

Review of Brighton and Sussex Medical School

This visit is part of a regional review and uses a risk-based approach. For more information on this approach please see the [regional and national reviews section of our website](#).

Review at a glance

About the School

Programme	Bachelor of Medicine and Surgery (BMBS)
University	The University of Brighton and the University of Sussex
Years of course	Five years
Programme structure	<p>The five-year programme is structured into three phases. Phase I covers year one and two. The academic year during this phase is organised into three terms of approximately 10 weeks each. During this phase students study the function of the human body and complete a series of integrated modules covering core biomedical and psychosocial science. About 25% of the learning at this stage is clinically based and includes experience in primary care and community medicine.</p> <p>Phase II (year three and four) provides a balance between clinical and academic studies. Students are required to consolidate their clinical experience and their understanding of the underlying clinical, social science and public health issues. In year three students have four eight-week ward-based attachments. During</p>

	<p>year four students also undertake a rotation of clinical placements as well as an individual in-depth research study.</p> <p>Between year three and four students may also be offered the opportunity to undertake an intercalated BSc or MSc degree.</p> <p>Phase III covers year five and provides intense clinical and professional preparation for the first year in practice after graduation. It begins with a series of placements lasting 24 weeks followed by a period of guided revision leading to the final examinations in April. After final exams students also complete a six week emergency medicine and preparation for practice block. This comprises a student-selected clinical experience and shadowing of a foundation doctor as preparation for the Foundation Programme.</p>
Number of students	700
Number of LEPs	13 NHS Trusts, multiple GP practices
Local LETB	Health Education Kent Surrey and Sussex (HEKSS)
Last GMC visit	2008 (new school approval visit)
Outstanding actions from last visit	None

About the visit

Visit dates	28 – 29 May 2015
Sites visited	Brighton and Sussex Medical School
<p>Areas of exploration identified prior to the visit.</p> <p>Please see Appendix 2 for details of our findings in these areas</p>	Supervision, patient safety, collaboration with stakeholders, induction, patient and public involvement, quality management, student support, assessment, curriculum, fitness to practise, student assistantships, placements, teaching and learning resources.

Were any patient safety concerns identified during the visit?	No
Were any significant educational concerns identified?	No
Has further regulatory action been requested via <u>enhanced monitoring</u>?	No

Summary

- 1 We visited Brighton and Sussex Medical School (the school) as part of our regional review of undergraduate and postgraduate medical education and training in Kent, Surrey and Sussex. The school is an equal partnership between the Universities of Sussex and Brighton. It is a relatively new school and accepted its first cohort of students in September 2003. During our visit we explored the cooperation between the two universities and heard from the Senior Management Team at the school that they feel that the two parent universities have been very synergistic and consistent. The school has a new Dean who has been in post since December 2014 and he and the School Management Team are very committed and supportive of students and their education.
- 2 We were pleased to note that students are very content and well-supported. They feel there is a sense of community at the school and a close-knit network of support; this culture is facilitated by the relatively small numbers of medical students at this school. The students we met were able to demonstrate the values promoted by the school; they came across as empathetic, compassionate and fair. Medical students conducted themselves in a professional manner and are able to provide mutual support.
- 3 Students spoke positively about the delivery of the curriculum and mentioned early exposure to clinical practice and patients as positive aspects. The school is responsive to feedback and continues to revise its curriculum based on the feedback from its medical students. Examples included changes to the obstetrics and gynaecology and paediatrics curriculum as well as the introduction of an OSCE examination in year four. The support that students receive at the school has also been reflected in their responses to the National Student Survey (NSS) where the school has consistently scored above 95% for student satisfaction.

- 4 The school has robust quality management in place and pays particular attention to outcomes for students and their preparedness for practice. The students we met reported a good level of teaching which prepared them for placements and practice. They also spoke highly of their teachers and tutors and the method of teaching. The school has encouraged peer-teaching and support and enables students of different years to get together and support each-other.

Good practice

We note good practice where we have found exceptional or innovative examples of work or problem-solving related to our standards that should be shared with others and/or developed further.

Number	Paragraph in <i>Tomorrow's Doctors</i> (2009)	Areas of good practice for the school
1	TD 102	The involvement of students in the dementia initiative is a good learning tool for dealing with chronic diseases and engaging with the third sector
2	TD 63	The "BrightMed" programme is a very positive aspect which engages the School with the local educational continuum

Good practice 1: The involvement of students in the dementia initiative is a good learning tool for dealing with chronic diseases

- 5 This year the school has launched the *Time for Dementia* programme which is funded by HEKSS in partnership with University of Surrey. The school has funding for this project for the next two years. This new initiative allows students to engage with various support groups and community settings which deal with patients with dementia. During this project, students are working as part of a multi-disciplinary team and visit patients with dementia regularly.
- 6 The School Management Team told us that the programme is seen as very positive by students and teachers. Students appreciate the opportunity to learn to deal with chronic diseases and deteriorating patients. This initiative is also a very good tool for engaging the school and the students with the community, the third sector healthcare in the region and HEKSS.

Good practice 2: The “BrightMed” programme is a very positive aspect which engages the school with the local educational continuum

- 7 The School Management Team told us about the BrightMed programme which is an outreach programme that engages with secondary school students in the local community. The aim of the initiative is to identify young people with the potential to become future doctors and who can contribute towards increased diversity within the medical profession.
- 8 BrightMed approaches state schools within Sussex and is a five year programme. Students are recruited in year eight and stay with BrightMed through to the end of year 13. The focus of recruitment to this programme is on students who have no family background of Higher Education. The programme is a good example of the school engaging with the local educational continuum and widening participation to medical education by encouraging students from a variety of backgrounds to apply to medicine.

Requirements

We set requirements where we have found that our standards are not being met. Our requirements explain what an organisation has to address to make sure that it meets those standards. If these requirements are not met, we can begin to withdraw approval.

Number	Paragraph in <i>Tomorrow's Doctors (2009)</i>	Requirements for the School
1	TD 127	The school must calibrate and clarify further the thresholds in student fitness to practise

Requirement 1: The school must calibrate and clarify further the thresholds in student fitness to practise

- 9 The students we met at the school reported student support as one of the highlights of being at the school. Students said they feel very well supported throughout their studies and the door of the student support office was always open to them. Students also said that the Student Support Team actively organises talks and meetings with students to ensure that they are fully aware and informed about the services available to them.
- 10 During our visit we met with the Fitness to Practise and Student Support teams. We heard various examples of when and how students in difficulty are supported. As well as the student support office, Phase Leaders and other tutors are involved in providing support and monitoring student behaviour. The school has established the

Professionalism, Performance and Progress Committee which deals with low level concerns such as attendance or professional behaviour. During the review of cases at this committee, those deemed as fitness to practise concerns are referred directly to the Fitness to Practise Committee.

- 11** All the above is very positive in ensuring that students are helped when going through difficulties. However, due to the school having a small number of students, there might be a risk that students may, in some cases, be over-supported when sanctions would be appropriate. We did identify a need to clarify further the thresholds for referring students to fitness to practise. It was not clear during our meeting how the school identifies examples or cases when students are immediately sanctioned or referred to student fitness to practise due to their actions. The school must clarify the thresholds for this to ensure that patients and students are not put at risk.

Recommendations

We set recommendations where we have found areas for improvement related to our standards. Our recommendations explain what an organisation should address to improve in these areas, in line with best practice.

Number	Paragraph in <i>Tomorrow's Doctors</i> (2009)	Recommendations for the School
1	TD 52; 153; 157	The school should formalise relationships with HEKSS and local education providers. This will clarify the allocation of educational tariff funding.
2	TD 75	The School should involve patients and the public in the selection process

Recommendation 1: The School should formalise relationships with HEKSS and local education providers

- 12** Throughout various meetings with the School Management Team we heard that the school makes active efforts to engage with HEKSS, local education providers (LEP) and primary care. The school's Dean sits on the Brighton and Sussex University Hospitals (BSUH) Trust Board. The school has established a good relationship with the Director of Medical Education and those involved in education in the BSUH Trust. The Dean also meets regularly, on an informal basis, with the Interim Postgraduate Dean for HEKSS.
- 13** However, we heard that most of the links with HEKSS and the LEPs are informal and based on relations between individuals. The School Management Team acknowledged

that there is more to be done in terms of establishing relationships on an organisational and formal level. Formal relationships would improve the school's ability to ensure that educational resources are used efficiently and would enable the school to help Health Education England (HEE) deliver its mandate.

- 14** The School Management Team told us that the alignment of Service Increment for Teaching funds (SIFT) with delivery of teaching is far from explicit. The school would like to ensure that SIFT is more tangibly aligned to education and training provision and would like to have more influence in SIFT utilisation. Building effective formal relationships with HEKSS will enable the School to be involved in the decision-making processes around SIFT distribution and utilisation.

Recommendation 2: The School should involve patients and the public in the selection process

- 15** The School Management Team told us that the school has put in place mechanisms to ensure that the student selection process is fair. The students we met throughout our visit reported a positive account of the selection process. Phase I students said that they had been provided with the information they needed, beforehand. This year the school has changed the selection process from UK Clinical Aptitude Test (UKCAT) to the BioMedical Admission Test (BMAT) and has ceased to score personal statements.
- 16** The students we met expressed mixed opinions about the new selection process which the school has introduced. Some of the students we met were in favour of the old selection process. Others thought the new process was fairer as the selection of applicants for interview would not be influenced by the personal statement score.
- 17** We heard that there is always student representation on the selection panel. However, the School Management Team told us that there are neither patients nor members of the local public (lay people) involved with the selection process. Involving patients and members of the public in the selection process will improve the school's ability to recruit people from different backgrounds and contribute to the fairness of the selection process.

Acknowledgement

We would like to thank Brighton and Sussex Medical School and all the people we met during the visits for their cooperation and willingness to share their learning and experiences.

Appendix 1: Visit Team

Visit team

Team leader	Dr Steve Ball
Visitors	Dr Maria Ahmed Mr Benjamin Clayton Professor Chris Fowler Dr Paul Garrud Professor Alastair McLellan Reverend Dr David Taylor
GMC staff	Susan Goldsmith, Chief Operating Officer (Observing 27 th of May) Martin Hart, Assistant Director, Education and Standards Directorate Samara Zinzan, Education Quality Assurance Programme Manager Elona Selamaj, Education Quality Analyst

Appendix 2: Visit action plan

Prior to the visit and following a review of the documentation provided by Brighton and Sussex Medical School, the visiting team produced the following action plan detailing areas to be explored during the visit. The action plan has now been populated with our findings from the visit.

The document register (in appendix 3) gives more detail on the documents we reviewed.

Paragraph in <i>Tomorrow's Doctors</i> (2009)	Areas to be explored during the visit	Documents reviewed	People interviewed	Our findings
Domain 1: Patient safety				
TD 26	Student behaviour during placements;	Doc 1 BSMS context, Foundation programme 5.4c/d	Students; clinical teachers; clinical supervisors at the BSUH Trust	The clinical teachers as well as the School Management Team and students themselves said that students introduce themselves to patients as medical students and by giving their full names. The students we met both at the school and BSUH Trust told us that they are not left unsupervised nor asked to work beyond their competence. They also informed us that they feel confident to refuse undertaking any tasks or duties they were not comfortable with.
TD 27; 28c; 28d	Exploring student fitness to practise procedures and	(ToI _ WH 010); VLE; Doc 1 BSMS context	Quality Management team (QMT); academic and clinical	Throughout our meetings with students of different academic years we heard that student support at the school is very good.

	the relevant thresholds.	document	teachers; student FtP and student support team; students	<p>All students we met reported that they feel part of a community and very well supported. They were offered advice on how to manage stress levels and personal matters. Phase II students we met with at the School said that tutors and administrative staff are very helpful. They respond promptly and in a personable manner.</p> <p>The School Support Team told us that due to the close support network that the school has established with students, it is relatively easy to spot students who are struggling with personal or academic issues.</p> <p>Please see requirement 1.</p>
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TD 28a	Explore the quality of teaching and student experience during placements.	Foundation programme 5.4c/d; Minutes of meeting regarding quality of placements	Students; doctors in training at BSUH Trust; clinical supervisors at BSUH Trust; clinical teachers	<p>During the meetings with students at BSUH Trust we heard that the tasks they perform at each placement are commensurate with their skills and knowledge. Students told us that in their first placements they learn and perform simple tasks and sometimes administrative duties.</p> <p>Students reported that they are not left unsupervised and always have good support whilst in placements. They said that everyone at BSUH Trust is supportive of medical students and keen to teach.</p> <p>We did not hear of any examples where medical students are asked to perform tasks beyond their competence. If this was to happen, medical students said they would feel prepared to decline.</p>
TD 28b	Explore transfer of information (between different stages of training, between placements/ posts).	(ToI _ WH 010); Minutes of meeting regarding quality of placements	School's management team; students; clinical supervisors at BSUH Trust; education QMT at BSUH Trust	The Quality Management and School's Management teams told us that that the school has established close links with the teaching Trusts and regional centres where medical students complete their placements. These links have enabled good channels of communications which facilitate the transfer of information about students. This information was also

				<p>triangulated with the Education Management Team at BSUH Trust.</p> <p>During the meeting with the school’s Phase Leaders and Clinical Educators we heard that there have been occasions when patients had raised concerns about medical students and that in these situations the school had taken immediate action to resolve the issue. The school was informed through the placement coordinator at the Trust who had contacted the Phase Leader.</p> <p>The School Management Team told us they use Transfer of Information forms to communicate with the South Thames Foundation School (STFS) regarding any issues relating to BSMS students in the region. The school also makes active efforts to establish channels of communication and transfer relevant information to other LETBs beyond HEKSS. We heard examples of the school liaising with other LETBs and deaneries regarding at the progression of BSMS graduates.</p>
TD 28e.	Explore student awareness of patient safety and student responsibilities for	Foundation Programme 5.4c/d;	Students, curriculum team, Fitness to practise and student	The School Management Team told us that the school has a “whistle blowing” policy in place and students are made aware of it.

	reporting concerns.		support, QM team	<p>In addition the Phase II and Phase III students we met at BSUH Trust reported that they are aware of how to report any concerns or inappropriate behaviour. They confirmed that they would raise any patient safety concern even if this would involve their friends and colleagues. They also are aware of the Trust’s policies on “whistle blowing” and raising concerns.</p> <p>The Phase II and Phase III students we met during the visit to BSMS confirmed this, also. They said that they know how to raise a concern and who to speak with if they need to report inappropriate behaviours.</p>
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Domain 2: Quality assurance, review and evaluation

TD 38	Explore the school’s quality management systems for evaluating, monitoring and reviewing medical education.	QM of concerns _ Redhill appraisal; Minutes of meeting regarding quality of placements; Doc 1 BSMS context;	The School Quality Management Team and Senior Management Team; academic and clinical teachers;	The School Management Team told us that there are mechanisms in place to systemically review the quality of their programmes. Currently they are working on integrating the quality management of undergraduate and postgraduate education. In this they are working closely with BSUH Trust and regularly attend the Local Academic Board (LAB) meetings in the LEP. These meetings provide a forum where the school can feedback on issues
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				<p>regarding particular specialties.</p> <p>The QMT told us that so far there have been no divergences between the two universities. The different themes from both universities feed in to the annual quality management event which takes place every November. The action plan from this event is passed on to the Academic Board where it is presented for approval by both universities through the Joint Academic Review Board (JARB).</p>
TD 39	Explore the school's framework for quality management	Minutes of meeting regarding quality of placements; Doc 1 BSMS context; Delivery of curriculum: Doc 2	Senior Management Team, School Quality Management Team, academic and clinical teachers	During the meeting regarding quality management, assessment and curriculum we met with various Phase Leaders and other school staff involved in quality management. They told us that in order to ensure effective quality management the school has appointed quality leads for particular areas. They are also supported by their respective teams.
TD 40	Explore the school's quality management of the curriculum delivery	Minutes of meeting regarding quality of placements; Doc 1 BSMS context; Delivery of curriculum: Doc 2	Senior management team, School Quality Management Team, academic and clinical teachers	We heard from the Curriculum Team that the school has set up Module Review Boards which look into more detail for each module and decide on a plan of action. The school collects regular feedback from students and ensures that this has been acted on and that everyone

				<p>is kept well informed.</p> <p>The School Management Team told us that during the quality review of modules they identify modules which have a lower pass rate. They analyse the reasons behind this and work to improve the pass rates without compromising the quality of the modules or lowering the bar.</p>
TD 41; 42	Explore the school's quality management of placements	<p>Training for trainers Dr Joe Wileman appraisal;</p> <p>Minutes of meeting regarding quality of placements; QM folder</p> <p>BSMS Y5&LEPS</p>	Education management team, Senior Management Team, Quality Management Team	<p>The Quality Management Team said that the school is keen to work closer with doctors in training to enable more peer teaching for their students.</p> <p>The school has appointed various sub-deans and administrative assistants for different specialties in the teaching trusts. The sub-deans are also clinicians in the relevant Trust. They are funded by the school, and are involved in the quality management of placements. The role of the sub-deans is crucial to the teaching in the regional centres. They are the first port of call for issues that students encounter during their placements. If they are unable to resolve a problem, they liaise with the Phase Leaders at the school. The school arranges quarterly meetings with the sub-deans and yearly meetings with primary</p>

				<p>care teachers. The school has also introduced an appraisal process for the sub-deans. Their appraisal is done by the Phase III Lead or the deputy Phase III Lead and the University Deputy Dean.</p> <p>We heard from the School Quality Management Team that there are formal end of year reports which are produced for each different area such as feedback, equality and diversity, etc. The school has an annual quality management event where these reports are discussed. Students are given feedback and informed on the outcomes of the annual quality event.</p>
TD 43a	Explore student feedback on placements.	Quality of data: student survey results; QM folder BSMS; Doc 1 BSMS context;	Students, assessment team, QM team	<p>The School Assessment Team said that feedback from staff who are involved in the delivery of curriculum is embedded in the module reports. The school has a Module Review Board for each module which is also attended by teachers. This is a useful forum to discuss how the module went and plan for the following academic year.</p> <p>In addition the school runs a phase leader meeting with the module leads to ensure that all teachers get together and are</p>

				<p>linking with each-other. Clinical teachers are also invited to these meetings. It can be more difficult for clinicians to attend these meetings, but in addition, the Dean organises an open meeting in the Trust and this is very well attended.</p> <p>Examiners are in regular contact with the school regarding question settings or other exam-related issues and the School uses these opportunities to engage with them and ask for feedback.</p>
TD 43b; 43c	Explore how the school collects feedback from patients and other professionals involved with the delivery and placements.	Quality of data: student survey results; QM folder BSMS; Doc 1 BSMS context;	The School Management Team; the School Quality Management Team; clinical and academic teachers	<p>Patients are involved in Objective Structured Clinical Examinations (OSCE) and the school asks them to provide feedback on the students' performance, although this feedback is not included in the examination marking.</p> <p>The school ensures that the regional centres are engaged with the school quality management processes. They are invited to attend the Curriculum, Management Board and other school committees. The school also takes active steps to share and disseminate good practice about Foundation years through the Foundation Programme School</p>

				Managers.
Domain 3: Equality, diversity and opportunity				
TD 56	Explore the fairness and equality in the delivery of undergraduate education.	BSMS ethos; Doc 1 BSMS context; BSMS student survey; BSMS Support and Wellbeing (student support care scheme)	Students; School Senior Management Team; Quality Management Team	The Quality Management Team informed us that equality and diversity is on the agenda for the Annual Quality Assurance and Enhancement Event. The school also looks regularly at progression data against the protected characteristics to identify any differential attainment issues.
Domain 5: Design and delivery of the curriculum, including assessment				
TD 81	Explore the school's mapping of the curricula to <i>Tomorrow's Doctors</i> and the delivery of outcomes for graduates	Assessment strategy; GMC assessment audit 2013-14; Curriculum Map; QM folder	School Quality Management Team; Senior Management Team	With regards to curricula mapping, the school has a private store where all examination results are saved and checked electronically against <i>Tomorrow's Doctors</i> and the symptoms' base. The school has signed off the purchase of new software for the OSCE which can blueprint the new OSCE content against <i>Tomorrow's Doctors</i> . The Quality Management Team believes that this will be an easier way of blueprinting the examinations.

<p>TD 82; 83</p>	<p>Explore the teaching and assessment of outcomes (including curriculum maps)</p>	<p>Assessment: Blueprint and assessment folder; Finals Stats; Doc 1 BSMS context; Doc 2;</p> <p>Finals stats & reports 12-13 & 13-14; QM annual monitoring reports 12-13 & 13- 14;</p> <p>Teaching and assessment of outcomes: Redhill appraisal; BSMS</p>	<p>School Quality Management Team; School Management Team; clinical and academic teachers; students</p>	<p>The students we met are satisfied with the theoretical knowledge they get during the programme. They are also pleased with the practical experience and involvement with patients. Students told us they feel prepared for their placements and know how to communicate with patients. They also said that the school makes every effort to please everyone regarding student selected component (SSC).</p> <p>We heard from the Curricula and Assessment Team that curricula and assessment are mapped to the <i>Tomorrow's Doctors</i> outcomes and the final OSCEs reflected this. The school has made some recent modifications to assessments and some of them have moved from summative to formative. In year one an OSCE examination was changed from summative to formative. The school is looking to increase the number of formative assessments in Year 4.</p> <p>Assessment of professionalism is embedded in the current assessments. Attendance is one of the aspects used to assess professionalism and poor attendance will be reviewed by the Exam Board who will decide if the student is</p>
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				<p>allowed to progress.</p> <p>The school uses psychometric data for the knowledge examinations and for competency assessments has developed consistent training of examiners that contributes to consistent performance.</p>
TD 84	Explore student assistantships and preparedness for practice	<p>Preparedness for practice: Y5 handbook; WH 016 AMEE abstracts 2013 & 2014;</p> <p>BSMS Year 5 Sub-Deans Meeting End of Year Review; W Doc 16 2015-A3-SimCal</p>	Curriculum staff, Year 5 students, clinical and academic teachers	<p>The students we met at BSUH Trust and BSMS are content with the early exposure to clinical practice and patients.</p> <p>The School Management Team told us that they make every effort to support the students during placements. The Phase Leaders are well informed of problems with placements. They told us about a particular issue with service changes at Hastings and Eastbourne and the actions they had undertaken to minimise the impact on students' placements.</p> <p>Year five students told us that they are generally satisfied with the quality of their placements. There are minor issues at times, but the students feel that the quality of placements is not compromised.</p>

TD 85	Explore the feedback given to students on their performance	Student assistantships; Student survey;	Students; clinical and academic teachers; School Quality Management Team	<p>All the students we met reported that they are happy with the feedback they receive from their tutors. They said that the feedback is always given on examinations they have failed, but they are also encouraged to receive feedback on assessments which they passed marginally.</p> <p>Students told us that there are also mechanisms to receive feedback on performance in placements. This is done through the clinical placement leaders who are active in providing feedback to students.</p>
TD 86; 87	Explore the guidance and information given to students about assessments	Assessment strategy; GMC assessment audit 2013-14; Blueprints; BSMS Y5&LEPS (yr5 handbook); BSMS student survey;	Students; Quality Management Team; clinical and academic teachers	<p>The students of Phases I, II and III that we met at BSMS are generally happy with the guidance they receive from the school, and the format of their assessments. They receive a handbook for each module which provides useful information on the structure of the assessments. Final year students told us that they feel the exams are well spaced and they have time to prepare for them. They also felt final examinations were fair in content. Students get a guidance pack prior to their placement containing all the information they will need.</p>

				<p>Students told us that the OSCEs test them on several outcomes such as feedback, communication skills and professionalism.</p> <p>We heard from the assessment staff that professionalism is taught throughout the curriculum. In Phase I one students learn about best practice and how to behave in a clinical environment. In Phase II and III the school adopts an apprenticeship model and organises various discussion groups. Professionalism has also been made a separate strand which needs to be completed in the ePortfolio.</p> <p>Students feel that one area where they would like more teaching and practice is prescribing. They feel that the school could do more to help them improve their prescribing skills.</p>
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TD 90	Explore the school's policies and procedures with regard to reasonable adjustments	Y5 student handbook; QM folder; QM annual monitoring reports 12-13 & 13-14	School Quality Management Team; students; academic and clinical teachers	<p>In the meeting with the assessment staff we heard that the school aims to deal with reasonable adjustments in a fair manner. At the start of year one all students are screened for dyslexia. Reasonable adjustments are made for examinations and we were provided with various examples of reasonable adjustments made for students with visual or hearing impairments, students with dyslexia or pregnant students.</p> <p>In the last two years the school has started a new initiative to provide students who require reasonable adjustments with a credit card-sized card which shows what adjustments they need. The school collected limited feedback on the initiative, but has nevertheless repeated the project in the current year.</p>
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Domain 6: Support and development of students, teachers and the local faculty

TD 122; 124	Explore the pastoral and academic support available for students	<p>FtP: Doc 1 BSMS Context; VLE</p> <p>Student attrition rates: BSMS annual monitoring report in QM folder</p>	Students, School Management Team, Support team	Students we met with both at BSUH Trust and the school reported a very good level of support for students. Lecturers and tutors are available and students feel they can contact them for further clarifications. Students also told us that the school has launched "Mindfulness" as an initiative to
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		Support for students and trainees: Year 5 handbook; VLE; BSMS student survey		support students with their stress levels. All students we met praised the pastoral support they receive from the School.
TD 125	Explore the career advice given to students	BSMS Support and Wellbeing; Doc 1 BSMS context	Students; School Management Team;	<p>The year five students we met at the school told us that had been asked to take a careers test which students found useful in focusing on their future career options. Students also have a career development plan which they discuss with their tutors.</p> <p>The school has enabled the establishment of various student societies which provide students with information on different specialties and career paths. The School Management Team also told us about a careers programme which includes lectures every year.</p>
TD 126 ; 127	Explore the support given to students and fitness to practise procedures	VLE; Doc 1 BSMS context; BSMS support and Wellbeing (student support care scheme)		Please see requirement 1
TD 128	Explore the support and training available for staff and supervisors	Doc 1 BSMS context; Dr Joe Wileman appraisal	Educational and clinical teachers, School Management Team, senior	The academic teachers we met told us that all new teachers take a two-day educators course when they start. Some of the teachers have completed postgraduate

			management team	certificate qualifications (PGCert) and the school has offered in-house training. Examiner training runs every year and we heard that external examiners attend this.
Domain 7: Management of teaching, learning and assessment				
TD 153	Explore the school's joint working with the LETB and LEPs	<p>Delivery of curriculum across wide range of LEPs: HEKSS 6. Notable Practice on Website</p> <p>Identifying and sharing of good practice: Doc 1 BSMS context</p> <p>Joint working between med school and deanery: BSMS SLA</p>	School Senior Management Team; School Quality Management Team	<p>The School Management Team informed us that they have established close links with the LEPs and the regional teaching centres where students complete their placements. The school also has a formal procedure for recruiting GP practices for student placements. For more information on the relationship with HEKSS and the LEPs see recommendation 1</p> <p>We heard about the Dementia programme which is funded by HEKSS in partnership with the University of Surrey. The initiative allows students to engage with the local community as well as learn how to deal with long term diseases. Please see Good Practice item 1.</p>
Domain 8: Educational resources and capacity				
TD 160	Explore educational	Document 14;	Senior and education	Students we met did not report any issues

	resources and capacity	Document 30	management team	<p>with facilities at the school. They highlighted the fact that teaching groups are small and they get to know teachers and other colleagues well.</p> <p>The Phase II and Phase III students we met at BSUH Trust reported some issues with the teaching facilities at one of the sites, Royal Sussex County Hospital. They said that the IT and teaching facilities in this site were not as good as at the other BSUH Trust site, Princess Royal Hospital.</p>
TD 161	Explore the school's educational resources and capacity	Document 14; Document 30	School Quality Management Team, students	We heard from the Student Support Team that they pay special attention to ensuring that all reasonable adjustments are made for students with disabilities. We heard examples of when facilities were modified during examinations to cater for students with disabilities.
TD 162	Explore the school involvement of patients and professionals from different professions in the delivery of teaching	Patients involvement in BMS programme	Academic and clinical teachers; School Quality Management Team.	At the school we met with a number of academic and clinical teachers, module and phase leaders and interdisciplinary professionals from different areas. We heard that they have defined roles and responsibilities and that the current structure of teams allows effective learning.

Domain 9: Outcomes

TD 169	Explore the outcomes and preparedness of BSMS students	UKFPO Annual Report 2014;	School Quality Management Team; academic and clinical teachers; School Senior Management Team	The Quality Management Team informed us that they do not have formal relationships with students after they graduate. This is partly due to the fact that graduates do not always stay in the KSS region for their Foundation Programme. However they do have close links with STFS which oversees the Foundation Programme in Kent, Surrey and Sussex.
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Appendix 3: Document register

Document number	Document name	Description	Publication date and version	Source
<i>Doc1</i>	BSMS School contextual information			
<i>Doc2</i>	BMBS Curriculum changes 2013-15	Details of BMBS curriculum changes over the last 3 years	Published annually in October	CMB & AcB
<i>Doc3</i>	New curriculum Feb15	Update on revised curriculum details for approval at March Curriculum Management Board	Feb15 (in development)	AcB 2014 MSAR
<i>Doc 4</i>	BSMS Ethos	BSMS Ethos statement	May 2014	AcB 2014 MSAR
<i>Folder: "Organisation & Risk"</i>	Organogram Academic Structure Risk register	Organogram of BSMS committee structure Divisional academic structure chart Risk Register March 2014		
<i>Folder: "QM"</i>	QAEE proposal	BSMS Quality Assurance and	February 2013	

<i>Process</i>	<p>BSMS QA&E diag.</p> <p>Minutes: Meeting QA placements</p>	<p>Enhancement process</p> <p>BSMS Quality Assurance and Enhancement Process Feb 15</p> <p>Minutes from the Meeting re Quality Assurance of placements updated Jan15</p>	Autumn 2014	
<i>Folder: "Y5 & LEPS"</i>	<p>Year 5 Sub-Deans Meeting End of Year Review</p> <p>Worthing Regional Centre quality report 2014</p> <p>Redhill 11.12.2014</p> <p>SubDean Mtg – 25.11.13</p> <p>SubDean Mtg – 06.06.13</p> <p>SubDean Mtg – 03.12.12</p> <p>Dr Joe Wileman appraisal</p>			
<i>Folder: "Support & wellbeing"</i>	<p>Wellbeing proposal</p> <p>Review Student Support Card</p>	<p>Work towards improving student wellbeing in line with GMC guidance</p>	Spring 2014	CMB

	scheme	Review of student support card pilot	Summer 2014	SASC 33-02
	Mindfulness feedback14-15	Feedback/review of 2014 mindfulness initiatives	Autumn 2014	BMB & SASC
	Curriculum map	Provided for 2013 assessment audit, will be updated for revised Curriculum 2015/16		Assessment Audit 2013
<i>Folder: "Y5 & LEPS"</i>	1415 Handbook – Worthing 1415 Handbook – Redhill 1415 Handbook – Brighton 1314 Year 5 Handbook	For detailed plans, guidance, learning outcome and evaluation strategy for student assistantships in Y5. See Y5 and relevant regional centre handbooks. Details for the Preparation for Practice component is on page 64 of the Y5 Handbook	Published annually to students via StudentCentral	StudentCentral
<i>Folder: "Blueprint & assessment"</i>	101, 102, 103, 104, 201, 202, 203, 204 blueprints 403 blueprint Y3 OSCE blueprint BSMS assessment strategy	Assessment strategy and individual blueprints for all summative assessments. These were provided for the 2013 assessment audit – updated versions attached.		Assessment Audit 2013

<p><i>Zip Folder: "Finals stats"</i></p>	<p>PEB5- 1 Integrated Exam Report 2013</p> <p>PEB5- 3 OGP Exam Report 2013</p> <p>BEB5- 3 Resit Finals Exam Report June 2013</p> <p>PEB5- 4 OGP Exam Report 2013-14.doc</p> <p>PEB5R- 1 Resit Finals Report 2013-14</p>	<p>Statistical reports on finals examinations 2012-13</p>		<p>Presented to examination boards</p>
<p><i>Zip Folders: "1213 Quality Management and 1314 Quality Management"</i></p>	<p>Y5 phase report 2012-13</p> <p>Y5 Sub-Dean reports 2013-14</p> <p>Y5 Module reports 2012-13 & 2013-14</p> <p>Y5 EE reports 2012-13 & 2013-14</p> <p>Y4 EE reports 2012-13 & 2013-14</p> <p>Y4 module reports 2012-13 & 2013-14</p> <p>Y4 Phase reports 2012-13 & 2013-14</p>	<p>External Examiner (EE) and Evaluation reports for each year of the course for 2012/13 and 2013/14. Including minutes from Annual Quality Assurance and Enhancement event and associated action plans.</p>		<p>Presented at Annual Quality event, Academic Board and JARB</p>

	<p>Y3 EE reports 2012-13 & 2013-14</p> <p>Y3 module reports 2012-13 & 2013-14</p> <p>Y3 Phase reports 2012-13 & 2013-14</p> <p>Y2 EE reports 2012-13 & 2013-14</p> <p>Y1 EE reports 2012-13 & 2013-14</p> <p>Phase action plans 2012-13 & 2013-14</p> <p>Annual monitoring report 2012-13 & 2013-14</p> <p>Feedback to students 2012-13 & 2013-14</p> <p>QAEE minutes & action plans 2012-13 & 2013-14</p>			
<i>Folder: "Exam & assessment dates"</i>	BMBS Exam Boards & dates 2014-15	2013/14 Exam board membership and dates including OSCE dates	Published annually	AcB-42-04

	<p>Module Assessments Yr 1</p> <p>Module Assessments Yr 2</p> <p>Term dates for phase 1</p> <p>Year 3 13-14 Dates</p> <p>Year 4 Dates 13-14</p> <p>Year 5 13-14 Dates</p>	<p>List of key dates including induction assessment and block/placements for students in Y1 and Y2 (2014-15).</p> <p>List of key dates including induction assessment and block/placements for students in Y3, Y4, Y5 (2013-14).</p>		
<i>Folder: "SLA"</i>	<p>2011-12 Y5 SLA – East Sussex Hosp. WIP</p> <p>2011-12 Y5 SLA – East Sussex Hosp. WIP</p>	<p>Agreements with local education providers (sample)</p>		
	<p>Staff and Student Access to the BSMS virtual learning environment (StudentCentral) will be provided</p>	<p>This will give access to the School, Course, Phase and module areas including handbooks, student support and professionalism</p>		

Appendix 4: Abbreviations

BM BS	Bachelor of Medicine and Surgery
BMAT	BioMedical admission test
BSMS	Brighton and Sussex Medical School
BSUH	Brighton and Sussex University Hospitals
E&D	equality and diversity
FY1	foundation year 1
GMC	General Medical Council
GP	general practitioner
JARB	joint academic review board
HEKSS	Health Education Kent Surrey and Sussex
LAB	local academic board
LEP	local education provider
LETB	local education training board
BM BS	Bachelor of Medicine and Surgery
NSS	national student survey
PGCert	postgraduate certificate qualification
SIFT	service increment for teaching
STFS	South Thames Foundation School
SSC	student selected component
OSCE	objective structured clinical examination
UKCAT	United Kingdom clinical aptitude test

***See glossary (in appendix 4) for definition.**

Appendix 5: Glossary

Phase I	Year 1 and 2 of BM BS programme – Introduction to clinical competency
Phase II	Year 3 and 4 of BM BS programme – Basic clinical competencies
Phase III	Year 5 of BM BS programme – Extended clinical competencies