

Surgical Studies

Course Handbook 2019 - 20



PG Cert Surgical Studies

PG Dip Surgical Studies

MSc Surgical Studies

Course Leader

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Introduction



Welcome to the MSc in Surgical Studies. This course aims to enhance the core surgical knowledge of students and to provide a more advanced, integrative education which goes beyond the RCS membership requirements and includes the elements of professional development that modern health services demand. The MSc in Surgical Studies is unique in that it confronts subjects not normally included in higher education, and addresses important issues which are typically encountered in a medical professionals working life but for which no preparation is usually available – even in textbooks.

This handbook aims to equip you with the help you need to navigate through the modules as well as supply you with reading lists and time tables. It will take you through the course outline and outcomes and will help you realise what is expected of you.

You will also receive a BSMS Student Handbook. Please take the time to read it as it provides important guidelines on assessment, referencing, student support and other topics that will prove useful at various stages of your course.

The MSc in Surgical Studies is jointly validated by the University of Brighton and the University of Sussex.

Aims

The Aims of the course are:

1. To provide Surgical Trainees with advanced education in order to equip them to be capable, informed and creative consultants of the future.
2. To provide learning and insights into advanced professional practice in Surgery – many of which are not normally included in standard Surgical Training.
3. To prepare Surgical Trainees to be research aware and research active

Learning Outcomes

PG Cert:

Upon successful completion of the programme, students should be able to:

1. Demonstrate an advanced, in-depth awareness and understanding of common professional dilemmas faced by surgeons, and be able to provide appropriate solutions or actions to deal with those issues. (MDM170)
2. Demonstrate a systematic understanding of the perioperative care of surgical patients. (MDM172)
3. Demonstrate an advanced, in-depth awareness and understanding of the use of simulation in training and practice for modern surgical practice.(MDM172)
4. Analyse and synthesise data from a wide variety of sources to inform evidence-based practice in Surgery.(All modules)
5. Demonstrate a comprehensive understanding of research methods and critical appraisal (MDM10)

PG Dip:

Upon successful completion of the programme, in addition to the above students should be able to:

6. Demonstrate a comprehensive understanding of research methods and critical appraisal (MDM10)
7. Evidence a critical understanding of the organisational and policy context and the drivers for change to enable clinicians to contribute more effectively to improving the design, delivery, outcomes and cost effectiveness of services(MDM110);
8. Display an advanced level of understanding of communication and teaching in relation to patients and colleagues of all levels (MDM122);

MSc:

Upon successful completion of the programme, in addition to the above students will be able to:

9. Identify an original research question, plan, conduct and report/publish a research project in their chosen area of Surgery (MDM164)

Alternative Exit Award: PGCert Clinical Professional Studies:

Upon successful completion of this programme students should be able to:

10. Demonstrate a comprehensive understanding of research methods and critical appraisal (MDM10)
11. Evidence a critical understanding of the organisational and policy context and the drivers for change to enable clinicians to contribute more effectively to improving the design, delivery, outcomes and cost effectiveness of services(MDM110)
12. Display an advanced level of understanding of communication and teaching in relation to patients and colleagues of all levels (MDM122)

Skills

Upon successful completion of the programme, students should be able to:

1. Access and search different databases and sources of literature and data
2. Analyse and synthesise data
3. Use evidence appropriately to inform clinical practice
4. Demonstrate professional writing and presentation skills
5. Demonstrate advanced levels of communication in clinical and non-clinical settings
6. Develop and submit research proposals
7. Negotiate research ethics and governance procedures
8. Relate clinical knowledge and judgment to complex organisational settings and priorities

Communicate and work effectively with colleagues from different disciplines

Course Structure

PGCert students are required to undertake the three clinical content modules listed in the table below or two clinical modules plus MDM10 Research Methods and Critical Appraisal. The standard period of registration for the PGCert is 1 year and the maximum is 3 years.



PGDip students are required to undertake the three clinical content modules and three professional content modules (see table below for further details). The maximum period of registration for the PGDip for part-time students is 3 years.

MSc students are required to undertake the three clinical content modules and three professional content modules. In addition, students are required to undertake a 16,000 word dissertation. (See table below for further details). For part-time students the standard period of registration is 3 years and the maximum 5 years.

Clinical Modules:

- MDM170 - Advanced Professional Issues in surgery
- MDM171 - Principles and Practice of Simulation in Surgery
- MDM172 – Perioperative Care of the Surgical Patient

Professional Modules:

- MDM110 Leadership and Change Management in Clinical services
- MDM122 Communication, Learning & Teaching in Health & Social
- MDM10 Research Methods & Critical Appraisal

Dissertation:

- MDM164 Dissertation

Postgraduate Certificate Surgical Studies (60 credits):

Module	Status
Three out of four of the following Modules:	
MDM170 Advanced Professional Issues in Surgery	Mandatory (20 credits)
PLUS/OR	
MDM171 Principles and Practice of Simulation in Surgery	Mandatory (20 credits)
PLUS/OR	
MDM172 Perioperative Care of the Surgical Patient	Mandatory (20 credits)
PLUS/OR	
MDM10 Research Methods & Critical Appraisal	Mandatory (20 credits)

Postgraduate Diploma Surgical Studies (120 credits):

Module	Status
MDM170 Advanced Professional Issues in Surgery	Mandatory (20 credits)
PLUS	
MDM171 Principles and Practice of Simulation in Surgery	Mandatory (20 credits)
PLUS	Mandatory (20 credits)
MDM172 Perioperative Care of the Surgical Patient	
PLUS	Mandatory (20 credits)
MDM10 Research Methods & Critical Appraisal	
PLUS	Mandatory (20 credits)
MDM110 Leadership and Change Management in Clinical Services	
PLUS	Mandatory (20 credits)

MDM122 Communication, Learning & Teaching in Health & Social Care	
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Master of Science Surgical Studies (180 credits)

Module	Status
As above for PGDip	Mandatory (120 credits)
PLUS	
MDM164 Dissertation	Mandatory (60 credits)

Period of Registration

The *maximum* period of registration for courses is as follows:

MSc: 5 years

PG Dip: 4 years

PG Cert: 3 years

(MSc students please note that the dissertation must be submitted before the period of registration expires. Extensions are approved only in very exceptional circumstances)

Module Timetable

Year 1:

Module Code/Title	2019/20 Dates
MDM10 Research Methods and Critical Appraisal	20 th – 24 th January 2020 (D) 9 th -13 th March 2020 (E) 18-22 May 2020 (F)
MDM122 Communication, Learning and Teaching in Health & Social Care	7th, 8th, 9th Oct 2019 & 4th, 5th Nov 2019 (A)
MDM110 Leadership and Change Management in Clinical Services	3 rd , 4 th March 2020 & 2 nd , 3 rd April 2020 (C)

Year 2:

Module Code/Title	2019/20 Dates
MDM171 Principles and Practice of Simulation in Surgery	8 th -12 th June 2020
MDM170 Advanced Professional Issues in Surgery	18 th -22 nd November 2019
MDM172 Perioperative Care of the Surgical Patient	10 th -14 th February 2020

Year 3

MDM164 Dissertation

Module Descriptions

Advanced Professional Issues in Surgery (MDM170)

The module aims to provide students with a critical understanding of advanced professional issues in surgery with a view to increasing their awareness of them and their ability to deal with them both systematically and creatively in practice. It includes a range of social, psychological, ethical and practical issues which can confront surgeons in their practice.

On successful completion of this module successful students should be able to demonstrate:

- A comprehensive understanding of, and a critical awareness of issues involved in obtaining informed consent for surgical procedures in children and adults – including assessing competency to consent.
- A systematic understanding of, and a critical awareness of current Ethical problems in surgery - and new insights into dealing with these - most of which are at the forefront of their discipline.
- A comprehensive understanding of, and a critical awareness of the processes and issues involved in attending and presenting evidence at Coroners' and other Courts.
- A systematic understanding of knowledge, and a critical awareness of issues such as referral to the GMC Panel of Fitness to Practice, handling complaints, whistle-blowing. Etc., in surgical practice.
- Abilities to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Self-direction and originality in tackling and solving these problems, and the ability to act autonomously in planning and implementing appropriate responses at a higher professional level.

Principles and Practice of Simulation in Surgery (MDM171)

This module aims to enable to provide a sound basis of both knowledge and experience for students to gain an in-depth understanding of the role of simulation for modern surgical practice.

On successful completion of this module successful students should be able to demonstrate:

- A systematic understanding of knowledge, and a critical awareness of issues simulation in surgical training.
- Abilities to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving these problems, and act autonomously in planning and implementing appropriate responses at a professional level.

Perioperative Care of the Surgical Patient (MDM172)

This module aims to enable students to gain an in-depth and advanced understanding of different aspects of Perioperative Care in Surgery. Students will develop an insight into evidence-based practice in Perioperative Care including, the clinical (including medical), social and psychological aspects of surgical practice. This module is clinically-focused and covers various aspects and specialties of Perioperative Care in Surgery.

On successful completion of the module students should be able to demonstrate:

- An advanced understanding of the available investigation modalities in the preoperative assessment and optimization of the surgical patient.
- An advanced knowledge of Surgical decision-making in the challenging and comorbid patient
- An advanced knowledge and appreciation of the inter- and intra-operative multidisciplinary management in times of surgical / intraoperative difficulty.
- An in-depth understanding of Intensive Medical Care of the Surgical Patient; this will build on knowledge gained from the CRISP or ATLS courses, and stands separate from them.
- An ability to deal with these complex issues both systematically and creatively, to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Research Methods and Critical Appraisal (MDM10)

The module aims to provide students with an understanding of how to use evidence in their specialist area. It aims to provide students with an understanding of research methods in health and social care and the ability to relate appropriate methods to research questions. Students will be equipped to search and critically review the literature, to develop and justify a research proposal, and to anticipate potential ethical issues in their research proposal.

On successful completion of this well-established module you will be able to:

- Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations
- Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject
- Produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area
- Critically appraise a variety of research papers across a range of study designs
- Carry out an appropriate, rigorous review of the literature
- Be aware of ethical and governance issues in research.

Leadership and Change Management in Clinical Services (MDM110)

This module aims to provide an overarching understanding of the organisational context for change in health & care service settings to enable managers, practitioners and professionals to contribute more effectively to leading and improving the design of service models and new organisational bodies, and to the delivery, cost effectiveness and outcomes of services.

On successful completion of this module, students should be able to demonstrate:

- A systematic and critical understanding of public service reform theory, policy and current context
- A critical awareness of, and ability to think reflectively about, how to initiate, lead and manage changing and improving services, with an emphasis on using research to inform change goals and drive up outcomes
- The ability to critically appraise different service delivery and management models from independent and public sector settings, understanding complexity theory, whole system leadership, and evaluation and selection of different approaches to the change process in health & care settings
- A critical awareness of strategic planning, market development and financial management, in order to communicate vision and define key priorities
- A deep critical understanding of the theory and practice of leadership
- A critical awareness of, and ability to think reflectively on, the principles, objectives and effectiveness of governance, and how accountability supports the delivery of quality services
- An ability to assimilate, synthesise and critically appraise relevant aspects of leadership for service transformation, and present these both orally and in written form to different audiences.

Communication, Learning and Teaching in Health and Social Care (MDM122)

This module aims to facilitate student development as communicators and educators, promoting the development of knowledge, skills, attitudes and practices of a competent clinical practitioner.

On successful completion of this module, students should be able to:

- Identify and comprehend the similarities and differences between patient- and learner-centred values in practice

- Understand the factors which may enhance or impede effective communication between professionals and patients/clients
- Critically reflect on different communication and learning styles and skills
- Critically evaluate different theories of learning and relate these to their own philosophy of learning
- Critically appraise a range of teaching interventions
- Plan and design appropriate communication and learning interventions for patients/clients or learners under their supervision
- Critically analyse the nature of multi-professional and inter-professional communication and learning
- Critically evaluate their own performance as communicators and supporters of learners
- Identify their personal teaching and learning styles and developmental needs as a teacher and communicator.

The Dissertation (MDM164)

The Dissertation is for students studying for the MSc awards. In order to be able to progress to the Dissertation level you must first have the proposal agreed.

It is important to start thinking about your dissertation early on in the course:

- Part time MSc students should also take the 'Research Methods and Critical Appraisal' module at the start of their course (semester 1). The dissertation proposal should be submitted by the end of their year 2 studies.

You are advised to attend a Dissertation Day prior to submitting your Dissertation proposal; these are scheduled a few times each year and dates can be found on the main timetable.

Assessment requirements:

Formative:

- Study Protocol

Summative:

- 12,000 word (maximum) Dissertation **(80%)**
- Poster **(20%)**

Both summative components must be submitted and passed.

You will be able to choose a Dissertation that is relevant to your professional interests and practice but will need to focus on issues relating to surgery or related subspecialty. Your choice of topic must be discussed with the Course Leader and then approved by the DME Dissertation Panel after a formal submission of your proposal to the Panel. Once your Dissertation has been approved you will be assigned a Dissertation Supervisor. Other regulatory requirements can be found in the dissertation handbook.

Study and Academic Writing Skills

Some of you will have recently submitted academic essays and will be ready to do so again. Others may not be in this position and the following offer guidance to either review or prepare for your study techniques on this module.

Anderson J, Poole M. *Assignment and thesis writing*. 4th ed. John Wiley & Sons; 2001

Bourner T, Race P. *How to win as a part-time student*. 2nd ed. London: Kogan Page; 1995

Clanchy J. *How to write essays: a practical guide for students*. 3rd ed. Melbourne:

Longman; 1998 Cottrell S. *The study skills handbook*. 5th ed. Basingstoke: Macmillan; 2019

Northledge A. *The good study guide*. 2nd ed. OU Press; 2005

Phelan P. *Argument and evidence: critical analysis for the social sciences*. London: Routledge; 1995

Powell S. *Returning to study – a guide for professionals*. Buckingham: OU Press; 1999

Trzeciak J, Harlow SE. *Study skills for academic writing: student's handbook*. Melbourne: Longman; 2000

Young P. *The art and science of writing – a handbook for health science students*. London: Chapman and Hall; 1996

In addition, there is support available to you to help you work on your study skills and essay writing within the Universities of Brighton and Sussex. In particular, you can access the two Royal Literary Fund Fellows or online support from the University of Sussex's Skills Hub:

Better writing with the RLF

Two Royal Literary Fund (RLF) Fellows are available to help students improve their writing skills. One to one sessions can be booked via the Study Direct page:

For more information visit www.sussex.ac.uk/library/guides/rlf

Alternatively, students can visit the Royal Literary Fund website where there is lots of useful information on essay writing:

<http://www.rlf.org.uk/resources/writing-essays/>

Academic skills for students at University of Sussex

For practical help on academic English language skills, reading, research and study techniques. To find out more and book a place for workshops, tutorials and events click link below:

<http://www.sussex.ac.uk/skillshub/>

Assessment

It is important that you become familiar with the regulations for assessments which can be found in the Postgraduate Taught Examination and Assessment Regulations (PGTEAR). The University does not normally permit computer failure or workload as reasons for extension to hand-in dates. Failure to submit an assignment on the due date will result in a 'fail' result for the module. Retrieval of any failure is decided by a Course Exam Board. Work submitted within 2 weeks after the deadline for submission (**late Submissions**) may be accepted for the consideration of the Area Examination Board. The mark for that component will then be capped at the minimum pass mark of 50%.

Extensions to submission dates are rarely given and only in *extraordinary* circumstances where evidence is provided and must be agreed in advance with the Course Leader.

Assessment of modules

Assessments are intended to ensure that you have achieved the learning outcomes for the modules that you have taken. The details of assessment for each module will be available in the individual module handbooks. It is usual for assignments to be relevant both to the module and to your own personal and professional development needs. Please see the table below for details of the grades awarded.

Percentage	Level
>80%	High Distinction
>70%	Distinction
60% - 69%	Merit
50% - 59%	Pass
40% - 49%	Fail / Refer
<40%	Fail

Assessment of dissertation

Two examiners will mark the dissertation independently and the overall marks obtained will be agreed by negotiation. They will consider the following as minimal requirements to obtain a Pass:

- The content reflects a clear surgical issue
- The structure, organisation and presentation of the dissertation is logical
- The relevant methodology is used to address a clearly posed question
- Previous relevant literature on the topic is reviewed and is thorough
- The text is presented in academic language appropriate to Masters level
- The interpretation of information is accurate and the student's commentary reflects a clear understanding of the analysis, significance and limitations of data
- The text shows originality of thought and insight
- The dissertation includes students' original comments on the evidence gathered and its impact on existing knowledge and practice

- The content is primarily the work of the student and accurately acknowledges the input of research collaborators and/or supervisors, where appropriate.

Anonymous Marking

From February 2020 all assessments will be marked anonymously where possible. The aim of anonymous marking is to give students greater assurance of BSMS assessment procedures' objectivity. Anonymity in assessment will apply to all forms of taught postgraduate assessment other than those where there is a face-to-face (in person) assessment (e.g. presentations / oral examinations / practice-based assessment). Exemptions for anonymity in assessment may be given to other forms of assessments, where deemed appropriate. Please refer to individual module handbooks for further information.

Award criteria

Postgraduate taught qualifications are awarded as pass, merit or distinction and the criteria for each are listed below.

Pass criteria

Postgraduate Certificates: achievement of 60 credits

Postgraduate Diplomas: achievement of 120 credits

Master's Degrees: achievement of 180 credits

Merit criteria

Achievement of credits as listed above for pass criteria with a credit-weighted mean mark from all modules across the award of 60.00-69.99 and a mark of at least 60 in the dissertation element.

Distinction criteria

Achievement of credits as listed above for pass criteria with a credit-weighted mean mark from all modules across the award of at least 70 and a mark of at least 70 in the dissertation element.

For further details please refer to the award section in the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Learning Support

Library Services

BSMS librarians offer one to one training on electronic journals and databases, finding and retrieving information and resources, online referencing, and accessing online library

resources. To make an appointment or for general enquires email Katie Street and Annemarie Frank: bsmslibrary@bsms.ac.uk

The library catalogue can be found in StudentCentral and links to databases and authoritative web sites in the fields of medicine, nursing and other subject areas both at the University of Brighton and University of Sussex.

https://studentcentral.brighton.ac.uk/webapps/blackboard/execute/modulepage/view?course_id=61241_1&cmp_tab_id=115606_1&mode=view

Use of Computers

The University provides an excellent service of access to personal computers (both PCs and Apple Macs) for registered students in dedicated computer pool rooms on most major sites, including Falmer, and which have extended opening hours (details on Studentcentral http://www.brighton.ac.uk/is/cms/index.php?option=com_content&task=section&id=11&Itemid=326). There are also computer ‘trouble shooters’ often available in the pool rooms.

Registration on the programme does not require you to own or access your own computer. However, if you are using your own computer, we offer the following pieces of advice which have arisen from student experience over the last few years.

1. If you are relying on access to your own computer at a particular time for completion or submission of an assignment or dissertation, ensure it is available and fully functioning with relevant access to the internet during the period you need it. All work needs to be submitted by a specific day/date/time **via the relevant website on the internet**; failure to be able to access the internet, upload and submit work by the appropriate time will result in a late submission or failure for non-submission.
2. There have been several cases where students have prepared material but have not adequately backed up and weeks of work have been lost. We **strongly** encourage you to back up fully and safely on a very regular basis.
3. Course material, advice and suggested links are always available on Studentcentral; you will need to familiarise yourself with it and use it fully as an aide.

Personal Tutors

Your Course Leader or nominee will be your Personal Tutor for the course duration. Individual Module Leaders will support your progress through their modules. After discussion with your Course or Module Leader a sample section from a draft assignment (up to 1000 words) may be reviewed, no later than 28 days prior to the deadline, thereby allowing sufficient time for feedback.

The Course Leader will be available for group (or personal) tutorials with you. These are held to explore your experience of the course and to support you through any decisions and difficulties that affect your progress through the course. To arrange a tutorial please contact the Course Leader via the Programme Administrator.

Student Group and Peer Support

In the Professional modules you will be studying alongside students from a diversity of backgrounds.



This will provide rich basis for academic discussion, broadening perspectives and the application in a wider arena. Experience of other courses run in the Division of Medical Education has shown that professional culture barriers are broken down very rapidly with mutual respect for differing topic expertise and approaches to care.

Some students opt to share email addresses to have discussions and arrange social events. Of course, this becomes even easier if you use Studentcentral, which is the main system of electronic communication that this course uses. If you have websites for articles that you would wish to share with the rest of the group then these can be added to this system.

The flexibility of study that is afforded means that not everyone on your modules will be taking surgical awards. Some may be on other M-level courses and others may wish to study a single module for continuing professional development only. Both these groups can access the modules that you are taking but the modular pre-requisites mean that students will be able to study at graduate level and have the necessary clinical or scientific background to participate. This way, we maintain a minimum standard of entry to the module.

Occasionally, some of you may be so familiar with some parts of the modules that you feel that you aren't sufficiently challenged. It is important to bear two things in mind. Firstly, that the contact time for the module is about 30 hours but the total time you should be spending on developing the module topic is about 200 hours per module. The breadth and depth of your assignment should reflect this **total** period of study.

As with all postgraduate study, the taught sessions are guides to the topic area and should be built upon to achieve the full learning outcomes. The emphasis at M level is on independent learning. Secondly, this is the time when you should contribute to the in-session discussions in a way that helps yourself and other students to progress. We usually find that this effort is repaid when you come across a topic that is less known to you; you'll find that others can then help with your learning in a different stage of the course. This is a very positive aspect of multi-professional, multidisciplinary learning and teaching and its success is based on student involvement and participation.

Useful Reading

A comprehensive reading list will be made available to you on Studentcentral.

Referencing

Vancouver is Brighton and Sussex Medical School's adopted style of referencing. This system is the one most commonly used in other medical schools and medical journals. Vancouver offers simplicity, sympathy to the flow of language and facilitates accurate word counts which do not include citations.

Harvard can be used if preferred and you will not be penalised for doing so, providing referencing is accurate, comprehensive and consistent.

To facilitate efficient and accurate referencing, the bibliographic software **Endnote** is provided on University of Brighton PCs for students and staff. This allows the creation of bibliographies in Microsoft Word, the searching of bibliographic databases and the organisation of references in a searchable database. For guidance on Vancouver see the **BSMS Vancouver Style of Referencing Handout** available in the *BSMS Postgraduate* area on **StudentCentral** and click on the tab – *Academic Support*.

Plagiarism

BSMS takes plagiarism extremely seriously. It is a matter of **academic integrity and probity**. Plagiarism is the act of taking the work or ideas from another and passing it off as your own.

Work that you submit must be free from any form of plagiarism. This includes taking passages directly from a journal, book or the internet, copying work from another student on your course, another student who studied the module previously, or another person studying elsewhere or ghost writing.

Plagiarism can also come in the form of **self-plagiarism** if you use your own old essays, reports or publications when writing a new one without referencing them properly. If you are using any of your previous work when writing an assignment you should reference it with the same level of care that you would any other source.

For those students registered with a professional regulatory body (or seeking to be in the future), such as the General Medical Council or Nursing and Midwifery Council, academic plagiarism can have significant professional consequences with regulatory bodies taking a very keen interest in cases where, for example, a doctor's probity is called in to question.

Further information about plagiarism and academic misconduct, and related penalties can be found in the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Additional resources on plagiarism including resources on avoiding plagiarism can be found on both the Universities of Brighton and Sussex's websites:

<https://blogs.brighton.ac.uk/ask/avoiding-plagiarism/>

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

The University of Brighton is registered with the JISC Plagiarism Detection Service (TurnitinUK). The Service complies with UK Data Protection Law.

BSMS reserves the right to use the TurnitinUK Plagiarism Detection Service and students' work submitted for assessment purposes **will automatically be submitted** to the Service for checking.

You will be able to view your Originality report prior to the final deadline for submission (see Appendix 1).

By clicking submit, a student declares their understanding that:

- a) The work is original, of their own construction and not plagiarised from other sources;
- b) Anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;
- c) Failure to comply with above declaration may result in a referral or fail.

Student Services

Opportunities and support to help you get the most out of your time at university.

Student Services is a central department that provides a range of services to support you through university, and to help you get the most from your student experience. We're separate from your school and are here to help with all kinds of academic and non-academic issues.

Our experienced and supportive staff offer advice on a range of issues, including:

- Advice about money worries and how to live on a budget
- Support in finding jobs and volunteering opportunities
- Help accessing academic support if you have a disability, learning difficulty or long-term medical condition
- One to one support for students with worries or concerns in a safe, confidential space

Here for you, whatever the issue

Below is an outline of some of the ways in which we can help you during your time here.

Career development

Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

www.brighton.ac.uk/careers

Chaplaincy

There's more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

www.brighton.ac.uk/studentlife/chaplaincy

Childcare

With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

www.brighton.ac.uk/childcare

Counselling

Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don't need to feel that you are all alone with your worries. Talk to one of our trained counsellors in a safe and confidential space.

www.brighton.ac.uk/studentlife/counselling

Disability and dyslexia support

If you've got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you'll discover the wide range of academic and personal support available.

www.brighton.ac.uk/disability

Health and wellbeing

Looking after yourself whilst at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

www.brighton.ac.uk/studentlife/health

Student Advice Service

When it comes to your finances at university it pays to be money wise; so for expert advice on financial concerns, student funding eligibility or money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you're experiencing culture shock and home sickness.

www.brighton.ac.uk/moneymatters

Get in Touch

You can find further information about our services and answers to your student life queries at

www.brighton.ac.uk/studentlife

You can also access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

Eastbourne - Trevin Towers, Gaudick Road

T: 01273 643845

Falmer – E354, Checkland Building

T: 01273 643584

Grand Parade – Room 153, Level 1, main building

T: 01273 643187

Hastings – The Student Centre, Priory Square

T: 01273 644643

Moulsecoomb - Manor House, Moulsecoomb Place

T: 01273 642895

We can also help answer your questions in confidence via email, at studentservices@brighton.ac.uk, or follow us on Twitter for the latest student life news via @brightonstudent – www.twitter.com/brightonstudent

Our service leaflet with additional information can be found at:
<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc012712.pdf>

Fees

For fee enquiries please email fees@brighton.ac.uk or telephone: **01273 642449**.

Please note: if you receive a 'Fail' result for a module and are asked to re-take it with attendance you will be charged again for this module.

For further information regarding referrals and repeat regulations, refer to the Postgraduate Taught Examination and Assessment Regulations (PGTEAR) on Studentcentral.

Information for International Students

Monitoring Attendance of International Students (Points Based Immigration System)

Are you a non-EU student?

If yes, please continue reading.

Why does my attendance at university need to be monitored?

The United Kingdom Border Agency (UKBA) has recently introduced a Points Based Immigration System for the UK. This means that the University is now responsible for sponsoring non-EU students for visa purposes by issuing you with a Certificate of Acceptance of Studies (CAS). We have additional responsibility for ensuring that you are fully engaged with your studies by monitoring your contact with the University.

How will the Division of Medical Education monitor my attendance?

Every month the Division of Medical Education (DME) will hold an international student monitoring day when we expect our international students to visit DME on the Falmer campus to sign a register. We will use these dates as an opportunity to check that you are progressing with your studies and to offer any assistance that you might need. We would strongly encourage you to make constructive use of these days, perhaps make use of our library facilities or pre-arrange a tutorial should you require one.

When am I required to attend for monitoring purposes?

In addition to attending modular study required for your course, you will need to visit DME once a month between 9am and 5pm on the following days:

- Sign-in dates to be confirmed for 2016/17.

What happens if I miss a contact?

It is very important that you attend the above dates and attend relevant taught modules as agreed with your Course Leader. When necessary we may record an authorised absence, so for example, if you are too ill to attend campus, please notify the Programme Administrator for your course. If you fail to attend one of the above dates or your taught programme without providing a legitimate reason, we will record one missed contact. In the worst case scenario, if you miss a number of contacts and are clearly not 'engaged' with your study, we are obliged to report this to the appropriate UK Government agency which could affect your immigration status.

Teaching Staff

Academic staff from Brighton and Sussex Medical School and other faculties in the Universities of Brighton and Sussex and Sussex Partnership NHS Foundation Trust are involved in the provision of teaching in a modular format, at Masters (M) level. Specialist teaching is provided by consultants, specialists and other clinical staff from Trusts and organisations in and around the region. The extensive contribution of expert practitioners to the teaching of the modules is a distinctive feature of courses at Brighton and Sussex Medical School.

Core academic staff:

Anouk Van Der Avoirt Anouk.VanDerAvoirt@bsuh.nhs.uk	Course Leader, Consultant Paediatric Surgeon, Honorary Senior lecturer BSMS, Clinical Tutor for Undergraduate Students BSUH BSMS Module Lead MDM170
Saravanakumar Paramalingham saravanakumar.paramalingham@bsuh.nhs.uk	Module Leader MDM171, Consultant Paediatric Surgeon
Matthew Button matthew.button@nhs.net	Module Leader MDM172, Consultant Vascular Surgeon & Deputy Surgical Tutor.
John Anderson j.anderson@bsms.ac.uk	Dissertation Module Leader, Principal Lecturer, BSMS
Trevor Welland T.Welland@bsms.ac.uk	Module Leader MDM10, Lecturer in Medical Education (Research Methods), BSMS
Breda Flaherty b.flaherty2@brighton.ac.uk	Module Leader MDM110, Principal Lecturer, BSMS
Jackie Knight J.Knight@bsms.ac.uk	Module Leader MDM122, Teaching Fellow, BSMS

Any Questions

We look forward to welcoming you to the course and hope that you have an enjoyable and productive time at the University. Do not hesitate to contact your Course Leader, Anouk Van Der Avoirt or the Programme Administrators, if you have any queries. We will endeavor to resolve any problems you may have.