



MDM159 Management of Long Term Conditions in
Children

Module Handbook

Monday 3rd November 2025 – Friday 7th November 2025

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Introduction

This module aims to enable students to understand multi-disciplinary approaches to managing long term conditions in children. Students will develop insight into evidence-based practice, in the clinical, social and psychological aspects of management involved in these conditions. This module is clinically focused and non-disease specific. The student will develop a critical understanding of the research, policies and practice relating to long term conditions in various organisational contexts.

This module is aimed at junior paediatricians and other health care professionals who are planning to work with children with long term conditions or are working with these children but would like to enhance their knowledge.

It aims to:

- Enhance understanding of the multi-disciplinary approaches to managing long term conditions in children
- Develop knowledge and skills in the different aspects of long term care like accountability, communication skills, record keeping and promotion of dignity and health
- Analyse current thinking in long-term conditions management and discuss the difficulties & adverse impacts faced by the children and their families living with long-term health conditions.

Mode of Delivery

We are pleased to be able to deliver the Long Term Conditions module as a class room based course for 2025 – 2026. We have updated the course on the basis of last year's excellent feedback to improve the student experience for this year.

It is expected that the students review the preparatory information for each lecture in advance. Several of the week's lectures have a paired pre-recorded lecture (My Studies course page – Teaching materials – Recorded lectures) that covers the background information on the topic so that the live lecture can concentrate on Master's level discussion. For those keen to explore a topic in more depth there is an additional reading list provided (My Studies course page – Reading list).

We currently hope that all of the classroom-based lectures will involve the lecturer being present at the University for a face to face discussion, however we also have the capability for the lecturers to present online to the classroom through MS Teams. This flexible approach should mitigate for any unexpected clinical commitments or logistical challenges disrupting the program.

We are fortunate to have a highly experienced group of lecturers from throughout Surrey, Sussex and London covering a broad range of disciplines and specialties. The module lead will be present throughout the week along with other faculty members to help ensure the program runs smoothly and to stimulate engagement.

Learning Outcomes

At the end of the module you should be able to:

1. Demonstrate a comprehensive knowledge of the pathophysiology of long-term conditions which affect children
2. Systematically describe and critically evaluate the evidence-based principles of multidisciplinary management of long-term conditions in children
3. Critically reflect on the role of multidisciplinary teams and institutions in managing children with long term conditions
4. Apply theoretical and clinical knowledge to develop a detailed case study and evidence-based management plan for a child with a specific long-term condition and for their family.
5. Demonstrate a thorough knowledge of the psycho-social impact of long-term conditions on children and their families & evidence-based interventions to reduce inequalities & improve quality of life.
6. Design and deliver a professional-standard poster presentation of a case study demonstrating creativity and clarity suitable for academic or clinical conference audiences.

Module Timetable

Day 1

Room: 329, Watson Building, University of Brighton Falmer Campus

Session Time	Lecture Title	Speaker
09:00 – 10:10	Music in the Hospital	Jo White
10:30 – 11:10	Welcome and Introduction	Tom Ruffles
11:30 – 13:00	Connective Tissue Disorders	Jess Eccles
	LUNCH	
14:00 – 15:10	Anorexia Nervosa	Jon Rabbs
15:30 – 16:40	Nutrition in Chronic Disease *	Chris Smith

Day 2

Room: B213, Checkland Building, University of Brighton Falmer Campus

Session Time	Lecture Title	Speaker
09:00 – 10:30	Chronic Kidney Disease *	Nabil Melhem
10:50 – 12:20	Complex Neurology	Sharmila Jeyasingh
	LUNCH	
13:20 - 14:50	Clinical Psychology *	Sally Harris
15:10 – 15:50	Parent Discussion	Elizabeth Shelley
16:10 – 17:20	Cystic Fibrosis *	Tom Ruffles

Day 3

Room: A500, Checkland Building, University of Brighton Falmer Campus

Session Time	Lecture Title	Speaker
09:00 – 11:00	Diabetes	Claire Snowden
11:20 – 12:50	Oncology	Asma Shah
	LUNCH	
13:30 – 15:00	Safeguarding *	Frankie Howsam
15:20 – 16:00	Assessment Discussion	Kamal Patel

Day 4

Room: 329, Watson Building, University of Brighton Falmer Campus

Session Time	Lecture Title	Speaker
09:00 – 10:20	Asthma *	Tom Ruffles
10:40 – 12:00	Congenital Cardiac Disease *	Kirsty-Anne Noble
	LUNCH	
13:00 – 14:30	Palliative Care *	Hannah Linford
14:50 – 16:00	Inflammatory Bowel Disease	Sam Smith

Day 5

Room: 329, Watson Building, University of Brighton Falmer Campus

Session Time	Lecture Title	Speaker
09:00 – 11:00	Epilepsy	Kirsten McHale
11:20 – 12:30	Inherited Metabolic Disease	Hugh Lemonde
	SHARED LUNCH ^	
13:40 – 14:00	Course Feedback	Tom Ruffles
14:00 – 15:20	Allergy / Eczema *	Jessie Felton & Isra Hussain

* Denotes lectures in which there are pre-recorded lectures that should be viewed in advance of the face to face lecture. Teaching Materials – Recorded Lectures.

^ There is a shared lunch scheduled from 12:30- 13:40 on the last day of the course. Historically everyone has brought in a contribution to share amongst the group. We can check any potential allergies and coordinate what people might bring in the MDM159 module WhatsApp group.

Module Team

Name	Title
Jessica Eccles	Reader in Brain Body Medicine; Consultant in Neurodevelopmental Medicine
Jessie Felton	Consultant in Paediatric Dermatology, Royal Alexandra Children's Hospital, Brighton
Sally Harris	Cystic Fibrosis Psychologist, Royal Alexandra Children's Hospital, Brighton
Frances Howsam	Consultant Paediatrician and Named Doctor for Children's Safeguarding, Royal Alexandra Children's Hospital, Brighton
Isra Husain	NIHR Academic Clinical Fellow – Paediatrics, University Hospitals Sussex NHS Foundation Trust
Sharmila Jeyasingh	Consultant Paediatrician (Special Interest Neurology), Royal Alexandra Children's Hospital, Brighton
Hugh Lemonde	Consultant Paediatrician (Metabolic Medicine), Evelina Children's Hospital, London
Hannah Linford	Consultant in Children's Palliative Medicine, Evelina Children's Hospital, London
Kirsten McHale	Epilepsy Nurse Consultant, Young Epilepsy, Neville Childhood Epilepsy Centre, Lingfield, Surrey
Nabil Melhem	Consultant Paediatrician (Renal Medicine), Evelina Children's Hospital, London
Kirsty-Anne Noble	Consultant Paediatrician (Cardiology), University Hospitals Sussex NHS Foundation Trust
Kamal Patel	Consultant Paediatrician (Critical & Emergency Care), Royal Alexandra Children's Hospital, Brighton; Course Lead, MSc

	Paediatrics and Child Health, Brighton & Sussex Medical School
Jonathan Rabbs	Consultant Paediatrician, University Hospitals Sussex NHS Foundation Trust; Lead Paediatrician for Sussex Family Eating Disorders Service
Tom Ruffles	Consultant Paediatrician (Respiratory), Royal Alexandra Children's Hospital, Brighton; Cystic Fibrosis Lead; Associate Professor, Brighton and Sussex Medical School; Module Lead MDM159, MSc Paediatric and Child Health
Asma Shah	Consultant Paediatrician (Oncology), University Hospitals Sussex NHS Foundation Trust.
Chris Smith	Senior Paediatric Specialist Dietitian, Royal Alexandra Children's Hospital, Brighton. Honorary Senior Clinical Lecturer, Brighton & Sussex Medical School.
Sam Smith	Consultant Paediatrician (Gastroenterology), Royal Alexandra Children's Hospital, Brighton.
Claire Snowden	Consultant Paediatrician (Diabetes), Royal Alexandra Children's Hospital, Brighton.
Jo White	Founder, CEO and Hospital Musician at Wishing Well Music for Health

Teaching and Learning Strategies

Teaching methods will encompass:

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

Learning will be supported further using prepared notes, selected reading, and all usual visual aids. Students will be expected to support their learning by the use and critical appraisal of primary sources of information such as peer-reviewed research articles and appropriate websites.

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

Course materials will be made available on MyStudies:

<https://mystudies.brighton.ac.uk/>

Module Feedback

All our courses and modules at BSMS are heavily reliant on student feedback to improve the quality of our delivery and allow continual improvement that provides the best possible learning experience. Thus, there is an expectation that all students engage fully with the feedback process. Your module and course lead should provide sufficient time as part of your timetabled day to complete a brief form, typically done via scanning a QR code. Please note that all feedback is completely anonymous and is presented to faculty staff with the sole purpose of improving service delivery and enhancing the student experience. Your student experience will have benefitted from the feedback provided by the previous cohort!

MyStudies/Teams

[2025 MDM159 Management of Long Term Conditions in Children MyStudies area](#)

Literature Searching

You will have been shown the basics of searching electronic databases (in particular Medline and CINAHL) during Induction and many of you will have explored further with sessions on literature searching delivered by the BSMS Librarians. You will be expected to develop your searching skills to ensure all relevant literature for your assignment is accessed. You are expected to establish for yourselves a database of current theoretical and empirical articles and texts. These will be drawn upon to complete your assignments. Access to tutorials on this topic is available via the on-line library which you are strongly advised to set-up.

Library Services

BSMS students have access to the University of Sussex Library as well as the University of Brighton Falmer Library, where key textbooks for the course will be held - here is the [BSMS Library Link](#). You will be registered to use the Universities' computing facilities and receive a library card. A username and password will provide you with access to online resources to the University of Brighton – [MyStudies](#). To access Sussex Library online resources and certain reading list items follow instructions [here](#).

BSMS librarians offer training on finding and retrieving information, literature searching, online referencing, and can purchase books for your specific research area where possible. For further information please see the [induction video](#). Please contact us via the email below if you have any issues with accessing online library resources. To make an appointment or for general enquiries, email BSMS Librarians, Katie Street and Annemarie Frank on: bsmslibrary@bsms.ac.uk

Learning Support

Language Support

For those students for whom English is not their first language, both Skills Hubs (see below) can also help them to improve their written and spoken English skills. The English Language for Academic Study (ELAS) team at Sussex offer a range of courses and sessions that help with any adaptations to the UK academic culture as well as to attend a range of workshops and sessions on academic English language, skills and culture: <https://student.sussex.ac.uk/international/academic>

Study Support

Assistance with essay writing is available from Royal Literary Fund fellows. These writers offer one to one sessions on how to improve writing skills. Sessions can be booked via the link below: www.sussex.ac.uk/library/guides/rlf.

The University of Brighton also offers <https://www.brighton.ac.uk/brighton-students/your-learning/study-development/index.aspx> where the Writing Advisory Service can provide feedback on written work throughout the academic year. There are also individual support and tutorials available from Royal Literary Fund Fellows.

Alternatively, the Royal Literary Fund website offers useful information on essay writing: <https://www.rlf.org.uk/resources/writing-essays/>

Specialist Support

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

- A medical condition
- A physical disability
- A mental health condition
- A specific learning disability such as dyslexia

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

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

Key Skills for University Learning

These short articles introduce some key skills and offer advice and guidance on how to make the most of your learning experience.

[All my own work? Understanding and avoiding plagiarism at university](#)

[Communicating confidently in online classes](#)

[Developing a growth mindset](#)

[Effective group work strategies](#)

[Establishing effective study habits](#)

[Learning independently with confidence](#)

[Making friends and connecting with peers](#)

[Purpose and motivation](#)

[Revising for exams](#)

[Understanding feedback and how to use it](#)

Building Study and Digital Skills

There are lots of resources to help students to get familiar with university-level study and build their skills.

The University of Brighton curated playlists on [LinkedIn learning](#) and written articles on key topics - and you'll find specially selected learning resources for students to explore in the online library.

The University of Sussex provides the Skills Hub for practical help on academic English language skills, reading, research and study techniques Sussex offers workshops, tutorials and events. For more information and to book a place, - [Skills Hub home: Skills Hub: University of Sussex](#)

References

Vancouver is our 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 students will not be penalised for doing so, providing referencing is accurate, comprehensive and consistent.

Please use a reference manager such as Endnote or Mendeley. To facilitate efficient and accurate referencing, the bibliographic software Endnote is provided on University of Brighton PCs for students and staff. Mendeley is a software available to anyone free of charge. Reference managers allow 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 Module Information area on My Studies.

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 at Cite them Right, which offers advice on the latest correct referencing.

<https://www.citethemrightonline.com/>

To access the videos, log in as Brighton University (institutional log-in) in the right corner at the top of the screen followed by your BSMS credentials.

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

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

You will be able to view your Originality report prior to the final deadline for submission.

By clicking submit, a student declares their understanding that:

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

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

Use of AI

BSMS is committed to supporting students to achieve equitable and excellent outcomes and will adopt an inclusive and authentic approach to assessment design. This approach will consider the range of assessments across modules/courses, as well as the skills and knowledge to be developed.

The use of GenAI tools by students for revision, preparatory work and for checking spelling and grammar is considered acceptable practice unless stated otherwise as part of the assessment brief. However, such tools should never be the only source of information used.

The permitted uses of GenAI will be clearly specified as part of the assessment brief for each module assessment task, and students are responsible for adhering to that brief. Students must not use GenAI tools to circumvent the stated requirements of a summative assessment task, nor use them to create a summative assessment, in whole or in part, which is then submitted as their own original work. Doing so may constitute a breach of academic integrity and result in academic misconduct proceedings.

Fairness is knowing that the outcome awarded for a summative assessment reflects the requirements of the task and the work done by the student. A summative assessment is an assessment that counts towards an award or a progression decision. Unauthorised use of AI tools, as specified by assessment briefs may constitute academic misconduct as detailed in the PGT Examination and Assessment Regulations (PGTEAR Section E).

Reading List

[2025 MDM159 Management of Long Term Conditions in Children Reading List | MyStudies](#)

Assessment Regulations

It is important that you become familiar with the regulations for assessments which can be found in BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

These can be found on MyStudies in the BSMS Postgraduate Medicine area (search for MC-L4 in *My Course and Modules* on MyStudies).

The University does not normally permit computer failure or workload as reasons for extension to hand-in dates. You risk delaying your progress on the course if extensions are taken. Failure to submit an assignment will result in a 'fail' result for the module.

From September 2025, a maximum of four attempts may be permitted, and can be in the sequence: first attempt, referral, repeat, referral. Retrieval of any failure is at the discretion of the Examination Board.

If you are unable to submit/complete an assessment task by the deadline set due to serious, unforeseen, and unavoidable circumstances you should apply for an extension to deadline. This process also applies to students with Learning Support Plans where the circumstances leading to a request for an extension are not related to the nature of the reasonable adjustment made under the Learning Support Plan.

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.

Marks and Grades

Please see the table below for details of the grades awarded.

Mark	Grade
70%+	Distinction
60 – 69%	Merit
50 – 59%	Pass
0 – 49%	Fail

Anonymous Marking

Where possible, assessments will be marked anonymously. To ensure the robustness of this process, please do not include your name or student number anywhere in the submitted document (including the file name). You should save your work with the relevant Module Code. Turnitin identifies your submission with a unique submission ID (not by name or student number).

Module Assessment

The module assessment comprises two components:

1. Essay (2,500 words) – 75% weighting

Describe the biopsychosocial profile of a Child or Young Person (CYP) living with a particular Long Term Condition (LTC). Explain the impact on CYP & family of the LTC. Explain how child health services could improve the quality of life of the CYP & family.

Submit your essay electronically by the submission deadline of 2:00pm on 9th January 2026 via Turnitin on MyStudies.

2. Poster presentation – 25% weighting

Create a PowerPoint Poster presentation – presenting a case to illustrate their knowledge and application of a management plan for a specific long term condition. The poster is presented/discussed for up to 10 minutes to examiners & fellow students online.

Submit your poster electronically by the submission deadline of 2:00pm on Monday 8th December 2025 via Turnitin on MyStudies.

Poster presentations are scheduled to take place on Wednesday 10th December from 9-12pm.

Please note both assessment components must be passed in order to pass the module.

MDM259 STUDENTS ONLY

Write a 500–1000-word critical reflection (using a validated clinical reflective models) on the application of learning objectives 1-5 in clinical practice observed during clinical observership.

Please note this critical reflection isn't weighted and does not contribute to the overall mark.

NB: Students are automatically awarded a 'fail' grade for non-attendance. In exceptional circumstances, an extension may be given. See the 'Late Submission/Extension' Section.

In line with university regulations, your assessment will be graded as Distinction, Merit, Pass, Referral or Fail.

Use of Generative AI

Amber rating – AI Assisted

Students may use AI as a supportive tool (for example, idea generation or language editing). They must declare any tools and prompts used and remain responsible for ensuring the final submission is accurate and coherent.

Word Counts

Include the word-count for any written assessment/portfolio and include the following:

- Students are required to include accurate statements about the word count on any written submissions where word counts apply.
- A tolerance of 10% above the stated word count is permitted, unless otherwise indicated on the assessment brief. Strict adherence to a specified word count may be required if necessitated by a PSRB requirement/authentic assessment practice.
- Word count limits **include** in-text citations and **exclude** references/bibliography. Other aspects of the assessment task (e.g. use of tables, appendices etc.) can be determined by module leaders and must be clearly communicated to students via the assessment brief.
- Under length work will be managed in line with the provisions of the normal stated marking criteria for the assessment task.
- Clear exceeding of word limits will result in a **ten-percentage point** reduction in the mark, unless this would reduce the mark below a threshold pass, in which case the threshold pass mark will be awarded. Markers will stop reading the work at the point where the word limit+10% tolerance has been exceeded.

Module Regulations

Cancellation of Module

The University reserves the right to cancel modules for any reason it deems sufficient and to alter programmes without notice. In the event of such cancellations, the full fee will normally be refunded.

Attendance

It is expected that students will attend 100% of the module. If you are not able to attend for all or part of a module day, please contact your Course Leader and Course Co-ordinator in advance explaining the reason for your absence. Please note that you are required to attend for a minimum of 80% of the taught module sessions. If you are unable to meet this requirement you may not be able to take the assessment. If you are experiencing internet connection issues, PowerPoint presentations will be available via MyStudies.

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

Timekeeping

Please note that students are expected to arrive at their designated room 15 minutes before the teaching day is due to begin, allowing the day to start promptly and to ensure that the quality of teaching isn't hindered. If you are running late, please contact your course coordinator via the designated course e-mail or if you're part of the course WhatsApp group please notify your fellow students. Breaks are coordinated throughout the teaching day to allow for sufficient periods of rest. If you're struggling to find your teaching room, please refer to map below:

[Falmer campus](#)

Late Submissions/Extensions/Additional Consideration

If you are unable to submit/complete an assessment task by the deadline set due to serious, unforeseen, and unavoidable circumstances you should apply for an extension to deadline. This process also applies to students with Learning Support Plans where the circumstances leading to a request for an extension are not related to the nature of the reasonable adjustment made under the Learning Support Plan.

Please email the [Extension to Deadline Form](#) together with supporting evidence to your Course Administrator who will forward to your Course Lead. Normally the university requires you to submit the form at least **48 hours** before the assessment deadline. You may include multiple modules on one form. Postgraduate Course Leads can, at their discretion, **grant an extension of 7 calendar days** to allow the school to mark, moderate and externally examine work in time for our Examination Board deadline.

For those students who have an agreed Learning Support Plan (LSP), you may request a 7-day extension on top of your adjusted deadline; please follow above Extension process.

Please also see the "[Problems with My Course](#)" area on the University of Brighton website.

Late Submissions

In the absence of Additional Consideration, all late submissions are penalised with your mark being capped at 50% Pass. Late submissions may be accepted up to 14 days after your agreed deadline (except if this is not your first submission).

If you miss a time bound assessment (e.g. absence from an examination or presentation due to illness), you may self-certify *without* supplying supporting evidence. You must submit your application **within 7 days** of missing the assessment. If you do so, the Examination Board will recommend a deferred date for the missed assessment.

Please note that self-certification is permitted *once per semester*. If you have already self-certified, for any further absences within the same academic year, you will need to submit a Full Additional Consideration application (see below).

For those students who have an agreed Learning Support Plan (LSP), if you are considering submitting late on top of your adjusted deadline / agreed extension deadline, please contact your Course Coordinator for advice on submission and marking timescales. If you have an LSP and request an extension and/or plan to submit late in addition to your LSP, your work may not be assessed in time to be ratified at the Exam Board. In this instance we may need to request Chair's Action after the Board to ratify your result(s).

Additional Consideration

Due to serious and unavoidable circumstances:

- I have failed to submit.
- I have submitted late.
- My performance is unrepresentative.
- I was absent from teaching and I have fallen below the 80% attendance regulation.
- I was absent from a time bound assessment, but I have already used self-certification this academic year.

If you have experienced serious and unavoidable circumstances which have affected you for a period of more than 7 days, you may submit an Additional Consideration application.

Additional Consideration applications are considered by an independent panel and the form must be submitted within 14 days of submission deadline to additionalconsideration@brighton.ac.uk.

Please include a **personal statement** explaining how circumstances have impacted your study and referencing the time frame during which you were affected, you must also include **independent evidence** to support your application.

Please note that Additional Consideration requests are reviewed by an independent panel, so the postgraduate medical school has no influence over the outcome.

Please also see the "[Problems with My Course](#)" area on the University of Brighton website.

Exam Board and Results

You should be able to access online feedback and provisional results (subject to external examination) on **3rd March 2026** via MyStudies. **Please note that marks at this stage are provisional and may be subject to change following external moderation.** All results are then ratified at the Exam Board on **10th March 2026**.

Details of how to access your grade and feedback can be found at: [AccessingMyMarks](#)

Please note that communication from the Examination Board will be sent via MyStudies to your university email address.

Full details of the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR) can be found on My Studies in the BSMS Postgraduate Medicine area under 'Policy and Regulations.'

If you receive a 'fail' result and are permitted to repeat the module (for which you will incur a charge if re-attendance is required) your result for this repeat will be capped at 50%. From September 2025, a maximum of four attempts may be permitted (including the original attempt). Retrieval of any failure is at the discretion of the Examination Board.

Appendix 1 – Submission Instructions

About Turnitin

Turnitin is a Web-based service that can find and highlight matching or unoriginal text in a written assignment. Turnitin checks any papers submitted against its database of materials to look for matches or near matches in strings of text. Turnitin then generates an Originality Report. The Originality Report summarises and highlights matching text. Assignment Submission using Turnitin.

Before you submit your assignment....

Do not forget it is always advisable to keep a backup copy of all your work, whether you are submitting online or not.

The front cover of your document must include: module code and title, assignment title and word count, please **do not** include your name or student number.

Please name your file **MDM159**, Turnitin will recognise that the assignment belongs to you but to ensure anonymity the marker will not see any identifying information so please do not include your name/student number in the file name or the assignment itself.

Turnitin accepts the following file types: PDF, Microsoft Word, WordPerfect, HTML, RTF, Open Office (ODT), Google Docs and plain text. Zip (compressed) files are not acceptable.

- Your file should not be larger than 40MB.
- Turnitin will not accept submission of multiple files; please submit just one file. Any additional documents should be included as an appendix within your main file.
- To avoid any last-minute technical problems with submission, we strongly advise you to submit your assignment well before the deadline.

- You can submit your assignment multiple times up to the deadline. Your final submission before the deadline will be the one which is counted. We recommend that you take advantage of this to avoid any problems with last-minute submission!
- If you do have technical problems with submitting your assignment, try:
 - Submitting in a different file format – we recommend PDF if you have problems with a different file type.
 - Using a different internet browser – we recommend Firefox. Students have in the past experienced problems with submitting using Safari.
- If neither of these solves the problem, please contact the University of Brighton IT Service Desk (servicedesk@brighton.ac.uk / 01273 64 4444) or the Programme Administrator.

Declaration

By clicking submit, you confirm that you have read, understood, and agreed the following declaration:

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

Turnitin Submission Guide and Accessing your Marks

For an up to date guide on how to use Turnitin and how to access your marks, please view the following webpage on [eSubmission](#).