

**Leadership and Change Management in
Clinical Services**

MDM110B

Module Handbook 2021/2022

Occurrence B

Start Date: 28th February 2022

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Introduction

Our Approach: BSMS Healthcare Leadership Faculty

This module uses discussion, collaboration and the critical analysis of healthcare policy, leadership & change management theory, to critique and appraise leadership in clinical and care services.

The ongoing COVID-19 pandemic has challenged leaders world-wide to approach policy, strategy, and change in radical ways and to take on leadership in a time of significant pressure and difficult choices. We are in a period of strong international scrutiny of the history of leadership development, the current application of leadership approaches, and leaders' ability to apply their leadership values, skills, and knowledge in ways which demonstrate legitimacy. The effects of the COVID pandemic have highlighted structural inequalities in race, gender and societal opportunity across the UK and internationally, which challenge leaders in all settings.

This module aims to provide an overarching understanding of healthcare leadership, particularly the NHS organisational and policy context, leadership approaches, and practical change management models and case examples; the aim is to enable clinicians, professionals, service managers and other leaders to contribute more effectively to improving the design, delivery, outcomes and cost effectiveness of their services.

Clinicians, health and social care professionals, commissioners and service leaders join the module from across the NHS, local government, independent sector & 3rd sector services. The module focuses on how participants can improve health & care services, while paying attention to changing demands from patients and the public, demographic change, technological and clinical innovation, and major challenges to healthcare funding.

Mode of Delivery:

Individual Tutorial Support: All students will be supported with a full briefing for academic assignments, the opportunity to upload brief outline assignments for Tutor comment, and the option of individual tutorial conversations where needed for additional academic or pastoral support.

Leadership is often said to proceed “*one conversation at a time.*” Leaders rely for these conversations on their personal attributes: they must show their values, make sense of challenges for others, speak meaningfully, guide decisions fairly and with good judgement, share information, step into difficult conversations, make decisions that others feel make sense, even when they might disagree with them.

(Yukl G. Leadership in organizations. 8th ed. Upper Saddle River: Pearson; 2012)

Recognising the importance of conversation and discussion to effective leadership, this virtual module will bring our multi-disciplinary participants together across their specialisms and exchange insights from their varied perspectives.

We will address course content, facilitated by questions and enquiry from the Course/Module leaders. We will review, debate and explore the challenges to leadership and healthcare faced in the current COVID-19 pandemic, among other healthcare challenges, and assess the underlying models of leadership, change management, public engagement, and clinical leadership that characterise the world of healthcare.



Recent initiatives and legislation continue to alter the organisation of health services in England, including The Long Term Plan, The 5 Year Forward View, the move towards devolved budgets to city/county-wide services and integrated care systems. These initiatives continue to have significant impact on service structures, and on relationships between public and private providers, clinical commissioners and clinical providers, local authorities, and third sector agencies.

Citizens, patients and the public have a growing and significant role in the co-design and co-commissioning of services, and the role of patients and public in shaping care has been illuminated by public reactions to some of the clinical decisions & policy challenges made about public involvement during COVID, affecting bereavement care, hospice care, and care home organization.

This constantly changing environment for health services requires strong leadership skills: the module focuses on offering a critical appraisal of current models of care, while developing participants’ deeper understanding of how to lead in their teams and services. Participants will develop their own knowledge base in how to change, improve, or transform services.

Learning Outcomes

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

- A systematic and critical understanding of leadership and change management theory, healthcare policy and current context
- A deep critical understanding of the theory and practice of leadership, particularly in the healthcare environment
- A critical awareness of, and ability to think reflectively about, how to initiate, lead and manage changing and improving healthcare services and select appropriate approaches to the change process in health & care settings
- The ability to critically appraise different organisational, service delivery and management models from other settings, with an emphasis on use of research.
- An ability to assimilate, synthesise and critically appraise relevant aspects of leadership for service transformation, and present these both orally and in written form to different audiences

Module Structure

This module will be delivered through a remote learning approach.

Part 1 28 February-01 March 2022
Part 2 24-25 March 2022

The popular MDM110B virtual module is a core module in the BSMS postgraduate offer and often attracts postgraduate student numbers of up to 30 people. Feedback from students indicates how much people value the opportunity for smaller group interaction and discussion across this multi-disciplinary learning group. As a result, we have designed the module so that participants work mainly in smaller groups.

The module will run in two groups – Orange Group and Yellow Group - in order to enable smaller group participation and discussion. The course team will offer the teaching material to each group, over Days 1 and 2, so that all students have the opportunity to access the same learning material. All module learning materials and reading lists will be posted and remain available on My Studies for the duration of the programme.

The programme is split into two parts. Part one, as you'll see below, is focused on theoretical input and discussion. Part two builds on that learning with discussions around practical application and the module assignment. Between the two parts, we have an activity 'Intermodular task' where we ask you to think about the learning and its application (detailed briefing provided on day two).

Ian Angell, Programme Administrator, will notify you of your course grouping and send you your access links to the module sessions in advance. All sessions below will happen on Zoom.

MDM110B Part 1: 28th February-1st March 2022

Day One: Monday 28th February 2022

Day 1 Timings	Yellow group – led by Breda Flaherty	Orange Group – led by Gaurish Chawla
09:30-10:30	Welcome & Introduction to the Module. Leadership & Change in Healthcare – key issues	Introduction to Leadership- a Review of Theoretical Frameworks
10:30-10:45	Break	Break
10:45-12:00	NHS Policy – how did we get to here?	NHS 360 Healthcare Leadership Model
12:00-12:30	Reflections and application to own service setting	Application of Leadership Theory to Own Setting
12:30-1:30	Lunch	Lunch
1:30-2:15	Changing & Improving Services – exploring key behaviours for change leadership	Compassionate Leadership through Burnout
2:15-3:15	Key models & theories for change management & service improvement	Reflections: My Leadership Practice- Where does it come from, and where do we go?
3:15-4:00	Guided reading	Guided Reading
4:00-4:30	Intermodular Task brief	Intermodular Task brief
4:30	Close	Close

Day Two: Tuesday 1st March 2022

Day 2 Timings	Orange group – led by Breda Flaherty	Yellow Group – led by Gaurish Chawla
09:30-10:30	Welcome & Introduction to the Module. Leadership & Change in Healthcare – key issues	Introduction to Leadership- a Review of Theoretical Frameworks
10:30-10:45	Break	Break
10:45-12:00	NHS Policy – how did we get to here?	NHS 360 Healthcare Leadership Model
12:00-12:30	Reflections and application to own service setting	Application of Leadership Theory to Own Setting
12:30-1:30	Lunch	Lunch

1:30-2:15	Changing & Improving Services – exploring key behaviours for change leadership	Compassionate Leadership through Burnout
2:15-3:15	Key models & theories for change management & service improvement	Reflections: My Leadership Practice- Where does it come from, and where do we go?
3:15-4:00	Guided reading	Guided Reading
4:00-4:30	Intermodular Task brief	Intermodular Task brief
4:30	Close	Close

MDM110B Part 2: 24th-25th March 2022

Part 2 Day One: Thursday 24th March 2022

Day 3 Timings		Yellow and Orange Groups together
09:30-10:00	Welcome back: reflections	Breda Flaherty and Gaurish Chawla
10:00-10:15	Introduction to the Inter-Modular Task	
10:15-11:30	Inter-Modular Task Discussion	
11:30-11:45	Break	
11:45-12:00	Plenary: Learning and Reflections	Breda Flaherty and Gaurish Chawla
12:00-1:30	Leadership Management: Case Studies	Matthew White
1:30-2:30	Lunch	
2:30-3:15	Academic Writing	Breda Flaherty and Gaurish Chawla
3:15-4:00	Individual Reading and Review: My Studies	
4:00-4:15	Planning and Preparation for Group Tutorials tomorrow	
4:30pm	Close	

Part 2 Day Two: Friday 25th March 2022

Tutorial groups & preparation for assignment

Yellow Group Tutorials in small groups- led by Breda Flaherty	Orange Group Tutorials led by Gaurish Chawla
09.30-10.30 a.m.	Self directed learning
Self directed learning	10.30-11.30 a.m.
11.30-12.30 p.m.	Self directed learning
Self directed learning	12.30-1.30 p.m.

1.30-2.30 p.m.	Self directed learning
Self directed learning	2.30-3.30 p.m.

Tutorial and Study Support for assignments:

Faculty will be available throughout the module students to offer guidance via email or Zoom or MS Teams, as preferred. Individualised support will also be offered in Tutorial weeks where faculty will offer formative feedback on draft assignment work to support student learning.

Students can also arrange individual tutorials with Gaurish or Breda by emailing for appointment (dates to be confirmed.)

My Studies module knowledge base & materials:

All students will be added to the My Studies module site at the start of the module. Please take time to familiarise yourself with this site and locate all material.

This site will serve as a point of reference/ library of resources for the whole module. All students have access to all of this content throughout the duration of the module.

It is here that you will find:

- A. Lectures, video material & slide sets
- B. Additional reading material organised by topics, including recent resources and the growing publications & research regarding COVID-19
- C. Some examples of previously submitted assignments
- D. In due course, as we near module assessment stage, two submission points, one for your draft essay for formative feedback, and one for your final submission will also appear here. You will receive an email regarding these submission point in due course.
- E. Other My Studies features, such as the links to various University Services.

Teaching Staff

Breda Flaherty	Principal Lecturer in Healthcare Leadership and Commissioning, & Course Leader, MSc Healthcare Leadership and Commissioning BSMS https://twitter.com/bredaflaherty1?lang=en
Gaurish Chawla	Senior Lecturer, Leadership and Commissioning

Teaching and Learning Strategies

Teaching methods will encompass:

- Presentations on Theory and Practice
- Group Discussion
- Required reading and proactive use of web-based materials and seminars
- Personal reflection on own leadership and change management approach
- Individual tutorials

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.

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

Learning Support

Literature Searching

The Library team offer introductions to the basics of searching electronic databases. You will be expected to develop your searching skills to ensure all relevant literature for your assignment is accessed, conducting a formal literature search and recording the yield from each database you consult. 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 are available via the on-line library or at the libraries which you are strongly advised to set-up.

Library and computer services

You will have access to the University of Brighton Falmer Library as well as the University of Sussex Library remotely. 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

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 were unable to attend the My Studies training session on the **Induction Day on Thursday 7th 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.**

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

Alternatively, the Royal Literary Fund website offers useful information on essay writing.

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

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/>

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>

Reading List

Core reading:

COVID-19 Update: Given the current nature of the COVID-19 pandemic, the MDM110D My Studies site will host a growing folder of materials (not listed below as it is frequently updated) of new & recently published think-pieces, opinion, etc. as well as hosting the University's more typical academic research offer. This is to enable students to access the emerging research and policy positions on the epidemic as they develop in this challenging period.

- The Long Term Plan; available at <https://www.england.nhs.uk/long-term-plan/>
- The NHS Five Year Forward View (2014); Available at: <https://www.england.nhs.uk/publication/nhs-five-year-forward-view/>
- Next Steps on the NHS Five Year Forward View (2017); Available at: <https://www.england.nhs.uk/five-year-forward-view/next-steps-on-the-nhs-five-year-forward-view/>
- The GP 5 Year Forward View (2016); Available at: <https://www.england.nhs.uk/wp-content/uploads/2016/04/gpfv.pdf>
- The Mental Health 5 Year Forward View (2016); Available at: <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>
- Storey, J. Holti, R. Towards a New Leadership Model for the NHS (2013); Available at: https://www.leadershipacademy.nhs.uk/wp-content/uploads/dlm_uploads/2014/10/Towards-a-New-Model-of-Leadership-2013.pdf
- Yukl G. Leadership in organizations. 8th ed. Upper Saddle River: Pearson; 2012
- Heifetz R. Linsky M. Grashow A. Adaptive Leadership: The Heifetz Collection. Boston: Harvard; 2014

- Mullins L. Management and Organisational Behaviour. 10th ed. Harlow: Pearson; 2013
- Walshe K. Smith J. Healthcare Management. 2nd ed. Maidenhead: Open University Press; 2011
- Glasby G. Commissioning for Health and Well Being. Bristol: The Policy Press; 2012
- Reports for The King's Fund Commissions on Leadership and Management in the NHS; 2011-14 (online). Available at: www.kingsfund.org.uk/leadershipcommission
- Welbourn D. Warwick R. Carnall C. Fathers D. London: Kings Fund; 2014 (online) Available at: <http://www.kingsfund.org.uk/sites/files/kf/leadership-whole-systems-welbourn-warwick-carnall-fathers-leadership-review2012-paper.pdf>
- Fillingham D. Weir B. System Leadership. London: Kings Fund; 2014 (online). Available at http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/system-leadership-october-2014.pdf
- Appleby J, Crawford R, Emmerson C. How cold will it be? Prospects for NHS funding: 2011-17 [report online]. London: Kings Fund; 2009. Available at URL: http://www.kingsfund.org.uk/publications/how_cold_will_it_be.html
- Healthcare Financial Management Association. Introductory guide to NHS Finance in the UK. 12th ed. Bristol: HFMA; 2016
- Kotter J. Leading Change. Boston: Harvard; 1996
- Kotter J. Accelerate. Boston: Harvard: 2014
- NHS England. Next steps on the NHS five year forward view. 2017. <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf>

Core video links:

- Simon Stevens NHS Chief Executive in 2015: <https://www.youtube.com/watch?v=T-E10R3vUeI>
- NHS reform- The Nuffield Trust website: <http://nhstimeline.nuffieldtrust.org.uk/>

Other recommended reading:

- Argyris C. Teaching Smart People How To Learn. Harvard Business Review; May-June 1991
- Burnes B. Managing Change. 6th ed. Harlow: Pearson Education; 2014
- Burke W. W. Organisation Change: Theory and practice. 4th ed., London: Sage; 2014
- Collins J. Good to Great. Why some companies make the leap... and others don't. London: Random House Business Books; 2001
- Goffee R. Jones G. Why should anyone be led by you? USA: Harvard Business School Press; 2006
- Ham C, Dickinson H Engaging Doctors in Leadership: What can we learn from international experience and research evidence? Coventry: NHSI/HSMC; 2008
- Kouzes JM, Posner BZ. The leadership challenge. 4th ed. San Francisco: Jossey-Bass; 2008
- Pollock A. NHS plc: the privatisation of our health care. 2nd ed. London & New York: Verso; 2005
- Schein E. Organisational culture and leadership. 4th ed. Jossey Bass: San Francisco; 2010
- Wanless D. Securing our future health: taking a long-term view final report [report online]. HM Treasury; 2002 Available at URL: <http://si.easp.es/derechosciudadania/wp-content/uploads/2009/10/4.Informe-Wanless.pdf>

- Wheatley MJ. Leadership and the new science: discovering order in a chaotic world. 3rd ed. San Francisco: Berrett-Koehler; 2006

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, Katie Street and Annemarie Frank on: bsmslibrary@bsms.ac.uk

The BSMS library catalogue SABRE can be accessed via My Studies. See also Online Resources which link to databases and authoritative websites in the fields of medicine, pharmacy, nursing and other subject areas.

Reading lists are available electronically on the MDM110D module section of My Studies; please access this for familiarity before you arrive for the module. Virtually all material is available online or in the university libraries.

Module Assignment

Submission Deadline: 4:30pm Tuesday 31st May 2022

Assessment Briefing:

Students are required to submit a 3,000 word essay offering an analytical, academic assignment on an example of healthcare leadership or change, relevant to the module learning outcomes.

Students will be expected to explore critically the organisational and policy context for service change, and its relevance to their clinical/service improvement example. Their title/topic will be agreed with the Module Co-ordinator.

The word count is up to 3,000 words and must not be exceeded, but neither should students significantly under write. Work will be marked up to the specified word limit; any words beyond this limit will not be marked. Tables, referencing, bibliography and appendices are not included in the word count. Please include your word count on the front cover. Please refer as needed to the Academic Writing slides and session from the programme which will also be on My Studies.

Anonymous Marking

This module assessment will be marked anonymously in line with University regulations. To ensure the robustness of this, you must remove your name and student number from anywhere within the document (including the file name.) You should save your work with a title in the following format: **module code / year**. Example: (MDM110B – 2021-22).

Further information regarding submitting and the process of marking anonymously will be provided during the module and will be made available on My Studies.

Assignment Pointers

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

<u>PRESENTATION</u>	<u>CONTENT</u>	<u>REFERENCING</u>	<u>CRITICAL APPRAISAL</u>	<u>CONCLUSION</u>	<u>LENGTH</u>
<ul style="list-style-type: none"> • Academic Style • Logical Flow • Grammar; typos, apostrophes etc. • Layout • Tables and diagrams if appropriate 	<ul style="list-style-type: none"> • Basis of literature search and appropriate literature • Search Strategy • Justify methodological approach • Synthesis of theory in relation to practice and other research • Knowledge of topic • Focused and in depth (as opposed to broad and superficial.) 	<ul style="list-style-type: none"> • Requisite format • Appropriate – number, type, up-to-date • No unreferenced statements 	<ul style="list-style-type: none"> • Assessment of study quality • Comment on validity of studies • Comment, if appropriate, on clinical utility 	<ul style="list-style-type: none"> • Clear summary of key points • Implications for practice or further research 	<ul style="list-style-type: none"> • The word limit for the assignment is 3,000 words. This is the absolute maximum. There is no lower limit <p>NB – this excludes the Title Page, References and any Appendices</p>

Marking Criteria

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%

Indicative percentage mark	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
University Standard	Fail	Fail / Refer	Pass	Merit	Distinction	High Distinction
Learning Outcomes & Assessment Criteria	Most have not been met	One or more have not been met	All met	All met fully at a good or very good standard	Achieved to a high standard and many at an exceptionally high level	All achieved to an exceptionally high level
Understanding and Exploration	Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research	Limited understanding and/or exploration of major ideas with very little insight and/or minimal research	Sound understanding and exploration, some insight and/or appropriate research	Good to very good understanding and exploration, some insight and/or thorough research. Some capacity to undertake further research	In-depth understanding, exploration, insight and/or research	Exceptional display of understanding, exploration, insight and/or research
Accuracy & Potential for Publication	Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject	Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge	Some minor inaccuracies and/or misunderstandings – small but not significant errors	No significant inaccuracies, misunderstandings or errors	Potential for publication/exhibition and/or ability to undertake further research	Potential for publication/exhibition and/or ability to undertake further research
Adherence to Assessment Tasks	Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task	Insufficient attention paid to some of the assessment criteria and some significant deviations from the specifications for the assessment task	Some minor deviations from the specifications for the assessment task, including word limit where appropriate	The specifications for the assessment task, including word limit where appropriate, have been adhered to	All specifications for the assessment task, including word limit where appropriate, have been adhered to	All specifications for the assessment task, including word limit where appropriate, have been adhered to
Organisation, Structure and Presentation	The work is too descriptive, poorly structured and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate	The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions where appropriate, is inadequate	The work is suitably organised and the standard of presentation, including any subject-specific conventions where appropriate, is sound	The work is well organised, coherent and the standard of presentation including any subject-specific conventions where appropriate, is good	The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are excellent throughout	The organisation, structure and standard of presentation of the work, including any subject-specific conventions where appropriate, are exemplary throughout

Communication to intended Audience	No evidence of effective communication of work	Very little evidence of effective communication of work	Little evidence of effective communication of work	Evidence of effective communication of work	Evidence of effective communication of work to specialist and non-specialist audiences	Evidence of effective communication of work to specialist and non-specialist audiences
Argument & Evidence	The work lacks supporting evidence or argument	Development of an argument is limited and often flawed	Ability to develop an argument but can lack fluency	Ability to present structured, clear and concise arguments	Convincing arguments that are likely to be at the limits of what may be expected at this level	Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level
Approach & Execution	The work has been approached and/or executed/performed inadequately	The work has been approached and/or executed/performed inadequately	The work has been approached and/or executed/performed in a standard way with limited evidence of originality	The work has been approached and/or executed/performed in a comprehensive way with some degree of originality	The work has been approached and/or executed/ performed in an original way	The work has been approached and/or executed/performed in an original way
Contextualisation, Research and Synthesis	Failure to contextualise from sources Little or no evidence of analysis, synthesis, evaluation and critical appraisal	The context provided takes the form of description lacking any breadth, depth and accuracy Demonstrated limited ability to reach decisions and research appropriately Insufficient evidence of analysis, synthesis, evaluation and critical appraisal	Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal	Appropriate contextualisation, including relevant theory/literature/artefacts/ performance Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Evidence of high quality analysis, synthesis, evaluation and critical appraisal	Insightful contextualisation, including relevant theory/literature/artefacts/ performance Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal	Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/ performance Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence Evidence of very high quality analysis, synthesis, evaluation and critical appraisal
Problem Solving and ability to address Complexity	Little or no evidence of problem solving skills Failure to address complex issues	Little evidence of problem solving skills Barely addresses complex issues	Some evidence of problem solving skills Some evidence of ability to address complex issues adequately	Good or at least competent problem solving skills – suggests alternative approaches Ability to address complex issues competently – explores established knowledge	Excellent problem solving skills – suggests alternative approaches Ability to address complex issues effectively – challenges established knowledge	Outstanding problem solving skills – suggests alternative approaches Ability to address complex issues both systematically and creatively - challenges established knowledge

Presentation of Assignments

General

All assignments should

- Be suitably anonymised
- Be typed, double spaced in black print no smaller than point 10.
- Have margins of 3cm on each side of the page.
- Must not include any personal identifiable information to comply with the University's anonymous marking policy.

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

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.

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

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

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. 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.

Submission of Assignments

Final Submission Deadline: 4:30pm Tuesday 31st May 2022

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 and 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.

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 an extension form.

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

If you feel that your circumstances would require more than a one week extension, you must follow the additional circumstances process as outlined [here](#). Please note that self-certification doesn't apply to this module.

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.

Results and Examination Board

You should be able to access online feedback and provisional results (subject to external examination) on **Thursday 30th June 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 **Thursday 21st July 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%.

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 Nursing and Midwifery Council, academic plagiarism can have significant professional consequences with regulatory bodies taking a very keen interest in cases where, for example, a doctor's probity is called in to question.

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

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

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

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

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

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

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

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.

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 remote space for an assessment appointment and they can then offer guidance and support or referral to appropriate agencies.

Disability and dyslexia support

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

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) see also the 'help and advice' tab on My Studies 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.

Eastbourne - Trevin Towers, Gaudick Road T: 01273 643845

Falmer – Student Centre, E Wing, Checkland Building T: 01273 643584

Grand Parade – Student Centre, Ground Floor, main building T: 01273 643187

Moulsecoomb - Manor House, Moulsecoomb Place T: 01273 642895

Hastings – The Student Centre, Level 1, Priory Square T: 01273 644643

International Student Support

Marija Pantelic, *International Student Support Officer*

M.Pantelic@bsms.ac.uk

University of Brighton's International Student Support team >

E: StudentAdvice@brighton.ac.uk

T: +44 (0)1273 642888

University of Sussex International Student Support office >

E: International.Support@sussex.ac.uk

T: +44 (0)1273 678422

Appendix I - 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.....

- 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**: module code and title, assignment title and word count, please **do not** include your name or student number.
- Please name your file as per instructions on p11, 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. In particular, 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, and;
- c. failure to comply with above declaration may result in a referral or fail.

Turnitin Submission Guide

For an up to date guide on how to use Turnitin please view the following webpage with instructional videos:

<http://libguides.brighton.ac.uk/esubmission/turnitin>