

# STRATEGIC PLAN 2020-2025







# FOREWORD



**The primary aim of Brighton and Sussex Medical School (BSMS) is to provide the highest quality education and learning experience for our students to help them provide excellent care for their future patients. Our undergraduate medical curriculum continues to evolve to meet the ever-changing challenges and opportunities of a medical career with a renewed emphasis upon generalism, multi-morbidity and frailty to address the increasing health and social care needs of a population with a rapidly changing demographic resulting in an increasing population with complex medical care needs.**

In its first 15 years, BSMS has established itself as a remarkable place for future doctors to train and equip themselves with the knowledge, skills, attitudes and behaviours they need to be outstanding, compassionate and skilful clinicians. In the past five years, BSMS has consistently featured in the top three medical schools in the National Student Survey, scoring over 90% overall satisfaction, and is also rated as a great place to work by over 90% of staff. Many of our graduates are now established in general practice and secondary care positions locally, nationally and internationally and BSMS's reputation is growing. At a conservative estimate our graduates have provided at least one million consultations!

The current Dean joined BSMS in 2015. Following a full review and wide consultation the school was restructured to focus on the major priorities in teaching and areas of research strength that had emerged in the first decade of BSMS. A five-year plan was published and all the major priorities identified in that plan have been successfully achieved (see appendix 1). Two new 'research intensive' departments (Global Health and Infection and Neuroscience) have shown significant success in research income and profile while continuing to make strong contributions to teaching (eg, Time for Dementia, Masters in Global Health), and the Department of Medical Education increasingly focuses on both undergraduate and postgraduate teaching. The recruitment of a new Professor and Senior Lecturer in General Practice has significantly strengthened research and teaching in general practice, a key priority for BSMS. The combination of clinical medicine

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and the underpinning sciences (Clinical and Experimental Medicine) has increased critical mass in key areas with a clear ‘line of sight’ from laboratory to patients in a number of focused areas (eg, paediatrics, rheumatology, haemato-oncology).

BSMS is an open and inclusive school. We believe that tomorrow’s doctors must reflect the community as a whole and will be better doctors for having learned in an environment embracing diversity. We are committed to continuing and extending our award-winning widening participation activities (BrightMed and Bright Ideas) and access to our school and we exceed national targets in this area. We will respond positively to new initiatives including welcoming students with disabilities in accordance with the General Medical Council’s recent guidance “Welcome and Valued”. We are working towards diversifying our medical curriculum and ensuring that students are able to report any instances of marginalisation through new mechanisms that align with the British Medical Association’s “Racial Harassment Charter”. Students and staff have dedicated committees and representatives who are engaged in continual dialogue to find new ways to promote justice and equality in all our areas of practice.

We are a growing school and we were successful in the highly competitive national call for new medical student places increasing our intake by over 30%, with our largest ever cohort having joined us in 2019. We have invested significantly in new facilities, including an enlarged anatomy suite (£600k, 2018) and remodelled seminar rooms (£300k, 2019) to ensure that these students can be accommodated and receive the high-quality educational experience that is available

at BSMS. Our partner medical school in Canterbury (Kent and Medway Medical School) was also successful in its bid for a new medical school based on the BSMS curriculum. This partnership strengthens the role and reputation of BSMS regionally and nationally.

We are significantly increasing our portfolio of successful postgraduate taught courses to meet the substantial demand in the region. Innovative new Masters courses are being developed (eg, Contemporary Biomedical Ethics, Internal Medicine and Surgical Studies)

Our largest NHS partner, Brighton and Sussex University Hospitals NHS Trust (BSUHT), is on track to complete the first phase of redevelopment at the Royal Sussex County Hospital in 2021. This initiative, Tertiary, Teaching and Trauma (3Ts), will transform the clinical and learning environment. The project is due to be fully completed by 2025.

We work closely with a number of other healthcare providers including Sussex Partnership NHS Foundation Trust (SPFT), Sussex Community NHS Foundation Trust, Western Sussex Hospitals NHS Foundation Trust (WSHT), East Sussex Healthcare NHS Trust (ESHT), Surrey and Sussex Healthcare NHS Trust (SASH) and many general practitioners and other service providers in the region. It is essential that we ensure high-quality facilities are available to support student learning in all the sites where our students and staff work and study.

Research in BSMS has seen significant development in the last five years with the establishment of two new departments (Global Health and Infection and Neuroscience/



Psychiatry) in recognition of outstanding achievements in these areas along with significant enhancement in others. Our research income has grown substantially and colleagues who developed their research at BSMS have been recognised by promotion and appointment to prestigious posts in larger, long-established organisations. We continue to attract and retain talented individuals to develop and progress their careers at BSMS and research is now a successful core activity in the school.

It is crucial that newly qualified doctors are equipped as life-long learners in view of the rapidly advancing evidence base and the resultant changes required in clinical practice. Doctors and other health professionals 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 and understanding is generated, evaluated and assimilated into clinical practice is a key part of the education 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 over the next five years.

**Professor Malcolm Reed**  
Dean of Brighton and Sussex  
Medical School

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# STATEMENT OF VALUES

The medical school's values mirror those of our parent universities and the NHS (see appendices). Above all we aim to ensure BSMS is a great place to work and study as measured by staff and student surveys. BSMS places a high priority on equality and diversity in every aspect of the school. We are committed to ensuring that every individual who interacts with the school is treated with respect and with dignity and where this fails to happen that concerns are heard and addressed proactively. This can be challenging for any organisation and will be constantly monitored through our feedback mechanisms, staff and student surveys and reports from individuals raising concerns.

Our approach to student selection, including our multi award-winning BrightMed programme, reflects our commitment to inclusivity. Similarly, the initiatives we have put in place to further the advancement of women in science are reflected in our Athena SWAN Silver award status (2016) and our ambition to achieve Gold

award status by 2023. This will be achieved by delivering and going beyond our action plan from 2016 with particular focus on the issues raised through staff surveys and focus groups with students. We will renew our commitment to addressing any concerns relating to bullying or discriminatory behaviour and will commit to delivering a diverse ('decolonised') curriculum through work led by our Inclusivity Programme.

Working in constructive partnerships underpins all that we do. We are a joint venture of our partner universities and we cannot deliver outstanding medical education and applied research without the help of our partner NHS trusts and the patients that they serve.

We also benefit from collaborations with a broad range of other institutions nationally and internationally, the newly established Kent and Medway Medical School and the University Teaching Hospital in Lusaka, Zambia being two examples.





# TEACHING, LEARNING AND THE STUDENT EXPERIENCE

Our course in undergraduate medicine ensures that our students acquire the knowledge, skills and behaviours necessary to be safe, competent doctors in accordance with the Outcomes for Graduates revised by the General Medical Council (GMC) in 2018. The course features an increasing emphasis on multi-morbidity, generalism and the care of an ageing population. There is increased emphasis on long-term chronic health conditions and integrated care, learned in a variety of healthcare settings.

Our students develop a clear focus on patient safety and the importance of quality improvement in patient care. We will ensure that our curriculum meets these outcomes by the summer of 2020 and our course will continue to be distinguished by the excellence of the student experience, building on our outstanding and sustained performance in the National Student Survey.

The excellence of the undergraduate education provided at BSMS was recognised by the award of our application for an additional 50 places; the first cohort joined in 2019. In addition, the bid submitted by the Universities of Kent and Canterbury Christchurch for a new medical school (KMMS) utilising the BSMS curriculum was also successful, with the first cohort of 100 students coming in 2020. Licensing our curriculum has brought substantial income but we have also developed a very close collaboration with KMMS,



which will provide the opportunity to develop networks in future. An early example of this is the success of the NIHR bid for funding for ARC 2019 (Applied Research Collaboration – funding £9m), with Kent and Surrey (KSS ARC). We will explore further opportunities to partner new medical schools which may emerge in response to further expansion as indicated in the NHS Long Term Plan.

We will continue to assure the quality of our education through continuous review and a four-yearly cycle of re-declaration with our regulator the GMC; by internal review with our parent universities and through well-established, robust quality assurance mechanisms that operate as part of delivering the curriculum. We will continue to respond promptly and constructively to student and colleague feedback as we focus increasingly on diversity and inclusion at BSMS in line with our stated values.

We will strive to ensure that every BM BS student place, both home and international, is filled, and that students are given the individual support they need to fulfil their potential as future doctors and citizens making valuable contributions to society.

The importance of widening participation has been demonstrated by reports to government (Social Mobility Commission's State of the



Nation report, April 2019) and the Teaching Excellence Framework (TEF). We will continue our mission to widen participation and access to our school as committed to in our successful bid for expansion. By the end of the 2023/24 admissions cycle we aim to have increased the proportion of students admitted from under-represented groups from 20-25% to 30-40%. In addition to continued focus on reaching out to students from socio-economically disadvantaged backgrounds, we will place increased emphasis on those from under-represented minority ethnic backgrounds and people with disabilities and long-term health conditions to ensure that they are welcomed and valued in accordance with GMC guidance (2019). We will do this while retaining our overall atmosphere as a responsive and supportive place of learning.

Our selection processes will continue to be informed by engagement with our key partners: public, professional and educational, and modified in line with best practice across the sector.

We will increase our contribution to the life-long learning and training of health professionals by expanding our offer on existing postgraduate courses and by extending the range of CPD courses we offer to the NHS and other staff and students. We will introduce a new MSc in Contemporary Biomedical Ethics from the 2022/23 academic year, expand our Physician Associate course and explore new course variants such as a 'first in the UK' Physician Associate (Mental Health) course in partnership with Health Education England and Sussex Partnership Foundation NHS Trust.

The school will have a direct impact on the quality of care of patients and the public in Kent, Surrey and Sussex as we work with partner NHS, social care and higher education organisations to develop excellence in the network of hospitals, primary care and other providers we support.

National surveys of student experience are important in measuring the quality of our educational offer, and will be an important element of the Teaching Excellence and Student Outcomes Framework (TEF). As we expand our cohorts of undergraduate and postgraduate students, we will aim to maintain our top 5 position among all UK medical schools in the National Student Survey and maintain a top quartile position in the Postgraduate Taught Education Survey (PTES). We aim to achieve Gold subject level status in the Teaching Excellence and Student Outcomes Framework exercise.

We will respond promptly and meaningfully to areas of concern highlighted by these surveys and student and staff feedback in order to maintain the quality of student experience. We will ensure that by the end of 2023 at least 80% of our teaching staff will hold a recognised teaching qualification; this will be a requirement for all newly appointed teaching staff in the Department of Medical Education.

We will work with our parent universities and NHS partners to 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.

BSMS will examine, and is taking steps to identify and address, the deficit in academic awards to black and minority ethnic students ('differential attainment'), working in collaboration with both parent universities. We will also undertake work to ensure that the curriculum reflects the diversity of those who have contributed to the development of modern medicine and those who deliver and benefit from it ('decolonising' the curriculum).



# RESEARCH AND KNOWLEDGE EXCHANGE

## Aims and priorities for research at BSMS

At BSMS we undertake research that contributes to the evidence and science underpinning clinical practice for the benefit of people and patients in their health and wellbeing. In addition, our research activity adds to stakeholders' understanding of research-related issues, facilitates health dialogues and enables our students and staff to gain first-hand experience and understanding of how medicine and healthcare develop. This stimulates critical thinking and provides our staff with opportunities to make wider contributions and enjoy fulfilling and well-rounded careers.

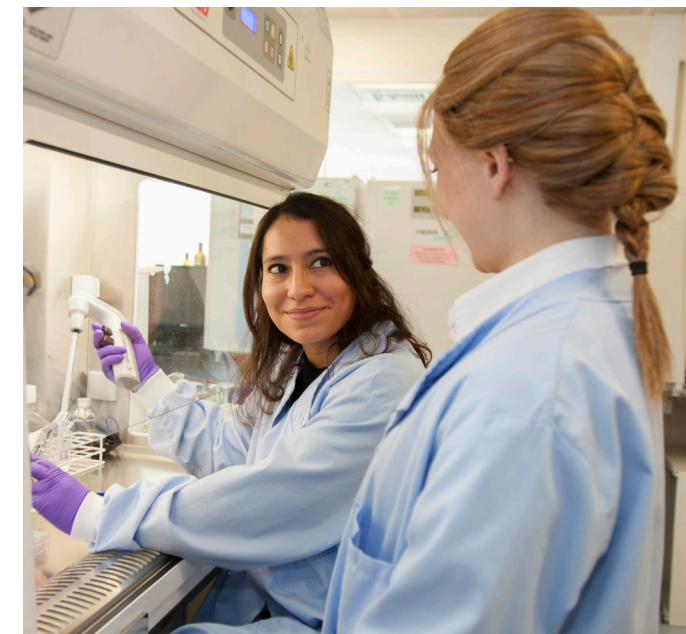
## Early focus

During our first 15 years, we established areas of clear multi-disciplinary research strength with our host universities, building on investments in line with internationally competitive core themes

including neuroscience (neurodegeneration and dementia), global studies and development studies. These central areas of strength and critical mass were complemented by emergent areas of cross-cutting research such as clinical and biomedical ethics, laboratory-based science and interdisciplinary collaborations across the host universities. Interdisciplinary collaborations include health informatics, life sciences and data science, the sustainability programme at Sussex, and emergent areas of research with colleagues in the NHS and many other organisations and partners. We work closely with the University of Brighton's School of Applied Social Science around place-based projects.

## Recent developments

In 2015 we replaced the school's divisional structure with new and restructured



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.

departments including Neuroscience and Global Health and Infection to reflect the emergent research strengths in BSMS. These departments have benefitted from significant investment, both internally and externally funded, and this has resulted in increased research activity including large awards to Global Health and Infection (NIHR, Wellcome) and to Neuroscience and Psychiatry (Leverhulme, Sackler). Beyond these two research-focused departments, significant high-quality research with a strong funding profile has continued in Clinical and Experimental Medicine (including Wellcome for Clinical and Biomedical Ethics). New opportunities in UK health and social care research have been helped by the recent award of an NIHR Applied Research Collaboration infrastructure award (ARC) for the Kent Surrey and Sussex NHS region. Three of the eight ARC Theme Leads are based at BSMS and another at Sussex, with associated resource in areas of BSMS strength including primary care, dementia and ageing, and public health, while reflecting child and adolescent mental health interests at Sussex including the Rudd Centre.

Our growth in research strength and awards has been underpinned by a rapid development of the research infrastructure, in partnership with Sussex Partnership Foundation Trust and Brighton and Sussex University Hospitals NHS Trust. A Clinical Trials Unit was established

and achieved provisional accreditation, providing professional statistical support, data management, costing and oversight of large scale clinical research for the first time, and leading to improved grant capture and effective delivery of research, in the UK and internationally. We aim to appoint a new Director to the CTU with the aim of achieving full accreditation in 2021. In 2019, a Joint Clinical Research Office (JCRO) was established with initial funding from BSMS, providing support for the development, delivery and cost optimisation of clinical research spanning university and NHS. The JCRO has rapidly established a key role in clinical research development and coordination with early evidence of enhanced income. The JCRO will continue to develop and establish a funding model that covers costs and increases the success and efficiency in the development of university / NHS research projects by 2022/23.

The population of Kent, Surrey and Sussex that we serve (approx. 3.5m) has the lowest level of access for participation in clinical research studies of any region in England, due to a historic lack of large centres of excellence. There exists significant fragmentation of the infrastructure and development components for the promotion of access to clinical trials for the public and patients with multiple separate elements present in BSMS, its partner universities and across NHS and other HEI's in





KSS. These include:

- The Clinical Trials Unit
- The Joint Clinical Research Office
- The NIHR Research Design Service
- The Clinical Research Network

While each of these has differing functions and funding sources, they share the aim of increasing participation in clinical research studies for patients and public in our region. As demonstrated by the JCRO, enhanced coordination between these agencies has the potential to grow activity, income and efficiency. We will explore the opportunities and options for increased collaboration and co-location of the elements of research infrastructure with the aim of enhancing and increasing the efficiency of clinical trial development and funding in the next five years.

### **Future directions, priorities and plans**

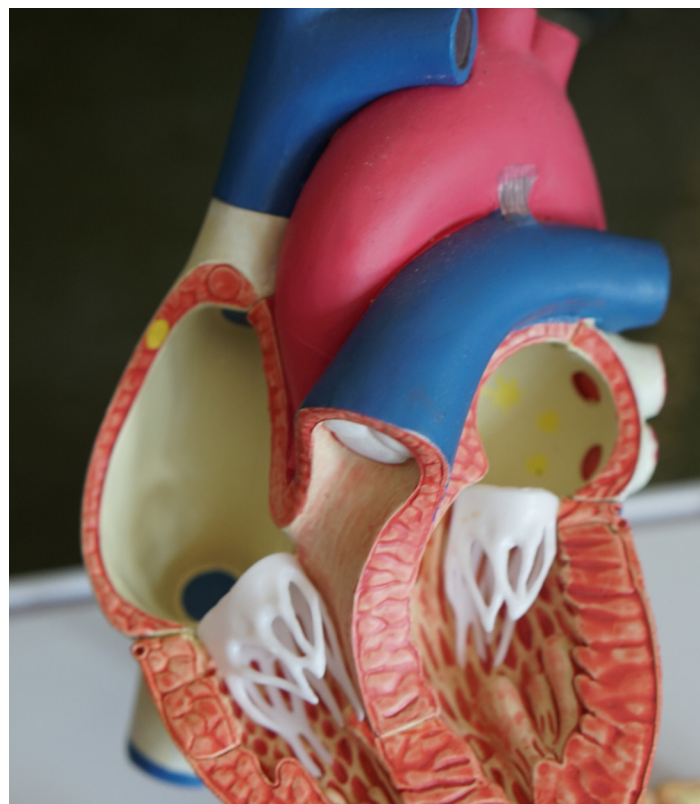
The UK and international funding and health landscape have changed significantly since we began our last five year plan, with the establishment of UKRI, internationalisation of NIHR, and emergence in the Smith report of a post-Brexit direction of travel. We note funders' increasing focus on integration of health and social care, the emergence of geographical

inequalities as NIHR priorities and a growing interest in place-based research. Supported by the recently established infrastructures for clinical research, these offer significant opportunities for BSMS in the coming years.

Areas of BSMS core focus within this plan include renewal and expansion of the Global Health portfolio where investment in this group has reflected substantial income from Wellcome, and notably NIHR in recent years. The group is now world leading in non-transmissible diseases and increasingly recognised in anti-microbial resistance.

Neuroscience research in BSMS has the potential to respond to the growing national prioritisation of mental health, dementia and ageing.

Following major investment (external and internal) to install a 3T MRI scanner, the Clinical Imaging Sciences Centre (CISC) has continued to deliver world-leading research. Coupled with outstanding achievements in the Neuroscience group, there is an opportunity to develop a focus on translational clinical research in collaboration with the Sussex Partnership Foundation NHS Trust and NHS



Commissioners. Consideration will be given to the possibility of developing integrated, research-focused clinics in association with CISC and SPFT (eg, one-stop complex memory clinics) and other translational neuroscience research clinics (Critchley / Garfinkel, Nagai).

The Centre for Dementia Studies has expanded significantly in the past five years with a large portfolio of well-funded, innovative clinical studies.

### **Research Excellence Framework**

The Research Excellence Framework (REF) exercise in 2014 saw contributions from BSMS to five units of assessment across our host universities with the result that BSMS has a limited reputation and profile for research and substantially reduced QR income than could have been achieved. BSMS has strengthened its research activity and quality since REF 2014 and will submit to UoA1 (Clinical Medicine) and UoA3 (Allied Health Professions, Dentistry, Nursing and Pharmacy) in the next REF. We aim to achieve a position in the upper half, and not below the 3rd quartile, in UoAs 1 and 3.

While increasing our focus on areas of clinically related research strength, we will continue to explore opportunities for emerging growth. Due to the nature of our undergraduate curriculum, our academic base is necessarily diverse for the size of the school. Recognising the broad opportunities offered by the funding bodies to underpin UK research across our portfolio, we will encourage senior leaders to engage junior colleagues to build larger scale bids, grow capacity, experience and research funding across the school, and ensuring an inclusive research culture.

BSMS will support basic science, particularly where this discovery research is likely to lead to new diagnostics or therapies such as biomarkers, drug discovery or improvements to treatments and we will encourage collaborations with other schools such as Life Sciences (University of Sussex) and Pharmacy and Biomedical Sciences (University of Brighton). Inter-school collaborations and interactions will continue to be encouraged via research groups, such as the Haemato-oncology Research Group and the RNA Biology Research Group.



A vibrant and collegiate research environment is vital for promoting excellent research and exchange of ideas between researchers at all levels. We will continue to improve the research environment by, for example, supporting networking events and seminar series. We will also foster collaborations with other universities in the UK, EU and overseas.

Maintaining, increasing and diversifying income streams is essential to support ongoing research activity and all staff are encouraged to seek funding support. The development of the JCRO and CTU and increased support for grant writing have led to increased and sustained grant capture with a diverse range of funders including UKRI, Wellcome, NIHR and major charities. BSMS will seek to appoint a dedicated Research Development Officer to increase applications and awards with a focus on high-quality funding such as UKRI, NIHR, named fellowships and major charity funders.

As a result, we aim to increase the volume of grant applications achieving a contribution greater than 25% by 10% per year and the success rate in the award of research grants with a gross value of >£300k by 5% annually (measured on a three-year rolling average).



**Doctoral students and early career researchers**

PhD students make a vital contribution to our research activity at BSMS and are the foundation of future scientific endeavour. In addition to valuable contributions to our research activity, PhD students contribute in many other ways to BSMS and successful supervision of PhD students is important for academic career progression. We currently participate in a Wellcome Trust Doctoral Training Programme (Global Health), and a Leverhulme programme. Following a newly successful BBSRC-DTP consortium application, we will continue to support applications for PhD funding to research councils and charities including consortia grants. We aim to continue to match fund studentships to support collaborative applications with our partner universities and other external institutes. We also encourage applications from self/ government funded international PhD students.

We will continue to support our early career researchers (eg, postdocs) in realising their career potential. This will be supported by the BSMS Early Career Research Lead, who will co-ordinate and support activities to improve the research skills and experience

A vibrant and collegiate research environment is vital for promoting excellent research and exchange of ideas between researchers at all levels. Maintaining, increasing and diversifying income streams is essential to support ongoing research



of early career researchers, particularly those junior researchers on fixed-term contracts. We welcome the HR Excellence in Research Award objectives and support the initiatives put forward by the University of Sussex Research Staff Working Group.

**Knowledge exchange and KEF**  
Knowledge exchange is an area of growing interest within BSMS. The aim of the Knowledge Exchange Framework (KEF) is to increase 'efficiency and effectiveness' in the use of public money provided for knowledge exchange (KE). The KEF will capture the outputs of all kinds of KE-related activities and it is expected that it will operate much like the REF in principle. Success in the KEF is an important part of BSMS's strategy and a Director of KE role has been created separate from the Director of Research role. The two Directors will work closely together to support both these activities.



Public engagement is an important element of knowledge exchange and will be included in the KEF. We will continue to deliver a rich and diverse range of public engagement activities from virtually every part of BSMS. Highlights include regular events organised by the Anatomy team and a large number of highly engaging discussions and debates on crucial issues facing society nationally and globally delivered by the Medical Ethics team.

BSMS has developed a mechanism whereby HEIF funds are allocated to staff-initiated projects that have the potential to deliver outputs that are KEF relevant and auditable.

BSMS will make a significant contribution to the KEF as part of the submission of its partner universities. Strategy will be developed further as we approach the KEF. BSMS will liaise with other schools across both partner universities in order to explore the potential for joint activities that might enhance the potential for KE in the future.



# INTERNATIONAL PARTNERSHIPS

## Department of Global Health and Infection

Through the Department of Global Health and Infection, BSMS has established a world-leading reputation in neglected tropical diseases and a rapidly emerging reputation in antimicrobial resistance. The Global Health Masters course is now well established and attracts a number of students from the BM BS course undertaking intercalated Masters degrees.

## Undergraduate medicine

Along with all UK medical schools, BSMS currently has a cap on the number of international students it can recruit to the BM BS course (10 per year). In recent years, BSMS has been successful in filling these places in a competitive market. In the near future the Undergraduate Medical Tariff (UMT) associated with these students will be removed and the cap on recruitment lifted, although there is no confirmation of the date for this. There will be an opportunity to recruit increased numbers of students to the BM BS course however the recent expansion in home student places to 193 along with growth in the Physician Associate course mean that we have reached capacity in clinical placements, particularly in general practice and primary care settings. Furthermore the need to include UMT costs in

student fees significantly reduces any potential margin on this income. However, international students bring many positive elements to the course and contribute significantly to a diverse and globally focused culture within BSMS, bringing significant benefits to all our students. Once the cap is removed, BSMS will seek to recruit international students to a maximum of 10% of the total intake each year. BSMS will build on established links to ensure that international students have the appropriate qualities to benefit from and contribute to BSMS.

## Department of Medical Education

The majority of PGT and CPD courses offered by BSMS are delivered through DME. The last five years has seen a complete review and revision of many of the courses offered. The introduction of core modules (for instance in research methodology) has been very successful and a number of new courses have been introduced (Physician Associate, Internal Medicine, Surgical Studies) or will be in the near future (Contemporary Biomedical Ethics). However, to date there has been limited recruitment of international students and steps to address this will be taken over the next three years. These are likely to include establishing



links with those countries that fund international PGT students and considering linking clinical posts (NHS funded) to PGT courses. We will expand our use of blended learning as appropriate to support the student experience for home and international students.

## Doctoral students

BSMS has established a successful programme of PhD studentships through an active approach to encourage studentships to be included in grant applications, matched funding where appropriate and has had notable successes in the relevant funding programmes of both partner universities. Previously, however, BSMS has not focused strategically on recruiting international doctoral students, either self-funded or, more typically, with government funding. BSMS will establish a programme to recruit self-funded international students utilising selected projects promoted through the University of Brighton Doctoral School website. This programme aims to recruit up to five students per year by 2023/24.

Through the Department of Global Health and Infection, BSMS has established a world leading reputation in neglected tropical diseases and a rapidly emerging reputation in antimicrobial resistance.





# ENVIRONMENT AND INFRASTRUCTURE

The medical school occupies space in 14 different buildings across two university campuses and in partner NHS trusts across Sussex. In May 2016, a space audit commissioned by the universities and undertaken by Jones, Lang LaSalle concluded that in order to accommodate our planned growth in staff and student numbers the school required substantial additional space.

Since 2016, BSMS has developed and delivered a number of estates projects which have taken us some way towards meeting these aims. These include the relocation of laboratory-based staff from the Trafford Centre for Medical Research to the Medical Research Building, the conversion of a meeting room in the Medical Research Building to provide office space for Global Health and Infection staff, remodelling of the Clinical Imaging Sciences Centre to accommodate a new 3 Tesla MRI scanner, expansion of our anatomy laboratory to accommodate the increase in undergraduate and physician associate students, conversion of the IT suite into four flexible teaching rooms and the development of additional teaching and open plan work spaces in the Watson Building. These have led to improvements in the environment for students and staff with

very little increase in overall space available to BSMS. There are now very few single occupied offices and these are also used as meeting spaces when unoccupied.

However, as a consequence of growth in staff and students numbers as part of the school's overall success significant space challenges, particularly in providing sufficient office / work space, continue to have a negative impact on staff and students with increasing adverse feedback in staff and student surveys and open meetings. An urgent review of space utilisation against agreed space norms is required if BSMS is to achieve any significant further growth in research activity or PGT delivery.

There is also a significant space requirement for clinical assessments specifically due to an increase in the number of Objective Structured Clinical Examinations (OSCEs) in the BM BS and Physician Associate courses. The need to put in place social distancing measures for the foreseeable future in the wake of the COVID-19 pandemic will inevitably add to pressure upon office and teaching space but we aim to address these through greater use of digital learning and a combination of remote and office working.



Through the Department of Global Health and Infection BSMS has established a world leading reputation in Neglected Tropical Diseases and a rapidly emerging reputation in antimicrobial resistance.

Current estates priorities are:

- By the start of AY 2020/21 to identify alternative accommodation for staff currently working in Bevendean House on the University of Brighton Falmer campus; Bevendean House is a temporary building which the university intends to dispose of by August 2020. The building currently houses the BSMS IT team (x 3), the Clinical Trials Unit (x 11) and the NIHR Clinical Research Network (CRN) for Kent, Surrey and Sussex (x12).
- By September 2021 to reconfigure space on the 3rd floor of the Medical Teaching Building (UoS campus) to achieve more office / work space; to ensure space is compliant with sector space norms together with the provision of open plan space with appropriate social distancing.
- By September 2021 to identify additional office space in the Watson building for the Department of Primary Care and Public Health to accommodate significant expansion.
- By the start of the AY 2021/22 to redevelop space for the teaching of clinical skills and simulation on the University of Brighton Falmer campus. Clinical skills teaching across years 1 and 2 of the undergraduate medical course is set to increase by 38% to meet the GMC's Outcomes for Graduates; this is coupled with a 33% increase in undergraduate medical student numbers and an anticipated increase in Physician

- Associate students together with our overall aim to better support interdisciplinary teaching.
- By the start of AY 2020/21 work with Brighton and Sussex University Hospitals NHS Trust to modernise and refurbish the teaching facilities in the Audrey Emerton Building (AEB) at the Royal Sussex County Hospital site. The AEB is currently too small to accommodate the expanded undergraduate cohort, it is in a poor state of repair and disabled access to the main lecture room is inadequate.
- By 2025 to secure additional teaching, research and staff office space as part of the redevelopment of the Royal Sussex County Hospital.
- To remodel the social / academic space in the Medical Teaching Building in summer 2021. The expanded undergraduate cohort will strain the functionality of the current space. The atrium foyer could be extended by using the outside space adjacent to the John Maynard Smith lecture theatre and the "Doctor's Orders" café needs to be redesigned to improve the current offer and speed of service.
- By the end of 2022, to identify additional teaching space on the UoB Falmer campus to accommodate postgraduate taught students. The majority of students undertaking postgraduate taught courses work in the healthcare sector and therefore study part-time. A significant number of the tutors are also external healthcare



- practitioners and both students and staff would benefit from the continuity of teaching being provided in the same location.
- By the start of AY 2023/24 to identify additional space for the Centre for Global Health and Infection, which is expected to expand further in both research and teaching. We will work with the University of Sussex to secure additional space adjacent to the medical school.
- By 2023/24 to replace PET-CT and 1.5T MRI scanners in CISC subject to securing major research programme(s) and / or continuing to provide clinical services and to develop facilities for micro encephalography (MEG). Explore options with SPFT to provide state-of-the-art integrated clinics to enhance translational research in neuroscience.
- By 2023/24 to identify additional space for the Clinical Imaging Sciences Centre to address the shortage of testing facilities and offices for researchers and to deliver research aims, particularly clinical facing neuroscience translational research-based clinics.
- By the end of 2023 to have achieved the co-location of CTU, JCRO and other relevant offices into an integrated Sussex Clinical

- Research Centre. This could be sited in either university, NHS or off-site space.
- By AY 2024/25 to remodel or extend the Medical Research Building (MRB) and / or adjacent space nearby on the University of Sussex campus to provide additional space for collaborative and translational research (eg, anti-microbial resistance, cancer research and RNA Biology) and provide a dedicated meeting space for laboratory scientists and postdoctoral students.
  - By the end of 2025 to have achieved Silver Award status as part of the USSU Green Impact initiative.



# DIGITAL ENVIRONMENT

As a joint venture between the Universities of Brighton and Sussex, BSMS students and staff benefit from access to both universities' facilities and support services. ICT support is provided by University of Brighton but several key functions (HR, Finance and Research and Enterprise Services) are provided by the University of Sussex. This results in a complex digital interface and environment for students and staff which has generally been managed successfully in a collaborative fashion. However in recent years staff and student feedback has indicated that the digital working and learning environment has fallen behind that which is reasonable and represents a significant challenge as both universities and our partner NHS organisations enhance their own individual services – with a significant risk of BSMS being 'left behind'. A recent external review identified clear priority areas and actions to address this and by working closely with both Universities and NHS partners we will improve the integration of existing student and staff-facing digital systems at all sites at which BSMS staff and students' work and study.

Our future priorities for digital infrastructure are as follows:

- By the beginning of calendar year 2020 to have appointed an academic lead for Technology Enhanced Learning part of whose responsibilities will include identifying gaps in provision and evaluating new and emerging technologies to identify future digital learning opportunities.
- To have in place a lecture capture system at all main teaching sites for the academic year 2020/21.
- By academic year 2021/22 to provide undergraduate medical students with single logon access initially to their phase 1 teaching timetables, Studentcentral and their electronic portfolio. Our objective is that the

MyDay portal should integrate and personalise all data services used by students and staff on a day-to-day basis by 2022.

- By the end of AY 2020/21 to have tested and implemented the new mark scaling and assessment question management components of the University of Brighton's SITS (student record) system. These new SITS components should provide a systematic way to capture and record assessment results within the SITS system linked to the student record. This will save time and reduce the risk of errors inherent in the current manual calculation of marks and enable the SITS system to produce academic transcripts.
- By AY 2021/22 to implement a centrally-managed integrated system (CMIS) that allows students to access individual timetables and placement information for all years of study.
- By AY 2023/24 to connect all main placement providers to Eduroam.
- To work with University of Sussex in the network replacement programme to improve high bandwidth infrastructure to support transfer and storage of large data volumes e.g. transfer of imaging scans between CISC and the NHS.
- To work with the University of Sussex to upgrade the High Performance Cluster for the analysis of large data sets (e.g. transcriptomic analyses).

We will improve the integration of existing student and staff-facing digital systems at all sites at which BSMS staff and students' work and study



# PEOPLE AND COMMUNICATIONS

The continued success of BSMS depends upon each individual achieving their aspirations shaped by our overall strategic goals and informed by our shared values.

We will actively engage our staff and partner organisations in the delivery of our strategy to maintain the existing high levels of staff satisfaction in the school.

We will work together to streamline our processes and systems, based on clear accountability and governance, to ensure we have effective, professional practices supporting our students and staff.

- We will achieve external recognition for our commitment to equality and diversity through the renewal or enhancement of our Athena SWAN silver award.
- We will continue to conduct an annual staff survey and to improve each year on the scores in response to the question “BSMS is a great place to work?” This improvement will focus on addressing the issues raised through the survey and other forms of feedback by those who do not share the majority view and who may have experienced bullying or marginalisation. This will be a specific focus of the work of our Inclusivity programme.



We will work to ensure that individuals have the skills and capability to work to the best of their abilities through professional and personal development through increased use of staff development opportunities in our parent universities.

## Future staff planning

For many years BSMS, had not achieved its full establishment of staff but in recent years this has been achieved although there is planned further growth associated with the significant increase in student numbers and research activity across the school. As noted above, constraints associated with the availability of appropriate space (particularly office but also specialist laboratory and teaching, eg, simulation facilities) is now impacting on staff and student experience and the efficient co-location of staff undertaking complementary activities. This applies equally to longstanding staff but particularly to more junior colleagues and those on short-term contracts. Potential solutions to this are addressed under Environment and Infrastructure (above) and are pressing if BSMS is to continue to grow and maintain high levels of staff and student satisfaction. The next five years will likely see a number of senior staff members leave BSMS. In terms of succession planning, many of our future leaders are already in post and we will

The continued success of BSMS depends upon each individual achieving their aspirations shaped by our overall strategic goals and informed by our shared values.



seek to promote internally where possible as part of our strategy to achieve the savings targets detailed in our financial recovery plan, although some posts will need to be replaced. This will also present an opportunity to review and refresh the academic focus (both for research and teaching) in the school. We will review the structure of academic departments in 2023/24 in response to performance data to ensure that they continue to reflect the academic research and teaching strengths of the BSMS.

In contrast to traditional clinical academic posts focusing on research and teaching, there are opportunities to employ clinical academic staff with a clear focus on education through our partner NHS and other organisations. There have been successful examples of this (eg, anatomy teaching and A&E teaching fellows) at the junior level and also at consultant level (ENT, trauma surgery). The academic element of these posts can be funded from



Undergraduate Medical Tariff (UMT) or NHS provider resource where contracts of this nature deliver savings on medical staffing (eg, reducing locum costs). We will work with our partner organisations to explore the potential to increase the number and range of teaching-focused NHS funded consultant and teaching fellow posts.

BSMS staff surveys continue to indicate a high degree of satisfaction for both professional services and academic staff. However there remains a small but concerning number of complaints in relation to bullying and harassment/discrimination as well as rising concerns relating to space and facilities as noted above. We will review and strengthen our responses to concerns raised by colleagues in any aspect of working at BSMS and continue to monitor impact through the staff survey and concerns raised by colleagues. We will signpost staff to the increasing range of support services available in both partner universities.



# FINANCE AND CAPITAL

## Revenue

The school is now operating in a challenging financial climate with little prospect of an increase in income from tuition fees or OfS grants against rising costs, in particular pay inflation and pension increases.

BSMS has always been financially stable, returning surpluses in the past and generating substantial reserve, but in 2019/20 a significant deficit arose from the challenging environment.

This position is forecast to continue into 20/21 and is exacerbated by COVID, although recruitment for the BM BS programme is unlikely to be affected and the substantial (40%) growth in undergraduate students will help ensure a return to financial balance and sustainability within the next three years.

Although there will be growth in fee and grant income as a result of increased student numbers, without other changes this alone will not compensate and return the school to a surplus position.

The school has developed a clear financial recovery plan which includes:

- a comprehensive review of BSMS's funding model with the aim of ensuring that the school operates at maximum efficiency for the benefit of students, staff and both parent universities
- a review of the postgraduate taught portfolio to ensure that courses are delivering value for money and achieving a positive contribution to the school's finances
- increased research income and contribution targets and a clearer understanding of the associated costs of research to support informed decision making
- exploring efficiency savings and other areas of increased income growth such

as partnership with potential new medical schools (as for KMMS) or with NHS partners and new courses (eg, CPD)

- developing and simplifying the school budget structure so that it is fit for purpose to meet the school's academic structure review in 2023/24 and improved budget holder accountability and responsibility
- a review of financial policies that support planned decision making, such as use of devolved funds, management overhead calculation and reserves policy

The financial recovery plan is intended to enable BSMS to return to a surplus position, ensuring long-term financial sustainability.

## Capital

The school has substantial reserves. The first call on these reserves will be to fund any annual school revenue deficits during the plan period and maintain a working balance. Following this any remaining balances will be available for strategic capital investment to improve the infrastructure and environment of the school.

An initial capital investment plan 2020/21 to 2025/26 has been developed and will reviewed and updated as information becomes available.

The financial recovery plan is intended to enable BSMS to return to a surplus position ensuring the long-term financial sustainability of the school.





# APPENDICES

## Appendix 1

Summary of the School's performance against the objectives set out in the previous Strategic Plan 2015-2020:

<b>Teaching and Learning</b>	
Exceed by at least 10% national targets for WP in UG medicine	√
Ensure 100% uptake of UG medical student places	√
Maintain top 5 performance in National Student Survey (NSS)	√
Maintain top quartile performance in Postgraduate Taught Experience Survey (PTES)	√
Establish MSc Physician Associate course	√
Grow UG medicine numbers to 200 per year	√
Increase postgraduate taught numbers by 25%	√
Make a strong contribution to TEF	√ (UoB mock predicted Gold status)
Maintain high quality teaching through the effective application of technology enhanced learning	X (this is an area of concern and the subject of deteriorating feedback in the NSS)
<b>Research</b>	
Replace divisional structure with new departments reflecting research strengths	√
Increase volume of medium to large grants (£300k +) by 10% and hit rate on applications by 5% every 3 years	√ √
Increase by 10% per year the number and value of research awards held jointly with investigators from both universities and NHS partners	√
Increase student participation in research via individual projects and intercalated degrees	√
<b>Environment and infrastructure</b>	
Co-locate staff with complementary research interests within the new departmental structure	√
Make optimal use of existing space and secure additional space for growth	√ Anatomy facilities and teaching rooms expanded but office and laboratory space is now at capacity
<b>Finance</b>	
Root and branch review of SIFT funding	√

## TABLE: STATEMENT OF VALUES

BSMS values	University of Sussex 2025 Strategic Framework, <i>A Better University for a Better World</i>	University of Brighton Strategic Plan 2017- 2021, <i>Practical Wisdom</i>
<ul style="list-style-type: none"> <li>Providing a high-quality education and learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to Transform</li> <li>Engage for Change</li> <li>Build on Strengths</li> </ul>	<ul style="list-style-type: none"> <li>Putting Students at the Heart of Everything We Do</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring BSMS is a great place to work and learn</li> </ul>	<ul style="list-style-type: none"> <li>Kindness</li> <li>Integrity</li> <li>Inclusion</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Putting Students at the Heart of Everything We Do</li> <li>A Great Place to Work and Learn</li> <li>Investing in Our Future</li> <li>Enabling Our Staff and Liberating Talent</li> </ul>
<ul style="list-style-type: none"> <li>Working collaboratively with others.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Build on Strengths</li> </ul>	<ul style="list-style-type: none"> <li>Partnership</li> <li>Enabling Our Staff and Liberating Talent</li> <li>Making a Difference Through Research and Enterprise</li> </ul>
<ul style="list-style-type: none"> <li>Advancing equality of opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion</li> <li>Integrity</li> </ul>	<ul style="list-style-type: none"> <li>Inclusivity</li> <li>A Great Place to Work and Learn</li> <li>Enabling Our Staff and Liberating Talent</li> </ul>
<ul style="list-style-type: none"> <li>Embracing change in response to emerging evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to Transform</li> <li>Research with Impact</li> <li>Engage for Change</li> </ul>	<ul style="list-style-type: none"> <li>Making a Difference Through Research and Enterprise</li> </ul>
<ul style="list-style-type: none"> <li>Conducting research aimed at making a significant positive impact upon the quality of people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>Research with Impact</li> </ul>	<ul style="list-style-type: none"> <li>Making a Difference Through Research and Enterprise</li> </ul>
<ul style="list-style-type: none"> <li>Investing in high-quality facilities and a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to Transform</li> <li>Engage for Change</li> <li>Build on Strengths</li> </ul>	<ul style="list-style-type: none"> <li>Investing in Our Future</li> <li>Sustainability</li> </ul>



TABLE: TEACHING, LEARNING AND STUDENT EXPERIENCE

Objective	Actions	Performance measure
Maintain an excellent learning experience.	<p>Make holding a recognised teaching qualification a mandatory requirement for all newly appointed teaching faculty in the Department of Medical Education and BSMS.</p> <p>Ensure that by the Summer of 2020 the structure of the undergraduate medical curriculum meets the General Medical Council's Outcomes for Graduates (revised 2018).</p> <p>Restructure the undergraduate medical curriculum to ensure students are well prepared for the introduction of the national Medical Licensing Assessment (MLA) from AY 2023/24.</p> <p>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.</p> <p>Take steps to identify and address the deficit in academic awards to black and minority ethnic students ('differential attainment'), working in collaboration with both parent universities.</p> <p>Undertake work to ensure that the curriculum reflects the diversity of those who have contributed to the development of modern medicine and those who deliver and benefit from it ('decolonising' the curriculum).</p>	<p>By the end of 2023, 80% of staff to hold a recognised teaching qualification.</p> <p>GMC confirms we are compliant with Outcomes for Graduates through its annual QA cycle. Achieve gold award status in the Teaching Excellence and Student Outcomes Framework subject-level assessment.</p> <p>Maintain a top 5 position among UK medical schools in the National Student Survey (NSS).</p> <p>Maintain a top quartile position in the Postgraduate Taught Experience Survey (PTES).</p> <p>Improved performance in the NSS for questions which relate to IT and TEL.</p> <p>Plan for review and revision of curriculum material to form part of periodic review of the course due in February 2021.</p>

Objective	Actions	Performance Measure
Provide opportunities for under-represented groups to participate in medical education.	<p>Expand the BSMS outreach activity to work with groups including potential applicants from Black and minority ethnic backgrounds, and people with disabilities and/or long-term health conditions.</p> <p>Develop joint outreach initiatives with Kent and Medway Medical School targeted at specific groups across Kent, Surrey and Sussex.</p>	<p>Increase the proportion of students admitted to undergraduate medicine from under-represented groups from 20-25% to 30-40% by the end of the 2023/24 admissions cycle.</p> <p>Monitor and increase the number of students with a registered or declared disability.</p>
Grow the number of postgraduate taught students.	<p>Increase the number of international students by using international agents verified by the universities' international offices.</p> <p>Increase the recruitment of UK students to all courses.</p> <p>Conduct audit of all courses with aim of increasing recruitment or closing courses which repeatedly fail to recruit to target.</p> <p>Introduce an MSc in Contemporary Biomedical Ethics in AY 2022/23.</p> <p>Extend the range of CPD courses we offer for NHS staff with a focus on Staff and Associate Specialist grade staff.</p> <p>Explore proposals for innovative new courses with HEE and other NHS partners (eg, mental health PA and Dentistry / Dental Hygiene).</p>	<p>By 2025 to have increased the number of postgraduate taught students.</p> <p>Increase the size of intake to the existing MSc Physician Associate course from 20 to 25 by AY 2022/23.</p>





# TABLE: RESEARCH AND KNOWLEDGE EXCHANGE

Objective	Actions	Performance Measure
Grow research income contribution rates and success rates.	Appoint a Research Development Officer to work with DoR and Departmental Research Leads/PIs to support staff with collaboration and grant application ambition.	Between 2020 and 2025 volume of grant applications achieving a contribution of greater than 25% to grow by 10% per year and the success rate in the award of research grants with a gross value of >£300k by 5% annually (measured on a three-year rolling average).
REF submission.	Support staff in achieving high-quality outputs and research impact cases to optimise the submission to REF. BSMS will collaborate closely with both partner universities to model and develop the optimal submission profile.	Achieve no lower than 3rd quartile placements in Units of Assessment 1 and 3.
Develop and implement Clinical Research Strategy for Sussex / Kent in collaboration with partners.	Liaise with NHS partners and KMMS to develop a clinical research strategy.	Explore coordination and co-location of CTU, JCRO, CRN RDS and elements of ARC, by end of 2021.
Develop translational clinical neuroscience clinics in the Clinical Imaging Sciences Centre (CISC).	Develop a new, secondary care, multidisciplinary-based psychiatry /neurology service. This would include assessment and diagnostic services including MRI. This service would be in conjunction with SPFT, Brighton and Sussex University Hospitals NHS Trust and CCGs.	New integrated assessment and diagnostic service to be developed in conjunction with partner NHS trusts by April 2023.
Ensure accreditation of CTU.	Appoint permanent Director of Clinical Trials Unit (CTU) and continue to increase clinical trials activity through the CTU with support from JCRO/RDS and other agencies.	Achieve full accreditation of CTU by the end of calendar year 2021.

Objective	Actions	Performance Measure
Ensure sustainable support for JCRO beyond initial three years supported by BSMS project funding.	<p>JCRO to recover costs from increased overheads and research contribution on grant income from FY 2022/23 by working closely with CI's to ensure funding costs included in applications.</p> <p>Negotiate share of Research Capacity Funding awarded to NHS partners through university academic led NIHR funded projects.</p>	<p>50% of all relevant and eligible clinical research projects to be supported by JCRO in 2019/20. 70% in 2020/21. 100% by the end of 2021/22.</p> <p>Costs of JCRO to be met by end of financial year 2022/23 from:</p> <ul style="list-style-type: none"> <li>• Inclusion of costs embedded in grant applications (where permitted).</li> <li>• Increase in research contribution (12% Gross) as a result of increased grant award success following JCRO input.</li> <li>• Negotiated split of RCF with NHS partners</li> <li>• Enhanced mainstream QR as a result of substantially increased volume and quality REF submission.</li> </ul>
Research environment	Continue to improve the research environment by promoting collaborative interactions with other schools in the UoS and UoB as well as other institutions. Increase the amount of office space and lab space to accommodate more Faculty and researchers and optimise research environment.	<p>Increase in number of collaborative grants, research events, and studentships.</p> <p>Increase in space/facilities for research.</p>
Early career researchers	Continue to support early career researchers, particularly those junior researchers on fixed-term contracts.	Appoint Early Career Research Lead by Spring 2020.
Postgraduate research recruitment	Work with UoB and the UoS to recruit up to 5 self-funded or grant-funded PhD students each year. Continue to explore grant funded and matched funding opportunities to maintain recruitment of 12-15 new PhD students / year.	By 2023/24 up to 5 PhD students per annum funded by external sources or self-funded.



TABLE: INTERNATIONAL PARTNERSHIPS

Objective	Actions	Performance measure
<p>Undergraduate: continue to recruit international undergraduate medical students to a maximum of 10% of the total intake each year once cap is removed.</p> <p>Build on established links to ensure that international students have the appropriate qualities to benefit from, and contribute to, BSMS.</p>	<p>Continue to promote BSMS through the universities' international offices and through BSMS attendance at Education Fairs in key international markets.</p>	<p>All international places filled each year.</p> <p>Increase the number of undergraduate international students from 7.5% of pre-expansion HEU intake (n=10.7) to 10% of current intake (n=20) once cap is removed (measured over a 5 year rolling average).</p>
<p>Postgraduate taught: increase number of international students on postgraduate taught courses.</p>	<p>Establish links with countries that fund international PGT students and consider linking clinical posts (NHS funded) to PGT courses.</p> <p>Greater use of international agents via the universities' international offices.</p> <p>Expand use of blended learning as appropriate to support the student experience for home and overseas students.</p>	<p>Review the postgraduate taught portfolio to ensure that courses are delivering value for money and achieving a positive contribution to the school's finances</p> <p>Increase in international applications.</p> <p>PTES results show satisfaction with methods of teaching and learning.</p>
<p>Doctoral students: establish a programme to recruit self-funded international students utilising selected projects promoted through the University of Brighton Doctoral School.</p>	<p>Establish a programme to recruit self-funded international students utilising selected projects promoted through the University of Brighton Doctoral School.</p>	<p>Recruit up to 5 self-funded / sponsored PhD students per year by 2023/24.</p>





## TABLE: ENVIRONMENT AND INFRASTRUCTURE

Objective	Actions	Performance measure
By the start of AY 2020/21 to identify alternative accommodation for staff currently working in Bevendean House on the University of Brighton Falmer campus.	Medical School Secretary and Operations Manager to liaise with Director of Estates and Facilities (UoB) and Director of Campus Development (UoB).	Relocation of staff to appropriate new locations by start of AY 2020/21
By September 2020 to support the integration of a micro encephalography (MEG) facility as part of the Clinical Imaging Sciences Centre.	Subject to approval of the MEG facility project by the University of Sussex Capital Board, CISC to provide assistance in terms of reception function and development of research involving MEG and MRI scanning.	By start of AY 2020/21 achieve integration of MEG facility at CISC.  Development of new areas of research.
By the start of the AY 2021/22 to redevelop space for the teaching of clinical skills and simulation on the University of Brighton Falmer campus. To accommodate growth in student numbers and better support interdisciplinary teaching.	Module 101 and 201 leaders and Operations Manager to liaise with Director of Estates and Facilities (UoB) and Director of Campus Development (UoB).	By start of AY 2021/22 identify space for a new clinical skills and simulation facility which is fit for purpose in terms of student numbers and meeting the GMC's requirements specified in Outcomes for Graduates.
By the start of AY 2020/21 to ensure Brighton and Sussex University Hospitals NHS Trust refurbishes the teaching facilities in the Audrey Emerton Building (AEB) at the Royal Sussex County Hospital site.	Specific workstream to be agreed by BSUH and to report to Joint Committee.	By the start of AY 2020/21 the teaching facilities at AEB are fit for purpose in terms of expanded student numbers and disabled access.
Remodel the social space in the Medical Teaching Building in Summer 2021.	Submit joint bid to UoS Capital Board in conjunction with Head of Catering Services.	By start of AY 2021/22 deliver a newly configured and expanded foyer and café able to meet the needs of additional students in terms of comfort, flexibility, choice of food and speed of service.
By the start of AY 2021/22 reconfigure space on the 3rd floor of the Medical Teaching Building (UoS campus) to create additional office/desk capacity.	Initial plans already drawn up. Operations Manager to seek agreement of those affected and submit Project forms to Sussex Estates and Facilities.	By start of AY 2021/22 ensure efficient and effective use of space in accordance with sector space norms.
By the start of AY 2021/22 to identify additional office space for the Department of Primary Care and Public Health, which is expanding rapidly.	Head of Department of PCPH and Operations Manager to liaise with Director of Estates and Facilities (UoB) and Director of Campus Development (UoB).	By start of AY 2021/22 ensure efficient and effective use of space in accordance with sector space norms and any social distancing requirements.
By the start of AY 2022/23 to identify additional teaching space on the University of Brighton Falmer campus to accommodate the planned expansion in postgraduate taught students.	Head of Department of Medical Education and Operations Manager to liaise with Director of Estates and Facilities (UoB) and Director of Campus Development (UoB).	By the start of AY 2022/23 to have identified additional teaching space for postgraduate taught students.

Objective	Actions	Performance measure
By the start of AY 2023/24 to identify additional space for the Centre for Global Health and Infection, which is expected to expand further in line with research grant success.	Medical School Secretary to submit a bid to the University of Sussex Capital Board for space in the John Maynard Smith building currently occupied by Pharmacy staff which would provide an ideal location for GHI once the MPharm course runs out in 2023.	By the start of AY 2023/24 to have identified a new location for the Centre for Global Health and Infection.
By the start of AY 2023/24 replace PET-CT and 1.5T MRI scanners in CISC subject to securing major research programme(s) and / or continuing to provide clinical services.  By 2023/24 to identify additional space for the Clinical Imaging Sciences Centre to address the shortage of testing facilities and offices for researchers and to deliver research aims, particularly clinical facing neuroscience translational research-based clinics.	Business plan and option appraisal to be submitted to the CISC Strategy Board for approval. Capital funding for new scanners will be provided by the centre's hypothecated reserve.	By the start of AY 2023/24 new scanners purchased and realising income in keeping with approved business plan.  By 2023/24 to have completed appraisal of options outlined in CISC 5 year plan and identified where additional space is to be located.
By AY 2024/25 to remodel or extend the Medical Research Building (MRB) and/or space nearby on the University of Sussex campus to provide additional space for collaborative and translational research eg, anti-microbial resistance and dedicated meeting space for laboratory scientists and PhD students.	Medical School Secretary to seek approval from the BSMS Joint Board for the use of BSMS reserves to fund the redevelopment.	By AY 2024/25 to have expanded MRB and / or adjacent space to provide additional laboratory space for collaborative and translational research eg, anti-microbial resistance and includes a dedicated meeting space for laboratory scientists and PhD students.
By AY 2023/24 to have achieved the co-location of CTU, JCRO, CIRU and the CRN.	Operations Manager to commission options appraisal for presentation to the BSMS Finance and Infrastructure Committee.	By AY 2023/24 to achieve co-location of CTU, JCRO, CIRU and the CRN providing a one-stop-shop for all aspects of research support.
By AY 2025/26 to secure additional teaching, research and staff office space as part of the redevelopment of the Royal Sussex County Hospital; phase II of this project is due to be completed in 2025.	Medical School Secretary and Director of Undergraduate Teaching and Learning to input to plans drawn up by BSUH's Director of Education for submission to the 3Ts Project Board.	By AY 2025/26 to have secured delivery of a Simulation, Education and Training Centre at RSCH which acts as a hub for flexible multidisciplinary education worthy of a modern teaching hospital.
By AY 2025/26 to have achieved Silver award status as part of the USSU Green Impact initiative	Operations Manager and Deans Office staff to lead on sustainability initiatives, complete the online Green Impact worksheets and provide regular updates to staff and students.	By AY 2025/26 to have achieved Silver award status.



# TABLE: DIGITAL ENVIRONMENT

Objective	Actions	Performance measure
By AY 2020/21 to have appointed an academic lead for technology enhanced learning.	Dean to advertise and appoint TEL lead.	By AY 2020/21 to have appointed an academic lead for technology enhanced learning, leading to improved performance in NSS ICT/TEL and library-related questions.
By AY 2020/21 to have in place a lecture capture system at all main BSMS teaching locations – UoB, UoS, AEB.	BSMS IT Manager to complete testing of UoS Panopto system and provide training to BSMS staff.	By AY 2020/21 lecture capture software is available in all main teaching locations – UoB, UoS and AEB.  All teaching staff are familiar with how to use lecture capture software.  All lectures captured and available to students via Studentcentral.
By AY 2021/22 to implement a central, integrated timetabling system (CMISGo) that allows students to see their individual timetables and placement information.	Student Systems and Assessment Manager to work with the UoB CMIS support team to develop individualised student timetable and placement information and its integration with the MyBSMS portal.	By AY 2021/22 to have implemented a central, integrated system that allows BM BS year 1 and 2 students to see their individual timetables and placement information.
By AY 2021/22 to have customised a 'MyBSMS' mobile portal to provide undergraduate students with single logon access initially to their phase 1 teaching timetables, Studentcentral and other core services provided by the UoB.  Our long-term objective is that the MyBSMS portal should integrate and personalise core data services used by students and staff on a day-to-day basis.	BSMS IT Manager to oversee roll out of MyBSMS in conjunction with the University of Brighton's e-learning services manager.	By AY 2021/22 undergraduate medical students can access their phase 1 teaching timetables, Studentcentral and other core services with a single logon.
By the start of AY 2021/22 to have tested and implemented the new mark scaling and assessment question management components of the University of Brighton's SITS (student record) system.	Medical School Secretary and Student Systems and Assessment Manager to oversee testing and implementation of new SITS modules via the SITS Assessment Project Board.	By the start of AY 2021/22 new SITS modules provide a systematic way to capture and record assessment results within the SITS system linked to the student record.

Objective	Actions	Performance Measure
By 2023/24 to connect all main placement providers to Eduroam.	BSMS IT Manager to liaise with NHS trust colleagues and submit a report to the BSMS Finance and Infrastructure Committee.	By AY 2023/24 Eduroam is available to staff and students in all main NHS placement locations.
By AY 2024/25 to have improved high bandwidth infrastructure at UoS to support transfer and storage of large data volumes eg, transfer of imaging scans between CISC and the NHS. Achieving this objective is dependent upon the UoS network replacement programme.	BSMS IT Manager to liaise with UoS Director of IT Services (or nominee) and CISC Business Manager to ensure BSMS requirements are taken into account as part of the UoS network upgrade.	By AY 2024/25 bandwidth infrastructure effectively supports transfer and storage of large data volumes.
To work with the University of Sussex to upgrade the High Performance Cluster for the analysis of large data sets (eg, transcriptomic analyses).	To work with the University of Sussex to upgrade the High Performance Cluster for the analysis of large data sets (eg, transcriptomic analyses).	By AY 2024/25 the University of Sussex High Performance Cluster will be capable of analysing large data sets (eg, transcriptomic analyses).



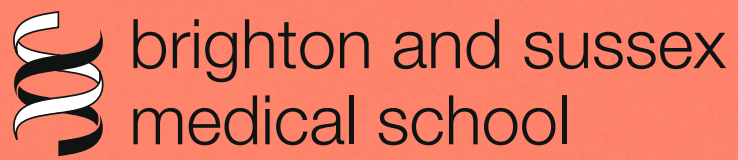


# TABLE: PEOPLE AND COMMUNICATIONS

Objective	Actions	Performance Measure
Achieve external recognition for our commitment to equality and diversity, including through the Athena SWAN charter.	Inclusivity Steering Group to continue to monitor implementation of Athena SWAN action plan and champion the promotion of inclusivity and diversity. Project Officer (Diversity and Inclusivity) to continue to compile data for next Athena SWAN submission in 2021.	Achieve renewal or enhancement of Athena SWAN silver status and apply for gold award status in 2021/22.
Ensure that individuals have the skills and capability to work to the best of their abilities through professional and personal development.  Continue to encourage and support staff to seek promotion where appropriate.	Encourage staff to participate in programmes of personal and professional development such as the mentoring scheme and future leaders training offered by both universities.  Continue to provide promotion workshops and to offer one-to-one mentoring and support for candidates for promotion.	Continued staff participation in BSMS mentoring scheme.  Develop a succession plan for key roles within the school. Continue to monitor success rates for individuals in the promotion process with a focus on diversity and inclusion.
Continue to develop and enhance staff communications and engagement	Continue to produce an internal newsletter (InPulse) on a weekly basis and circulate this to all staff via email.  Develop 'My BSMS' for staff and students to enhance communications.	Deliver 'myBSMS' digital portal by start of AY 2020/21.
Ensure that BSMS remains a desirable place to work and study	Continue to promote BSMS locally, nationally and internationally as a place of excellence for work and study.	Achieve a consolidated score (for all categories of staff) in the staff survey of >70% in 2019 in response to the question "BSMS is a great place to work?" and aim to improve upon this each year to 2025.
	Continue to develop our alumni association with assistance from the Development and Alumni Relations Office of the University of Sussex.	Maintain overall satisfaction in NSS at 90% plus.  Maintain a top quartile position in the Postgraduate Taught Experience Survey (PTES).







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