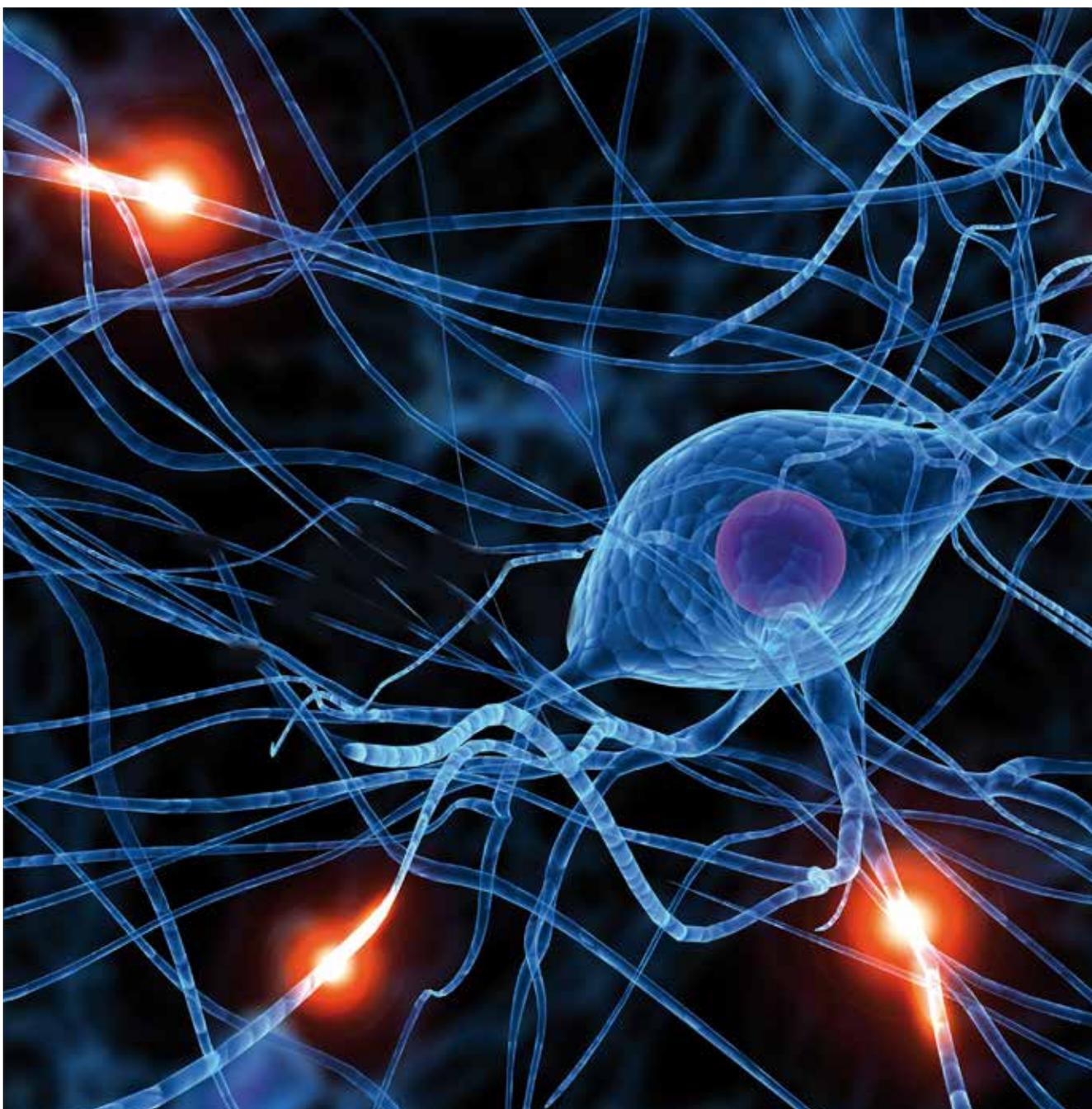


Finance

We will use robust governance and planning to ensure financial sustainability, allowing us to delivery our strategic priorities.

In light of changes to the undergraduate medical curriculum and cuts in funding, we aim, by the end of 2016, to have completed a review of Service Increment for Teaching (SIFT) funding to demonstrate the costs of curriculum delivery and to ensure this is properly reflected in the allocation of funding between and within partner NHS organisations, including primary care providers.

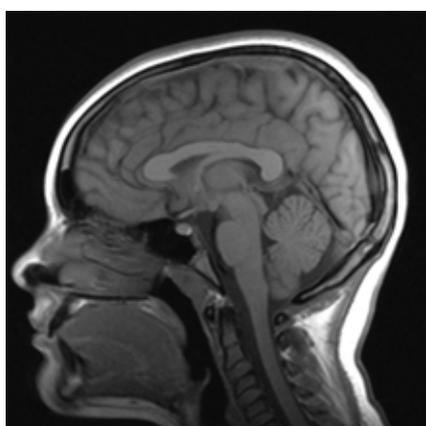
Consideration of the school's resource allocation mechanism will form part of a review of the memorandum of agreement between the two universities in respect of BSMS which is due to be conducted in autumn 2017.



Goals and key objectives to deliver our strategy

These goals and objectives have been developed to clarify and quantify the ambitions of the school to 2020. Our goals are what we want to accomplish. Our objectives quantify these goals. They deliberately include specific and more general goals that, with determination, are achievable and deliverable but will also stretch us. They serve the purpose of this strategy, which is to create a truly 21st century medical school, generating fantastic, skilled, compassionate healthcare professionals. Our graduates and faculty will create and deliver the healthcare needed by the increasingly complex and frail patients who we serve.

We are a 21st century medical school and we will pursue relentlessly the healthcare challenges of the 21st century. Our strategy, goals and objectives will be continuously assessed against achievement by departments and the school as a whole, and formally on a yearly basis. As we achieve our objectives, new and higher targets will be set. We will constantly scan for new opportunities to improve patient care and education. We will be strategically agile and responsive.



Strategic goals to 2020

- Develop a generation of fantastic, skilled, compassionate healthcare professionals and researchers, ready to create and deliver the new 21st century healthcare needed by the increasingly complex and frail patients who we serve.
- Improve and broaden our curricula by widening experience, skills and understanding in primary care and of long-term conditions.
- Develop further our distinctive offer as a medical school based on fundamental values of friendliness, kindness and community allied to excellence in education and deliberately chosen areas of research.
- Be increasingly recognised nationally and internationally as contributing fresh and powerful insights in education, research and practice that shape the future of healthcare and healthcare education.
- Increase meaningful patient engagement in all the school's activities.

Key objectives and goals for teaching and learning to 2020

- Exceed by at least 10% national targets for widening participation in undergraduate medicine.
- Ensure 100% uptake of undergraduate medical student places.
- Maintain top five performance in the National Student Survey.
- Continue strong performance in the PTES (top quartile).
- Make a strong contribution to the TEF.
- Establish new and innovative courses (eg Physician Associate Studies) and training programmes.
- Contingent on national decision-making, grow numbers of medical students to 200 per year, while preserving the friendly, kind and personal nature of our education.
- Increase by 25% the number of postgraduate students.
- Maintain high-quality teaching through the effective application of technology-enhanced learning and blended learning, with a focus on developing the digital capabilities of our faculty.

Key objectives and goals for research to 2020

- Appoint new leadership teams in new departments with Heads of Department and Research Leads for each and a REF Lead for the school as a whole.
- Increase volume (10% per year) and success rate (5% annual increase on three-year rolling average) for medium to large grant awards (>£300,000).
- Increase yearly (by 10%) the number and overall value of grant awards held jointly with investigators from host universities and NHS partners.
- Increase the number and proportion of staff and the number of impact cases submitted to the next REF.
- Increase involvement and satisfaction of students in research through participation and evaluation of the fourth-year individual research project and other opportunities, including via intercalated degrees at BSMS.
- Generate effective and efficient joint management of research, including sponsorship and contracting between the medical school, the universities and NHS partners.
- Develop, deliver and implement effective policies and procedures to ensure research outputs are shared locally, professionally and globally.

Key objectives and goals for environment and infrastructure to 2020

- Review medical school space, make optimal use of existing space and secure additional space if needed for current work and the growth of the medical school.
- Co-locate staff with complementary research interests within the new departmental structure.
- Ensure the school has high-quality teaching and research facilities that are fit for purpose, along with high-quality and well-functioning IT facilities for students and staff.

Key targets for finance to 2023

- Complete a review of SIFT funding by December 2016.
- Develop BSMS resource allocation mechanism as part of the review of the BSMS memorandum of agreement due in September 2017.

