



MDM122/C

Communication, Learning & Teaching in
Health & Social Care

Module Handbook 2021-2022

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Introduction

This module will enable you to gain an overview of the importance of communication, teaching and learning in clinical & professional practice. We will explore the philosophy and values of compassionate communication and highlight important issues in teaching and learning.

Aims

This module aims to facilitate the development of practitioners as communicators and educators, promoting the development of knowledge, skills, attitudes and practices of a competent clinical practitioner. Through participation in the programme students will:

- Develop and enhance their teaching and communication skills for both patients and other professionals.
- Facilitate education bridging the boundaries between undergraduate, postgraduate provision, primary and secondary care and between different professionals.
- Appreciate the impact teaching and learning has on their personal and professional roles.

Learning Outcomes

By the end of the module students should be able to:

- Identify & comprehend similarities & differences between patient and learner centred values in practice.
- Understand the factors which may enhance or impede effective communication
- Critically reflect on different communication & learning styles and skills.
- Critically evaluate different theories of learning & relate these to their own learning philosophy.
- 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.

Module Timetable

DAY 1				
Date	Venue	Time	Session Topic	Lecturer
MDM122C Day 1 Monday 25-Apr-22	FALMER CAMPUS- Checkland 406	9.30 - 10.45	Welcome to the module and outline to delivery. Getting to know you.	Dr Trevor Austin
		11:00	Communication in the Workplace	Graham Knight
		12.30	LUNCH BREAK	
		14:00	Teaching & Learning Theories and Strategies. The role of the Educator in Health and Social Care.	Dr Trevor Austin
		16:00	CLOSE	
			Evaluation	
DAY 2				
Date	Venue	Time	Session Topic	Lecturer
MDM122C Day 2 Tuesday 26-Apr-22	Performance Studio, Watson 1.26 Falmer	10:00	Difficult Communication Workshop	Playout Theatre Company & Dr Trevor Austin
		12:00	LUNCH BREAK	
	FALMER CAMPUS- Watson 1.15	14:00	Introduction to Technology Enhanced Learning (TEL) and how to record video.	Tim Vincent (BSMS Learning Technologist)
		15:30	CLOSE	
				Evaluation

DAY 3				
Date	Venue	Time	Session Topic	Lecturer
MDM122C Day 3 Wednesday 27-Apr-22	FALMER CAMPUS Westlain 2.19	10:00	Resilience and Psychological distress.	Dr Susanna Petche
		12:00	LUNCH BREAK	
		14:00	Giving & Receiving Feedback	Dr Carl Fernandes
		16:00	CLOSE	
			Evaluation	

DAY 4				
Date	Venue	Time	Session Topic	Lecturer
MDM122C Day 4 Monday 9-May-22	Online sessions using Microsoft Teams.	10:30	Problem Based Learning	Prof Gaynor Sadlo
		12:30	LUNCH BREAK	
	14:00	My Studies Pre-recorded lecture & link to asynchronous Q&A with Seb Shaw Student directed to review master classes and prepare questions for group tutorial.	The Relationship	Seb Shaw
			Pre-Reading Before Session: Review past assignment samples of master classes and reflective commentaries available on My Studies	
			CLOSE	
16:00	Evaluation			

DAY 5				
Date	Venue	Time	Session Topic	Lecturer
MDM122B Day 5 Tuesday 10-May-22	Online sessions using Microsoft Teams. Student directed.	09:30	Critical Reflection. Assignment Guidance.	Dr Trevor Austin
		11:00	COFFEE BREAK	
		11:30	Interprofessional Education & Collaborative Working	Dr Shereen Habib
		13:00	LUNCH BREAK	
		14:00	Evaluation Group Tutorial question and answer.	Emily and Dr Trevor Austin
		15:00	Blended Learning Folder is now opened to explore additional topics to support master class development post module delivery.	
		15:30	CLOSE	

Course Delivery Statement

The module will be a blended delivery of face to face and live scheduled sessions (via Teams) and asynchronous** delivery via My Studies. Student contact hours remain the same as outlined in the module specification.

Learning and teaching methods will comprise of a mix of live / synchronous* and without real time/ asynchronous staff-facilitated or staff delivered materials via My Studies as follows:

Students will access learning through My Studies (the University VLE). Tutorials will be face to face or via MS Teams as appropriate to individual need.

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

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

Content

- Practitioner-patient/client relationships.
- Effective Communication skills.
- Models & theories of teaching and learning.
- Learning and teaching styles.
- Learning from current professional practice.
- Communicating in difficult circumstances.
- Models of evaluation of communication and teaching.
- Constructive feedback skills.
- Applying educational theory to practical teaching.
- Multi-professional and inter-professional communication and learning.

Teaching Staff

Dr Trevor Austin <i>(Primary Contact)</i>	Module Leader
Dr Jackie Knight	Associate Module Leader
Dr Sebastian Shaw	Honorary Clinical Lecturer
Dr Carl Fernandes	GP and Senior GP Teaching Fellow
Prof Gaynor Sadlo	Professor of Occupational Science
Graham Knight	Visiting Lecturer
Dr Susanna Petche	GPSI Psychological Trauma, BSMS Facilitator
Tim Vincent	BSMS Senior Learning Technologist

Teaching and Learning Strategies

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

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

Course materials will be made available on 'My Studies' where appropriate:

<http://MyStudies.brighton.ac.uk>

Literature Searching

You will be expected to develop your searching skills to ensure all relevant literature for your assignment is accessed. (These are taught in MDM10 Research Methods and Critical Appraisal.) 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.

Study Skills

- Anderson J, Poole M. Assignment and thesis writing. 3rd ed. Brisbane: John Wiley & Sons; 2001
- Bourner T, Race P. How to win as a part-time student. 2nd ed. London: Kogan Page; 1995
- Brookfields S D. Developing critical thinkers: challenging adults to explore alternative ways of thinking and acting. OU Press; 1987
- Clanchy J. How to write essays: a practical guide for students. 3rd ed. Melbourne: Longman; 1998
- Cottrell S. Critical Thinking Skills: Developing Effective Analysis and Argument: Macmillan; 2011
- Cottrell S. The study skills handbook. Basingstoke: Macmillan; 2008
- Crème P, Lea MR. Writing at university. Buckingham: OU Press; 2007
- Fairbairn G. Reading, writing and reasoning: a guide for students. 2nd ed. Buckingham: OU Press; 1996
- Northledge A. The good study guide. 2nd ed. OU Press; 2005
- Peck J, Coyle M. The student's guide to writing, grammar, punctuation and spelling. Basingstoke: Macmillan; 2005

- Phelan P. Argument and evidence: critical analysis for the social sciences. London: Routledge; 1996
- Powell S. Returning to study – a guide for professionals. Buckingham: OU Press; 1999
- Rowntree D. Learn how to study: a realistic approach. 4th ed. London: Warner; 1998
- Trzeciak J, Harlow SE. Study skills for academic writing: student's handbook. Melbourne: Longman; 2000
- Young P. The art and science of writing – a handbook for health science students. London: Chapman and Hall; 1996

Learning Support

Library Services

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

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

See also Online Resources which link to databases and authoritative websites in the fields of medicine, pharmacy, nursing and other subject areas.

My Studies is a key electronic source of learning materials from the course, including handouts, timetables and announcements. ***It is imperative that you learn how to access and use this vital system of communication.*** If you were unable to attend the My Studies training session on the **Induction Day on Thursday 9th September 2021** please ensure you complete the virtual induction on My Studies and if you feel that you would benefit from further instruction, then let your Course Leader know as soon as possible. **My Studies will be the main method of communication for any changes to course location or timetable. Please check the site on a regular basis. Examples of assignments that achieved a distinction will be available for you to read on My Studies.**

Academic Skills for Students at University of Sussex

For practical help on academic English language skills, reading, research and study techniques Sussex offers workshops, tutorials and events. For more information and to book a place, click link below:

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

Assistance with essay writing is available from Royal Literary Fund fellows. These writers offer one to one sessions on how to improve writing skills. Sessions can be booked via the link below:

www.sussex.ac.uk/library/guides/rlf

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

Academic Skills for Students at University of Brighton

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

[Writing Advisory Service \(brighton.ac.uk\)](http://brighton.ac.uk)

Computers, IT Support and Free Software

Find help and information on connecting to Eduroam university WiFi, recommended software and apps, printing, computer clinics, access to computers and free laptop hire:

<https://unibrightonac.sharepoint.com/sites/is/computing>

Personal Tutors

Your Course Leader or nominee will be your Personal Tutor for the course duration. After discussion with your course or module leader a sample section from a draft assignment (up to 1000 words) may be reviewed, no later than 14 days prior to the deadline, thereby allowing sufficient time for feedback.

The Course Leader will be available for personal or group tutorials with you by arrangement. These are held to explore your experience of the course and to support you through any decisions and difficulties that affect your progress through the course.

Prior Reading

Communication

- Berne, E (1964) *Games People Play*, Harmondsworth, Penguin
- Fielding, R (1995) *Clinical Communication Skills*, Hong Kong University press
- Rogers, C (1967) *On Becoming a Person: A Therapist's View of Psychotherapy*, London, Constable

Learning and Teaching

- Knowles, MS (1988) *Self Directed Learning* New York, Cambridge Books
- Kolb, D (1984) *Experiential Learning* Prentice Hall, New Jersey
- Schön, D (1983) *Educating the Reflective Practitioner*, Jossey Bass.

Reading List

You will be expected to access the considerable stock of journals held by University and Hospital Libraries. You may also use the University Computer Centre to access information on the Internet.

The reading lists for this module are on the Talis ASPIRE programme, accessible via My Studies.

Module Assessment Task

The aim of the assignment is to synthesise topics that have been studied in the module.

‘Plan and design a 10 -minute digital learning and communication session, on a topic of the student’s own specialist practice. This session is recorded by the student and uploaded onto My Studies. This recorded resource then forms the basis of a 2, 500-word critical analysis and reflection of this communication, teaching and learning session, using relevant, up-to-date evidence. Critical evaluation will include the implications for inter-professional working, issues of patient and carer collaboration.’

Presentation of Assignments

All assignments should

- Have a title page stating **your student number, module name and code, title of assignment and word count.**
- Be typed, double spaced in black print no smaller than point 10.
- Have margins of 3cm on each side of the page.

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

References

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

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

Appendices

One or two appendices may be submitted with the work to support or give detailed illustration of a particular model or framework. However, marks will not be awarded for these supplements. **Please ensure you incorporate any appendices into the main document, as you can only submit one file to Turnitin.**

Marking Criteria

The following will be used to direct the marking of the assignment for this module.

Presentation	<ul style="list-style-type: none">• Structure,• Fluent style• Grammar / clarity of expression• Accurate referencing of primary and secondary sources.
Content	<ul style="list-style-type: none">• Points raised• Definition of relevant concepts• Exploration and evaluation of empirical and theoretical literature• Evaluation and relevance of theory applied to practice• Detailed understanding of the content and context of the topic• Evidence of reading beyond the topic domain• Discrimination of relevant reading• Evidence of reading up to date literature to support argument being proposed
Overall	<ul style="list-style-type: none">• Discussion and evaluation• Objective analysis of pertinent issues• Critical appraisal of concepts• Creativity of ideas• Proposal of new insights into an accepted body of knowledge• Synthesis of material used and points raised• Interpretation and integration of recent research findings / reports• Structure of argument and balanced debate
Length	<ul style="list-style-type: none">• The word limit for the assignment is 2,500 words. This is the absolute maximum. There is no lower limit, although a +/- 10% range is a good guide. NB- this excludes the Title page, References and any Appendices.

Marking Grades

The following schema is an indicative framework for the assessment of assignments. Course participants will be given a percentage mark, but the Division places great emphasis on individual written feedback, often supplemented by face-to face discussion of the work with the course tutor. Assignments are internally moderated and a sample sent to the external examiner for quality assurance purposes.

PLEASE NOTE THE PASS MARK FOR ALL MODULES IS 50%

Criteria	Failure (0 - 39%)	Failure (40 - 49%)	Pass (50 - 59%)	Merit (60 - 69%)	Distinction (70-79%) students demonstrate an outstanding and exceptional level of achievement	Distinction (80 + %) students demonstrate an outstanding and exceptional level of achievement
Presentation on the reflective commentary. Introduction and context to the communication, teaching and learning area.	No introduction	Topic not well introduced; context incomplete	Topic well focussed intro/context slightly incomplete	Introduction clearly expressed; context well defined	Introduction concise, very well expressed; context very well defined	Introduction concise, exceptionally well expressed, the context clearly defined and established.
Content teaching and learning and communication focus.	No rationale for master class design; No link to teaching and learning literature; No aims/objectives, Poor understanding of communication practice issues.	Problem statement poor; poor links to teaching and learning literature; inappropriate aims/objectives, Poor understanding of communication practice issues.	Problem statement appropriate, but some weaknesses in selection or expression Poorly written/presented. Poorly structured.	Problem statement appropriate; clear link from teaching, learning and communication literature to problem statement.	Problem statement appropriate; relevant and clear link from teaching, learning and communication literature to problem statement.	Problem statement appropriate; exceptionally clear link from teaching, learning and communication literature to problem statement.

Criteria	Failure (0 - 39%)	Failure (40 - 49%)	Pass (50 - 59%)	Merit (60 - 69%)	Distinction (70-79%) students demonstrate an outstanding and exceptional level of achievement	Distinction (80 + %) students demonstrate an outstanding and exceptional level of achievement
Review of indicative literature.	Irrelevant review; work uncited; no theoretical framework	Irrelevant, superficial or gap-prone review; important work uncited; unclear theoretical framework	Literature adequately but not critically reviewed; some weaknesses in literature citations. Applies relevant research to current practice issues. Capacity to analyse concepts and balance arguments.	Comprehensive literature review; literature and study context well linked; critical evaluation of literature; synthesis of ideas evident. Argument founded based on evidence. Safe and evidence-based practice consistently described or executed. Good range of sources used appropriately.	Comprehensive literature review; literature and study context well linked; critical evaluation of literature, demonstrating understanding and differentiated in terms of importance; synthesis of ideas evident. Excellent comprehension of contemporary issues. Excellent relationship of recent research to practice.	A literature review which demonstrates an exceptional level of critical evaluation understanding and differentiated in terms of importance; Critical analysis and synthesis of the possibilities and limitations of teaching, learning and communication theory. exceptional synthesis of ideas evident.
Master class teaching and learning design.	Demonstrates little knowledge or understanding of the field.	Demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding.	Demonstrates an understanding of current theoretical and pedagogical approaches and how these affect the way the knowledge base is interpreted.	Demonstrates a systematic knowledge, understanding and critical awareness of new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.	Produces work of exceptional standard, reflecting outstanding knowledge and understanding of material. Displays exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of new insights at the forefront of the field.	This work meets and often exceeds the standard for distinction, as described in the 80 band, across all sub-categories of criteria: knowledge and understanding of subject; cognitive skills; use of research-informed literature; and skills for teaching, learning and communication in professional employment.

Criteria	Failure (0 - 39%)	Failure (40 - 49%)	Pass (50 - 59%)	Merit (60 - 69%)	Distinction (70-79%) students demonstrate an outstanding and exceptional level of achievement	Distinction (80 + %) students demonstrate an outstanding and exceptional level of achievement
Proposed method of reflection on teaching, learning and communication analysis.	No indication of proposed model of reflection on teaching, learning and communication analysis.	The proposed model to reflective analysis on teaching, learning and communication analysis is poorly explained.	The proposed model clearly selects, defines, describes the proposed reflection approaches.	The proposed approach to reflection defines, describes and evaluates the proposed method of teaching, learning and communication analysis	The proposed approach to teaching, learning and communication defines, describes and evaluates the proposed method of reflection drawing on the pedagogical methods, literature in order to support the analytical approach	The proposed approach to teaching, learning & communication analysis defines, describes & evaluates the proposed method of reflection drawing on the pedagogical method & empirical literature in order to support the analytical approach. The proposal critically reviews approaches to analysis in the literature used.
Evaluation, conclusion and Future recommendations.	The assignment demonstrates no awareness of evaluation, conclusion, future recommendations in health and social care practice.	The assignment demonstrates a basic and limited awareness of evaluation, conclusion, future recommendations in health and social care practice.	The assignment demonstrates an awareness of evaluation, conclusion, future recommendations in health and social care practice.	The assignment demonstrates an awareness of evaluation, conclusion, future recommendations in health/social care practice and engages with these in a critical manner.	The assignment demonstrates an awareness of evaluation, conclusion, future recommendations in health/social care practice and engages with these in a critical manner drawing on the pedagogical literature in order to support this critique.	The assignment demonstrates an awareness of evaluation, conclusion, future recommendations in health/social care practice and engages with these in a critical manner drawing on the pedagogical literature in order to support this critique. At this level the reflective commentary critically reviews issues in the literature used.

Criteria	Failure (0 - 39%)	Failure (40 - 49%)	Pass (50 - 59%)	Merit (60 - 69%)	Distinction (70-79%)	Distinction (80 + %)
Presentation: Structure, clarity, use of grammar, correct spelling; referencing: appearance and length.	Inadequate communication skills; missing or poor abstract; inadequate referencing; many grammatical and/or spelling mistakes	Poor: lack of structure and clarity; grammatical mistakes; inadequate referencing; poor or missing abstract	Reasonably clear presentation: reasonable referencing; few grammatical/spelling mistakes	Very good communication skills; accurate referencing; very few/no grammatical or spelling mistakes; clear and fluent style	Excellent communication skills; accurate referencing; virtually no errors; scholarly, well-organised treatment of material	Exceptional communication skills; accurate referencing; no errors; scholarly. Outstanding arrangement and organisation of material

Module Regulations

Submission of Assignments

- **Final Submission Deadline: September 6th 2022 before 4.30pm**

Please submit your assignment electronically to the Turnitin Assignment link on My Studies by the above deadline. The electronic submission box is closed at the above mentioned time. It is strongly recommended that you submit your document a few days prior to the deadline in order to avoid any last minute problems. Please submit just one document as the Turnitin service will not accept submission of multiple documents. Please make sure you read and follow the submission instructions contained in Appendix 1 – Submission Instructions at the end of this handbook.

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

Late Submission and Extensions

Work submitted within 1 week after the deadline for submission (**Late Submissions**) may be accepted for the consideration of the Area Examination Board. Late work may be marked and feedback provided to the student. The mark for that component will then be capped at the minimum pass mark of 50%. If the work is submitted more than 1 week after the deadline for submission, it should not be accepted, and will be considered a non-submission. A 'fail' result will be recorded for the component.

Please note that if you have previously failed or have been referred in a module you are not permitted to submit late.

Extensions to submission dates are only given in exceptional circumstances where evidence is provided and must be agreed in advance with your course leader. Your extension form must be signed by your course leader and can be granted for a **maximum period of one week**. If you wish to apply for an extension to the submission of assignment dates, you should contact the Module Administrator to obtain the relevant forms and consult your Student Handbook for guidance on the procedure.

A submission box for agreed extensions and late work will be available for a period of one week after the final deadline.

Results and Examination Board

You should be able to access online feedback and **provisional results** (subject to external examination) on Tuesday 4th October 2022 via My Studies. **Please note that marks at this stage are provisional and may be subject to change following external moderation.** You will receive email notification regarding your agreed results after all results are ratified at the Examination Board on 13 October 2022. Details of how to access your grade and feedback can be found in **Appendix 1**.

Full details of the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR) can be found on 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 with attendance) your result for this repeat will be capped at 50%.

Examples of Distinction Work – Publication Policy

Please note, if you receive a distinction mark for your assignment, we may post the assignment on My Studies for future cohorts as an example of good work. If you do not wish to have work posted on My Studies please contact your Programme Administrator to opt out.

Anonymous Marking

Due to the nature of this assignment and the creation of a Digital Learning Resource this module is exempt from Anonymous Marking.

Attendance

If you need to cancel your place on this module, please contact the Module Administrator.

Failure to inform the university that you are unable to attend the module prior to the first day of the module will result in a 'fail' for the module and may incur a charge.

You are required to attend for a minimum of 80% of the taught module sessions (4 days of 5). If you are unable to meet this requirement you will not be able to submit an assessment and should negotiate with the module co-ordinator to attend sessions in a subsequent module. You are requested to inform the module co-ordinator in advance if you are unable to attend sessions.

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

Module Cancellation

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

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).

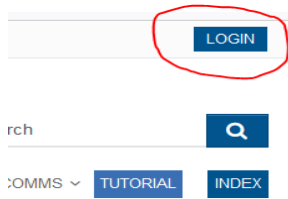
Additional resources on plagiarism, including resources on avoiding plagiarism, can be found at Cite them Right, which offers advice on the latest correct referencing as well the Sussex and Brighton University websites.

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

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

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

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



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

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

You will be able to view your Originality report prior to the final deadline for submission. By clicking submit, a student declares their understanding that:

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

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

Inclusivity

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

If you have any urgent concerns or issues, you should inform your course team as your first point of contact. If you would prefer to report an incident anonymously to tell us about any form of bullying,

harassment or discrimination experienced or witnessed within BSMS, please complete the form below. Anonymous reports will be regularly monitored and, where possible, acted upon. These reports will help us to gather data and to capture patterns of behaviour within the medical school.

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

Digital Accessibility

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

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

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

Learning Support Plans

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

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

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

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

Appendix I – Submission Instructions – Turnitin Written Assignment

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 summarizes and highlights matching text.

Assignment Submission using Turnitin

Before you submit your assignment.....

- Don't forget it's always a good idea to keep a backup copy of all your work, whether you're submitting online or not.
- The front cover of your document must include: student name, student number, module title, assignment title, and word count.
- Please ensure the filename is no longer than 25 characters, avoid using spaces and distinguish words using Capital letters, for example, **MDM122JoeBloggs**.
- In Turnitin only the following file types are acceptable: MS Word, WordPerfect, PDF, HTML, RTF, and plain text. Zip (compressed) files are not acceptable. If you have created your file using Microsoft Works, you must save it first in Rich Text Format (.rtf) before submitting it to Turnitin.
- Your file should not be larger than 20MB if submitting to Turnitin.
- Turnitin will not accept submission of multiple documents; **PLEASE SUBMIT JUST ONE DOCUMENT**.
- By clicking submit, you confirm that you have read, understood and agreed the following declaration:
 - a) the work is original, of your own construction and not plagiarised from other sources;
 - b) anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;
 - c) failure to comply with above declaration may result in a referral or fail.

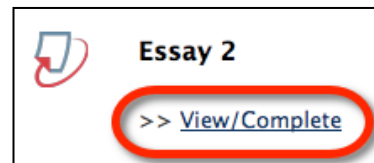
Turnitin Submission Guide for Students

This guide describes how to submit an assignment to Turnitin in My Studies; and how to review your submission, view the originality report and find feedback on your marked paper.

How to submit your work:

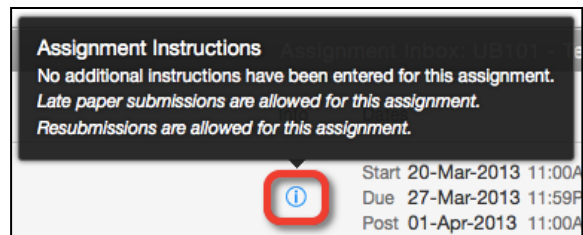
- 1 Find your Turnitin submission point in the **module** or course area on My Studies. This is usually in a menu item called **Assessment**. Ask your tutor if you are not certain.

- 2 Click the **View / Complete** link under the assignment submission title.



This opens the Turnitin **Assignment Inbox** showing details of assignment.

- 3 Click on the **Information icon** to see any assignment instructions and the submission options.



- 4 Under the **Dates** column you can see the **Start, Due and Post date** for the assignment. The post date is when your grade and feedback becomes available if your tutor is marking online.



- 5 Click the **Submit** button to start.

6 The **Submit Paper** Step 1 of 3 window opens. Keep **Single file upload** as the paper submission method. Your **first and last** should be **filled in automatically** but if are not, don't worry, just type them into boxes yourself.

name
they
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7 Enter a **Submission title** for your assignment.

8 Under **Choose the file you want to upload to TurnitinUK**, click the **Choose from this computer** button to **find and select the file** from where it's stored (e.g. on your computer or a memory stick). Or use the Dropbox or Google Drive options if you have the file saved on these web services.

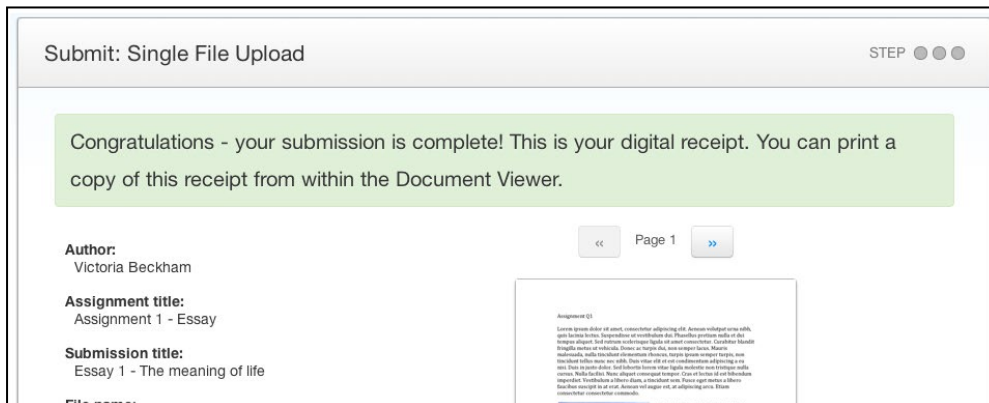
9 Click **Upload** and wait for your file to load.

10 In **Step 2**, check the preview pages shows the file you want to submit.

And click **Confirm**.

NOTE: Click on a preview page to view it at a large scale. Click the **Cancel** button to go back and choose a different file if you need to.

11 Wait for the upload process to complete. **When your assignment has successfully been submitted an on screen receipt is shown.** This includes your unique paper ID and a preview of your submitted work.



Email and Digital Receipts:

You will receive an **email confirmation receipt** to your **University email address** including the date and time of submission, paper title and ID number.

You can also download a copy of the digital receipt by returning to the **Assignment Inbox**, click the **Download** icon and select **Digital receipt**.



How to Review your Submission:

You can go back and revisit your submission at any time. Click on the same **View / Complete** link to see your assignment.



View the Originality Report:

- a. If your tutor has allowed you to view the **Originality Report** for the assignment, you will see a percentage mark under **Similarity**. Click this to open the report and check you have correctly referenced and cited your work.

Re-submit your Assignment:

- b. Click **Resubmit** to upload a revised version of your assignment before the Due Date. This option is only available if your tutor has allowed resubmissions. If resubmissions are not allowed the button is greyed out.

View your Grade and Feedback:

- c. Click **View** to see how your full assignment will look to the tutor.
Your **Grade and Feedback** can also be found here after the Post Date if your tutor is marking online. The View button will be highlighted in blue when feedback is available.

Download your assignment:

- d. Click the **Download** icon to retrieve a copy of your assignment in the original format, a PDF version or a digital receipt.