

## MRes Medical Research

### Course Handbook 2022-23



MRes Medical Research

PGCert Medical Research

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## Introduction



The **MRes Medical Research** and the **PGCert Medical Research** are postgraduate qualifications offered by Brighton & Sussex Medical School. The MRes is designed for part-time or full-time study to meet the educational needs of those whose career might have medical research as a substantial component, or as the basis for entry into a PhD or MD degree.

The aims of the Medical Research MRes are:

- to provide robust education on research to complement and support research exposure and experience for medical students, medical and dental trainees, and those working in (or wishing to work in) the field of medical research
- to develop independent researchers of the future, able to compete for a research training fellowship (this may lead to a PhD and further postdoctoral research)
- to contribute to the NHS drive to develop the vibrant academic community essential for first class healthcare.

Please take the time to read this handbook as it will answer many of your current and future queries as well as providing ongoing information on assessment, referencing, student support and other topics that will prove useful at various stages of your course.

## Aims and Objectives

The MRes in Medical Research aims to address the gaps in the educational needs of medical students, doctors and others working in a medical setting who are planning a career in research. It offers the opportunity to engage with a range of scientific and clinical research methodologies and statistical methods. It is research-based, with core materials drawn from active research projects within BSMS and from our visiting lecturers.

The course objectives are:

- to provide robust, advanced education and training in research theory and practice;
- to develop independent researchers of the future, who are able to progress to independent research, to a PhD, and to further postdoctoral research;
- to promote the ethos of safe and ethical research;
- to promote research awareness and activity in health care.

- to contribute to the NHS and HEKSS drives to develop an able and research-active clinical community with advanced levels of knowledge and skills which will drive future healthcare research and informed practice.

## Learning Outcomes

### MRes Award

By the conclusion of the Master's programme students will be able to demonstrate all of the Learning Outcomes from the Mandatory modules to date plus those of their Optional modules, plus the dissertation module.

Learning outcomes for each module are detailed below:

#### Knowledge and theory

1. An advanced, critical understanding of major research designs and methodologies and the ability to apply these to develop high quality research proposals (MDM10, MDM12, MDM34, MDM165);
2. An advanced level of knowledge and ability to use statistics in the design of research and to analyse data appropriately for different research methodologies (MDM10, MDM12, MDM34, MDM66, MDM112, MDM165)
3. Originality and advanced knowledge in the design and conduct of a research study, whilst assuring compliance with current guidelines for ethical conduct and good practice in research (MDM10, MDM112, MDM165)
4. A critical understanding of research governance and ethical issues and requirements, and a demonstration of applying these appropriately within a research project (MDM10, MDM112, MDM165)
5. A high level of commitment to, and an advanced ability to prepare research findings for publication and dissemination in appropriate arenas (MDM10, MDM34, MDM112, MDM165).

#### Skills

1. Critical and systematic development, justification and submission of a research proposal (MDM10, MDM112, MDM165);
2. Effective and appropriate data collection and analysis methods (MDM10; MDM12, MDM66, MDM165);
3. In-depth critical analysis and synthesis and evaluation of data from a wide variety of complex sources (MDM10, MDM12, MDM34, MDM66, MDM112, MDM165)
4. Autonomous project management through time management, goal and deadline setting (MDM10; MDM112, MDM165);
5. Critical analysis of their own and others' research work and advanced scholarship in their discipline (MDM10; MDM12, MDM34, MDM112, MDM165);
6. Effective communication of project plans and results to peers, seniors and juniors (MDM10; MDM112; MDM66; MDM165; BSMS research seminars).
7. Appropriate practical skills for the conduct of their research. (MDM10, MDM12, MDM34, MDM66, MDM112, MDM165, DME Research Skills programme)

## Course Structure

The PGCert and MRes courses can be studied on a full time or part time basis. Both of the courses include mandatory and optional modules, therefore please see the tables below for further details:

### PG Certificate in Medical Research (60 credits)

Module	Status
MDM10 Research Methods and Critical Appraisal	Mandatory (20 credits)
<b>PLUS TWO of the 20 credit modules listed below</b>	
MDM66 Essential Statistics for Medical Research	Optional (20 credits)
<b>OR</b>	
MDM12 Epidemiology	Optional (20 credits)
<b>OR</b>	
MDM112 Clinical Trials Management	Optional (20 credits)
<b>OR</b>	
MDM34 Evidence-based Practice	Optional (20 credits)

### MRes in Medical Research (180 credits)

Module	Status
MDM10 Research Methods and Critical Appraisal	Mandatory (20 credits)
<b>PLUS</b>	
MDM66 Essential Statistics for Medical Research	Mandatory (20 credits)
<b>PLUS TWO of the 20 credit modules listed below</b>	
MDM112 Clinical Trials Management	Optional (20 credits)
<b>OR</b>	
MDM34 Evidence-based Practice	Optional (20 credits)
<b>OR</b>	
MDM12 Epidemiology	Optional (20 credits)
<b>OR any other module agreed by the course leader</b>	Optional (20 credits)
<b>PLUS</b>	
MDM165 Dissertation	Mandatory (100 credits)

As high levels of critical analysis and originality in research is required throughout the course of study, students are encouraged to undertake MDM10 early on in their studies as this module provides both consideration of the appropriateness and the quality of the research designs used in primary and secondary research articles.

## Timetable

### Core Modules

Module Code	Module Title	Date	Module Lead	Assessment Deadline <small>(Please note assessment deadlines may change. For the most up to date information, please consult each module's handbook)</small>
<b>MDM10</b>	Research Methods and Critical Appraisal (BSMS) (Occurrence A)	17 - 21 Oct 2022	Ceri Butler	7 Feb 2023
	Research Methods and Critical Appraisal (BSMS) (Occurrence B)	21 - 25 Nov 2022	Ceri Butler	7 Feb 2023
	Research Methods and Critical Appraisal (BSMS) (Occurrence C)	23 - 27 Jan 2023	Ceri Butler	4 Apr 2023
	Research Methods and Critical Appraisal (BSMS) (Occurrence D)	17 - 21 Apr 2023	Ceri Butler	5 Sep 2023
	Research Methods and Critical Appraisal (BSMS) (Occurrence E) ONLINE ONLY	15 - 19 May 2023	Ceri Butler	5 Sep 2023
<b>MDM66</b>	Essential Statistics for Medical Research	5-9 June 2023 (rescheduled from January 2023)	Muzaffar Malik	5 Sep 2023

### Optional Modules

Module Code	Module Title	Date	Module Lead	Assessment Deadline <small>(Please note assessment deadlines may change. For the most up to date information, please consult each module's handbook)</small>
<b>MDM112</b>	Clinical Trials Management (Occ A)	9, 16, 23, 30 Nov, 7 Dec 2022	Nicky Perry	7 Feb 2023
	Clinical Trials Management (Occ B)	19 – 23 June 2023	Nicky Perry	5 Sep 2023
<b>MDM34</b>	Evidence-based Practice	ONLINE: Monday 31 October – Friday 9 December (6 consecutive weeks with a minimum 4 hours participation online per week) Tutorials Proposed for	Ceri Butler	7 Feb 2023

		4 Nov, 25 Nov, 9 Dec (TBC)		
<b>MDM12</b>	Epidemiology	7, 28 Feb, 1, 2, 3 March 2023	Marija Pantelic	<b>Poster presentation</b> 24 May 2023

## Module Descriptions

### MDM10: Research Methods and Critical Appraisal

The module aims to provide students with an understanding of how to conduct research 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.

#### Assessment:

Coursework - 3,000 word assignment in which the students:

- introduce and define a research issue and research question within their specialty;
- conduct a search of the literature and critique relevant papers;
- critique the main research methodologies and methods and justifies the choice of their methods for their proposed project;
- provide an outline research proposal.

### MDM12: Epidemiology

The module promotes the understanding of epidemiological theory and practice as a basic science in public health. It provides fundamental concepts and essential analytical methods pertaining to design, analysis, interpretation, implementation and evaluation of epidemiological and health services research.

On successful completion of the module participants will be able to critically:

- describe, examine and analyse the role of epidemiology in investigating health issues;



- evaluate various measures with which to describe the health status of populations and critically describe the range of routine and non-routine data sources of public health and health outcomes data;
- apply appropriate measures and tests in the analysis of public health data;
- understand the criteria for establishment of screening programmes, and assess existing programmes against these (including issues of sensitivity and specificity of tests);
- compare and contrast the use of study designs commonly used in epidemiological research and to explore current issues in practical study design and execution;
- describe, examine and analyse the role of epidemiology as the basic science of public health in investigating public and environmental health issues.

**Assessment:**

**Exam**

A 90 minutes unseen written exam.

**Poster Presentation**

Students will prepare a poster and will orally present the content of their posters to two assessors for 10 minutes, and then answer questions for up to 5 minutes. The final mark will be based on a combination of assessors' impressions and on the evaluation of the poster content.

**MDM66: Essential Statistics for Medical Research**

This module is specifically designed for doctors and other health professionals who wish to improve their understanding and use of statistical methods and techniques. It is a pragmatic module and participants will be able to apply their learning immediately to practical applications using SPSS. They will produce reports demonstrating their ability to manipulate, interpret and apply data in real life and research situations.

On successful completion of the module participants will be able to:

- Set up a database for research data;
- Differentiate between different types of data, choose and implement appropriate descriptive methods;
- Interpret raw output from data analysis packages (SPSS);
- Formulate hypotheses and test them using appropriate statistical procedures;
- Interpret and accurately summarise the results of such tests in journal report format.

**Assessment:**

Coursework - 3000 Word assignment consisting of 6 statistical reports



### **MDM34: Evidence Based Practice**

This module is suitable for those engaged in any health or social care setting such as hospital doctors, general practitioners, nurses, physiotherapists, etc. who are undertaking clinical duties in daily lives, or those students in a master's programme who wish to enhance their skills in applying research literature, policies and guidelines. The module aims to provide students with an appreciation of the elements of evidence based practice and its role in decision making.

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

- comprehensive evidence-searching skills;
- critical appraisal of research and other evidence for its validity and usefulness;
- ability to evaluate evidence and to incorporate findings into decisions in clinical practice;
- critically appraise the roles of governmental and other bodies in their guidance for best practice;
- An advanced level of knowledge of and commitment to principles of equity in service evaluation and provision.

#### **Assessment:**

Coursework – 3,000 word report with formative presentation

### **MDM112: Clinical Trials Management**

The aim of the module is to enable health practitioners and specialist researchers to develop their knowledge and ability to participate in and conduct clinical trials research. This aims to cater for professionals from a wide range of backgrounds. The emphasis is on Multidisciplinary working for all staff in clinical trials. It is intended that this education and training should be delivered at multiple sites to enhance its accessibility. It is intended to provide training to equip participants with knowledge to be future CIs/PIs of clinical trials

One of the aims is to bring to life what might appear to be a very dreary subject – by incorporating real life examples of successes and catastrophes, and to engage expert speakers from practice who can tell their tales.

On successful completion of the module participants will be able to:

- have a comprehensive understanding of the design and management of clinical trials;
- implement principles and strategies of trial management;
- understand the relationship between researchers and industry in clinical trials;
- have an advanced level of understanding of Good Clinical Practice (GCP) Guidelines, and research ethics and governance in clinical settings;
- be able to conform to statutory requirements when conducting clinical trials in medicine and surgery.

### **Assessment:**

Coursework - 4,500 word critical report on the design and conduct of a Clinical Trial or a grant application or a study protocol (Students must submit a copy of their GCP certificate with the module assignment.)

## **MDM165: The Dissertation**

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:

- **Full-time students** should take the MDM10 module at the start of their course (Semester 1) as this is necessary preparation for the dissertation. The dissertation proposal should also be submitted by the end of Semester 1.
- **Part-time students** should take the MDM10 module in the first year of their course as this is necessary preparation for the dissertation. The dissertation proposal should be submitted by year 2, Semester 1.

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.

You will be able to choose a dissertation that is relevant to your professional interests and practice, or ongoing research interests. Your choice of topic must be discussed with the course leader and then agreed by the DME Dissertation Panel after a formal presentation of your proposal to the Panel. Once your dissertation has been agreed you will be assigned a dissertation supervisor. Other regulatory requirements can be found in the Dissertation Handbook.

### **Assessment:**

#### **Formative Assessment:**

Dissertation Proposal

#### **Summative Assessment:**

- (up to) 15,000 word Dissertation Portfolio comprising the following three elements:
  - Literature Review – Paper for Publication (3-5,000 words) **(30%)**
  - Research study – Paper for Publication (3-5,000 words) **(30%)**
  - 5,000 word Overview of the Research **(30%)**
  - Poster **(10%)**

## Assessment

It is important that you become familiar with the regulations for assessments which can be found in the Faculty of Health's Graduate Programme Handbook and the University of Brighton's General Regulations for Examination and Assessment of Taught Courses (GEAR). 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 of the deadline for submission (**Late Submissions**) may be accepted for the consideration of the Area Examination Board, with the Course Leader's approval. Late work may be marked and feedback provided to the student, however you should contact the Course Administrator as soon as you can in these circumstances. Unapproved submissions will be capped at the minimum pass mark of 50%. If the work is submitted more than 2 weeks after the deadline for submission, it will not be accepted, and will be considered a non-submission, and 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 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
>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 moderated. They will consider the following as minimal requirements to obtain a Pass:

- 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 presented and is thorough
- the text is presented in mature academic language appropriate to Masters level

- the interpretation of information is accurate and reflects a clear understanding of the analysis, limitations and relevance of data
- the dissertation shows originality of thought and informed insight
- the content is primarily your work and accurately reflects the input of research collaborators and/or supervisors, where appropriate

## 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).*

## Anonymous Marking

All assessments will be anonymously marked, where possible. Please refer to individual module handbooks for further information. 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.

## Learning Support

### Library and computer services

You will have access to the University of Brighton Falmer Library as well as the University of Sussex Library where key textbooks for the course will be held. 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 and the University of Sussex Online Libraries and the

University's virtual learning environment – My Studies. To get access to all available online resources students will need to synchronise their Sussex and Brighton passwords.

BSMS librarians offer training on finding and retrieving information, literature searching, online referencing, and can purchase books for your specific research area where possible. 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](mailto:bsmslibrary@bsms.ac.uk)

The BSMS library catalogue can be accessed via [My Studies](#), which will link to databases and authoritative websites in the fields of medicine, 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 are unable to attend the My Studies training session or the **Induction Day in September 2021** or 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.**

### **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](http://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 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/>

## **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://staff.brighton.ac.uk/is/computing/Pages/Home.aspx>

## **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.

## **Student Group and Peer Support**

The diversity of backgrounds of students on the shared modules provides a rich basis for academic discussion, broadening perspectives and the application of research to healthcare problems. Experience of other courses run in Postgraduate Medicine has shown that any professional culture barrier is broken down very rapidly with mutual respect for differing topic expertise and approaches to care.

Some groups of students opt to share email addresses to have discussions and arrange social events. Of course, this becomes even easier if you use My Studies, 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 through Postgraduate Medicine means that not everyone on your modules will be taking the MRes (Medical Research). 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 your topic to M level 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 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 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

You might like to look at some these books. Specific reading for individual modules will be listed in each module handbook.

- Petrie, A., & Sabin, C. (2009). *Medical Statistics at a Glance*. John Wiley and Sons.
- Greenhalgh, T. (2010). *How to Read a Paper: The Basics of Evidence-Based Medicine* (4th ed.). Wiley-Blackwell
- Huck, S. W. (2008). *Reading Statistics and Research* (5th ed.). Pearson Education.  
CHANGE TO VANCOUVER

## 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 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 **My Studies** 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 of 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 the 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:

<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.

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**

## Student Services

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

Student Services is a central department that provide a range of services to support you through university and to help you get the most from the student experience.

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.

### **Chaplaincy**

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

### **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.

### **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. You can access a counsellor in a safe and confidential space for an assessment appointment and they can then offer guidance and support or referral to appropriate agencies.

### **Disability and dyslexia support**

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

Please note that if you have declared that you have a disability you should have received an email to set up a meeting with Disability Support Services here at the University of Brighton. If you have not received an email please contact the Student Services team at Falmer on 01273 643584, or email [disability@brighton.ac.uk](mailto:disability@brighton.ac.uk) who can help arrange support.

### **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.

### **Student Advice Service**

When it comes to your finances at university it pays to be money wise; so for expert advice on financial issues, including fees, grants, bursaries, loans, and 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.

### **Get in touch**

You can find further information about our services and answers to your student life queries at <http://www.brighton.ac.uk/current-students/index.aspx>, ask your Student Support and Guidance Tutor ([www.brighton.ac.uk/ssgt](http://www.brighton.ac.uk/ssgt)) see also the 'help and advice' tab on student central for access to FAQs, ask a question or book appointments.

We can help answer your questions in confidence via email, at [studentservices@brighton.ac.uk](mailto:studentservices@brighton.ac.uk) or you can access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

<b>Eastbourne</b> - Trevin Towers, Gaudick Road	T: 01273 643845
<b>Falmer</b> – Student Centre, E Wing, Checkland Building	T: 01273 643584
<b>Grand Parade</b> – Student Centre, Ground Floor, main building	T: 01273 643187
<b>Moulsecoomb</b> - Manor House, Moulsecoomb Place	T: 01273 642895
<b>Hastings</b> – The Student Centre, Level 1, Priory Square	T: 01273 644643

## Fees

For fee enquiries please email [fees@brighton.ac.uk](mailto: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.**

## Information for International Students

### **Why does my attendance at university need to be monitored?**

In line with the United Kingdom Border Agency (UKBA), 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.

Students are expected to comply with university policy and cooperate with staff in order meet the requirements, including attending meetings on request or provide evidence as required. Any student studying at the university with a visa issued under Tier 4 of the Points Based Immigration System should note that engagement in their studies will be monitored and logged.

It is the student’s responsibility to:

1. Confirm contact details at enrolment and confirm or update the university with any changes during termly re-enrolment (confirmation of personal details). Student can update the university with any changes to contact details at any time via My Studies;
2. Comply with the terms set out in the Student Contract by engaging appropriately with all learning activities, and with the additional requirements set out in this policy;

### **How will the Division of Medical Education monitor my attendance?**

There will be a monthly review period each year from the start of the course until the completion of the course. Within each review period, a minimum of one formal engagement point (where there are expected engagements) will be monitored and logged.

### **Online engagement points**

- a. Confirmation of personal details online (re-enrolment)
- b. Submission of formative or summative coursework via an online submission system (for example My Studies assignment tools, TurnItIn, ePortfolio, MapleTA)
- c. Online elective module selection

### Other engagement points

- d. In-person enrolment
- e. In-person submission of coursework
- f. Examinations, test or other form of assessment
- g. Attendance at tutorial, seminar, clinic or lab
- h. Record of meeting with supervisor, personal tutor, Student Support Guidance Tutor (SSGT) or other relevant member of teaching or administrative staff
- i. Record of research training or research panel meeting
- j. Oral examination or viva
- k. Placement engagement
- l. Application for coursework extensions
- m. Submission of mitigating circumstances
- n. Authorisation of absence request
- o. Participation in an organised field trip

Students must seek authorisation from the Course Leader, appropriate School Office staff or Student Support Guidance Tutor for any unforeseen absence due to illness or other circumstances.

Any students with missed engagements or low attendance risk being withdrawn from the university. In the case of students with Tier 4 visas, withdrawal from study would result in their visa being curtailed (cancelled) and the student would be required to leave the UK.

More information can be found in the BSMS International Students handbook.

## Any Questions

We look forward to welcoming you to the course and hope you have an enjoyable and productive time at the University. Do not hesitate to contact your Course Leader, Ceri Butler, or the Programme Administrator, Ian Angell, if you have any queries at all, we will endeavor to resolve any problems you may have.