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SECTION A: INTRODUCTION

Brighton and Sussex Medical School's Programme, Examination and Assessment Regulations for the BM BS Programme 2017/18 are adapted from the relevant sections of the University of Brighton's General Examination and Assessment Regulations for Taught Courses.

Part 1: Status and scope of the regulations

1 Status of the regulations

1.1 The Academic Board of the University of Brighton and the Senate of the University of Sussex are responsible for the overall academic standards of the BM BS award. The Vice-Chancellor of the University of Brighton, as Chair of Academic Board, and Vice Chancellor of the University of Sussex, as Chair of Senate, approve all recommendations in respect of the conferment of awards.

These programme examination and assessment regulations (‘the regulations’) have been approved by the Joint Approval and Review Board¹, and apply to the BM BS programme which leads to an award of the University of Brighton and the University of Sussex.

The regulations are consistent with the guidelines of the General Medical Council.

1.2 These regulations are effective from 1 October 2017.

They apply to all students entering or continuing on courses in the 2017/18 academic year.

1.3 The regulations are reviewed annually to reflect major changes approved by the Joint Approval and Review Board and for the purpose of minor and editorial change.

The Universities, as part of their on-going monitoring and periodic review of the programme, reserve the right to introduce changes to these examination and assessment regulations from time to time.

¹ A joint committee of the Academic Standards Committee of the University of Brighton and the Teaching and Learning Committee of the University of Sussex.
Details of any changes to the examination and assessment regulations are included in the index of these regulations and are available to students on Studentcentral. Students are advised to check the current version of the regulations in force at the time of registration.

1.4 The programme regulations are supported by module or phase-specific regulations which are contained in the relevant Module Handbook or Phase documentation. Copies of the regulations are available to students and to external examiners on Studentcentral and hardcopies are available via the School Offices.

2 Scope of the regulations

2.1 These regulations are supported by module and phase-specific regulations. These provide the detailed regulations for the modules and phases of the course within the terms of this regulatory framework.

Module and phase-specific regulations are approved as part of the validation and annual quality assurance process, and will be in accordance with the provisions of these regulations.

2.2 These regulations complement the Statutory and General Regulations of the University of Brighton and the Ordinances and Regulations of the University of Sussex, which set out the legal and regulatory framework of the Universities.

3 Academic misconduct

As part of the wider academic community, BSMS and the Universities of Brighton and Sussex believe strongly in the importance of the integrity of academic conduct, and support the development of good academic practice. As such, they take all forms of academic misconduct seriously. Any attempt to gain fair advantage through cheating (either by the use of unauthorised material in an examination, or through plagiarism or collusion) will be investigated thoroughly and may result in severe penalties, including the termination of registration or the rescinding of an award (refer section F).
SECTION B: DEFINITIVE PROGRAMME INFORMATION

1 Stages of study

1.1 A stage of study is defined as any set of programme components\(^2\), where the results directly affect the way in which the student progresses through the programme. Stages of study are identified to allow a student’s progress to be formally considered by an Examination Board.

1.2 Where assessment of programme components takes place at different times in the academic year, for example in consecutive terms, the programme regulations define the way in which individual programme components are grouped together to form a stage of study.

1.3 The programme regulations shall state for each stage of study:
   i. the conditions for entry to that stage;
   ii. any requirements, beyond the passing of individual programme components and attainment of the associated credit, for an overall ‘pass’ to be awarded for the stage (for example, any attendance requirement, or additional assessments or work-based experience which must be completed satisfactorily). Students will normally be required to pass a stage before proceeding to the next stage or qualifying for an award;
   iii. where a particular level of performance in a stage leads to the student proceeding on a particular route or pathway through the programme, the minimum level of performance leading to each such route or award, and how decisions regarding the future route or pathway will be reached;
   iv. whether, in assessing the student, the Phase Examination Board shall consider only the student's performance at the current stage or shall take into account the results of an earlier stage, if any. When the Phase Examination Board determines the final award, the programme regulations shall state clearly the procedures to be used by the Board in considering any mitigation or compensation at an earlier stage.

\(^2\) In this document, a course component (component) is a unit of assessed work which is ratified by an Examination Board, and will be either a module or a unit, or one of the individual parts into which a course has been divided.
2 Mode of study

2.1 The BM BS programme will normally be studied in full-time mode. Part-time study will only be permitted where students are undertaking either a repeat of a module (where progression cannot be allowed before the module is repeated) or completing part of a year following a period of intermission or other approved interruption to their programme of study.

2.2 No student will be admitted to the programme on a part-time basis.

2.3 Teaching on the BM BS programme will be delivered in English.

3 Phases

3.1 The BM BS programme is divided into three phases:
   i. **Phase 1** is years 1 and 2.
   ii. **Phase 2** is years 3 and 4.
   iii. **Phase 3** is year 5 and the first year (F1) of the two-year foundation programme undertaken after completing the degree programme.

4 Modular structure

4.1 Each year of the programme is comprised of a number of modules, each of which is worth a number of credits.
   i. Each of the modules studied for is credit-rated in terms of quantity of time and level. 1 credit equates to 10 hours of notional study time.
   ii. Students must attempt all modules.
   iii. Gaining the available credits is on a module-by-module basis and is subject to the satisfactory completion of the individual module’s components of assessment, attendance and participation requirements.
   iv. Module assessment requirements are set out in the individual module handbooks.
5 Curriculum outline

5.1 The outline of the curriculum is provided in appendix 5.

6 Credit accumulation

6.1 The BM BS degree is composed of 780 credits. The BM BS degree programme is composed of modules (refer B4), each of which is worth a number of credits.

6.2 Successful completion of each module leads to the award of the credit allocated to the module. Partial credit cannot be awarded.

6.3 The regulations governing the award of credit for each module can be found in the relevant module handbook.

6.4 Award of the BM BS degree will normally require the accumulation of 780 credits. The detailed distribution of credits is shown in the programme chart included in the programme specification at the end of this document.

6.5 The credit structure of the BM BS award, by year of study, is set out below:

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td>20</td>
<td>160 + Phase assessment</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td>180 + Phase assessments</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td>180 + Phase assessments</td>
</tr>
</tbody>
</table>

6.6 Each module has learning outcomes (refer B7) which are commensurate with one of the four levels (Level 4, Level 5, Level 6 and Level 7). An individual module cannot be offered at more than one level.
6.7 Each module will comprise one or more components of assessment, as specified in the relevant module handbook.

6.8 Some components of assessment (Phase assessments) are not located within modules (refer B9).

6.9 Students are required to attempt all components of assessment.

7 Learning Outcomes

7.1 In order for a student to gain the credits available for a module, they must demonstrate that they have achieved the learning outcomes listed in the relevant module handbook. The lectures, tutorials, seminars, inter-professional teaching and practical sessions for each module are designed to ensure that a student who attends all the required teaching sessions and undertakes the requisite personal study will be able to meet the learning outcomes for that module.

7.2 Assessments are intended to establish that students have obtained the knowledge and skills necessary to meet the learning outcomes. Where a student has not met the learning outcomes due to not undertaking or failing an assessment, they will not be awarded the credits for that module.

8 Examination Boards

8.1 Module Examination Boards will determine the results for each student registered for the module within its remit and forward the results and its recommendations to the relevant Phase Examination Board.

8.2 Phase Examination Boards will receive the results for each student for each module within its remit from the relevant Module Examination Boards, and the results from the relevant Phase assessments, and are responsible for decisions regarding the eligibility of students to progress within the programme and to remain on the programme, and for the conferment of awards.

8.3 Decisions of Phase Examination Boards in respect of the conferment of awards constitute recommendations to the Chair of the University of Brighton Academic
Board and the Chair of the University of Sussex Teaching and Learning Committee. No body other than the Phase Examination Board has authority to recommend the conferment of an award of BM BS, or to amend the decision of the Phase Examination Board.

8.4 Module Examination Boards will usually meet within 15 working days of the end of the module they are to consider. Phase Examination Boards will usually meet within two weeks of the end of each academic year within that phase. In some cases there are interim Phase Examination Boards where progression decisions are required within the academic year. Precise dates of Examination Board meetings will be published on Studentcentral.

8.5 Further information about Examination Boards, including details of the composition and terms of reference, can be found in section D.

8.6 The finals Phase Examination Board must only recommend the conferment of an award to graduate students with the BM BS degree where there are no fitness to practise concerns. Depending on circumstances it may be appropriate to allow the student to graduate with a non-registrable degree.

9 Assessments

9.1 Each module of the programme will be assessed using a number of components of assessment. Components of assessment will include:
- unseen written exams (e.g. knowledge tests)
- Objective Structured Clinical Examinations (OSCE) and other practical tests
- essays
- laboratory reports and other written reports
- portfolio assessment
- case-based discussions
- attendance and logbooks
- patient reports
- individual research projects and presentations
- online tests
- multiple choice tests
- poster presentations
9.2 The precise assessment requirements and mark schemes will be made available to students in module or phase handbooks. Some components of assessment will receive a numerical score and some a pass/fail. Some component marks are accumulated to reach an Overall Module Grade of Distinction, Pass or Fail.

9.3 In addition to specified modules and the related module assessments, the BM BS degree programme may include Phase Assessments at the end of Year 3, Year 4 and Year 5 (which include the Preparation for Practice sign-off). Students are required to pass these assessments in order to progress on the programme. The relevant assessment regulations can be found in the Phase-specific sections of Studentcentral.

10 Passing a module

10.1 In order to pass an individual module and achieve the associated credit, a student must attempt all the requisite components of assessment for that module.

10.2 Students will be given a numerical score or pass/fail for each component of assessment, and will receive a Distinction, Pass or Fail for each module.

10.3 A weighting system may be used to indicate the relative value of an individual component within a module in comparison with other components of assessment.

10.4 Where standard setting methods are used to determine the pass mark for components, the standard setting process will incorporate the setting of grade boundaries for pass marks, and will be published with the students’ individual results.

10.5 In addition to the core requirement to achieve an Overall Module Grade of Pass, individual modules or components may set other conditions which must also be met to pass the module, such as attendance requirements. Module-specific regulations are detailed in the individual module handbooks. If the conditions are not met retrieval may be offered and the module will then be capped at a Pass.

10.6 Phase 1 - Overall Module Grade Calculations
To be awarded the 30 credits available for each module in Phase 1, students must pass each module as detailed below:

**MODULES 102, 203, 204**
To pass Modules 102, 203 and 204 students must be awarded a Distinction or a Pass in each component of the module. Each of these modules comprises one major component (Knowledge Test), two minor components and attendance. Students who fail any one or more of these components will fail the module.

To gain a Distinction overall for one of these modules students must pass attendance and be awarded a Distinction for the major component.

Components will be graded as follows:
Major component – Knowledge Test (SAQ and SBA): Distinction (top 10% of cohort); Pass (all other students with an overall percentage above the pass mark); Fail (all students with an overall percentage below the pass mark). In phase 1, the Cohen method will be used for standard setting. Using this method, the pass mark is calculated as 60% of the score of student at 95th percentile. Application of this method reduces the variation in failure rate when compared to using a fixed pass mark. The SAQ and SBA papers are combined in a ratio 60%/40%.

Minor components with a percentage mark – Distinction / Pass / Fail based on current marking criteria as for the Knowledge Test.

Minor components without a percentage mark (Academic Skills and Patient Information Leaflet): Distinction / Pass / Fail grades to be determined via marking criteria.

Minor component - SSC – Distinction / Pass / Fail as determined by SSC Leaders according to established guidance.

Attendance – Pass / Fail [Pass = attend at least 80% of module classes].

**MODULES 103, 104, 202**
To pass Modules 103, 104 and 202 students must be awarded a Distinction or a Pass in each component of the module. Each of these modules comprises one major component (Knowledge Test, including sub-component – either Module Tutorial
Tests or Case Study Assessments) and one minor component (SSC) and attendance. Students who fail any one or more of these components will fail the module. To gain a Distinction overall for one of these modules students must pass attendance and be awarded a Distinction for the major component.

Components will be graded as follows:
Major component – Knowledge Test (SAQ and SBA) plus either Module Tutorial Test (MTT) or Case Study Assessment (CSA): Distinction (top 10% of cohort); Pass (all other students with an overall percentage above the pass mark); Fail (all students with an overall percentage below the pass mark). Pass marks are standard set using the Angoff method. The SAQ, SBA and MTT/CSA papers are combined in a ratio 55%/35%/10%. Whilst it is possible for a student to compensate for poor performance in the sub-component (MTT or CSA) with a better performance in the Knowledge Test (SAQ and SBA), a student cannot compensate for a failing grade in the Knowledge Test. All students who fail the Knowledge Test will be awarded a failing grade for this component.

Minor component - SSC – Distinction / Pass / Fail as currently determined by SSC Leaders according to established guidance.

Attendance – Pass / Fail [Pass = attend at least 80% of module classes].

**MODULES 101, 201**
To pass Modules 101 and 201 students must achieve a Pass or Distinction in each component of assessment. Each of these modules comprises three components of assessment, an OSCE, the portfolio, the family study in 101, the patient study in 201, and attendance. Students who fail any one or more of these components will fail the module.

To gain a Distinction overall for one of these modules students must pass attendance and be awarded a Distinction for 2 components.

Components will be graded as follows:
OSCE - Distinction / Pass / Fail. Distinction (top 10% of cohort). The pass mark for the OSCE is set using the Borderline Group Method.

Family Study, Patient Study and Portfolio – Distinction / Pass / Fail.
Attendance – Pass / Fail [Pass= attend at least 80% of module classes].

Note1: In components of assessment that contribute to the Overall Module Grade and which are comprised of multiple parts and for which the learning outcomes for the module are tested by other assessments, if an ‘Extension to Deadline’ cannot be granted because there is no further opportunity to retake or resubmit that part of the assessment (e.g. a module tutorial test), then if a student is unable to complete that part of the assessment due to an unavoidable reason, (e.g. illness), on the recommendation of Student Support and submission independent documentation, the Phase Leader may allow that part of the assessment to be disregarded and the overall mark calculated from the remaining parts.

Note 2: If a student is required to resit one of the four assessments which make up the Academic Skills component of Module 102 during the module (i.e. the in-module resit attempt), the overall grade for Academic Skills component will be capped at Pass.

**Phase 1 – Phase level Calculations**

For Phase 1 students the award of Distinction is usually granted to students achieving the top decile for the year of study based on the BSMS ranking criteria. Students are required to have passed all Year 1/2 module assessments at the first attempt to be awarded a Year 1/2 Distinction.

10.7 Phase 2 and 3 – Overall Module Grade Calculations

**MODULE 301 – Clinical Foundation Course**

In order to pass this module, students must pass the Life Saving Skills assessment and attend at least 80% of monitored teaching sessions. An Overall Module Grade of Distinction is awarded to any student who achieves a Distinction for the Life Saving Skills assessment and attends at least 80% of monitored teaching sessions. Students required to resit the Life Saving Skills assessment cannot be awarded a Distinction for that component. Students required to resit any component of the module cannot achieve a Distinction for the Overall Module Grade.

**MODULE 302 – Scientific Basis of Medicine**
In order to pass this module, students must achieve an Overall Module Grade of Pass or Distinction. To achieve a passing grade, students must pass the essays and the written examination and attend at least 80% of monitored lectures.

The three coursework essays are each worth 20 marks. To pass the essays, students must achieve a cumulative score for the 3 essays of at least 50% i.e. 30 marks. The written examination is worth 90 marks. The pass mark for the written exam is set using a modified Angoff method of standard setting.

The cumulative score for the essays, out of a maximum of 60, contributes 40% of the total marks for the module. The written examination consists of 30 short answer questions, each worth 3 marks. The overall mark achieved in this examination, out of a maximum of 90, contributes 60% of the total marks for the module. A total of 150 marks is available for the module overall.

An Overall Module Grade of Distinction is awarded to the top 10% of students based on the overall % mark as long as they have achieved at least 50% of the available marks for each essay, the pass mark for the written exam, and at least 80% attendance at monitored sessions.

If a student is required to resit one or more essay, either as a result of failure or late submission of work, their mark for that essay is capped at 50% (i.e. 10 marks) after resit and the Overall Module Grade is not capped. If a student is required to resit the written examination, their grade for the written examination and for the Overall Module Grade is capped at a Pass.

**MODULES 303 (Medicine), 304 (Surgery), 306 (Elderly Medicine and Psychiatry)**

In order to pass each module, students must achieve an Overall Module Grade of Pass or Distinction. To achieve a passing grade, students must pass the CbD (two CbDs in the case of 306) and Logbook (which requires at least 80% attendance at specified sessions and sign-off of relevant clinical skills).

The CbDs are each graded Distinction / Pass / Fail; Logbooks are each graded Pass / Fail.

An Overall Module Grade of Distinction is awarded to any student who achieves a Distinction for the CbD (both CbD for 306) and passes the Logbook. Students
required to resit a CbD cannot achieve a Distinction for that component. Students required to resit any component of the module cannot achieve a Distinction for the Overall Module Grade.

**MODULE 307 – Student Selected Component (SSC)**
In order to pass this module, students must achieve an Overall Module Grade of Pass or Distinction. To achieve a passing grade, students must pass both SSC reports. SSC reports are each graded Distinction / Pass / Fail.

An Overall Module Grade of Distinction is awarded to any student who achieves a Distinction for both SSC reports.

Students required to resit any component cannot achieve a Distinction for that component or for the Overall Module Grade.

**MODULE 308 – CLINICAL PHARMACOLOGY AND THERAPEUTICS**
In order to pass this module, students must achieve an Overall Module Grade of Pass. To achieve a passing grade, students must pass the Formulary (BSMS Smart Drug), complete the specified Interprofessional Education (IPE) and Practical Prescribing sign-offs, and attend at least 80% of specified sessions.

**INTEGRATED YEAR 3 KNOWLEDGE TEST**
The Year 3 Knowledge Test comprises 180 single best answer questions taken over two days covering Medicine, Elderly Medicine, Surgery, Psychiatry, and Clinical Pharmacology and Therapeutics. The pass mark for the Knowledge Test is set using a modified Angoff method of standard setting. Distinction for the Knowledge Test is awarded to the top 10% of students based on the overall %.

**INTEGRATED YEAR 3 OSCE**
The Year 3 OSCE comprises 16 5-minute stations taken over two days covering Medicine, Elderly Medicine, Surgery, Psychiatry, and Clinical Pharmacology and Therapeutics. The pass mark for the OSCE is set using a borderline method of standard setting. The Year 3 OSCE is graded Pass / Fail.

**MODULE 402 – Specialist Rotations (Neurology and Neuroscience; Oncology, Haematology and Palliative Care; Dermatology; ENT and Ophthalmology; ID and HIV/GUM/Health Protection; Musculoskeletal Medicine and Surgery; Obstetrics and Gynaecology; Paediatrics)**
This module is graded Pass / Fail. In order to pass this module, students must pass eight rotation logbooks (which require at least 80% attendance at specified sessions and sign-off of relevant clinical skills), and submit satisfactory TAB, Practical Prescribing and Formulary (BSMS Smart Drug) sign-offs.

**MODULE 403 – General Practice and Public Health Medicine**
This module is graded Pass / Fail. In order to pass this module, students must pass the Attendance Record and Clinical Logbook (which require at least 80% attendance at specified sessions and sign-off of relevant clinical skills).

**MODULE 404 – Individual Research Project**
In order to pass this module, students must achieve an Overall Module Grade of Distinction or Pass after completion of a project report and an oral presentation.

The project report is marked by two independent assessors who each award a mark out of 100. The project supervisor awards a mark out of 100 for practical and professional skills demonstrated by the student during their work on the project. These marks are combined such that each assessor contributes 40% and the supervisor contributes 20% towards an overall % for the project.

The student’s oral presentation at the IRP Conference is marked by three assessors who each award a mark out of 100. These marks are averaged to give an overall % for the presentation.

The % for the project and the % for the presentation are combined such that the project contributes 80% and the presentation contributes 20% towards an overall module grade %.

In order to pass the module, students must achieve at least 50% for their project and at least 50% for the presentation and at least 50% for the module overall. An Overall Module Grade of Distinction is awarded to the top 10% of students based on the overall % as long as they achieve at least 50% of the available marks for both report and presentation.

If a student is required to resit the project report or oral presentation, the Overall Module Grade is capped at a Pass.
INTEGRATED YEAR 4 KNOWLEDGE TEST
The Year 4 Knowledge Test comprises 180 single best answer questions taken over two days covering General Practice, Global Health, Public Health Medicine, Obstetrics and Gynaecology, and Paediatrics. The pass mark for the Knowledge Test is set using a modified Angoff method of standard setting. Distinction for the Knowledge Test is awarded to the top 10% of students based on the overall %.

INTEGRATED YEAR 4 OSCE
The Year 4 OSCE comprises 14 8-minute stations taken over two days covering General Practice, Obstetrics and Gynaecology, and Paediatrics. The pass mark for the OSCE is set using a borderline method of standard setting. The Year 4 OSCE is graded Pass / Fail.

Phase 2 - Phase Level Calculations
Year 3 Distinctions and Year 4 Distinctions are awarded to students achieving the top decile in the year of study based on the BSMS ranking criteria. Students are required to have passed all Year 3 / 4 module assessments at the first attempt to be awarded a Year 3 / 4 Distinction.

Module 504
Cases in Depth (CiD) in Medicine or Elderly Medicine, Emergency Medicine, Psychiatry, General Practice, Surgery, and Therapeutics. Specialty Sign Offs Reports (SSOR) in Medicine, Elderly Medicine, Emergency Medicine, Psychiatry, General Practice, and Surgery. In addition, the Immediate Life Support (ILS) assessment is part of this module. The CiD, SSOR, and ILS are each awarded Pass/Fail. Students must achieve a pass in all elements to pass the module.

Portfolio
This comprises two elements: Professional Diary and Clinical Skills Log. Each is a pass / fail assessment.

Clinical Elective
To achieve a passing grade, students must submit a satisfactory personal report and supervisor report for their elective.
Preparation for Practice
To achieve a passing grade, students must attend at least 80% of the scheduled sessions.

Finals Knowledge Test
The Integrated Knowledge Test comprises 220 single best answer questions taken over two days covering Medicine, Elderly Medicine, Surgery, Psychiatry, General Practice, Acute and Emergency Medicine, Therapeutics and Professional Studies. The Knowledge Test is graded Distinction / Pass / Fail. The pass mark for the Knowledge Test is set using a modified Angoff method of standard setting. Distinction for the Knowledge Test is awarded to the top 10% of students based on the overall %. Students required to resit the Knowledge Test cannot achieve a Distinction overall.

Finals OSCEs
The Integrated OSCE comprises 16 8-minute stations taken over two days covering Medicine, Elderly Medicine, Surgery, Psychiatry, General Practice, Acute and Emergency Medicine, Therapeutics and Professional Studies. The OSCE is graded Pass / Fail. The pass mark for the OSCE is set using a borderline method of standard setting.

Phase 3 – Phase level Calculations
A Year 5 Distinction is awarded to the top 10% of graduates in Year 5 based on the combined score for the Finals Knowledge Test and OSCE. Students are required to have passed Module 504 and the Finals Knowledge Test and OSCE at the first attempt to be awarded a Year 5 Distinction.

A Course Distinction is awarded to the top 10% of graduates in Year 5 based on their overall BM BS course ranking score using marks from Years 1 to 5. Students are required to have passed the Finals Knowledge Test and OSCE at the first attempt to be awarded a Course Distinction.

11 Module assessment cycle

11.1 All students are expected to pass a module at the first attempt.
11.2 Students who fail to pass the module overall at the first attempt may, at the discretion of the Phase Examination Board, be offered an opportunity to resit one or more assessment component(s). Such discretion will be exercised only where, in the judgement of the internal and external examiners, and having taken into account the student’s performance across the programme, the student is deemed capable of retrieving the failure.

11.3 Students who fail to pass the module at the resit attempt will normally be excluded from the programme.

11.4 Where assessment attempts are deemed to have been affected by accepted mitigating circumstances the Phase Examination Board shall exercise discretion in deciding whether to allow a student to resit or repeat without penalty any failed component(s) of assessment (refer C12).

11.5 Where a student passes a component for which mitigating circumstances have been upheld, this will be noted on the student’s record.

12 Academic failure in modules

12.1 Where a student fails to achieve an Overall Module Grade of Pass, no credit will be awarded. In such cases, the Phase Examination Board may require the student to resit a component of assessment or to repeat a module (refer B11.2).

13 Resits

13.1 The following regulations shall apply to students required by the Phase Examination Board to resit module assessments:
   i. Resits will normally be undertaken within a time frame specified by the Module Examination Board.
   ii. The Module Examination Board will determine the form of resit assessment to be undertaken.
   iii. The marks recorded for each component of assessment after resit will reflect the true mark achieved for that component i.e. component grades will not be capped after resit.
Section B: Definitive Programme information

iv. If any component of assessment must be resat in order to pass the module, the Overall Module Grade will be capped at Pass where appropriate.

v. If, having resat a component or components of a module, the student has passed the module; credit will be awarded in the usual way for that module.

vi. Where the student fails the resit, no credit will be awarded and the student will normally be excluded from the programme.

vii. Where a module has been passed at the first attempt, a student will not be able to achieve a Distinction by resitting a failed component.

viii. In Phase 1, students will not be allowed to resit more than 60 credits in any one academic year.

ix. In Phases 2 and 3, any resit opportunity will be at the discretion of the Phase Examination Board, in accordance with C15.1.4.

14 Repeats

14.1 In exceptional circumstances the Phase Examination Board may require students to repeat failed module(s) or a full year (with or without attendance). Students will not normally be allowed to repeat more than one year in each phase.

14.2 In all cases where a student is offered the opportunity to repeat a year (either in full or in part), the Phase Examination Board will set a clear date by which the repeated module must be completed, taking account of the maximum period of registration of 7 years (8 where an intercalated degree is incorporated) for the programme as a whole.

14.3 The Phase Examination Board will indicate whether repeated modules will be undertaken at first or second attempt in each individual case.

14.4 The following regulations apply to repeated modules and years (whether in full or part):

i. Students required to repeat one or more modules at first or second attempt will be required to meet the module regulations and progression requirements as published for the current academic year (i.e. the year in which the module is repeated).

ii. The repeated module shall be assessed in the normal way for that module.

Clauses 14.4 iii – v apply only to students permitted to repeat as a second attempt.
iii. Where a student had failed a module at the first attempt, either due to academic failure or failure of the attendance requirement, the Overall Module Grade for the second attempt will be capped at Pass where appropriate.

iv. Where a student had passed a module at the first attempt, the Overall Module Grade for the second attempt will be capped at the mark achieved at the first attempt. If a candidate achieves a lower mark at second attempt than at the first attempt, the mark achieved at second attempt will be recorded.

v. The marks recorded for each component of assessment taken at second attempt will reflect the true mark achieved for that component, i.e. component marks will not be capped in repeat years.

vi. Marks achieved at resit or second attempt may be subject to capping as part of the ranking calculation.

14.5 Students who are required to repeat all or part of the year will be asked to sign a learning agreement.

14.6 Students who are required to repeat part of or the whole of a year will graduate later than the rest of their cohort. They should be aware that some Local Education Authorities may be unwilling to agree to the extension of Student Loan allowances for students repeating a year or part of a year due to academic failure. In addition, there is a maximum period of enrolment on the BM BS programme of 7 years.

15 Progression

15.1 General Principles

In order to progress from one year of the programme to the next, students will normally be required to have successfully completed all of the modules specified for that year, to have been awarded the full complement of associated credit, and to have successfully completed all other requirements specified in the module or phase handbooks. Students are also required to pass Phase assessments (refer B9.3). The credit and examination requirements (either at sit or resit) are set out below:

<table>
<thead>
<tr>
<th>Progression</th>
<th>Progression Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 to Year 2</td>
<td>120 credits</td>
</tr>
<tr>
<td>Year 2 to Year 3</td>
<td>120 credits</td>
</tr>
</tbody>
</table>
Year 3 to Year 4 | 180 credits + Pass in Phase Assessment  
Year 4 to Year 5 | 180 credits + pass in Phase Assessment  
To qualify for BM BS at the end of Year 5 | 180 credits + Pass in Phase Assessments  

15.2 The performance of students registered for an award will be considered at least once each academic year by a Phase Examination Board, which will decide whether the students may:

i. progress to the next year,
ii. continue studying in the same year,
iii. receive an award, or
iv. be required to discontinue their studies and withdraw from the programme. 
(refer section D).

15.3 Provided that the student meets the requirements as set down in the programme regulations, including any attendance or other requirements, the student shall be allowed to continue their studies without interruption until the final assessment. The authority of the Vice-Chancellors to suspend or exclude students for disciplinary reasons is not affected by this regulation.

15.4 Where appropriate, the Phase Leader or the Chair of the Examination Board, acting on behalf of the Board, may counsel the student that in the student’s own interests they should withdraw from the programme, intermit, or change to a different mode of study.

15.5 Conditional Progression (trailing credit)
In exceptional circumstances, students may be permitted to progress to the next year with less than the full complement of credit. Conditional progression is entirely at the discretion of the Phase Examination Board and the decision made will be subject to consideration of the following:

- regulations relating to trailing credits;
- any recommendation from the Mitigating Circumstances Sub-committee;
- the profile of the student’s academic performance throughout the programme;
- achievement of the learning outcomes of the programme.
15.6 The Phase Examination Board is not obliged to allow a student to progress conditionally, and a Board may choose never to exercise this right. As decisions regarding conditional progression are matters of academic judgment, a student may not appeal against the decision of the Board not to permit conditional progression. This does not affect the student’s right to request a review of an Examination Board’s decision under the conditions outlined in section H.

15.7 Where conditional progression is considered by the Phase Examination Board, the academic rationale for the final decision should be stated explicitly in the minutes of the Board.

15.8 Where the Phase Examination Board permits a student to progress conditionally, the conditions which apply must be made clear to the student. Failure to fulfil the conditions will be considered by the next meeting of the Phase Examination Board and may result in the student being excluded from the programme.

15.9 The regulations for students permitted by the Phase Examination Board to progress conditionally are as follows:

i. normally only 30 credits may be trailed in any one academic year and all trailed credits must be retrieved. (Exceptionally, 60 credits may be trailed where mitigating circumstances have been upheld).

ii. no student will be permitted to progress from one year to the next if trailed credits from the previous year have not been retrieved.

16 Mitigating circumstances

16.1 BSMS recognises that in a five year programme it is likely that some students will suffer from non-academic difficulties, such as illness, personal or family troubles, or financial hardship, which interfere with their overall level of academic performance. Accordingly there are procedures for considering mitigating circumstances which are beyond a student’s control. Full details of the policy on mitigating circumstances and the procedures can be found in section C12.
17 Extensions to deadline

17.1 The submission of work in accordance with published deadlines and attendance at examinations at the specified time is a programme requirement. If circumstances beyond a student’s control mean that they are unable to submit work or attend an examination at the specified time, they may apply for an Extension to Deadline. Full details of the policy on Extensions to Deadlines can be found in section C11.

18 Intercalated degrees

18.1 Students who have completed Year 3 may, with permission, undertake an intercalated honours or Master’s degree before entering Year 4.

18.2 In order to receive an intercalated honours or master’s degree, a student will be required to complete a programme of additional study. The intercalated degree will be subject to separate regulations concerning the acquisition of credit for the purposes of the award of intercalated honours or master’s degree.

18.3 In the autumn of Year 3, a list of available degree programmes offered by the University of Brighton and the University of Sussex will be publicised on Studentcentral, along with details of the application process and eligibility conditions.

19 Prizes

19.1 Prizes for excellence in academic achievement will be awarded throughout the BM BS course. A list of the prizes available each year will be published on Studentcentral.

20 Awards

20.1 BM BS degree

The BM BS degree is based on the successful completion of the programme of study. In order to receive the BM BS degree all students will be required to:

i. achieve full credits within the maximum 7 year registration period (8 if incorporating an intercalated degree); and
ii. successfully complete any Phase Assessments and
iii. be in good standing with regard to the financial and disciplinary regulations of the Universities; and
iv. be in good standing with regard to Fitness to Practise regulations.

20.2 **Distinction**

Distinctions will be awarded, at the discretion of the Phase Examination Board, to students whose performance has been excellent throughout. The criteria for awarding a Distinction are published in sections 10.6-10.7.

20.3 **Exit award**

Occasionally a student may find that, for a variety of reasons, they are unable to continue with the 5-year BM BS programme. Students who leave the programme after:

Year 2 Diploma in Higher Education (Medical Science) based on having achieved a minimum of 240 credits within the overall programme, of which at least 90 must be at level 5 (3 modules).

Year 3 BSc Medical Science based on having achieved a minimum of 300 credits within the overall programme, of which at least 90 must be at level 6 (students are required to pass at least 2 clinical modules and Scientific Basis of Medicine).

Year 4 BSc Medical Science with Honours based on having achieved a minimum of 360 credits within the overall programme, of which at least 90 must be at level 6 (students are required to pass the Individual Research Project - 60 credits).

Students who go on to do an intercalated award or another degree with be entitled to both awards.

Students who are experiencing problems are encouraged to contact the Student Support Co-ordinator and their Academic Tutor or Academic Clinical Tutor (see the section on student support in the *BSMS Student Handbook*).

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3 The student ranking calculation to determine % in order to classify an Honours degree is published on Studentcentral.
Section B: Definitive Programme information

21 Posthumous awards

21.1 The Year 5 Phase Examination Board has the authority to recommend, and the Academic Board of the University of Brighton and Senate of the University of Sussex to confer, posthumously, any of the Universities' formal awards. The normal conditions for the achievement of the award should be satisfied. The award may be accepted on the student's behalf by an appropriate individual (for example a close relative or partner).
SECTION C: PRINCIPAL REGULATIONS

Part 1: Assessment regulations

1 General principles of assessment

1.1 The purpose of assessment is to enable students to demonstrate that they have fulfilled the appropriate objectives of their programme of study and that they have achieved the standard required for the award(s).

1.2 The content of all work submitted by students for assessment should not be used for any purposes other than the proper assessment of the student according to the regulations.

1.3 Student performance is measured against the published learning objectives, and also against agreed national standards in the relevant discipline. Consequently, external examiners are involved in all assessments which may contribute towards an award, to ensure that assessment has been carried out competently and impartially, and to ensure that justice is done to the individual student and that the standards of the Universities’ awards are maintained.

1.4 The academic judgement of the examiner(s) in awarding a specific mark or grade for any item of assessment may not be questioned or overturned.

1.5 The normal assessment methods may be varied for students with a disability to ensure that they are assessed only against the relevant criteria (refer section G). In addition, any student whose performance is affected by accepted mitigating circumstances may be permitted, at the discretion of the Phase Examination Board, to be reassessed as if for the first time (deferral), to ensure that the appropriate level of performance is recorded (refer C12).

1.6 The University of Brighton has an approved policy on support for high performing athletes including specific guidance on examination and assessment for such students.
2 Information to students on summative assessment and academic feedback

2.1 Students should be provided with clear, accessible information on what they are expected to do for assessment, how their work will be marked and the nature and timing of academic feedback they will receive. The following sets out minimum requirements in respect of:

1 Assessment requirement of a programme

The following information on the assessment requirements\(^4\) of a programme should be available to students before commencing on it and published in course/module handbooks.

i. all the elements that will be assessed during a programme of study, including any assessed supervised work experience;

ii. an annual schedule of assessment activities, including the time of submissions, which allow students to review and plan their workload throughout the year.

2 Information on assessment tasks

As students are assessed, the following minimum level of information should be provided on each assessment task, i.e. coursework and examination. Some of the information will be generic in nature and will therefore be contained in course handbooks (along with other assessment information e.g. arrangements for mitigating circumstances), other information will be module specific and should be provided in a module handbook or similar document. The information could also be provided on the assignment brief as it becomes available.

i. the assessment task/title and expected learning outcomes from that task (written in student friendly terms) as per module specification;

ii. the name of the module leader and who to contact in case of queries about requesting extensions;

iii. the date the assessment task was set, the submission date (deadline) and how the assessment task should be submitted for marking e.g. submitted in

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\(^4\) Assessment requirements on a programme may be subject to periodic change which would be approved through BSMS procedures for changes to modules and notified to students.
Section C: Principal regulations

hard copy and/or electronically, or the date, time, place and method of examination, where appropriate;

iv. the grading\(^5\) criteria which set out the different levels of attainment within each assessment criterion. The criteria for each assessment should be as clear as possible to students and examiners;

v. the pass mark and weighting of the assessment task within the module, including any threshold information where this is higher than the BSMS norm due to a PSRB requirement;

vi. the word range\(^6\) for the assessment. Markers will not normally consider work beyond the upper limit and students should include a word count on their work (further guidance to be provided by the subject area). There should be no penalty for submitting work under the word limit. Where a word length is not appropriate, any criteria for the parameters for the assessment e.g. scale or duration of the activity/task should be included;

vii. presentation and referencing guidelines;

viii. a reminder regarding academic misconduct (staff may wish student to provide a statement regarding academic integrity);

ix. guidance on collaborative or group work arrangements, if appropriate;

x. when and where assessment results are to be published;

xi. how (e.g. written, verbal, group) and when feedback to students on the assessment task is to be provided;

xii. where an extension to deadline has been granted, how the work for assessment should be submitted to ensure that all students have an equivalent experience.

2.2 Students should also be provided, where appropriate, in course/module handbooks with information on:

i. how work for assessment should be submitted for marking. This will be e-only submission where practicable\(^7\). Where there are exceptions, information on the place/person to which the work should be submitted should be provided. Work for assessment should not be emailed to individual members of staff.

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\(^5\) The UoB marking/grading descriptors are not applicable to BMBS awards

\(^6\) Word limits are not prescribed, but BSMS should ensure that there is a published rationale for the local policy on word ranges for assessment tasks to ensure consistency within a discipline.

\(^7\) Turnitin accepts single files in Word, PDF or RFT formats. Studentcentral’s Assignment tool accepts multiple files and all other file formats
ii. the components of assessment in which a resit is not possible because of the nature of the task;

iii. the learning contract for the module.

2.3 The operation of e-Submission at module level should comply with the University of Brighton’s Electronic Management of Assessment (EMA) guidelines and these regulations.

3 Credit

3.1 The BM BS programme is credit-bearing, these are known as CATS points (Credit Accumulation and Transfer System). CATS points refer to notional learning hours, where 10 CATS points is equivalent to 100 hours of learning.

3.2 The relevant credit for a module is awarded to a student who demonstrates that they have achieved the specified learning outcomes, and not for ‘time served’.

3.3 Failure to achieve the specified learning outcomes at the appropriate level shall result in the award of no credit for the module. Credit cannot be awarded at a lower level than the level of the module.

3.4 A Phase Examination Board may, at its discretion, award some credit by compensation at the end of each stage of study in a student’s programme.

4 Modules

4.1 The BM BS programme is made up of modules which are described in terms of their learning outcomes and assessment criteria. These rather than the mode of delivery or place in the course structure, determine the basis upon which they are assigned a specific number of credits at a given level. The BSMS standard academic year is made up of three terms, recognising that some modules may run over two or all terms and may extend the academic year beyond the standard period. The academic year for years 3, 4 and 5 of the BM BS programme is between 39 and 47 weeks.

4.2 All modules on the BM BS programme are mandatory.

4.3 All modules will have credit rating of a whole-number multiple of 10 points (for
example, 10, 20, 30, 40). The associated hours of total student learning are measured pro rata.

4.4 Each module has learning outcomes which are commensurate with four levels (level 4, level 5, level 6 and level 7). An individual module cannot be offered at more than one level.

4.5 The assessment criteria are specific to the module, and form part of the module specification agreed at validation. The assessment regime is specified in the Module Handbook.

4.6 A module is normally the responsibility of one, and only one, Module Examination Board.

5 Module results

5.1 Overall module results are determined by the relevant Module Examination Board which will:
   i. confirm the numerical or graded mark for the module;
   ii. determine the result as pass, resit or fail;
   iii. determine the nature of any resit (refer C15).

5.2 Moderation of marks

5.2.1 The overall module result for each student will usually be the result recommended to the Examination Board based on the outcome of the assessments.

5.2.2 Exceptionally the Examination Board may moderate marks where the results of a module appear anomalous. Where the internal examiners are concerned that the assessment process has functioned imperfectly, they may recommend various courses of action to the Examination Board.

6 Improvement of marks

6.1 Except as specifically provided otherwise by the course regulations, students are not permitted to repeat an assessment if it has already been passed for the purposes of improving the awarded mark or grade.
Section C: Principal regulations

7 Number of attempts

7.1 The maximum number of assessment attempts normally allowed for a student to fulfil the learning outcomes of a module/component is two i.e. first attempt and retrieval.

7.2 Failed assessments which have been deemed not to have taken place as a result of accepted mitigating circumstances, do not constitute an assessment attempt (refer C12).

7.3 Where programme regulations do not permit reassessment, the maximum number of assessment attempts normally allowed for a student to fulfil the learning outcomes of a module/component is one.

7.4 A student who is not eligible for progression and who has exhausted retrieval opportunities, will be deemed to have failed the programme.

8 Transcript of results

8.1 An intermediate transcript is issued to a student on completion of each stage of their studies at BSMS, which will include results confirmed by an Examination Board, i.e. pass and fail marks.

8.2 Upon completion of their studies, or upon decision to make an intermediate award or course transfer, a student will receive a final transcript. The transcript will conform to a standard layout.

The final transcript will state:

i. the name of the student, the student identification number, the programme of study and mode of attendance;

ii. the title, credit rating and level of modules/components passed and the academic year in which they were studied;

iii. the marks or grades and result obtained in those modules/components;

iv. the title, credit rating and level of any modules for which recognition of prior learning was awarded i.e. modules which are part of the core of the student’s programme of study and which are recognised through the appropriate mechanisms as being equivalent to certificated learning previously undertaken by the student and for which no substitute modules were required;
v. any compensated credit awarded, and the credit level at which it was awarded.

The recommended award will also be included on the final transcript, only when the award has been conferred. The transcript does not constitute a certificate or award.

9 Student registration and eligibility for assessment

9.1 Assessment requirements

9.1.1 Students’ formal registration on the award shall be regarded as their intention to attempt the associated assessments(s). A student who registers for a module will be deemed to have attempted the module unless notice of withdrawal has been given in writing.

9.1.2 Students must present themselves for examinations as required. Registers of examination attendances are maintained,

9.1.3 Failure to attend for an examination (non-attendance) shall be deemed to constitute failure in that examination and a mark of 0 will be recorded, unless the student submits valid mitigating circumstances for their absence (refer C12). For examinations scheduled over more than one day the student will be required to attend both parts. If the student does not attend for the first scheduled day then a full resit will be required.

9.1.4 Students must submit all work for assessment in the manner and by the date previously notified to them; unless an extension of time has been granted (refer C11). A designated person shall be responsible for ensuring that all formally assessed work submitted by students is recorded.

9.1.5 Failure to submit work for assessment (non-submission) shall be deemed to constitute failure in that assessment and a mark of 0 will be recorded, unless the student submits valid mitigating circumstances for the non-submission (refer C12).

9.1.6 Any assessed work submitted after the deadline (including after any agreed

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8 The recording may be delegated to, for example, a team of staff in a School Office.
extension to the deadline) (late submission) will automatically receive a mark of 0. In accordance with the University of Brighton’s e-Submission guidelines, a late submission point should be set up to identify work submitted after the deadline. Where a hard copy of the work is submitted the member of staff recording the work submitted late will attach the proforma ARGEAR2. The mark or grade reflecting the actual level of performance may be awarded for the work if mitigating circumstances are accepted (refer C12). In years 1-4 the late work will be treated as a resubmission/resit. In year 5 a new piece of work is needed.

9.2 Intermission

9.2.1 Students who experience difficulties with their studies due to personal reasons (e.g. health, financial) and are considering withdrawing from BSMS are encouraged to seek advice from Student Support and/or the Phase Leader.

If a student wishes to intermit i.e. suspend their studies on the programme they should apply in writing, stating the reason(s) to support the request, to the Phase Leader who shall decide, in consultation with the Director of Student Support, whether such a request can be granted.

Any period of intermission must have an approved start and an approved return date (where possible) which, in the latter case, should take account of the academic coherence and requirements of the course for which the student is registered.

9.2.2 Intermission is not a student right and is permitted only at an appropriate stage of the programme as determined by the Phase Leader, normally at the end of a given term or stage of study i.e. after completion of all assessment(s) in a module(s). Where a student encounters exceptional circumstances, such as medical or health-related grounds which prevent them from being able to attend and complete a module they are registered on, they may be permitted to intermit during a module and the Phase Leader may require appropriate evidence to be provided.

9.2.3 The duration of intermission will normally be a period within the formally designated academic year structure i.e. a term, whole academic year or longer.

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9 Also known as suspension of studies/temporary withdrawal
10 Intermission during a module is intended to relieve the student of a disadvantage but not to put the student at an advantage to other students
The maximum period of registration for a course is inclusive of any periods of intermission. In exceptional circumstances a student may request to extend the maximum period of registration (refer C9.7.2 for criteria which includes any PSRB requirements).

9.2.4 The Phase Leader and/or Director of Student Support shall have discretion to impose appropriate conditions on the student’s readmission to the programme after intermission. In particular, the student’s academic programme cannot be guaranteed to resume following readmission as if no interruption had occurred, and the timing and modes of the various assessments following readmission may be varied at the discretion of the Phase Examination Board.

9.2.5 An Examination Board will only seek to determine the outcome of a module where all assessments have been submitted by the student prior to intermission. The student will receive credit for any modules which have been passed and the result ratified by a Phase Examination Board.

9.2.6 A student is not entitled to undertake any assessment opportunities during the period of intermission.

9.2.7 Where a student has intermitted and returned to study, their award will normally be in accordance with the assessment scheme in operation at the stage in which they are finally assessed. Where there is a mismatch between modules taken and those required under the current assessment scheme for an award, an Examination Board may use its discretion to agree an appropriate course of action.

9.2.8 It is the student’s responsibility to make themself familiar with any changes which have taken place during their absence, including changes to regulations, assessment policy or practice, and course syllabus. The Phase Leader shall inform the student of this requirement. A student cannot demand (re)assessment in a module which is no longer offered.

9.3 Withdrawal from the programme

9.3.1 Where a student has withdrawn from study, a Phase Examination Board will determine the outcomes for any assessments completed prior to withdrawal and which will appear on the student’s transcript. The board will also make decisions.
about the eligibility of the student to receive an exit award.

9.4 Readmission to BSMS

9.4.1 Where a student has withdrawn from BSMS they may apply for readmission following normal admissions procedures. Modules taken and passed may be subject to APL at the discretion of the Admissions Tutor and Phase Leader.

9.5 Exclusion on academic grounds\textsuperscript{11}

9.5.1 Exclusion after failure at assessment

9.5.1.1 Where a student has failed to meet the criteria for progression to the next stage of the programme or to qualify for an award, including after any permitted reassessments, the Phase Examination Board has the authority to decide whether the student is failed and excluded from the programme on the following grounds:
   i. irredeemable failures – the student is unable to meet the programme requirements due to irredeemable failures. The guideline is offered that failure in at least 60 credits for every 120 credits studied (or \textit{pro rata}) might lead to exclusion;
   ii. number of assessment attempts – the student has exhausted the maximum number of assessment attempts for the module(s), as set out in these regulations;
   iii. maximum registration period – the student will be unable to redeem the failures within the maximum period of registration of the programme, as set out in these regulations;
   iv. academic misconduct – the student has been found guilty of major academic misconduct by an Investigating Panel.

9.5.1.2 Due consideration must be given to the possibility of retrieval of failure through reassessment. The Phase Examination Board may not recommend that the student be excluded on the grounds of assessment failure alone without the possibility of reassessment being taken into account.

9.5.1.3 The decision to exclude a student should be made at the end of a stage of study.

\textsuperscript{11} A student may also be excluded (temporary or permanently) from BSMS for breaches of the disciplinary procedures, fitness to practise procedures and the non-payment of tuition fees.
9.5.1.4 The grounds for making the decision to exclude a student will be recorded in the minutes of the Examination Board meeting.

9.5.1.5 In cases where the decision of the Phase Examination Board is to fail and exclude the student, the Examination Board should also consider whether the student is eligible for an exit award, if appropriate.

9.5.1.6 A student so excluded has the right to request a review of an Examination Board decision, in accordance with the appeal procedure (refer section H).

9.5.2 Exclusion on academic grounds other than failure at assessment

9.5.2.1 Students may also be excluded on academic grounds for reasons other than failure at assessment such as; inadequate attendance or where students have, as a consequence of their own actions, placed themselves in a position where they are unable to meet the requirements of the course.

9.5.2.2 Recommendations that students be excluded on these grounds are considered by the relevant Examination Board. Members of the teaching staff may make such recommendations but may not individually take such decisions.

9.5.2.3 Such decisions constitute recommendations to the Vice-Chancellors of the University of Brighton and University of Sussex, as Chairs of the Academic Board and Senate, who are ultimately responsible for the decisions to exclude.

9.5.2.4 A student excluded by the Fitness to Practise Committee has the right to appeal against the decision under the BSMS Fitness to Practise Procedure. See the BSMS Student Handbook for details on the Fitness to Practise procedures.

9.6 Assessment following exclusion through debt

9.6.1 Where a student has been excluded from their course for a period through debt, the submission of assessed work and attendance at examinations are not permitted, where these fall during the period of exclusion. Where assessed work has not been completed or an examination(s) missed, a ‘held’ decision should be recorded on the student’s record. The Phase Examination Board has the discretion to approve, on a
Section C: Principal regulations

case-by-case basis, any appropriate steps which it requires the student to take in the event of re-admittance, in order to retrieve any gaps in their assessment record.

9.7 Maximum period of registration

9.7.1 The maximum period of registration for the programme will be 7 years (or 8 years where an intercalated degree is incorporated into the period of study). The maximum period of registration takes account of the following:

- intercalated degree;
- approved period of intermission;
- period of repeat;
- ensuring currency of knowledge

9.7.2 In exceptional circumstances a student may request to extend the maximum period of registration.

A specified period of extension to the maximum period of registration may be approved by the Registrar and Secretary of the University of Brighton, in consultation and subject to agreement with the Academic Registrar, University of Sussex. Approval of an extension is subject to consideration of the following:

i. the student has experienced significant mitigating circumstances (e.g., serious and persistent health problems or significant long-term disability), documented with appropriate evidence, that prevent completion of the course within the published maximum period;
ii. there are no PSRB requirements which would prohibit the proposed extension;
iii. there is a supporting statement from the Dean of BSMS or nominee12 confirming that the extension is deemed to be reasonable and in the best interest of the student, that the student has made satisfactory academic progress to date and that the standard of the award achieved will not be compromised as a result of the extension.

All applications should be made, in the first instance, to the Medical School Manager and normally before the end of the maximum period of registration. There

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12 This would normally be the Phase Leader or other designated member of staff
is no right of appeal against the decision of the Registrar and Secretary of the University of Brighton.

10 Examinations

10.1 Anonymity of students in written examinations

10.1.1 Where possible Brighton and Sussex Medical School's written examinations (unseen, seen and takeaway) will be conducted anonymously. Students are identified by their student number recorded on the University of Brighton Academic Services' Student Information System and on CAMS. Anonymity is confined to written examinations and no other form of assessment will be conducted under these conditions.

10.1.2 The packs of examination stationery, etc. supplied by Academic Services will include a notice to be posted on exam room doors which reads:

"ALL STUDENTS PLEASE NOTE
You will be required to write your student number on your answer book.
This number is shown on the left-hand side of your UniCard.
If you do not have your UniCard with you, ask the Invigilator for help.
Do NOT write your name on your answer book."

10.1.3 Also included in the pack are explanatory notes for invigilators and lists of student names and numbers so that invigilators can answer queries from students who do not have their student card with them.

10.2 Written examination room regulations

10.2.1 Students should bring with them a form of photo ID to all examinations as proof of identity. This should normally be a student’s University of Brighton UniCard. This photo ID should be placed on the student’s desk at the start of the examination and be easily visible by the invigilator for identification purposes.

Where a student does not have or has forgotten/misplaced their UniCard, another form of photo identification, such as a valid passport or photo driving licence should be provided.
Section C: Principal regulations

Where a student fails to produce a suitable form of photo ID, they will be permitted to sit the examination, but BSMS will need to confirm the identity of the student before the student’s examination script can be marked.

10.2.1 The examination room regulations, which will be posted on the door of every examination room, are detailed below.

1. Students will be admitted to the examination room ten minutes before the stated commencement time for the examination.

2. Students should only take the minimum amount of personal belongings into the examination room. Students are strongly advised not to bring mobile phones or other electronic devices\(^\text{13}\) (devices that can store information or access the web) to examinations.

All coats, bags, pencil cases or other receptacles, must be deposited in the designated area (usually the back of the room) and are left at the student’s own risk. Invigilators are entitled to require that any materials not formally authorised be removed from the examination room before the start of the examination.

Mobile phones and all other electronic devices which are brought into the examination room, must be switched off before the student enters the examination room (and remain switched off for the duration of the examination). Students must place their mobile phone and other electronic devices in the clear plastic bag provided and place this on the floor underneath their desk. If a mobile phone or other electronic device is found in the student’s possession, or on their desk, or is not switched off (if rings or vibrates during the examination), this will be immediately confiscated by the invigilator. The student will be in breach of the exam room regulations and subject to the procedures for academic misconduct (refer F5). The item will be checked to see if it holds or has accessed unauthorised material\(^\text{14}\) and this may delay the return of the item to the student after the examination.

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\(^{13}\) These are devices which can store material/access the web and include: iPod/pad, tablet, eReader, smart watch, programmable calculator (except where permitted see regulation 4)

\(^{14}\) Material from which the student could improperly obtain assistance in their work for the examination. Students are only allowed to have in their possession such material as is specified in the general regulations or in the rubric of the examination
3. **Use of dictionaries in examinations**
   i. The use of translation dictionaries or electronic dictionaries is not permitted with Specified Material Examinations\(^\text{15}\) unless explicitly allowed on validation of the component, and stated in the rubric for the examination.
   
   ii. No restriction is imposed on the paper-based reference material which may be used within Non-specified Material Examinations.

4. **Use of calculators in examinations**
   The use of calculators will not be permitted in examinations unless explicitly allowed by an Examination Board. Where calculators are allowed they will be provided by the School.

5. All students must place in a prominent position on their desks their completed attendance slips and University of Brighton UniCard or other form of photo ID. The invigilators will use these as evidence of identity to complete the attendance register.

6. Invigilators will not permit the consumption of any food which might disturb other students.

7. After entering the examination room, no student may read or otherwise apprise him/herself of the work of another student; nor is communication between students in writing, speech or gesture or by electronic devices permitted.

8. It is the duty of a student in advance of the period of the examination to prepare him/herself, as far as is reasonably practicable, for uninterrupted attendance in the examination room throughout the period of the examination. Absence from the examination room requires the express permission of the invigilator, and must be as brief as the cause of the proposed absence allows. A student must observe any condition which the invigilator may attach to the granting of permission to leave the examination room.

9. A student who leaves the examination room during the period of the examination otherwise than upon the express permission of the invigilator shall be deemed to have completed their work in the examination when they so leave.

10. In the event of the fire alarm sounding, students should leave all examination material on the desks before leaving the room.

\(^{15}\) Specified Material Examinations are those where the rubric specifies the material which may be used (including where no additional material is permitted). Non-specified Material Examinations are those where there is no restriction on the paper-based reference material which is permitted.
11. No student may leave the examination room during the first thirty minutes of the examination period, or the last fifteen minutes.

12. No student presenting him/herself for examination will be admitted to the examination room later than thirty minutes after the commencement of the examination. Arrival more than thirty minutes late will be deemed as absence from the examination for which a zero mark will be recorded. The student will have the opportunity to submit mitigating circumstances for the absence. Students who arrive late but within thirty minutes of the examination commencing, will be admitted to the examination room, but no extra time will be allowed.

13. Students may ask an invigilator for clarification of any ambiguities to the question paper during the examination. The Internal Examiner responsible for the examination paper will be available for consultation.

14. Students may not remove from the examination room any materials, including stationery – whether clean or spoiled – supplied for use during the examination. Question papers must be handed in.

15. Any student in breach of these examination room regulations will be reported immediately after the conclusion of the examination period and a hearing will be arranged at the earliest possible opportunity. For serious breaches of the rules, such as proved ‘cheating’, severe penalties may be applied, including the withholding of an award (refer section F).

10.3 Anonymity of students in practical examinations (OSCEs, Mini-CEX and ICE)

10.3.1 Practical Examination will not be conducted anonymously. Students are identified by the Examiner. Their student number also is recorded on the Examination Paper and is the number held on University of Brighton Academic Services’ Student Information System and on CAMS.

10.4 Practical Examination regulations

10.4.1 The practical examination regulations, which will be made available to students during the briefing, are detailed below.

1. When in quarantine and during the exam all coats, bags, pencil cases or other receptacles, must be deposited in an area indicated by the Principal
Section C: Principal regulations

Invigilator. Invigilators are entitled to require that any materials not formally authorised be removed from the room before the start of the examination.

2. When in quarantine and during the exam students must not use mobile telephones and other programmable devices which must be switched off and either left with the Principal Invigilator or with other personal belongings until the end of quarantine or the examination whichever is the later.

3. When in quarantine students may read or talk quietly to each other, not disturbing other students. Students who have already sat the examination are not permitted to talk to students who have not yet sat the examination.

4. The use of dictionaries, calculators or recording devices is not permitted in practical examinations.

5. Invigilators will not permit the consumption of any food which might disturb other students. Food must not be consumed in the examination station area unless agreed in advance with the Examination Team on special grounds.

6. When in the examination, communication between students in writing, speech or gesture or by electronic devices is not permitted.

7. It is the duty of the student in advance of the examination to prepare him/herself as far as is reasonably practicable, for uninterrupted attendance throughout the period of the examination. Absence from the examination requires the express permission of the invigilator, and must be as brief as the cause of the proposed absence allows. A student must observe any condition which the invigilator may attach to the granting of permission to leave the examination room.

8. In the event of a fire alarm sounding or other evacuation, the invigilator and fire marshal will guide students out of the area and to the appropriate muster station.

9. Students are not permitted to enter the examination late, or leave before the end of the examination. Students not permitted to enter the examination will have the opportunity to submit mitigating circumstances.
Section C: Principal regulations

10. Students may not remove from the examination any materials including stationery – whether clean or spoiled – supplied for use during the examination.

11. Any student in breach of these rules will be reported immediately after the conclusion of the examination and a hearing will be arranged at the earliest opportunity.

10.5 Dress Code in practical examinations

10.5.1 The BSMS Dress Code (see BSMS Student Handbook) applies to examinations which occur in, or simulate the clinical environment such as the Mini-CEX, the ICE and the OSCEs.

10.6 Examinations taken overseas (taught students)

1 Introduction

1.1 This policy determines how the Universities manage requests from students to take examinations overseas. It aims to ensure that students are treated fairly and that there are robust arrangements for sitting examinations overseas so that the standards of the Universities' awards are not compromised.

1.2 Some examinations by their nature may not be permitted to be taken overseas, for example laboratory based examinations/tests, those requiring specialist facilities and OSCEs. Where permitted, the examination taken at another location must run simultaneously with that scheduled to take place at BSMS, taking into account the time difference between the host country and the UK. BSMS must also have received confirmation that the host venue can satisfy the requirements of the Universities' assessment and examination regulations.

2 Eligibility

2.1 Subject to approval by BSMS, students who fall under the following categories may be permitted to take examinations abroad:

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16 Exceptionally the Registrar and Secretary may consider requests for the policy to be applied within the UK.
Section C: Principal regulations

i. students who are resident overseas (i.e. students who have a permanent home address outside the UK\textsuperscript{17}) who are required by the Examination Board to take a referral/deferral examination during the summer vacation (i.e. assessment scheduled outside the published term dates when students are expected to be in attendance.);

ii. students who are required for academic reasons to be outside the UK at the time of the examinations, for example students on an exchange programme or course-related placement.

BSMS may also consider other exceptional circumstances such as incapacity to travel from overseas due to illness or other medical reason or the death or severe illness of a close relative.

2.2 Holidays by UK-resident students taken overseas, work commitments or other personal commitments during the reassessment period would not normally be acceptable reasons for a request.

3 Procedure

3.1 A request to take an examination overseas should be submitted to the Phase Leader or nominee\textsuperscript{18}, in writing, not later than 4 weeks before the date of the examination or the date set by BSMS (where this is shorter). The Universities reserve the right to refuse a student’s request if there is insufficient time to make appropriate arrangements. The Phase Leader should seek authorisation from the Dean of BSMS.

3.2 The student is responsible for contacting a suitable host venue to explore the feasibility of sitting the examination at the host venue, which will be subject to approval by BSMS. Examination should normally be taken at British Council Offices with exceptions requiring approval by the University of Brighton Registrar and Secretary.

3.3 The student will be responsible for any direct costs (including any fees) of sitting the examination charged by the host venue e.g. use of facilities, cost of

\textsuperscript{17} Includes Scotland, England and Northern Ireland, excluding Isle of Man and the Channel Islands

\textsuperscript{18} This could be for example an examination officer
invigilation. The Universities do not charge the student a separate administrative fee.

3.4 Where the host venue agrees to hold the examination, the student should provide details of the contact name and address to the BSMS Medical School Manager who is then responsible for the administration of the arrangements with the host venue.

The arrangements for sitting the examination must be agreed in writing with the host venue in advance and before the request from the student is authorised. These must include:

- confirmation that the host venue can satisfy the requirements of the Universities' assessment and examination regulations;
- the arrangements for the secure despatch of examination paper(s), examination stationery (answer books), PEAR, invigilation notice, attendance slips, and any other documents as required, to the host venue;
- the arrangements for the secure and timely return of examination scripts to BSMS. This is usually by secure courier.

3.5 Students should be advised that all arrangements with the host venue are at their own risk and the Universities cannot be held responsible for assessment processes held overseas.

4 Regulations
4.1 The examination and assessment regulations related to assessment at BSMS apply equally to an examination taken overseas. In particular the Universities must be assured that examination paper security and invigilation conditions will be in accordance with the Universities’ regulations.

4.2 A non-attendance mark of 0 will be recorded under the following circumstances:

- a student fails to attend for an examination organised to be taken overseas;
- the request to take an examination abroad is not authorised by BSMS and the student does not attend the examination at BSMS.
4.3 In cases where it is not possible to organise alternative arrangements for a student to take an examination overseas and the student has a genuine and unavoidable reason for being unable to attend the examination at BSMS, the student should submit a mitigating circumstances claim to the Examination Board.

5 Reporting and monitoring
5.1 BSMS is required to report annually in October to JARB on the number of requests to take an examination overseas, the circumstances stated and the number of requests approved.

11 Extensions to deadlines

11.1 General principles

11.1.1 The Joint Approval and Review Board has the following approved guidelines concerning extensions to deadlines.

For each Phase a member of staff, known as the designated signatory, shall be designated as having responsibility for granting extensions to deadlines for submission of assessed work. This person should be the Phase Leader or equivalent, who has an overview of treatment of the students within the Phase. Each Phase will have a designated substitute for when the designated signatory is unavailable.

11.2 Applying for an Extension to Deadline

11.2.1 If serious, unforeseen and unavoidable circumstances beyond your control mean that you will be unable to submit work or attend an examination at the specified time, you should apply for an Extension to Deadline. Applications for Extensions to Deadline should be made on the University of Brighton proforma ARGEAR1, which is available via Studentcentral. You should ensure that all copies of the form are submitted electronically via a BSMS email address.

11.2.2 The completed form should be handed to one of the BSMS School Offices, or to the office of the Student Welfare Advisors at the BSMS Teaching Building, University of Sussex or the Audrey Emerton Building, Royal Sussex County Hospital. You must
ensure that the form is handed to a member of staff, who will acknowledge receipt of the form and return the bottom copy to you for your records.

11.2.3 Applications for Extensions to Deadline should normally be submitted at least one full working day in advance (sooner if possible). Failure to submit your application in advance may lead to your case being considered less sympathetically. There will be some cases where such early submission is not possible; in these cases, you should submit the form as soon as you are able. Late applications may, on rare occasions, be made by telephone and approved provisionally on the subsequent presentation of documentary evidence in support of the claim.

11.2.4 In exceptional circumstances, it may be appropriate for a student to request an extension after the deadline. This should apply only where you have, for valid reasons, been unable to submit the request in advance. In such cases, you should follow the procedure above but include an explanation of why it was not possible for the application to be submitted before the deadline. You should make every attempt to notify staff of the late submission.

11.2.5 Supporting documentation will normally be required when applications for Extensions to Deadlines are made. This should be evidence from an independent professional source (e.g. medical practitioner, counsellor); uncorroborated evidence from friends and family is not acceptable. In cases where you are unable to provide such evidence in advance, you should provide it as soon as it is available (under no circumstances later than two weeks before the meeting of the relevant Module Examination Board, so that it can be considered in good time). There may be some occasions when, because of the nature of the assignment, documentary evidence is not deemed necessary (e.g. where brief illness may cause absence but where it would be unreasonable to demand certification, and where the report does not constitute a major piece of work); the designated signatory may use discretion on this matter.

11.2.6 On rare occasions, it may be appropriate for the designated signatory to request some further evidence of progress on work, or of the circumstances which led to the application. However, this will often not be possible or reasonable within the timescale, and it is your responsibility to ensure that, wherever possible, you provide sufficient information for the designated signatory to reach an informed decision. It is in your interest to ensure that this information is available, as in the interest of
fairness to other students, you will not be given the benefit of the doubt where information is lacking.

11.2.7 The designated signatory will return a copy of the form to you once they have made a decision regarding your application. One copy will be retained on your file for future reference. If the application is granted, the top copy will be sent to your assignment tutor.

11.2.8 The Extension to Deadline Form is not confidential. Copies of the proforma will be made available to inform decisions of Phase Examination Boards but not Module Examination Boards. Where extensions have been granted, it will be reported to the Module Examination Board that the relevant grades have been achieved after an extension of deadline. Phase Examination Boards need only take account of this information where it is relevant to a student’s eligibility for progression or award. However, any documentary evidence supplied in support of an application is confidential and will be disclosed only to authorised persons.

11.2.9 If your application is approved, a revised deadline for the component of assessment will be set and you must submit your work by the agreed date with a copy of the form attached to the work; it will be returned to you when the work is returned.

11.2.10 If your application is not approved (in the case of an examination), you will be deemed to have failed that examination and a mark of 0 will be recorded. At the end of the academic year, the Phase Examination Board, having taken into account your performance throughout the year, will decide whether to offer you a resit opportunity. In this situation, you may also decide to make a claim for Mitigating Circumstances (refer C12).

11.3 Reasons for which Extensions to Deadline may be granted

11.3.1 It is not possible to give a full list of the reasons for which extensions may be granted, however, any serious, unforeseen and unavoidable circumstances which disrupt a student’s study may represent an appropriate reason.

The following are indicative of the kinds of circumstance which will normally be considered valid, where the evidence and timing support the claim:
Section C: Principal regulations

i. Serious personal illness;
ii. Serious personal accident or injury or hospitalisation;
iii. Death or serious illness of family member or close friend;
iv. Significant adverse personal or family circumstance or psychological problem.

The typical case is where a student has been ill during the time when a component of assessment was due to be completed. In considering an application for an extension, the designated signatory will have regard to the other students on the programme who have not requested an extension, and will ensure that these students would not be unfairly disadvantaged by the granting of an extension.

11.3.2 An extension is granted in order that the assignment can be submitted as if on time, i.e. the deadline for students with extensions is effectively put back to a later date. The work is then marked according to the same criteria as all other assignments submitted, as though it had been submitted on time. If the standard of your work has been affected by the circumstances which caused you to apply for an extension, you should also submit Mitigating Circumstances (refer C12) and explain both the nature of the circumstances and the reason that the extension was not sufficient for you to produce your best work.

11.3.3 In considering whether or not an extension to a deadline should be granted, the designated signatory should be mindful of the following points. Students should bear these in mind before applying for an extension:

i. the deadline is the final day on which an assignment can be submitted. It will normally be possible for work to be submitted at any time before the deadline when the School Office is open. Students are therefore advised to aim to complete assignments in advance of the deadline such that any hitches at the last minute can be overcome;

ii. for major items of work, such as a component of assessment contributing to the overall module grade, students are strongly recommended to give themselves a notional deadline of at least one or two weeks before the official deadline to ensure that minor difficulties can be overcome;

iii. when applying for an extension, students are normally required to submit documentary evidence of the reasons for application. In addition, where an assignment is set some time before the deadline (e.g. two weeks or more), the student might provide evidence of the work that was affected, for instance, by submitting a draft of an essay, or notes they have prepared. In some
cases, it may be appropriate to submit a final draft which has not been corrected. Where a brief extension is requested because of sudden, severe illness during the final days before submission, such evidence is essential to demonstrate that the granting of an extension would not result in inequitable treatment for other students. Failure to submit such supporting evidence may result in the application being refused;

iv. the nature of coursework is such that minor illnesses during the time when you would be expected to be working on the assignment will not constitute good grounds for granting an extension, even if these occur within the final few days before the deadline. A decision will be based on whether, given the date of the circumstances cited and the seriousness of these circumstances, it is reasonable to suppose that performance may have been affected. Serious illness or injury, where supported by documentary evidence, will normally be an appropriate reason for an extension to be approved;

v. computer failure, or the loss of data from a computer disc, will not normally be deemed a satisfactory reason for late submission. Students are recommended to print any documentation in advance, allowing time for printing or other technical problems. Where exceptions are allowed, a draft version of the assignment must be submitted on time, enabling staff to assure themselves that the work (or a substantial part of the work) was completed before the deadline;

vi. where the computer failure relates to specific packages or equipment which are only available within BSMS or one of the parent universities, and where this failure is documented by a member of relevant institution’s technical staff, the assignment tutor has the discretion to allow a general extension to all students. Failure of standard word processing packages or of standard equipment will not count as exceptional circumstances, and will not be deemed a satisfactory reason for late submission;

vii. paid employment commitments do not constitute grounds for an extension or mitigating circumstances, for students on the BM BS programme;

viii. avoidable personal circumstances or commitments e.g. holiday arrangements.

11.3.4 The documentary evidence in support of an application for an extension to deadline should be from an independent, professional, source (e.g. medical practitioner, counsellor); uncorroborated evidence from friends and family is not acceptable. It should cover the appropriate period of time. Examples of such evidence include:

i. a medical certificate or letter from a medical practitioner e.g. a doctor;
Section C: Principal regulations

ii. other certificate e.g. death certificate

iii. letter from a counsellor whom the student has been seeing;

iv. third party confirmation e.g. police report.

11.4 Further Information

11.4.1 The School Office will record that each application for Extension to Deadline has been made and what the outcome of each application was. Confidential documentary evidence will be held in a secure place by the Student Support team and will be retained until a student has completed the programme. It will therefore be possible for the School to refer back to previous claims, if appropriate.

11.4.2 The arrangements which have been implemented by BSMS are intended to ensure fairness to all students, including those who do not submit extension to deadlines. You should consider your own personal circumstances, and whether they fall within the categories noted as likely to be acceptable. It is your responsibility to ensure that the documentation is suitable, and supports your claim.

11.4.3 The presentation of fraudulent mitigation is an attempt to gain an unfair advantage and hence is considered cheating. BSMS takes the submission of false evidence very seriously, and action will be taken against any student who can be demonstrated to have submitted a false claim. The procedure used will be that outlined in Section F regarding Academic Misconduct and the student may be referred to the Fitness to Practise Committee.

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12 Mitigating circumstances

12.1 If a student considers that their performance has been adversely affected by circumstances beyond their reasonable control (i.e. unforeseen and unavoidable), they should contact the Student Welfare Advisor for advice and assistance as soon as possible. The following situations may be covered by valid mitigating circumstances:

i. unrepresentative performance in all or part of an assessment;

ii. failure of the 80% attendance requirement for a module.

The following circumstances may also be covered by valid mitigating circumstances but in most cases would be dealt with more appropriately by an application for Extension to Deadline in the first instance:

iii. absence from an assessment;

iv. failure to submit or undertake assessed work, including any agreed extension;

v. failure to submit work by the deadline.

12.2 Applications for mitigating circumstances to be taken into consideration should be made on the Mitigating Circumstances Form (ARGEAR3), which is available from the BSMS School Offices, Studentcentral and the offices of the Student Welfare Advisors. You are advised to submit a supporting statement with the form. In addition,
you must submit independent documentary evidence in support of your claim. The supporting statement and documentation should be submitted in a sealed envelope or by email.

12.3 The Mitigating Circumstances Sub-Committee will normally only consider cases where documentary evidence is provided. The documentation must be from an independent, professional source (e.g. medical practitioner, counsellor); uncorroborated evidence from friends and family is not acceptable. If a student’s circumstances are not straightforward, they should seek advice from the Student Welfare Advisor as to the evidence which should be submitted in support of the claim. Translation of evidence into English is the student’s responsibility. Exceptionally, where independent documentary evidence is not available, the Sub-Committee may judge a case on its merits. This will apply only where it has not been possible to obtain the required evidence, and not simply where a student has not obtained evidence that would have been readily accessible.

Examples of such evidence include:

i. a medical certificate or a letter from a medical practitioner e.g. a doctor;
ii. other certificate e.g. death certificate
iii. letter from a counsellor whom the student has been seeing;
iv. third party confirmation e.g. police report.

12.4 The completed Mitigating Circumstances Form (ARGEAR3) should be submitted to the Student Welfare Advisor, for the attention of the Chair of the Mitigating Circumstances Sub-committee, no more than five working days after the assessment date/deadline.

12.5 It the responsibility of the student to ensure that the Mitigating Circumstances Form is submitted to the Student Welfare Advisor in good time. If a student is not in attendance at BSMS at that time, they are advised to send forms by recorded delivery, to ensure that they are received. Members of academic staff, even where they are members of the Examination Board, are not entitled to raise mitigating circumstances on a student’s behalf where the appropriate form and supporting evidence have not been submitted.

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12.6 Students who are unable, for valid reasons, to submit a claim for mitigating circumstances until after the meeting of the Phase Examination Board may have grounds for appeal. However such appeals will be permitted only in exceptional circumstances. In considering such retrospective mitigation, the Phase Examination Board or the Chair on its behalf, will consider whether or not a student has valid reasons for submission after the meeting of the Phase Examination Board; failure to perform to the student’s anticipated level will not constitute good grounds. Where retrospective mitigation is submitted, the Chair may decide to refer the matter back to the next meeting of the Phase Examination Board for consideration; there is no guarantee that the matter will be resolved at once.

12.7 Wherever possible, students should request an Extension to Deadline for an item of assessment rather than submit mitigating circumstances. For example, a student may be granted an additional week to complete an assignment following an illness, and this assignment can then be assessed alongside other, equivalent work. Mitigating circumstances should be submitted only where an extension will not permit you to perform to your best, or where an extension is not possible.

12.8 The Chair of the Mitigating Circumstances Sub-committee will convene a meeting of the Mitigating Circumstances Sub-Committee which will consider a student’s claim of mitigation and will report to the Phase Examination Board on acceptance or rejection of the circumstances as valid and likely to have impacted on the student’s academic performance. The Phase Examination Board will consider the report from the Mitigating Circumstances Sub-committee in reaching a decision.

12.9 The Mitigating Circumstances Form is not confidential, and may be made available to the Phase Examination Board. However, any attachments, including a supporting statement, are confidential, and information about the precise nature of a claim will be disclosed only to authorised persons. All documentary evidence submitted with a mitigating circumstances claim should be seen and considered by more than one person. You may indicate the nature of the claim in a very general way on the Mitigating Circumstances form, and may attach a statement in support of the claim if you wish. Any attachments, including documentary evidence, should be submitted in a sealed envelope, and will be retained by the Chair of the Mitigating Circumstances Sub-committee for the consideration of the Mitigating Circumstances Sub-Committee. The Examination Board is concerned with how the circumstances have affected the student’s performance, rather than with the circumstances themselves.
12.10 Valid mitigating circumstances

12.10.1 Mitigating circumstances are circumstances beyond your control (i.e. unforeseen and unavoidable) which it is reasonable to suppose may have affected performance in a given assessment or assessments. In considering claims for mitigating circumstances, the Mitigating Circumstances Sub-Committee will consider:

i. the severity of the mitigating circumstances, and the reasonableness of a claim that such circumstances might have affected performance;

ii. the documentary evidence;

iii. the time period affected;

iv. whether it is reasonable to suppose that the circumstances should have been foreseen by the student, or were avoidable.

12.10.2 The following are indicative of the kinds of circumstance which will normally be considered valid, where the evidence and timing are available to support the claim:

i. Serious personal illness;

ii. Serious personal accident or injury or hospitalisation;

iii. Evidence of long term health condition worsening;

iv. Death or serious illness of close family member or close friend;

v. Significant adverse personal or family circumstance or psychological problem.

12.10.3 The following are indicative of the kinds of circumstances which will not normally be considered valid, even where they can be supported by independent documentary evidence:

i. paid employment;

ii. other BSMS programme deadlines;

iii. car breakdown;

iv. lateness of lift to BSMS;

v. missing a bus or train;

vi. oversleeping;

vii. misunderstanding timetable, or not knowing about the assessment;

viii. missing sessions which could have been reasonably completed at another timetabled opportunity;

ix. computer problems (including corrupted disks or printing problems);
x. job interview;
xi. any ongoing situation known to the student;
xii. other circumstances which it is reasonable to suppose might have been foreseen.

12.11 Claim for mitigation accepted

12.11.1 If your claim for mitigation is accepted, the Phase Examination Board will be able to exercise discretion in deciding whether to allow you to repeat without penalty any failed component(s) of assessment.

12.11.2 If the mitigating circumstances are accepted by the Sub-committee then the Phase Examination Board will either:

i. determine the action to be taken with respect to the affected components, or recommend the student for an award; or;

ii. endorse the recommendation of the Module Examination Board with respect to the affected components, or recommend a student for an award.

and the possible outcome with respect to the affected components may be:

iii. where work was submitted after the deadline, the actual mark is allowed to stand;

iv. where a student was absent from or failed to submit an assessment, or where performance in an assessment might reasonably be supposed to have been affected, the assessment is deemed not to have taken place, and is deferred until a specified time;

v. exceptionally, where the affected work made only a minor contribution to the overall mark, the mark may be calculated without reference to the affected work.

12.11.3 Where a student passes a component for which mitigating circumstances have been upheld, this will be noted in the grade profile on the student’s record.

12.11.4 Where the Phase Examination Board is satisfied that there is enough evidence of the student’s achievement, the student may be recommended for the award for which the student is enrolled. Where an award is recommended the student must signify that they are willing to accept the award and understand that this entails waiving the right to further assessment.
12.11.5 The Phase Examination Board may, at its discretion, and having due regard to the standard of the award and the programme objectives, allow a student's overall performance to compensate for failure or unrepresentative performance in the affected component(s), provided that the programme regulations allow such discretion to be exercised in respect of the affected component(s).

12.11.6 Alternatively, in order to obtain additional evidence and to reach a decision, a Phase Examination Board may assess the student by whatever means it considers appropriate. Options include:

i. *viva voce* examination;
ii. additional assessment tasks designed to show whether the student has satisfied programme objectives;
iii. review of previous work;
iv. normal assessment at the next available opportunity.

The student should not be put in a position of unfair advantage over others; the aim should be to enable the student to be assessed on equal terms.

12.12 Claim for mitigation not accepted

12.12.1 If mitigating circumstances are not accepted (or the Mitigating Circumstances Sub-Committee has been unable to reach a decision due to lack of evidence), the Phase Examination Board will allow the result based on the original mark(s) achieved to stand or, if you have not submitted or undertaken the assessment, a mark of 0 will be recorded.

12.13 Further Information

12.13.1 The School Office will record that each claim for mitigating circumstances has been made and what the outcome of each claim was. Confidential supporting documentation will be held in a secure place by the Director of Student Support and will be retained until you have completed your programme. It will therefore be possible for the School to refer back to previous claims, if appropriate.

12.13.2 The arrangements which have been implemented by BSMS are intended to ensure fairness to all students, including those who do not submit mitigation. You should
consider your own personal circumstances, and whether they fall within the categories noted as likely to be acceptable (refer C12.10.2). In the interests of fairness to all, students will not normally be given the benefit of the doubt where the case is unclear, or where the supporting documentation is insufficient or does not adequately support the claims. It is your responsibility to ensure that the documentation is suitable, and supports your claim.

12.13.3 The presentation of fraudulent mitigation is an attempt to gain an unfair advantage and hence is considered cheating. BSMS takes the submission of false evidence very seriously, and action will be taken against any student who can be demonstrated to have submitted a false claim. The procedure used will be that outlined in section F regarding Academic Misconduct and the student may be referred to the Fitness to Practise Committee.

Mitigating Circumstances Flowchart

Complete Mitigating Circumstances form ARGEAR3 and return with documentary evidence to the Student Welfare Advisor no later than 5 working days before date of the Phase Examination Board

Mitigating Circumstances Sub-Committee considers the claim for mitigation makes a recommendation to the Phase Examination Board.

Mitigating Circumstances accepted

Phase Examination Board decides whether to offer a repeat opportunity for assessment without penalty

Mitigating Circumstances not accepted

Phase Examination Board accepts the original result of assessment

Students notified of progression
13 Assessment arrangements for students in cases of inclement weather

13.1 Introduction

13.1.1 During periods of inclement weather and when University sites\textsuperscript{21} are open, students should take all reasonable steps, but not put themselves at risk, to attend a scheduled examination or present/hand in work/assignments for assessment by the published deadline.

13.1.2 In line with the University’s Inclement Weather Policy, where adverse weather conditions cause a closure of a University site(s) then a specific announcement will be made via a newsflash post on Studentcentral/Staffcentral.

13.1.3 These guidelines do not cover technical difficulties in relation to eSubmission of work for assessment, such as unavailability of the University system, which is covered by the University of Brighton’s Electronic Management of Assessment (EMA) guidelines.

13.2 University closure for inclement weather\textsuperscript{22}

13.2.1 Where a University site is officially closed, all examinations scheduled to take place on that site for that particular day (or part thereof) are cancelled and students will not be able to present (hand in) work/assignments for assessment (other than by eSubmission). Students will not be penalised for either of these.

13.2.2 Where examinations are cancelled they will be re-scheduled by BSMS. This will be either at the earliest opportunity or during any week of the term/semester (including assessment period), but not during University holiday weeks. Information will be posted by BSMS on Studentcentral as soon as possible after the cancellation\textsuperscript{23}. Students are expected to attend re-scheduled examinations as they would on the original date.

13.2.3 Any work/assignment for assessment that was due to be presented/handed in by the student must be presented/handed in on the next working day that the University site is officially open.

\textsuperscript{21} University of Brighton, University of Sussex or BSMS/NHS placement
\textsuperscript{22} Refer University of Brighton Inclement Weather Policy for interpretation of inclement weather
\textsuperscript{23} BSMS is encouraged to also use texting to communicate where possible
13.3 The University site is open but the student is unable to travel due to adverse weather

13.3.1 There may be occasions where severe or adverse weather disrupts students' travel arrangements and causes difficulties for students taking examinations or handing in work for assessment (other than by eSubmission).

13.3.2 Examinations

If a student is prevented from attending a scheduled examination due to severe/adverse weather conditions, they should inform BSMS as soon as possible.

If a student is prevented from attending, is late (up to 30 minutes after the exam has started) or is unable to complete a scheduled examination due to severe/adverse weather conditions, the student should submit a claim for mitigating circumstances (with supporting evidence) to the examination board. This will ensure that, where the claim is upheld, the student is not unfairly disadvantaged. Where students are permitted to take the examination as if for the original attempt, this will be during the normal reassessment period.

13.3.3 Handing in work/assignments for assessment by the deadline

If a student is prevented from handing in work/assignments for assessment by the published deadline due to severe/adverse weather conditions, they should inform BSMS as soon as possible.

The student should present (hand in) the work/assignment as soon as possible. The work/assignment will be considered as late and the student should complete a claim for mitigating circumstances (with supporting evidence) to the examination board. This will ensure that, where the claim is upheld, the student is not unfairly disadvantaged.

13.4 Circumstances other than inclement weather

13.4.1 On rare occasions where the University is officially closed due to circumstances other than inclement weather the regulations in section 13.2 will be invoked.
Part 2 Progression regulations

14 General principles

14.1 The academic performance of students registered for an award will be considered at least once each academic year by a Phase Examination Board, which will decide whether the students may:

i. receive an award;
ii. progress to the next stage;
iii. continue studying at the same stage;
iv. be excluded from the programme due to failure.

14.2 Provided that the student meets the requirements as set down in the programme regulations, including any attendance or other requirements, the student shall be allowed to continue their studies without interruption until the final assessment. The authority of the Vice-Chancellors of the University of Brighton and the University of Sussex to suspend or exclude students for disciplinary reasons is not affected by this regulation.

14.3 Progression may involve decisions on resit, compensation and repeat/trailing and such consideration should take place on completion of a stage of study.

Exceptionally, a student may be permitted to progress trailing a module/component i.e. permission to progress will be conditional on the student being completing the outstanding component alongside their study at the next stage.

Where appropriate, the Phase Leader or the Chair of the Phase Examination Board acting on behalf of the Board may counsel the student that in the student’s own interests the student should withdraw from the programme or intermit (refer C9.2)

A student failing to meet the requirements of the Phase Examination Board or programme regulations may be excluded from the programme.
15 Retrieval of failure

15.1 Resit

15.1.1 A student should be permitted a resit if, in the view of the appropriate Module Examination Board, the student can demonstrate achievement of the learning outcomes for the module/component without having to repeat the module in full.

15.1.2 Resits are not permitted when:

i. a student has not attempted any of the assessment tasks for a module/component;

ii. a student has failed to satisfy any learning contract associated with the module;

iii. the failure is in a task where supplementary assessment is not possible.

15.1.3 At the discretion of the appropriate Module Examination Board, resits may be permitted in modules/components at all levels. There is no minimum mark below which a resit is not permitted.

15.1.4 The maximum amount of credit that a student can normally resit is no more than a maximum of 50% of the total number of credits in a stage.

15.1.5 Where a student has been permitted resits in modules by the Module Examination Board, the Phase Examination Board will endorse these resits provided that the student has accumulated no more than the maximum number of resits permitted on the programme at the current stage of study.

15.1.6 For each resit the appropriate Module Examination Board must determine:

i. the additional work to be undertaken by the student. The options available are as follows:

   a. re-assess the student by providing supplementary assessment(s) (which may be a repeat of a previous element of assessment, or a new task designed to test the same learning outcomes) as a replacement for all or some of the original diet of assessments. In this case the student’s performance in the module/component after the resit will be decided on the basis of the mark(s) or grade(s) in the supplementary assessment(s) substituting for the original mark(s) or grade(s), and using the original weighting of marks, where appropriate;
Section C: Principal regulations

b. re-assess the student by providing one new item of assessment, the performance in which will alone determine whether the student has satisfied the requirements of the module after resit;

ii. the deadline for submission;

iii. any conditions which pertain to the resit, e.g. the minimum mark required for the resit to be passed.

15.1.7 Students should not be informed of any supplementary assessments, or undertake any additional work, until the result has been confirmed by the Module Examination Board, as the Board may allow:

i. a threshold failure to be compensated; or

ii. in exceptional circumstances, moderate the marks on that module and hence change the initial decision of the marker.

In addition, students should not be informed of any supplementary assessments until the Phase Examination Board has ratified the resit as the Phase Examination Board may;

i. award some credit by compensation; or

ii. permit conditional progression; or

iii. deem that, in light of the student’s overall profile the stage should be repeated or the student should be excluded from the programme.

15.1.8 Exceptionally, where additional work has been undertaken before the resit has been ratified by the Phase Examination Board, the Phase Examination Board will:

i. consider first the original marks for the modules and decide whether or not to endorse any resits;

ii. only once this has been agreed will the outcome of any resits already undertaken be considered.

15.1.9 The marks for any supplementary assessment(s) will be considered at a subsequent meeting of the relevant Module Examination Board. The Module Examination Board will determine overall performance in the module/component by considering the student’s aggregated performance, including the results of any resat work, and the
result will be either pass or fail. If the Module Examination Board set an alternative assessment, or placed particular conditions on the resit, the Module Examination Board will agree a pass decision if these conditions have been met, and a fail decision if they have not.

15.1.10 When a student fails to meet the learning objectives of the module/component after undertaking supplementary assessments then, if the supplementary assessment is a re-assessment in some or all elements, where the marks or grades obtained can be aggregated with the marks for the other tasks taken at the first attempt, then whichever is the higher of the two aggregated marks or grades achieved should be recorded.

15.2 Fail/repeat

15.2.1 Where an Examination Board does not consider that a student can demonstrate the learning outcomes for the module/component by undertaking supplementary assessment(s), the student is failed in the module.

15.2.2 A student may normally only be permitted to repeat a module/component when mitigating circumstances have been accepted (refer C12).

A student may not demand to be reassessed in elements which are no longer current in the programme. Where it is impracticable for students to be reassessed in the same elements and by the same methods as at the first attempt, the Phase Examination Board may make such special arrangements as it deems appropriate to conduct the reassessment.

16 Conditional progression

16.1 The Phase Examination Board shall determine whether or not a student is permitted to take trailed module(s) in addition to the standard diet for the next stage. In making this decision the Phase Examination Board will be mindful of the student’s overall profile and the requirement not to overburden students, while aiming to facilitate continued study where appropriate (refer D6.3vi). Trailing credit is not permitted between phases.
16.2 Where the Phase Examination Board permits a student to progress conditionally, the conditions which apply must be made clear to the student; failure to fulfil the conditions will be considered by the next meeting of the Phase Examination Board and may result in the student being excluded from the programme.

16.3 Where conditional progression is considered by the Phase Examination Board, the academic rationale for the final decision should be stated explicitly within the minutes of the Examination Board.

16.4 Conditional progression is permitted only at the discretion of the Phase Examination Board, and is not a student’s right. As decisions regarding conditional progression are matters of academic judgement, a student may not appeal against the decision of the Phase Examination Board not to permit conditional progression; this does not affect the student’s right to appeal in accordance with the regulations (refer section H).
SECTION D: BSMS EXAMINATION BOARDS

1 General

1.1 An Examination Board must be appointed for every programme leading to an award or awards, whether of the Universities or another body.

1.2 The constitution and membership of each Examination Board are approved annually on behalf of the University of Brighton and the University of Sussex by the Joint Approval and Review Board.

1.3 Any revisions to the constitution and terms of reference of an Examination Board must be approved by the Joint Approval and Review Board.

1.4 A Phase Examination Board, or its formally constituted subsidiary examinations committee(s), is responsible for decisions regarding the eligibility of students enrolled on the programme to progress within the programme and to remain on the programme, and for the conferment of awards.

Decisions of Phase Examination Boards in respect of the conferment of awards constitute recommendations to the Universities' Vice-Chancellors, as Chairs of their respective institutions' Academic Board and Senate. No body other than the Phase Examination Board has authority to recommend to the Chair of the Academic Board of the University of Brighton and Chair of the Senate of the University of Sussex the conferment of an award, or to amend the decision of a properly constituted Examination Board acting within its terms of reference and in accordance with the regulations for the programme of study.

1.5 The Phase Examination Board is responsible for the judgements of any subsidiary examinations committee and for the reassessment or deferred assessment of students. However, the Phase Examination Board may, at its discretion, agree arrangements for delegating the responsibility for reassessment and deferred assessment to a sub-group of itself, which should include the Chair and at least one external examiner24.

24 The Phase Examination Board’s deliberation must involve at least one external examiner in the process, but not necessarily through attendance at the board.
1.6 The deliberations of all Examination Boards are confidential to the Examination Board, and only pass lists detailing the decisions of the Board with respect to student results will be made generally available.

1.7 The *Statement of Procedural Compliance* will be signed by the Chair and the external examiner(s) after each Examination Board. This should be kept with the Examination Board minutes and retained by the School on behalf of the Universities. Any anomalies should be reported to Academic Services at the University of Brighton as soon as possible after an Examination Board.

1.8 Pass lists shall be produced for all Phase Examination Boards according to the approved format.

1.9 Members of the Examinations Boards are required to inform the Chair of the Examination Board of any personal interests, involvement or relationship with a student being assessed, prior to the Examination Board.

In addition, the Chair should ask members present at the Examination Board for expressions of personal interest which may impair the impartiality of any judgements made by the Board, in addition to those already notified to the Chair. The Chair of the Examination Board should ensure that any declaration of personal interest is noted in the minutes in such a way as to maintain confidentiality and should determine whether the member of staff should be excluded from any part of the meeting including when the student in question is considered. The minutes of the Examination Board should also note the withdrawal of the member of staff from the Examination Board, as appropriate.

2 **Membership of Examination Boards**

2.1 **Chair**

2.1.1 The Chair of the Examination Board takes overall responsibility for the efficient operation of the Examination Board and the discharge of its detailed responsibilities. The Chair is responsible for:

- briefing external examiners;
- taking action to ensure attendance at Examination Board meetings;
Section D: BSMS Examination boards

- determining whether or not those present at an Examination Board are sufficiently representative of the membership to assure the security of the Examination Board’s decisions. Where the Chair of the Examination Board is not satisfied that the appropriate staff are present, the Chair should contact the Chair of BSMS Academic Board or, in his absence, an appropriate nominee. The Chair of BSMS Academic Board or nominee should determine whether the meeting should be postponed and, if not, any additional conditions required to assure the legitimacy of the Examination Board’s decisions;
- reporting to the Chair of BSMS Academic Board on cases of absence, explaining why it was considered appropriate to continue with the meeting, this absence notwithstanding. The same procedure also applies when any member arrives late, or leaves a meeting of the Examination Board before the end of proceedings;
- presenting an annual written report on those Examination boards chaired for consideration by the BSMS Academic Board as part of the continuous critical appraisal of the programme. This report will include comment on the effectiveness of the specific regulations of the programme or modules, and any recommendations from the Examination Board and/or external examiner(s) for amendment to the regulations, for initial consideration.25

2.1.2 In exceptional circumstances, and after appropriate consultation, the Chair may convene meetings of the Examination Board, or its sub-committees, additional to the schedule of meetings approved by JARB on behalf of the Academic Board of the University of Brighton and Senate of the University of Sussex.

2.1.3 All Examination Boards will be chaired by an appropriate senior member of the Medical School staff. Phase Examination Boards may not be chaired by the Module Leader(s) for any modules within the remit of the Board;

Module Examination Boards may not be chaired by the Module Leader, nor any other member of staff with designated responsibility for the guidance of students enrolled on the modules under consideration. Resit Module Examination Boards may be chaired by either the Phase Examination Board Chair or the Deputy.

25 Amendments to programme regulations may only be approved by the Joint Approval and Review Board, which will take into account the recommendations of the relevant Phase and Module sub-committees.
A Deputy Chair is appointed for all Examination Boards. In those exceptional circumstances where the approved Chair is unable to attend, the Deputy takes over full responsibility for the operation of the Examination Board, including signing any relevant pass lists and, where appropriate, presenting a report on the operation of the Examination Board. Exceptional circumstances include injury or illness, but will not normally include annual leave or absence on other Medical School business, as attendance at Examination Boards is a primary duty of all members.

2.1.4 No other member of the Examination Board may take over the role of Chair. If, unavoidably, neither the Chair nor Deputy Chair is able to attend a meeting, a replacement may be designated by the Joint Approval and Review Board (or its Chair), taking, as appropriate, the advice of the Dean of BSMS concerned and, if available, that of the incumbent.

2.2 Independent observer

2.2.1 The University of Brighton has agreed that it should attempt to ensure some other independent presence at Examination Boards as an observer, who will be the Registrar and Secretary or nominee. As such the Registrar and Secretary (or nominee) shall be entitled to attend all Examination Boards.

2.3 Student membership

2.3.1 No student should be a member of any Examination Board or attend an examiners’ meeting except when a person who is otherwise qualified to be an examiner for a course (for example, as a member of staff or as an approved external examiner) is registered as a student on another course either in the Universities of Brighton or Sussex of elsewhere, where this does not represent a conflict of interest.

2.3.2 A student registered for an award may attend a meeting of any part or sub-set of the relevant Examination Board only for the purpose of their own viva voce or oral examination, where required, (refer C12.11.6).
2.4 **Quorum**

2.4.1 No numerical quorum is established for meetings of an Examination Board, as it is part of the responsibilities of external examiners and all members of the Examination Board to attend all meetings for which they are members. The Chair of the Phase Examination Board is responsible for determining whether or not those present are sufficiently representative of the membership to assure the security of the Board's decisions.

2.4.2 Quorum will not be established without the presence of either the Chair or Deputy Chair (or alternative approved by the Chair of the Joint Approval and Review Board).

3 **Interviews of students**

3.1 No Module Examination Board is permitted to interview any student before arriving at a decision unless for the purpose of providing an alternative or additional assessment where valid reasons for poor performance have been established. In such cases, students must be notified in writing in good time of any requirement to be available for interview, the date of the interview and the criteria for the assessment.

3.2 No Phase Examination Board is permitted to interview any student before arriving at a decision unless this provision is made at the time of validation of the programme. Justification for this right to be extended to the Phase Examination Board, for example, the statutory requirements of a professional body, should be made at the time of validation when the criteria for the interview would be established. A general exception applies when the interview would be for the purpose of providing an alternative or additional assessment where valid reasons for poor performance have been established. In such cases, students must be notified in writing in good time of any requirement to be available for interview, the date of the interview and the criteria for the assessment.

4 **Tiered examination boards**

4.1 For modular provision, there is a tiered Examination Board structure comprising Module Examination Boards and Phase Examination Boards.
Module Examination Boards will consider the performance of all students on each module within their remit and agree final module results, and will forward these results to the relevant Phase Examination Board.

Phase Examination Boards will receive the marks and any associated recommendations from the Module Examination Boards, and will determine the overall result for each student with regard to progression and award, including any retrieval arrangements.

5 Module Examination Boards

5.1 Introduction

5.1.1 The Module Examination Board will meet as required, usually in the 15 working days following the final assessment for the relevant module.

5.1.2 It is advisable for a sub-set of the Module Examination Board, for example, the Module Leader and some of the internal examiners (not usually including the Chair), to meet in advance of the meeting of the Board to review the results, and to discuss and formulate recommendations regarding reassessment. In this way the business of the Examination Board should progress more efficiently.

5.2 The constitution of a Module Examination Board

5.2.1 The constitution of a Module Examination Board must normally include:

- the Chair;
- the Deputy Chair;
- the Module Leader;
- the internal examiners – at least one member of staff responsible for the teaching and assessment of the module;
- the external examiner(s) with responsibility for the module.

5.3 Role of a Module Examination Board

5.3.1 The main duty of the Module Examination Board is to determine the results for each student registered for each module, in accordance with the regulations. Decisions
about performance on each module are taken on the basis of the evidence of the assessments only, without reference to performance in other modules or any mitigating circumstances submitted by the student.

5.3.2 Where factors outside the students' control have materially affected a defined group of students studying a particular module (rather than an individual student), the Module Examination Board will, exceptionally, receive details of this generic mitigation and will take it into account in reaching its decisions about the level of performance and the marks which should be allocated.

5.3.3 The Module Examination Board will make decisions on the basis of the evidence before it from the assessments only. When making decisions about students' performance on modules, the Module Examination Board will normally only discuss those students who have failed to satisfy the requirements of the assessments, or are potential failures or for whom the Board is required to take into account generic mitigating circumstances.

5.3.4 In determining the results for individual modules, the Module Examination Board will decide whether a student's total aggregated mark or grade in a module may compensate for a failure to meet the threshold in one of the assessment tasks, in accordance with the regulations.

5.3.5 The Module Examination Board is the only body responsible for determining the results of modules within its remit. However, if a meeting of the Examination Board at which the external examiner(s) are present has clearly specified the conditions to be satisfied by each student on further assessment (either resit or deferral), and determined the possible final outcomes depending on the student's performance in the assessment, decisions on performance in the further assessments and final module result may be delegated to a sub-Committee of the Module Examination Board.

5.3.6 The decision of a Phase Examination Board concerning students' eligibility to progress may have an effect on whether the decisions of Module Examination Boards

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26 A defined group of students may be, for example, all the students studying a module if they study together, or all the students studying the module in a particular mode, or being assessed together as a group. An example of a material factor is the unforeseen unavailability of particular equipment essential to the achievement of learning outcomes of the module, or some unforeseen disruption to a test or examination.
can or should be implemented. For example, where a student has accumulated so many failures that the Phase Examination Board requires that the student be excluded from the programme, decisions about reassessment would clearly be superseded by this decision. Conversely a Phase Examination Board may decide to award credit by compensation, which would again supersede any decision about resit.

5.4 Summary terms of reference of Module Examination Boards

The Module Examination Board is required to:

(i) ensure appropriate consideration of individual students;
(ii) ensure that academic standards within the subject area are maintained by monitoring students’ performance in assessments;
(iii) ensure that all appropriate BSMS regulations are met;
(iv) recommend to the Phase Examination Board action to be taken in relation to any breaches of regulations reported to it;
(v) confirm marks for assessments and modules within its remit for all students who are registered for those modules, taking into account all relevant information received but without reference to students’ overall performance or performance on any other modules concurrently or previously studied;
(vi) agree arrangements for students permitted to be re-assessed for any element of assessment in any module within its remit, and the mechanisms for considering and approving the results of such assessments;
(vii) agree what actions the Chair, or any approved sub-group, may take on behalf of the examination board;
(viii) review any issues reported about the operation of assessment procedures and recommend to the Director of Undergraduate Teaching and Learning changes where appropriate.

6 Phase Examination Boards in a tiered system

6.1 The constitution of a Phase Examination Board in a tiered system

6.1.1 The constitution of a Phase Examination Board must normally include:

- a senior member of BSMS academic staff who has not been significantly involved with the teaching and assessment of the programme (Chair);
- the Deputy Chair;
Section D: BSMS Examination boards

- the relevant Module Leader(s);
- at least two members of staff responsible for the teaching and assessment of some modules in the programme, normally the compulsory or mandatory modules;
- one member of staff who has not been significantly involved with the teaching and assessment of the programme, or any of the work under consideration;
- the external examiner(s) assigned to the modules under consideration or chief external examiner;

The Dean of BSMS and the Director of Undergraduate Teaching and Learning are entitled to attend as a member of the Phase Examination Board.

6.2 Role of a Phase Examination Board in a tiered system

6.2.1 The Phase Examination Board considers the overall profile of each student enrolled on a programme and makes decisions about the eligibility of the students to progress and for interim and final awards.

The overall profile of each student consists of;

i. the student's performance in all modules studied during the current session;
ii. where relevant, modules studied in previous sessions, as notified to it by the appropriate Module Examination Boards;
iii. report of the Mitigating Circumstances Sub-Committee;
iv. any recommendations relating to factors from previous sessions.

6.2.2 Exceptionally, a Phase Examination Board may act as a Module Examination Board for certain modules which have an integrative role across the whole of the programme of study for students enrolled on the course. Examples of such modules would be synoptic or summative modules, clinical or school experience, which are only studied by students enrolled for a particular award, and have outcomes specific to that award; that is, they are not available as stand-alone modules, or to students registered for awards which are the responsibility of other Phase/Module Examination Boards. If performance on these modules is considered by the Phase Examination Board, the Board should function as a Module Examination Board for that part of its business.
6.2.3 When making recommendations about the conferment of awards or students' eligibility for progression, the Phase Examination Board will normally only discuss in detail those students who are on borderlines, are potential failures or have recorded mitigating circumstances.

6.2.4 The Phase Examination Board will receive decisions made by the Module Examination Boards to permit resits on particular modules/components, and will automatically endorse the resits provided that a student has accumulated resits in no more than the maximum number of resits permitted. The only exception will be where the programme-specific regulations do not permit a resit in the module/component concerned.

6.2.5 The Phase Examination Board may change the decision of an Module Examination Board only where:

i. a student has accumulated more than the maximum number of resits, some or all of which will not be endorsed and will be deemed failures.

ii. a student's overall profile is such that the student is excluded, and may not be reassessed as proposed by the Module Examination Board;

iii. a student has submitted mitigating circumstances which are accepted by the Mitigating Circumstances Sub-Committee, such that the assessments on which the Module Examination Board made its decision are deemed null and void;

iv. the Phase Examination Board decides to award some credit by compensation, resulting in progression to the next stage or award, which supersedes the decision of the Module Examination Board to refer. The resit thus lapses and a student who has received compensated credit may not elect to undertake any outstanding resits;

v. a student has been found to have cheated or in any way attempted to gain an unfair advantage in more than one module considered by different Module Examination Boards.

6.2.6 Under no circumstances may a Phase Examination Board change the marks forwarded to it from the relevant Module Examination Boards.

6.3 Summary terms of reference of Phase Examination Boards in a tiered system

The Phase Examination Board is required to:
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(i) ensure appropriate consideration of individual students and that the academic standard of awards is maintained;
(ii) ensure that all appropriate BSMS and course regulations are met;
(iii) consider all information received which is pertinent to reaching a decision on the performance of any student, including:
   • the marks or grades awarded by the relevant Module Examination Boards;
   • any credit which has been accredited to students on enrolment;
   • reports of meetings of any sub-sets of the Phase Examination Board at which students’ grades and/or their progress on the course are discussed;
   • the date of any agreed extensions to deadlines;
   • any mitigating circumstances submitted by the student;
(iv) make recommendations for the conferment of approved awards for those students who have satisfied the assessment requirements of these awards;
(viii) make recommendations for the conferment of any intermediate award in the case of eligible students;
(vi) make decisions about whether a student’s overall performance may compensate for failure at intermediate stages or final assessment, in accordance with these regulations;
(vii) make decisions on students’ eligibility for progression to the next stage of the course, in accordance with these regulations;
(viii) make decisions regarding students’ eligibility to continue their registration on the course;
(ix) consider the reports from Academic Misconduct Panels which have investigated where a student is found to have cheated or in any way attempted to gain an unfair advantage. If a student has been found guilty of academic misconduct in more than one module considered by different Module Examination Boards, then the Phase Examination Board has the authority to take further action in respect of that particular student and to determine whether or not the student should be permitted to be reassessed;
(x) agree action to be taken in relation to any breaches of regulations reported to it;
(xi) agree what actions the Chair, or any approved sub-group, may take on behalf of the examination board;
(xii) review the operation of Phase Examination Board procedures and recommend to the Director of Undergraduate Teaching and Learning changes where appropriate.
7 Reconvening the Examination Board

7.1 If after the meeting of the Examination Board it is ascertained that there were undisputed factors which may have affected the performance of a student or students but which were not reported to the Examination Board and hence not taken into account, the Chair has the right to reconvene the Board.

Such circumstances may include:

i. personal mitigating circumstances for one or more students; or
ii. the identification of some error or other procedural irregularity within the assessment process.

The Examination Board will then review its decisions, taking account of the new information and revising decisions as appropriate.

7.2 If circumstances make it impossible to reconvene a full meeting of the Board, an appropriate sub-group should be convened. This sub-group must include the Chair and at least one external examiner. The membership of the sub-group should be approved by the Dean of BSMS as Chair of the BSMS Academic Board.

7.3 When it is necessary to reconvene a meeting of the Phase Examination Board, or to convene a sub-group, the Chair of the Phase Examination Board should notify the Chair of the Joint Approval and Review Board, explaining why this action is necessary and noting both the circumstances which have come to the attention of the Chair, and the reason for reconvening in the light of these circumstances.

8 Request for a review of a decision of an Examination Board decision (academic appeal)

8.1 The grounds on which a student may request a review of the decision of an Examination Board and the procedure for requesting a review are given in section H.

8.2 There is no right of appeal against decisions of an Examination Board which are
matters of academic judgement. Disagreement with the academic judgement of an Examination Board in assessing any information relating to a student’s performance does not in itself constitute grounds for request by a student for reconsideration. A student may not lodge an appeal on the grounds of dissatisfaction with the design, curriculum or delivery (teaching, school support, etc.) of a course, which should be resolved through the *Student Complaints Resolution Procedure*. Procedures for appeals against disciplinary action that may be taken following a proven case of irregular behaviour in the University of Brighton are contained within the University of Brighton’s Student Disciplinary Procedure.
SECTION E: EXTERNAL EXAMINERS

1 General

1.1 The Academic Board of the University of Brighton and the Senate of the University of Sussex require that at least one external examiner must be associated with all assessments contributing to an award (but need not be associated with any additional assessments which form part of the programme, but play no role in the determination of the award).

1.2 These regulations take into account the expectation and indicators of the UK Quality Code for Higher Education chapter B7: External examining (Dec 2011).

1.3 Although external examiners, as members of an Examination Board, must be fully associated with all appropriate decisions of that Examination Board, they have no legal responsibility for any subsequent action taken by the Universities in connection with a student’s performance (such as the suspension or exclusion of a student from the Universities). Likewise, the external examiner may not be held responsible for any violation or variation of the approved assessment arrangements.

External examiners are asked to sign a Statement of Procedural Compliance (along with the Chair of the examination board) at the end of all Examination Boards. Where the external examiner is unwilling to sign the statement, they should follow the procedure in the External Examiners' Handbook which requires the external examiner to make a separate written report to the Vice-Chancellor as Chair of the Academic Board and Chair of Senate detailing their concerns. The matter will then be investigated by the Universities.

1.4 The name, position and institution of the external examiner(s) appointed to the Universities should be included in module or course information provided to students. Where the external examiner has been appointed to fulfil a role on behalf of a PSRB this will also be included in course information.

It is however inappropriate for students to make direct contact with external examiners. Where students have issues regarding academic performance in assessments, they may use other appropriate procedures such as the appeals procedure or complaints procedure and should contact the Phase Leader or Student
Section E: External examiners

Support to discuss this.

1.5 External examiners shall have the right to the payment of fees and travel and subsistence expenses as laid down by the University of Sussex from time to time, subject to meeting any stated requirements.

2 The role of the external examiner

2.1 The role of the external examiner is to ensure that standards are maintained, that the regulations are applied, and that justice is done to the individual students.

2.2 It is not the role of external examiners to adjudicate between internal examiners who have arrived at different marks or grades for the same piece of assessed work which should be resolved by the School. External examiners have rather, an auditing role to check marking standards and make judgements separately from internal examiners.

2.3 The Universities deem that, in confirming the academic standards of a final award, an external examiner confirms that they have endorsed the level and standards of its component parts as appropriate to the structure of the award.

2.4 The specific roles, rights and responsibilities of external examiners for the programme and the duties of Chief External Examiners are included in the BSMS handbook for external examining.

2.5 There is no formal requirement for external examiners to meet with students. However providing external examiners with an opportunity to meet with students may be deemed appropriate by the phase leader depending on the nature of the discipline and/or assessment method. External examiners may also find it useful to have a more general meeting with groups of students in order to help them form a view about the course(s)/subject area(s), the assessment process, the overall quality and standards of the course and obtain feedback on the student experience.

Where the phase team provides an opportunity for the external examiner to meet and to talk to students, clear guidance should be provided to students about the purpose of the meeting. Students should be advised that the meeting is to help the external examiner gather evidence of the students’ learning and assessment experience as
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part of the University’s quality assurance processes but that it has no impact on an individual student’s marks and no student is required to attend.

2.6 External examiners should not be involved in the assessment of any student except where this role is required of the examiner by a professional body and this is justified and agreed at the time of validation. In particular, external examiners do not normally have the right to request to conduct a viva voce or oral examination of any student on the programme unless agreed at the time of validation of the programme. An external examiner may be invited to be involved in interviewing a student for the purpose of providing an alternative or additional assessment where valid reasons for poor performance have been established.

2.7 New external examiners should be briefed on their task as soon as possible after appointment.

Phase teams are responsible for providing external examiners with information about, and access to module-specific information, including:

i. the BM BS programme specification;
ii. module handbooks (as appropriate);
iii. BM BS Programme Examination and Assessment Regulations (PEAR);
iv. the external examiner’s role in relation to the overall external examining team (where appropriate);
v. mentoring arrangements (where appropriate);
vi. assessment information/schedule and marking/grading criteria;
vii. arrangements for commenting on final draft examination papers;
viii. marking and internal moderation procedures;
ix. the dates of examination board meetings at which attendance is required.

3 Appointment of external examiners

3.1 Appointment criteria

3.1.1 The Universities apply the following UK-wide set of criteria for appointing individuals, drawn from academia, industry, business and the professions, as external examiners. This ensures that only those with appropriate academic standing, examining experience and expertise are appointed to act as external examiners.
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The Universities appoints external examiners who can show appropriate evidence of the following:

i. knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;

ii. competence and experience in the fields covered by the programme of study, or parts thereof;

iii. relevant academic and/or professional qualifications to at least the level of the qualification being externally examiners, and/or extensive practitioner experience where appropriate;

iv. competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;

v. sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;

vi. familiarity with the standard to be expected of students to achieve the award that is to be assessed;

vii. fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgement(s);

viii. meeting applicable criteria set by professional, statutory or regulatory bodies;

ix. awareness of current developments in the design and delivery of relevant curricula;

x. competence and experience relating to the enhancement of the student learning experience.

3.1.2 The Universities take account of the BSMS External Examiner Policy, approved by JARB\textsuperscript{27} for external examiner appointment.

3.1.3 It is important that BSMS and the Universities of Brighton and Sussex should be assured that all criteria have been met when nominations are made. Where there are exceptional circumstances appropriate arguments must be put forward. If BSMS is unsure of a nominee's acceptability, Academic Services at the University of Brighton

\textsuperscript{27} Approved at the 31st meeting of JARB and as attached to the official record dated April 2013
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and the ADQE Office at the University of Sussex should be consulted in the first instance.

3.1.4 The Universities, through careful consideration and approval by JARB may make appropriate use of exceptions and special cases to the full criteria in 3.1.1 when considering:

i. nominees who have considerable professional experience relevant to a professional or vocational programme (from business, industry or the professions);

ii. nominees who have no previous experience as an external examiner for an institution;

iii. nominations for external examiners in disciplines which are very small and specialist and where the pool of potential external examiners is therefore restricted.

3.1.5 There should be an appropriate balance and expertise in any team of external examiners whose remit requires them to attend any common Examination Board, including examining experience, academic and professional practitioners and a range of academic perspectives.

3.1.6 BSMS may agree to the appointment of a Chief External Examiner from within a team of approved external examiners. The approval of the appointment of a Chief External Examiner who is to act in this capacity will be subject to the normal criteria and the person will be expected to have subject and or programme responsibilities within the team.

3.2 Conflicts of interest

3.2.1 To avoid conflicts of interest and to ensure that external examiners are sufficiently independent to fulfil their role, the Universities should not appoint as external examiners anyone in the following categories or circumstances:

i. a member of the Board of Governors of the University of Brighton or Council of the University of Sussex or a member of a governing body of one of their collaborative partners, or a current employee of the appointing institutions or one of their collaborative partners;
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ii. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;

iii. anyone required to assess colleagues who are recruited as students to the programme of study;

iv. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;

v. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;

vi. former staff or students of the institutions unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s);

vii. a reciprocal arrangement involving cognate programmes at another institution;

viii. the succession of an external examiner by a colleague from the examiner’s home department and institution;

ix. the appointment of more than one external examiner from the same department of the same institution;

x. persons likely to be associated with the sponsorship of students who may be considered by the Phase Examination Board for an award;

xi. persons likely to be involved with placements or training in their institution or organisation for students whose performance they may have to consider as external examiners;

xii. members of staff in partner NHS Trusts involved in the delivery of the teaching to BSMS students;

xiii. members of staff associated with programmes in other institutions and for which the University of Brighton and the University of Sussex has primary responsibility for quality assurance.

3.2.2 The Universities uses the criteria in 3.2.1 to ensure that potential conflicts of interest are identified and resolved prior to nomination and appointment or as soon as they arise.

3.2.3 Former members of validation panels are rarely appropriate as first external examiners for a programme, as they are not well placed to comment on a programme structure and outcomes (having already been part of the process which approved the programme). Members of the validation panel should be nominated only in
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exceptional cases, with a clear statement in the rationale for why it is appropriate in this case.

3.2.4 In order to protect their independence, external examiners should not act as consultants to the BM BS programme, or be members of any panel(s) established to review the programmes they examine during the period of their appointment, although they may be consulted on proposed changes to the existing module(s) or programme for which they have responsibility.

3.2.5 Once appointed, where a potential conflict of interest arises, the external examiner should declare this to the Chair of the Examination Board as soon as possible. Where this cannot be resolved the external examiner should resign their appointment.

3.3 Terms of office

3.3.1 The duration of an external examiner’s appointment will normally be for four years with an exceptional extension for one year to ensure continuity.

A reallocation of duties i.e. to include further or new modules may be considered by JARB within this term of office.

3.3.2 An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.

3.3.3 An external examiner should normally hold no more than two external examiner appointments for taught programmes at any point in time.

3.3.4 External examiners who retire during their period of appointment may normally be permitted to continue provided there is sufficient evidence of continuing involvement in their academic area.

3.4 Appointment procedure (including extension and reallocation of appointments)

3.4.1 The early appointment of external examiners is vital, both for newly-approved courses and for replacement examiners. Where practicable external examiner
appointments should be proposed twelve months before the first assessments for which the external examiner is to be associated.

Where an external examiner’s tenure ends unexpectedly and an unavoidable gap between external examiner tenures has occurred, the School should provide an explanation on the nomination form of the replacement external examiner along with a statement explaining the arrangements which had been in place to cover any interim period.

3.4.2 All nominations (including extensions and reallocation of duties) should be submitted on the appropriate form.

3.4.3 Normally, where assessments take place in the summer term, appointments will run from the October before the first assessments to the September after the last normal assessments.

3.4.4 External examiners should remain available until after the last assessment with which they are to be involved in order to deal with any subsequent reviews of decisions.

3.4.5 External examiner nominations are considered by the BSMS Academic Board before approval by the Joint Approval and Review Board which will look in particular at the following issues:

i. Does the nominee have appropriate subject experience at an appropriate level?
ii. Will the nominee will be able to compare against national standards?
iii. Does the nominee have recent external examining experience?
iv. If the nominee has no (recent) experience, how will the programme team ensure that the external examiner is supported, especially through the early part of the appointment?

v. Is there some regulatory reason why the nomination should not be approved?
vi. Are there any conflicts of interest?

3.4.6 Following approval by the Joint Approval and Review Board, external examiners shall be appointed by the University of Sussex which is the lead institution for staff appointments relating to BSMS.
4 External examiner reports

4.1 All external examiners must submit annual reports to the Vice-Chancellors, as Chairs of University of Brighton Academic Board and the University of Sussex Senate, on the assessment processes and issues relating to those assessments in which they have been involved. Reports should include comments, critical and constructive, on these processes.

4.2 External examiners are informed that, as reports are made available to students, individual staff and students must not be identified in their report.

4.3 BSMS makes its external examiners’ annual reports available in full (with the sole exception of any confidential report made directly, and separately, to the Vice-Chancellors) to student representatives at the annual Quality Assurance and Enhancement event as part of the annual Academic Health process. Reports are also available to students on request from the School Office. Reports should only be amended where an external examiner has i) contravened the requirement not to identify individuals or ii) included something intended to cause harm to the institution or to bring it into disrepute.

4.4 These reports are an essential part of both Universities' internal monitoring and evaluation procedures. Detailed guidance on the areas on which the Universities request comment from the external examiners is included in the University of Sussex Handbook on the policy and procedures for external examining of taught programmes.

4.5 External examiners retain the right, should they so wish, to submit a separate confidential report to the Vice-Chancellors, at any time, on matters of particular importance or sensitivity.

If the Universities' internal mechanisms for addressing such concerns have been exhausted without satisfactory resolution, external examiners may wish to use the QAA’s concerns scheme28 or to contact the relevant PSRB.

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28 The QAA’s concerns scheme relates to systematic failings in an institution’s management of standards and quality rather than isolated cases of practice or personal grievance
1 Introduction

1.1 The University seeks to promote better understanding by students of academic integrity and practice. It expects all students to inform themselves of the academic conventions for correctly citing and acknowledging the work of others. In particular students are expected to attend the ‘referencing and avoiding plagiarism’ lecture in the first term, as well as to familiarise themselves with the ‘Vancouver style of referencing and academic writing guidance’ produced by BSMS. The University of Brighton’s ‘Plagiarism and how to avoid it – student notes’ is also made available via the ASK webpages.

1.2 Whilst an emphasis is put on enabling students to learn correct academic practice and to achieve high academic standards, the University will normally consider whether first occurrences of poor academic practice can be used as a learning opportunity, taking into account the stage of study concerned. Nevertheless attempts to gain unfair advantage or to cheat are taken very seriously and all allegations of academic misconduct will be investigated according to these regulations. There can be a range of penalties from the educational, including advice on good academic practice up to, at the most severe, being required to withdraw without a degree or exit award for cases of serious cheating.

1.3 “Poor Academic Practice” normally arises through lack of following academic conventions by a student not yet familiar with the assessment practices of the University. Hence their work may include un-attributed or incorrectly referenced material that is very similar to the original source.

1.4 “Academic Misconduct” is normally an attempt to gain unfair advantage by e.g. fabricating data, passing off work as the student’s own or repeated poor academic practice.

1.5 These procedures cover students on all modules and taught courses (including MRes).

1.6 The University of Brighton Guidance on proofreading sets out for students what is and is not considered acceptable proofreading practice for all summative work in
order to ensure that at all times the student’s responsibility as author of their own work is clear.

1.7 An Examination Board will not normally overturn a decision by the Director of Undergraduate Teaching and Learning (or nominee) or an Academic Misconduct Panel.

1.8 BSMS reserves the right to institute disciplinary proceedings arising from a case of academic misconduct with the Student Disciplinary Procedure and/or to refer a student to the “Fitness to Practise Panel”.

2 Definition of academic misconduct

2.1 Academic misconduct includes, but is not limited to:

• Plagiarism. Where a student submits work originated in sum or in part by someone else, with or without their consent but without acknowledgement;
• Collusion. A type of plagiarism defined as collaborating with another student(s) in the completion of assessed work and submitting this as being entirely the student’s own work.
• Falsification or fabrication of results, data or references;
• Duplication. Where a student submits work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission;
• Cheating in an invigilated examination. Where a student copies from unauthorised material or from another student's script within an examination room, communicates with another person during an examination, consults information or individuals while absent from the examination room, or attempts to gain a higher grade by fraudulent means;
• Impersonation. Where one person assumes the identity of another with the intention of gaining unfair advantage for that person;
• Ghosting. Where a student submits as their own, work that has been done as a whole or in part by another person on their behalf, or deliberately makes available or seeks to make available material to another student with the intention that the material is to be used by the other student to commit academic misconduct.
• Unethical behaviour. Conduct which deviates from accepted ethical behaviour, including failure to gain ethical approval, coercion or bribery of
3 Procedure for dealing with academic misconduct

3.1 The initial procedures for dealing with poor academic practice or academic misconduct in work submitted for assessment and for dealing with academic misconduct in an invigilated examination are set out at paragraphs 4 and 5 below.

4 Initial procedures for dealing with academic misconduct in work submitted for assessment

4.1 Where a member of staff suspects poor academic practice or academic misconduct in work submitted for assessment, the member of staff will report the suspicion to the Phase Leader (or equivalent) and will forward the available evidence for consideration by the Director of Undergraduate Teaching and Learning responsible for the delivery of the module or nominee.

4.2 Where an external examiner suspects academic misconduct, the external examiner should notify the Phase Leader (or equivalent), who will investigate the suspicion.

4.3 The Director of Undergraduate Teaching and Learning, or nominee, will consider the work against the criteria at 6.1.1 below and will determine whether the student should be required to attend an Academic Practice Review or whether the matter is to be referred to an Academic Misconduct Panel.

4.4 The Director of Undergraduate Teaching and Learning or nominee will write to the student in accordance with 6.1.1 below, as soon as possible upon receipt of the member of staff's report, informing them that a case of alleged academic misconduct has been reported and making them aware of the support available to them through BSMS Student Support or the Students' Union.

4.5 An allegation of academic misconduct may be made after the work has been marked and returned to the student.
5 Initial procedures for dealing with academic misconduct in an invigilated examination

5.1 Where an invigilator in an examination suspects that academic misconduct may have taken place, the following procedure must be used.

5.2 If possible, the attention of another invigilator should be drawn to the student’s behaviour.

5.3 The student will be allowed to continue with the examination having been informed that a full report will be submitted following the examination. Where the student is in possession or uses unauthorised material\(^{29}\), such material will be confiscated by the invigilator and submitted with the invigilator’s report. At the end of the examination, the student will have their attention drawn by the invigilator to the procedures for investigating academic misconduct which will be followed (as detailed in section 6).

5.4 The invigilator initiating the action must enter a full and detailed account of the evidence on the Invigilator Report Form, including the student’s examination number and submit this to the Director of Undergraduate Teaching and Learning or nominee, within two working days of the examination, who will assess whether there is a potential case of academic misconduct to be answered and decide whether to refer the matter to the Academic Misconduct Panel (refer section 6.3).

6 Procedures for investigating academic misconduct

6.1 Categorisation of Poor Academic Practice/Academic Misconduct

6.1.1 The Director of Undergraduate Teaching and Learning or nominee will consider the initial evidence and determine whether the case should be dealt with by an Academic Practice Review meeting or by an Academic Misconduct Panel. Although a first occurrence will normally be dealt with by an Academic Practice Review, a number of factors will be taken into account including:

\(^{29}\) Students should only be allowed to have in their possession such material as is specified in the regulations or in the rubric of the examination
Section F: Academic misconduct

i. Whether there is a reasonable expectation that the student should have learned appropriate academic practice (e.g. reference skills) and received sufficient guidance (e.g. tutorial).

ii. Any previous recorded instance of poor academic practice or academic misconduct by the student;

iii. The magnitude and proportion of the assignment affected; and

iv. Whether the student is subject to a professional code of practice or requirement.

The student will be notified in writing of the outcome of the Director of Undergraduate Teaching and Learning or nominee’s assessment of the alleged poor academic practice or academic misconduct, details of its nature and whether it will be dealt with by way of an Academic Practice Review meeting with the Director of Undergraduate Teaching and Learning or nominee or by requiring the student to attend an Academic Misconduct Panel.

6.1.2 If the Director of Undergraduate Teaching and Learning or nominee considers that there is no reasonable evidence of poor practice or academic misconduct, then the Director of Undergraduate Teaching and Learning will notify the member of staff reporting the case and the Phase Leader and the process is terminated at this stage. No record will be placed on the student’s file.

6.2 Academic Practice Review

6.2.1 An academic practice review is a pedagogic process which is designed to improve student understanding of academic study skills (e.g. referencing, academic writing). It does not carry any penalties and the review should be conducted in a developmental teaching framework.

6.2.2 The student will be invited to attend an academic practice review with the Director of Undergraduate Teaching and Learning or nominee, normally within five working days following notification of the decision to the student. The student will be notified in writing of their right to seek advice and representation from the Students’ Union or to be accompanied to the meeting by another student or member of staff and will be given a copy of any work or evidence to be considered at the meeting.
6.2.3 The academic work in question will be discussed and the student will be given the opportunity to discuss other academic work they have submitted for assessment. The Director of Undergraduate Teaching and Learning, or nominee, will ensure that appropriate guidance is given on how to avoid the problem in future and the work in question will be returned to the marker and marked in accordance with the extent and merits of the valid parts of the work. The marker will provide extensive feedback on how the deficiencies in the work could be addressed. Advice will be given on the potential consequences of any further instances of poor academic practice.

A report of the meeting will be placed on the student’s file and the Phase leader will be advised of the outcome only.

6.2.4 If at the end of the interview the Director of Undergraduate Teaching and Learning or nominee considers that the case should now be categorised as Academic Misconduct, the student will be informed that the case will be referred to an Academic Misconduct Panel.

If the Director of Undergraduate Teaching and Learning or nominee considers that there is now no reasonable evidence of poor academic practice or academic misconduct, the process is terminated at this stage and no record will be placed on the student’s file.

If the student fails to attend an Academic Practice Review without reasonable explanation, they may be referred to the Academic Misconduct Panel.

6.3 Academic Misconduct Panel

6.3.1 The student will be invited to attend an interview with an Academic Misconduct Panel, which will meet to investigate the case as soon as reasonably practicable following the allegation of academic misconduct. The student will be notified in writing of their right to be accompanied to the meeting by another student, a member of staff or a member of the student’s union advice service. They will be provided with details of the alleged academic misconduct, given a copy of any work or evidence to be considered by the panel and advised of their right to submit a statement in mitigation.

6.3.2 The Panel will be constituted as follows:
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- Director of Undergraduate Teaching and Learning or their nominee (as Chair)
- Two members of staff not involved in the teaching of the student for the work under consideration (this may include the Phase Leader)

i. the member of staff who reported the suspicion of academic misconduct is not a member of the Panel but may be invited to the panel hearing to present the facts of the case and to answer any questions from the panel;

ii. all decisions of the panel will be made by majority vote. The panel has the right to defer its decision if further investigations are required, but a decision must be made, in writing to the student, as soon as reasonable practicable.

6.3.3 The panel will be serviced by an Administrator from the School or nominee, who will notify the members of the Panel and the student(s) concerned of the date, time and place of the meeting of the Panel, at least five working days before the meeting is due to take place. This person will be responsible for taking a full note of the evidence and the decision of the panel.

6.3.4 If the academic misconduct in question involves more than one student, the same Panel may consider each case depending on categorisation in accordance with 6.1.1 above.

6.3.5 The Panel may proceed in the absence of the student where it is satisfied that due notice was given, and there is no satisfactory explanation for the student’s absence.

6.3.6 The Chair of the Panel will hold only information on the student's level, stage of study, current profile of results, and the report from the member of staff who undertook the initial investigation. The Chair will not be in possession of details of any previous cases of academic misconduct on the student's record, and no reference to any such cases will be made at this point.

6.3.7 The student will be presented with the allegation and the evidence. The Panel will interview the student (and witnesses where appropriate) and consider the student’s written statement. The student will be given the opportunity to reply to all evidence and to address the Panel before it considers its decision.

30 Note that the Academic Misconduct Panel Chair should not be the Chair of the student’s Phase Examination Board
6.3.8 If the Panel finds there is no reasonable evidence of academic misconduct, the process is terminated at this stage and the student absolved of the allegation. The work will be returned to the marker and the mark/grade given by the marker for the piece of work will stand and no record will be kept on the student’s file.

6.3.9 Where the Panel finds reasonable evidence of academic misconduct, or if the student admits that academic misconduct has taken place, the case is upheld. At this stage the Chair will call for the student's record for any previous cases of academic misconduct before the panel makes its recommendations of the penalty. A written report of the Panel's deliberations will be sent to the Chair of the Phase Examination Board and a copy sent to the Secretary of the BSMS Academic Board. The report will include:

i. a statement of the evidence considered by the Panel and the Panel's conclusions;

ii. details of any other cases of proven or admitted academic misconduct in the student's record;

iii. the outcome.

A record of the Panel's report will be retained on the student’s file and logged in the Examination Board file.

6.3.10 The Chair of the Panel will report the outcome in writing to the student(s), as soon as reasonably practicable after the meeting giving full reasons.

7 Penalties and professional practice

7.1 The Panel will be appraised of any Professional, Statutory and Regulatory Body requirements, and has the authority to forward the outcome of the case to ‘Fitness to Practise’ panels, or to recommend notification where this is a requirement of the Professional, Statutory and Regulatory Body. The student will be informed of any such action.

8 Student’s right of appeal

8.1 A student who wishes to appeal against the outcome of an Academic Misconduct Panel should write to the Registrar and Secretary of the University of Brighton within
10 working days of notification of the decision. An Appeal shall only be made on one or more of the following grounds:

i. That there is material evidence now available which was not previously available to the Academic Misconduct Panel and of such a nature to cause doubt as to whether the result might have been different had the material been available to the Panel;

ii. that the facts as set out in the findings of the Panel do not warrant the finding that there was academic misconduct.

iii. that the penalty imposed was unreasonable having regard to all the circumstances of the case.

8.2 A simple rehearsal of the arguments from the original Panel hearing will not be deemed adequate grounds for appeal. In cases where new evidence is to be submitted, or where a new witness is to give evidence, the nature of this evidence must also be stated together with an explanation of why it was not available to the original Panel.

8.3 The Registrar and Secretary of the University of Brighton will then decide whether the appeal meets any of the grounds listed above. If the decision is taken that there are no grounds for appeal, the student will be informed in writing as soon as possible after receipt of the appeal by the University.

8.4 If it is identified that there are valid grounds for appeal, an Academic Misconduct Appeals Panel, whose members were not members of the original Academic Misconduct Panel, will be constituted.

Normally the Appeals Panel will consist of:

- The Dean or their nominee as Chair,
- a member of staff familiar with assessment on the student’s course or module and
- a member of staff from outside the student’s school
The meeting of the Appeals Panel will take the form of a re-hearing and will follow a similar process to the original panel. The decision of the Appeals Panel will be notified as soon as possible following the procedures described. There is no further right of appeal and the decision of the Appeals Panel shall be final.

9 Office of the Independent Adjudicator for Higher Education

A student may complain about the Appeal Panel's decision (or any decision short of the Appeals Panel that effectively brings the internal process to an end) to the Office of the Independent Adjudicator. Details of how to complain can be found at:

SECTION G: LEARNING SUPPORT PLANS (LSPs)

1. Introduction and Scope

1.1 The university has a legal responsibility and an ethical commitment to ensure that students have fair access to education and equality of opportunity in teaching, learning and assessment. This is underpinned by the legal framework of the Equality Act (2010) which builds upon previous equality legislation in the Disability Discrimination Act (1995) and SENDA (2001) and by the university's Strategic and Operational Plans, including the OFFA Agreement.

1.2 Recommendations for Learning Support Plans are made where a student has a ‘protected characteristic’ (as defined within the Equality Act) that impacts their ability to learn and perform under specific teaching conditions or in particular types of assessment tasks (e.g. Disability, Pregnancy/Maternity). Students concerned about the scheduling of assessments during religious festivals or other periods of observance should refer to the BSMS Religious Observance policy.

1.3 All students are assessed against the stated learning outcomes for a course. These objectives rarely include reference to any specific assessment methods, although this may occur on certain professional courses (and may be implicit, rather than explicit).

1.4 In admitting a student onto any course, the University makes a positive statement that it believes there is a reasonable chance that the student will meet the learning objectives. Any student who is admitted to a course should be assessed using methods which permit him/her to demonstrate these learning objectives. In some cases, teaching and assessment methods must be adapted to meet an individual's needs, in accordance with the institution’s legal responsibility to make reasonable adjustments.

1.5 Any such adaptation will be managed in such a way as to avoid the introduction of any source of unfairness in the teaching and assessment process.

1.6 Recommendations for adjustments to teaching and learning will be provided for BSMS by the Disability and Dyslexia Team in Student Services through a Learning Support Plan. The team is also available to advise staff across the institution if it is felt that the recommendations made are not in keeping with the stated learning
objectives for a course or module or fall outside the professional body standard
-guidelines, or where further guidance is required.

1.7 Mitigating Circumstances (refer B16) should not be used as an alternative to
Learning Support Plans. However, there may be occasions where exceptional and
unforeseeable factors present themselves which mean that a Learning Support Plan
is unable to provide adequate reasonable adjustments for a situation. Examples of
this could include:

i. When providing adjustment for disabilities which for the most part are
quiescent but have flare ups

ii. if a student experiences a new and unforeseen life-event (e.g. bereavement, a
short-term illness) that impacts separately on their assessment performance.

iii. If a student has actively engaged with the support process but it has not been
possible to put examination/assessment adjustments in place in time. This
could include where a student has had a dyslexia screening but is awaiting
confirmation from an Educational Psychologist so that an LSP can be issued.

1.8 Where mitigating circumstances are submitted, students must also provide additional
evidence as part of this submission. This evidence should differ from that which has
already been supplied to the Disability Team at the time that the Learning Support
Plan was issued.

2. Rationale for Learning Support Plans

2.1 Learning Support Plans will be created by the Disability and Dyslexia Team in
response to a student submitting evidence of a protected characteristic which affects
their teaching, learning and assessment.

2.2 Adjustments for disability

2.2.1 No attempt is made to list all possible disabilities which may be covered by this
policy, although in general terms any student who falls under a category of disability
on the UCAS admissions form may be entitled to some variation to teaching and
assessment methods (though the same disabilities apply to all University taught
courses at both undergraduate and postgraduate levels)
2.2.2 Under the Equality Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a student's ability to perform normal day-to-day activities. These disabilities include, but are not limited to:

i. dyslexia and other specific learning difficulties;
ii. hearing impairment;
iii. visual impairment;
iv. mobility problems;
v. chronic illness;
vi. Autism and Aspergers syndrome;
vii. mental health difficulties; and
viii. other unseen disabilities (such as, for example, epilepsy).

2.2.3 In addition to adjustments to teaching and assessment environments, additional non-medical helper support and assistive technologies may be provided for the student via the Disability and Dyslexia Team.

2.3 Adjustments for Pregnancy and Maternity or Adoption

2.3.1 Additionally, adjustments to teaching and assessment may sometimes be required in order to support students whose studies overlap with a period of pregnancy and/or maternity (which is defined by the Equality Act as the period throughout pregnancy and for up to 26 weeks after the birth of a child), or with the adoption of child.

2.3.2 Evidence of pregnancy will normally be supplied in the form of a MATB1 form or other letter from a medical practitioner. Adjustments will be made on the basis of the pregnancy itself, plus any medical conditions arising there from (e.g. morning sickness) and for the maternity period following childbirth. This time limit will be stated in the Learning Support Plan at time of issue.

2.3.3 Evidence of adoption will normally be supplied in the form of a Matching Certificate, but a letter from social services or another relevant agency would be accepted in the interim if this certificate was not available with sufficient notice. Adjustments may be requested if an assessment period coincides with the start of the adoption period and will be supplied in the form of a temporary Learning Support Plan.
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2.3.4 Although it is recognised that Pregnancy, Maternity and Adoption do not fall within the remit of disability, Learning Support Plans should be issued by the Disability and Dyslexia Team in these instances in order to ensure that recommendations are appropriate and consistent.

2.3.5 More information about support available for students who are pregnant or who have young children, can be found on the University of Brighton website at https://www.brighton.ac.uk/current-students/my-student-life/health-and-wellbeing/pregnancy-and-parenthood/index.aspx

2.4 Temporary adjustments

2.4.1 Some temporary conditions, falling outside the equality legislation, might require a Learning Support Plan. These will be issued specifically where it is deemed more appropriate for a student to continue with the assessment than to submit mitigating circumstances and/or defer the assessment.

2.4.2 Temporary adjustments may be recommended in situations including, but not limited to:
   i. where a student has sustained a physical injury, such as damage to the writing arm or wrist;
   ii. where a student is experiencing a temporary flare up to an otherwise controlled medical conditions; and/or
   iii. in response to emotional or stress reactions to events such as bereavement.

2.4.3 A time limit will be put on the Learning Support Plan at time of issue.

3. Procedure for the determination of adjustments and issue by Student Services

3.1 The student should contact the Disability and Dyslexia Team to discuss the disability or short term medical condition and subsequent learning, teaching and assessment needs.

3.2 Formal written evidence from an appropriate professional such as a medical practitioner, educational psychologist or occupational health professional must be provided in all cases where a Learning Support Plan is issued.
3.3. This evidence will be viewed and recorded by the Disability and Dyslexia Team in Student Services. Where appropriate, the team will be responsible for determining the maximum duration for which this evidence will be deemed valid. Evidence may also be subject to review at a later stage if it is apparent that a student’s situation has changed.

3.4. Following discussion with the relevant Disability and Dyslexia Team Support Officer, the Disability staff member enters the student’s details and full recommendations on the disability database (WADS) and an email is sent automatically to the BSMS School Office and Medical School Manager who distribute and administer the Learning Support Plan as appropriate within the School (see G4).

3.5. The Learning Support Plan will include details of recommended reasonable adjustments, together with time limits where appropriate. Except where Health and Safety issues arise, the plan will not normally detail the nature of the disability, medical condition and/or underlying protected characteristic from which these recommendations have originated, in accordance with the principles of the Data Protection Act.

3.6. Where no time limit is stated in the Learning Support Plan, it must be assumed that the conditions and recommendations are applicable for the duration of a student’s programme of study, or until further guidance is issued.

3.7. In all cases, the Learning Support Plan must be issued by a party that is independent from the course team and academic school so that the fairness and consistency of adjustments across the university can be maintained. This will normally be the Disability and Dyslexia Team.

3.8. The Learning Support Plan will only be shared with BSMS at this stage and not with individual students. It is the School’s responsibility (later in the process) to inform individual students about what their accepted Learning Support Plan will be. This is intended to manage student expectations if there are situations where recommendations need further revision to meet the academic requirements of a particular course and/or module.
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4. Procedure for the receipt and dissemination of Learning Support Plans within academic schools

4.1 Learning Support Plans will be sent to the BSMS School Office and Medical School Manager by email from the Disability and Dyslexia Team.

4.2 As most disabilities will be expected to last throughout a student’s studies, notification of this to the student’s School is required only on the first occasion. Schools have a responsibility to note the details of the Learning Support Plan and to ensure that it is followed for all future assessment periods, unless further notification is provided.

4.2 Nominated staff are able to generate a report at the beginning of each term or semester of the students in BSMS who have had recommendations made in relation to a disability. Reports are available from both SITS and Infoview.

4.4 The school has several responsibilities that must be met on receipt of a Learning Support Plan:

i. to review the recommendations and approve them. If the school feels unable to approve the recommendations as described, they must ask the member of staff who has issued the Learning Support Plan in the Disability and Dyslexia Team for guidance so that an updated version can be issued (refer G4.6 & G4.7);

ii. if a major variation in assessment is recommended the approval of the appropriate Chair of the Examination Board (or nominee) is required (refer G8.7). A record of this must be kept on the student’s file within the School;

iii. to acknowledge acceptance of the Learning Support Plan to the Disability and Dyslexia Team;

iv. to acknowledge receipt of the Learning Support Plan with the student and to advise on any particular local support arrangements (for example, the procedure for applying for assessment extensions);

v. to liaise with the Student and the Disability and Dyslexia Team to coordinate any requirements for human support during examinations (e.g. readers, scribes). These staff will also act as exam invigilators, to remove the need for further additional staffing (refer G4.5);

vi. to share details of the Plan with all appropriate staff within the school, including with Visiting Lecturers if appropriate;

vii. to share the plan with other schools, if required (for example, where joint programme modules are being followed within other academic areas). This
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may include staff remaining mindful of what courses frequently involve joint school modules and then emailing a copy of the Plan to the partner school’s LSP inbox.

4.5 Where human support (e.g. reader or scribe support) is required by a student in exams, BSMS has responsibility to contact the student prior to each assessment period to ask the student to confirm their requirements. BSMS should then contact the Disability and Dyslexia Team to share examination timetable details so that appropriate staffing can be arranged and confirmed back to the student and BSMS. Where BSMS is able to demonstrate that they have contacted the student three times prior to the examination with no reply from the student, BSMS is deemed to have made a reasonable attempt to provide the recommended adjustment(s) for the student.

4.6 If BSMS is unable to implement the recommendations then they must discuss this with the Disability and Dyslexia Team to consider alternatives. If it is still not possible to implement an adjustment then BSMS are responsible for informing the student which adjustments can be implemented and to also keep a record of those adjustments which cannot be implemented and the reasons why.

4.7 Reasons why an adjustment cannot be made would normally fall within one of three categories:

i. Where a particular assessment method can be deemed as a “proportionate means of achieving a legitimate aim”. This wording, taken from the Equality Act (2010), means that adjustments are not required where the form of assessment and/or teaching is inherently linked to a specific learning objective of the course and module in such a way as this objective cannot be achieved through an alternative method.

For example:

For medical students there is an academic requirement for students to gather information about patients through physical examination (e.g. by palpating the patient). It could be impossible for them to demonstrate the same level of medical knowledge through theoretical study alone and so an alternative assessment may not be possible.
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ii. Where professional body regulations limit the application of an adjustment, and it is not possible to negotiate any variation.

For example:
On Qualified Teacher Status (QTS) courses, allowances cannot be made for students regarding spelling and grammar, as these are considered to be core educational requirements by the Department for Education.

iii. Where it is not possible for an adjustment to be made because of lack of resource or logistics. This should be assessed according to the university’s resources as a whole rather than on those of an individual department.

For example:
Where recommendations are made for students sitting examinations in individual rooms, this can be difficult for academic schools to accommodate. It would be appropriate in these cases to consult with other academic schools regarding the availability of any alternative premises before refusing the adjustment on the basis of a lack of rooms.

4.8 A guide for academic staff acting upon recommendations from the Disability and Dyslexia Team can be accessed along with further information relating to supporting disability in the academic environment from:
http://staffcentral.brighton.ac.uk/studentservices/ddt/learning-support-plans.shtm

5 The responsibilities of the Student within this procedure

5.1 The Learning Support Plan process is triggered by the individual student making contact with the Disability and Dyslexia Team to discuss what support they require for their disability or (other protected characteristic), and when they supply appropriate evidence.

5.2 Students are encouraged to make contact with the Disability and Dyslexia Team as soon as possible to provide information about their support needs, since adjustments to assessments may take up to 8 weeks to be arranged (refer 8.3 and 8.4)

5.3 Students hold responsibility within the process for checking and responding to requests from schools in advance of examination periods. These will be sent to the
student’s university email address BSMS will contact students up to three times to ask them to confirm what human exam support is required, and if no response is received then it will not be put in place. Additionally, BSMS will be deemed to have made a reasonable attempt to provide the recommended adjustment(s) for the student. In such cases, mitigating circumstances based on the absence of human support would not normally be upheld.

5.4 If students believe that their support adjustments are no longer appropriate to meet their needs, they should approach the Disability and Dyslexia Team so that their Learning Support Plans can be adjusted appropriately and so that this information can be shared with their academic team. Examples of situations where this might be appropriate could include:

i. As a result of a significant change in the way or severity in which their disability is impacting their studies

For example:
The definition of disability includes medical conditions that may result in the deterioration of amelioration of a student’s situation over time. In these cases, a regular review of the Learning Support Plan by the Disability and Dyslexia Team can ensure that support provided meets the students’ current needs.

ii. As a result of a change in their course contents, teaching method or assessment methods which cause the existing Learning Support Plan to be insufficient in providing suitable ‘reasonable adjustment’.

For example
Some students study courses with optional assessed placements or modules, and a student may be unaware of the full requirements of these options when they approach the Disability and Dyslexia Team at the start of their course. If this component presents new or different teaching and assessment situations, it may be appropriate to contact the Disability and Dyslexia Team so that the Learning Support Plan can be updated.

5.5 Where students feel that support is not being put in place or if they are aware of particular barriers to the implementation of support (for example, if they are studying optional modules in a different academic area or if they are undertaking placement
activities), they should take a more active approach in discussing their Learning Support Plan with their school to ensure that information is shared.

5.6 Information, Advice and Guidance is available for students from the Disability and Dyslexia Team, or they can also access advice independent from the university from the Student Union Support Service.

6 Flowchart of the Learning Support procedure

6.1 The following flowchart provides an overview of the Learning Support procedure within Student Services and Academic Schools:
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Student presents evidence of a Disability, other protected characteristic or foreseeable, temporary, condition to the Disability and Dyslexia Team (DDT)

Is evidence from a recognised Medical Professional, Educational Psychologist or equivalent? Does the evidence include sufficient detail?

DDT assist the student in obtaining suitable evidence, where appropriate

DDT review the evidence and discuss this with the student in order to determine what reasonable adjustments may be required

A record of this meeting, together with the evidence is stored by the DDT

Further support and funding is also arranged by DDT with the student

A Learning Support Plan is emailed by the DDT to the student’s ‘home’ academic school

The Learning Support Plan is received by the Medical School Manager (i.e. through the designated shared mailbox)

Does the Learning Support Plan indicate that a Major Variation of Assessment is required?

Is the Major Variation approved by the Chair of the Examination Board, or nominee? (refer G8.7)

Can the Minor recommendations be approved as they stand?

Receipt and Acceptance of the current Learning Support Plan is issued by the school to the DDT

The student is informed by the school that the Learning Support Plan is approved and advised on any local support arrangements

The Learning Support Plan is shared with the appropriate lecturing staff (including visiting staff, where appropriate)

The Learning Support Plan is shared with other academic schools where a student is undertaking a joint programme or optional external modules

School discusses adjustments that cannot be approved with the issuer of the Learning Support Plan in the DDT so that other options can be considered

Approval of the Learning Support Plan is recorded by the DDT
7 Adjustments to Teaching and Learning Practices

7.1 Learning Support Plans may include adjustments to Teaching and Learning Practices. Common adjustments may include, but are not limited to:

i. A request that the student be permitted to audio-record lectures and seminars

ii. A request for hand-outs and other lecture materials to be provided in advance of timetabled sessions

iii. Access to supportive equipment (e.g. a stool in laboratories)

iv. Specific Access adjustments (e.g. lectures and seminars to be held in accessible buildings)

v. A requirement for the school to issue a Personal Emergency Evacuation Plan (PEEP)

7.2 The need for individual adjustments can often be mitigated by the adoption of more general inclusive practice within the teaching and learning environment and through the integration of technology. Guidance on good practice can be found in the Disability and Dyslexia Team area of Staffcentral and from the Centre for Learning and Teaching.

8 Adjustments to Assessment

8.1 An assessment method or task may include electronic submission as part of the assessment and as such falls within the scope of this policy. Recommendations for adjustments to assessment are included within the ‘Assignments’ and ‘Examinations’ sections of the LSP document. Please note that examination adjustments do not apply to in-class tests where these do not contribute towards overall module marks.

8.2 Two categories of variations of assessment methods are established, minor and major.

8.3 All requests for a variation in assessment methods should be submitted by the Disability and Dyslexia Team to the academic department in a Learning Support plan at least eight weeks before the date of the assessment.

8.4 While a reasonable attempt will be made to process applications received after this deadline, there is no guarantee that this can be achieved within the necessary time period; priority will, during this time, be given to applications where the condition is
temporary in duration and could not have been notified previously such as recent physical injury. Where making an adjustment would have no impact on existing arrangements (e.g. where a student requires extra time and BSMS has already made provision for other student(s), the recommendation should be accommodated. Where changes are more substantial, the student should be advised by the Disability and Dyslexia Team that this may not be possible for the current examination and the student be advised to submit mitigating circumstances.

8.5. In some cases it may not be possible to implement the adjustments detailed in a Learning Support Plan (refer G4.6 & G4.7)

8.6 Minor variations of assessment

8.6.1 Minor variations are those where the student is assessed in the same way as all other students taking that assessment, and where the completed work is, as such, indistinguishable from that of other students. In most cases, minor variations will involve little or no additional cost. Any costs associated with minor variations will be met by the School responsible for the module or unit.

8.6.2 Minor variations will be granted automatically by the school provided that they receive the Learning Support Plan from the Disability and Dyslexia Team before the deadline (refer 8.3), and unless specifically excluded for the particular component (refer G4.7).

8.6.3 Minor variations often affect the way in which an assessment is delivered and include the following:

  i. use of larger fonts on examination papers;
  ii. extension to coursework deadline of between 3 and 14 days;
  iii. use of a computer including appropriate adjustments to display and input modes;
  iv. use of alternative coloured paper;
  v. additional time, rest breaks, location in proximity to WC;
  vi. separate room (alone or with others), with or without medical supervision;
  vii. use of a scribe, reader or prompter, or technology to support this.
  viii. provision of a supportive chair for timed assessments
8.6.4 Additionally, some variations may affect the way in which a work is marked. Specifically, this includes the recommendation that a student is not penalised for poor spelling and/or grammar arising from a Specific Learning Difficulty when completing timed, hand-written assessments. There may be some exceptions to this recommendation (refer G4.7.2).

8.6.5. The completed work should be included with all other work before marking, and should be identifiable only by student number.

8.7 **Major variations of Assessment**

8.7.1 Major variations are those where the nature of the assessment is changed. The introduction of such changes may also result in the creation of potential unfairness, which will be closely monitored.

8.7.2 Major variations may cover a wide range of circumstances, such as:

i. alternative format for assessment (for example, poster presentation in lieu of written work);

ii. essays in place of examinations;

iii. *viva voce* examination in place of a written examination.

8.7.3 The nature of major variations will mean that the work will often be easily distinguished from that of other students, as it will often be in a different format. Approval of major variations is the responsibility of the Chair of the Examination Board or appropriate nominee. In the case of University of Sussex modules the Chair of the Examination Board should discuss and agree any major variations with the module convenor.

8.7.4 The Chair of the Examination Board (or nominee) may, however, wish to discuss the case with other members of the University such as Module Leaders and/or the Disability and Dyslexia Team and/or the External Examiner, as well as the student before reaching a decision on the most appropriate assessment method.
8.7.5 In considering the variation, the Chair of the Examination Board (or nominee) should be mindful of certain issues, which include the following:

i. the appropriateness of the proposed variation - whether the variation as proposed would allow the student to demonstrate the learning objectives of that item of assessment.

ii. the potential introduction of unfairness into the assessment process - whether the revised method might result in the student being either advantaged or disadvantaged when compared against other students.

iii. how the work should be calibrated - if the revised method leads to a different form of work (such as a viva voce examination instead of a written examination), how to ensure that no advantage or disadvantage accrues, with specific attention paid to how other students might have performed had they been assessed in this manner.

iv. whether or not the external examiner(s) has been consulted - if it is deemed appropriate to consult the external examiner(s) about the proposed variations, their comments should be included, where possible in writing.

v. any issues surrounding professional accreditation - if the course leads to professional accreditation and the assessments have been approved by that body, whether the external examiner(s) or the professional body should be involved in the approval of any variations.

8.8 Adjustments for students undertaking placements and field work

8.8.1 In some cases schools may hold responsibility for the coordination of placements and/or field work as part of a programme. In these cases, depending on whether a placement is considered to be an integral or optional part of a programme, the school may have responsibility for sharing Learning Support Plan information with the placement provider.

8.8.2 Further information and guidance regarding students with disabilities on placements can be found in the University of Brighton’s Student Placement Policy (Appendix D)
8.9 **Arrangements in Observed Clinical Structured Examinations (OSCEs) for BM BS students with dyslexia**

8.9.1 Any learning support needs are provided separately in consultation with the Disability and Dyslexia Team at the University of Brighton.

8.10 **Resourcing adjustments**

8.10.1 Schools are responsible for the resource implications of variations to assessment methods as the external funding body (such as Student Finance England, NHS or Research Council) will not pay for any additional assessment costs from the Disabled Students Allowance.
SECTION H: ACADEMIC APPEALS PROCEDURE

1  What is an Appeal?

1.1 An appeal is a request for a review of a decision of an Examination Board. A student may only request a review of the decision of an Examination Board on the following grounds:

i. that a procedural irregularity\(^{31}\) in the assessment process led to a decision detrimental to the student.

ii. that the student had mitigating circumstances\(^{32}\) which the Examination Board could not be made aware of because the student had been unable for valid reasons to divulge them before the Examination Board reached its decision.

iii. that there was an arithmetical error in the student’s marks.

1.2 There is no right of appeal against decisions of an Examination Board which are matters of academic judgement. Academic judgment is the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work (rather than the administrative process).

1.3 An academic appeal may not be brought on grounds of dissatisfaction with the course or inadequate learning support which should be resolved through the Student Complaints Resolution Procedure. If a student brings an Appeal which appears to contain a Student Complaint, the University will decide whether the two processes will be considered separately or whether one process is to be suspended pending completion of the other.

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\(^{31}\) ‘Procedural Irregularity refers to circumstances where the University’s procedures or regulations have not been followed or where other errors have been made by the University in considering the assessment. This might include cases where not all the available evidence that had been submitted (e.g. mitigating circumstances) has been weighed in the consideration of or where factual data has been misinterpreted.

\(^{32}\) Mitigating circumstances are defined at C121.10.2. The student must provide documentary evidence of their mitigating circumstances in accordance with C12.3.
1.4 The academic appeals procedure is available to any student registered on a taught University of Brighton award including Partner Colleges and Brighton and Sussex Medical School awards.

1.5 Where a student has declared a disability to the University, the University will endeavour to ensure that information is available to them at all stages of the procedure in appropriate formats, and that any reasonable adjustments are made to the associated procedure to accommodate the student’s needs.

1.6 Appeals will be handled with an appropriate level of confidentiality, with information only released to those who need it for the purposes of investigating or responding to an appeal. No party will be told more than is strictly necessary in order to obtain the information required from them.

1.7 Where a student wishes to appeal, independent advice and representation can be obtained from the Students’ Union.

1.8 The University will correspond only with the student and not with a friend, family member, solicitor or other third party. Legal representation is not permitted.

1.9 A student whose appeal is under consideration, shall remain registered with the University until a decision is reached regarding their appeal.

1.10 References to any officeholder or member of specific staff in the University shall include any person authorised to act on their behalf (their “nominee”).

2 Results Meeting

2.1 Following notification of results, students may wish to meet with a member of staff (normally their Phase Leader). This meeting provides an opportunity to seek clarification of results and discuss any concerns before the student decides whether or not to submit a Formal Stage 1 Appeal. Where an arithmetic error is suspected, the staff member concerned may report this to the Chair of the Examination Board for appropriate action. (Note that attendance at a results meeting is optional and does not form part of the Appeals process and the student should not miss the deadline for appeal at 3.1 below).
3 **Time Limits**

3.1 A student must commence a Stage 1 Formal Appeal within 21 calendar days from the publication of results.

3.2 A student who is unhappy with the outcome of the Stage 1 Formal Appeal, subject to demonstrating the required grounds, may be able to seek a Stage 2 Review but must do so within 14 calendar days of the date of the Stage 1 Appeal outcome letter.

4 **How to lodge Formal Appeal (Stage 1)**

4.1 The Appeal process is commenced by completing the form entitled ‘Stage 1 Formal Appeal’ which should be sent together with supporting evidence to the BSMS Medical School Manager. The form is available on Studentcentral, on the University’s website, from BSMS School Office and the Students’ Union. An appeal must be submitted by the student. Appeals not on the prescribed form will be rejected. Stage 1 appeals must be lodged with the School Office by email or in hard copy.

4.2 If the student is still awaiting evidence in support of their appeal (e.g. letter from GP) and cannot provide this within the deadline at paragraph 3 above, they should submit the appropriate appeal form together with a note explaining what further evidence is awaited, giving an indication of when this evidence is likely to be received.

4.3 Supporting evidence should be from an independent source (see C12.3) and not from a family member or fellow student.

4.4 Collective appeals are not permitted.

5 **Verification and Checking of Appeal Form**

5.1 The Medical School Manager will acknowledge receipt of the Appeal Form and carry out a verification process to check that the given marks are free from arithmetical error or irregularity and that any applicable Mitigating Circumstances were reported to the Examination Board and taken into account.

5.2 The Medical School Manager will consider whether the appeal falls within the appropriate grounds, is submitted within the required deadline, in the correct format
and is suitably evidenced. This may result in the student being referred to a different procedure (e.g. Student Complaints Resolution Procedure), the appeal proceeding to formal consideration or the appeal being rejected. If only part of the student’s appeal falls within the permitted grounds, the student will be advised of the process to follow.

5.3 The Stage 1 Appeal will then be allocated to an Appeals Adjudicator who has had no previous involvement in the Examination Board decision.

6 Consideration of Appeal

6.1 The Appeals Adjudicator will consider the Stage 1 Appeal Form and accompanying evidence together with documentation provided by the student’s school. The Appeals Adjudicator will normally complete their consideration of the appeal within 14 calendar days, but may notify the student in the event that it is likely to take longer.

7 Outcome

7.1 The Appeals Adjudicator will consider the Academic Appeal and will make one of the following decisions:

i. That the appeal is upheld and the matter referred back to the Examination Board for consideration afresh.

ii. That there is insufficient evidence and the Stage 1 Appeal is not upheld.

7.2 The student will be advised of the decision by email and if the Appeal has been unsuccessful will be given details of the right to take the Appeal to a Stage 2 Review including the required grounds (see paragraph 9 below) and the time limit (see paragraph 8.1). The letter will include a succinct explanation of the reasoning behind the decision.

In the event of (i) the Appeal Adjudicator may make recommendations as to any matters which should be specifically considered by the Examination Board.

7.3 The Examination Board will take into account any recommendation or new information and will consider its decision afresh. If circumstances make it impossible to reconvene a full meeting of the Examination Board, an appropriate sub-group will
be convened. The sub-group must include the Chair and at least one external examiner. The membership of the sub-group should be approved by the Dean of BSMS (or nominee).

7.4 In cases where mitigating circumstances unknown to the Examination Board have resulted in a student's appeal being upheld, these circumstances will be referred back to the appropriate Examination Board Sub-Committee for Mitigating Circumstances for consideration before the matter returns to an Examination Board.

8 Review (Stage 2)

8.1 If the student wishes to seek a review of the Formal Stage 1 decision they may request that the Appeal is reviewed by the Secretary to the University of Brighton Academic Board or nominee. The appropriate “Stage 2 Review Request” form should be lodged with the Secretary to the University of Brighton Academic Board either via post or electronically (appeals@brighton.ac.uk) within 14 calendar days from the date of the Stage 1 outcome email. The form is available on Studentcentral, on the University’s website, from BSMS School Office and the Students’ Union.

8.2 Review requests submitted outside this specified timescale will be ruled invalid unless the student is able to provide good reason why they were unable to submit the form within the 14 calendar day time limit.

9 Grounds for Stage 2 Review

9.1 A Stage 2 Review may only be requested on the following grounds:

i. that relevant procedures were not followed during the Formal Appeal Stage 1.

ii. that the outcome of the Formal Appeal Stage 1 was manifestly unreasonable on the basis of the evidence available at that time.

iii. that new material evidence has been provided which for good reason the student was unable to supply when the Formal Appeal Stage 1 was considered.
10 Outcome of Stage 2

10.1 If the Appeal review is upheld, the Secretary to the University of Brighton Academic Board will provide the student with a written outcome by email which will be one of the following:

i. that the Stage 2 Review is upheld and the Examination Board is required to consider the case afresh.
ii. that the Stage 2 Review is not upheld.
iii. exceptionally the Secretary to the University of Brighton Academic Board may refer the matter for consideration by the BSMS Academic Appeals Committee (stage 3) or may refer it back for further consideration by an Appeals Adjudicator.

The outcome will include a succinct explanation of the reasoning behind the decision.

11 External Stage - Office of the Independent Adjudicator (OIA)

11.1 If the Appeal Review is not upheld this will be communicated by means of a “completion of procedures” letter normally within 14 calendar days. This letter will confirm that the academic appeal procedures are complete and that there is no further avenue of appeal available within the University. It will include a clear explanation of the reason for the decision and will advise the student of their right to submit a complaint to the Office of the Independent Adjudicator for Higher Education (“OIA”), the time limit for so doing, and that further advice and support may be obtained from the University of Brighton Students’ Union.

12 Stage 3 – Referral to the BSMS Academic Appeals Committee

12.1 Introduction

12.1.1 The BSMS Academic Appeals Committee will meet on the first convenient date, which shall not normally be more than 12 weeks (inclusive of University closures) after the request has been lodged.

12.1.2 The Secretary to the Academic Board of the University of Brighton will be Secretary to the Academic Appeals Committee and in summary:
• is responsible for ensuring that the procedures are appropriately adhered to;
• shall receive the formal notice of appeal;
• shall be satisfied that an appeal is within the grounds given above;
• shall convene a meeting of the Academic Appeals Committee;
• shall ensure that decisions are notified to all parties concerned and that appropriate action is taken.

12.2 Timing

12.2.1 Ten working days' notice of the date, time and venue of a meeting of the BSMS Academic Appeals Committee shall be given to the members, the appellant and any other persons being required to attend. The notice to the appellant shall be sent by recorded delivery service to the address given on the written notice of appeal.

12.2.2 An appellant is required to inform the Secretary to the Academic Board of the University of Brighton in writing if the appellant intends to be absent from the address given on the letter of appeal (particularly if they will be absent from the United Kingdom) at any time during the 12 week period.

12.3 Constitution, membership and terms of reference of the BSMS Academic Appeals Committee

12.3.1 The terms of reference are as follows:

A Committee of the Joint Approval and Review Board to act on behalf of the Board in:

1. deciding whether there is a case for appeal by the student against an examination board decision as set out in these regulations;
2. informing the student where the case for appeal is not upheld;
3. requiring an Examination Board whose decision has been challenged by the appeal to reconsider the decision where the case for appeal is upheld.

12.3.2 The BSMS Academic Appeals Committee will be composed of persons who have had no direct involvement with the student(s), the programme or the Examination Board concerned.

12.3.3 The membership of the BSMS Academic Appeals Committee shall be:
i. as Chair a member of the University of Brighton Senior Management Team who is also a member of the Joint Approval and Review Board;

ii. a Head of School or Department of University of Brighton from a School or Department other than that in which either
   • the Chair of the Examination Board of the body making a recommendation to the Vice-Chancellor is based
   • or the appellant is based

iii. a Head of School or Department of the University of Sussex from a School or Department other than that in which either
   • the Chair of the Examination Board or the body making a recommendation to the Vice-Chancellor is based
   • or the appellant is based;

iv. a student of the University of Brighton, from a School other than that in which the appellant is based, nominated by the University of Brighton Students’ Union. (The student member shall also not have been a student on any module studied by the appellant.)

v. a student of the University of Sussex, from a Faculty other than that in which the appellant is based, nominated by the University of Sussex Students’ Union. (The student member shall also not have been a student on any module studied by the appellant.)

12.3.4 If it is necessary to convene the BSMS Academic Appeals Committee at short notice and in the event that none of the appointed members in a particular category is available, the Chair of the Joint Approval and Review Board or in the Chair’s absence the Deputy Chair, shall have the right to replace any of the appointed members by a member of the same category, where appropriate.

12.3.5 The members eligible to serve on the Committee shall be reviewed annually by the Joint Approval and Review Board.

12.3.6 Any potential member who has been involved in examining, counselling or advising an appellant will be ineligible to serve on the Committee hearing the case of that appellant.

12.3.7 A quorum of the BSMS Academic Appeals Committee shall be four members.
12.4 Procedure adopted for a meeting

12.4.1 Papers for a meeting of the BSMS Academic Appeals Committee will be available to members of the Committee, the Secretary to the Academic Board of the University of Brighton and the Chair of the Examination Board and the appellant, and be circulated no later than five working days before the meeting. The papers will include:

i. notes on procedure;
ii. this section of the BSMS Programme, Examination and Assessment Regulations;
iii. the appellant’s letter of appeal (together with any supporting documentation);
iv. appropriate information supplied to the Secretary to the Academic Board of the University of Brighton by the Chair of the Examination Board concerning the appellant’s academic performance; and
v. any other written statement or evidence from the appellant.

Statements tabled at the meeting by the appellant shall not be permitted except by approval of the Committee and may result in the meeting being adjourned (refer H12.5).

12.4.2 The appellant must be present at the meeting of the BSMS Academic Appeals Committee and cannot be represented in absentia by a third party. The appellant may be accompanied by a person of their choosing. The appellant is responsible for securing the attendance of any person accompanying him/her and will inform the Secretary to the Academic Board of the University of Brighton of the name of any person accompanying him/her. The provision of a hearing within the appeals procedure does not act as a Court of Law. It is therefore considered inappropriate for the parties to have legal representation. BSMS would therefore not normally expect the appellant to be accompanied to the meeting of the BSMS Academic Appeals Committee by a legal representative. Should the appellant choose to be accompanied by a legal representative, BSMS then reserves the right to its own legal representative at the meeting.

12.4.3 If the appellant does not appear and the BSMS Academic Appeals Committee is satisfied that notice of the appeal hearing was duly sent to him/her in accordance with H12.2 above, the appeal lapses.
12.4.4 Normally the Examination Board shall be represented by the Chair, who may be accompanied by a person of their choosing.

12.4.5 The Secretary to the Academic Board of the University of Brighton, or nominee, shall normally be present throughout the meeting in order to advise the Committee.

12.4.6 The following procedure shall normally be adopted for a meeting:
   i. preliminary private discussion by the Committee of the case;
   ii. evidence from the appellant, and any person accompanying him/her, in the presence of the Chair of the Examination Board and any person accompanying him/her;
   iii. questions by the Committee to the appellant and any person accompanying him/her;
   iv. questions by the Chair of the Examination Board and any person accompanying him/her to the appellant and any person accompanying him/her;
   v. further questions by the Committee;
   vi. evidence from the Chair of the Examination Board, and any person accompanying him/her, in the presence of the appellant and any person accompanying him/her;
   vii. questions by the Committee to the Chair of the Examination Board and any person accompanying him/her;
   viii. questions by the appellant and any person accompanying him/her to the Chair of the Examination Board and any person accompanying him/her;
   ix. further questions by the Committee;
   x. private meeting of the Committee on the evidence presented;
   xi. announcement by the Chair of the Committee’s decision in the presence of all parties.
   xii. the Secretary to the Academic Board of the University of Brighton will inform the appellant in writing of the outcome within five working days of the meeting.

12.4.7 The Committee may decide, following its preliminary private discussion, to vary the order of proceedings. If it is not possible for the Committee to come to a final decision, but it is agreed that an adjournment (refer H12.5) is not necessary, the Committee may reserve its decision but a decision must be made within five working days of the meeting.
12.4.8 The Committee, the appellant and the staff representing the Examination Board may summon to appear any other person(s) whom they may consider to be material witnesses. The appellant and the staff representing the Examination Board shall be responsible for informing:

i. the witnesses that they propose to call of the details of the meeting and for securing their attendance; and

ii. the Secretary to the Academic Board of the University of Brighton of the names of the witnesses.

The Committee shall decide whether the witnesses will be called one at a time or whether they should be required to attend together.

12.4.9 The Committee shall have the discretion to decide whether sufficient information has been presented or if additional information and/or witnesses are required.

12.4.10 The Committee is not empowered to consider an appeal on grounds other than those lodged by the appellant. Any alteration to the grounds of appeal shall necessitate a fresh submission and a new hearing.

12.4.11 All decisions of the Committee shall be made by a majority vote of the members. In the event of the votes being tied, the decision shall be in favour of the appellant.

12.4.12 The proceedings of the Committee shall be confidential. In accordance with the University of Brighton’s guidelines on the conduct of meetings no tape recording of the proceedings shall be allowed except by prior permission of the Chair of the Committee and the Secretary to the Academic Board of the University of Brighton. The minutes of the Committee’s meeting and any resulting report shall be confidential to the members of the Committee and the Secretary to the Academic Board of the University of Brighton only, except where an appeal has been upheld. In these circumstances the minutes and/or a report will be deemed to be of assistance in the Examination Board’s reconsideration of a case (refer H12.6) and will be made available to the Chair of the Examination Board.
12.5 Adjournment

12.5.1 The Committee may at any time adjourn the meeting to a subsequent meeting of the Committee. Where the day, time and venue for such a meeting are not appointed at the time of the adjournment, the Secretary to the Academic Board of the University of Brighton shall, not less than 10 working days before the day appointed, give notice to the members of the Committee, the appellant and any other persons being required to attend of the day, time and venue of the resumed meeting.

12.5.2 When the meeting is resumed no fresh evidence shall, except by approval of the Committee, be produced unless either;
   i. the substance thereof has been communicated by the appellant to the Secretary to the Academic Board of the University of Brighton not less than 10 working days before the resumed meeting; or
   ii. it is in the nature of a reply to any such evidence.

12.6 Procedure to be followed in the event of an appeal being upheld

12.6.1 If the BSMS Academic Appeals Committee upholds the appeal, it shall require an Examination Board to reconsider its decision(s) if:
   i. a student establishes to the satisfaction of the Committee that their performance in the examination was adversely affected by illness or other factors which the student was unable, or for valid reasons unwilling, to divulge before the Examination Board reached its decision;
   ii. if the Committee is satisfied on evidence produced by a student or any other person that there has been an internal administrative error, or that the examinations were not conducted in accordance with the regulations for the programme, or that some other material irregularity relevant to the assessments has occurred.

12.6.2 If the Committee decides that there are grounds for a review, the grounds on which an Examination Board is to be asked to reconsider its decision should be identified. For this purpose it shall supply the Examination Board with its comments, recommendations and any other evidence or information which has been produced.

If a decision is referred to an Examination Board, as detailed above, the Board shall reconsider, within three calendar months of the date of the appeal hearing, the
appellant's case, giving due consideration to the comments and recommendations of
the Committee. It will either confirm its decision or make such adjustments as in the
circumstances seem just. The Chair of the Examination Board will report the decision
to the Secretary to the Academic Board of the University of Brighton and inform the
appellant of the outcome.

12.6.3 The Examination Board may, if appropriate, seek additional evidence of the student’s
performance, either through assessment at the next available opportunity, or through
a *viva voce* examination, or through any other form of assessment appropriate to the
student’s circumstances and the requirements of the programme of study.

12.6.4 In cases of procedural or other irregularity (*refer H12.6.1*), the Secretary to the
Academic Board of the University of Brighton may recommend to the Joint Approval
and Review Board an annulment of the decision of an Examination Board. The Joint
Approval and Review Board is empowered to annul the decision of an Examination
Board if in its opinion due and proper account has not been taken of the relevant
factors.

The Joint Approval and Review Board may annul such a decision without making a
prior request for reconsideration, in particular in cases where it is impossible to
reconvene an Examination Board. If an error or irregularity is found to have affected
more than one student, the Joint Approval and Review Board may annul the whole
examination process or any part of it.

12.6.5 When a decision has been annulled it is the responsibility of the Joint Approval and
Review Board to take whatever action is required, including, if necessary, the
appointment of new external examiners, in order to make revised recommendations
in respect of the students concerned.

12.6.6 The decision of the Examination Board or, where appropriate, the Joint Approval and
Review Board, is final. There is no further right of appeal within the Universities.

12.7 Procedure to be followed in the event of an appeal being dismissed

12.7.1 If the appeal is not upheld this outcome and the justification for it will be
communicated to the appellant by the Secretary to the Academic Board of the
University of Brighton. There is no further right of appeal within the Universities.
13 Monitoring and review of Academic Appeals and quality enhancement

13.1 The Chairs of Examination Boards will maintain a record of all stage 1 academic appeals; the Secretary to the Academic Board at the University of Brighton will maintain a record of all stage 2 academic appeals. The Joint Approval and Review Board will receive an annual report from the Secretary to the Academic Board at the University of Brighton on the outcome of all appeals for the academic year, with the expectation that appeals will be monitored as far as possible, in accordance with the Universities’ Equality and Diversity Policies.

13.2 In the light of this report the Joint Approval and Review Board will, if necessary, consider appropriate recommendations for quality enhancement where consistent themes/issues from the report are identified.

13.3 The Universities provide appropriate support for staff dealing with academic appeals through their staff development frameworks. The University of Brighton provides staff with access to this academic appeals procedure and to other related policies and procedures.

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33 An annual report contains an anonymised analysis of academic appeals
EXAMINATION BOARDS – PROCEDURAL GUIDANCE

1 Staff duties

1.1 Chair of Examination Board

The Chair of the Examination Board takes overall responsibility for the efficient operation of the Examination Board and the discharge of its detailed responsibilities. The Chair is responsible for:

(i) briefing external examiners;
(ii) taking action to ensure attendance at Examination Board meetings;
(iii) determining whether or not those present at an Examination Board are sufficiently representative of the membership to assure the security of the Examination Board’s decisions. Where the Chair of the Phase Examination Board is not satisfied that the appropriate staff are present, the Chair should contact the Chair of BSMS Academic Board or, in his absence, an appropriate nominee. The Chair of BSMS Academic Board or nominee should determine whether the meeting should be postponed and, if not, any additional conditions required to assure the legitimacy of the Examination Board’s decisions;
(iv) reporting to the Chair of BSMS Academic Board on cases of absence, explaining why it was considered appropriate to continue with the meeting, this absence notwithstanding. The same procedure also applies when any member arrives late, or leaves a meeting of the Examination Board before the end of proceedings;
(v) Ensure that the Examination Board is compliant with the procedures
(vi) The Chair, on behalf of the Phase Examination Board, will present an annual written report on the programme or modules with which the Board is associated for consideration by the BSMS Academic Board as part of the continuous critical appraisal of the programme. This report will include comment on the effectiveness of the specific regulations of the programme or modules, and any recommendations from the Board and/or external examiner(s) for amendment to the regulations, for initial consideration.

1.2 Phase Leader
The Phase Leader is responsible for ensuring and maintaining appropriate academic standards within the relevant phase of the programme. A Phase Leader may delegate some responsibilities with regard to assessment and examination to (an)other member(s) of the teaching staff.

1.3 Curriculum and Assessment Manager
The Curriculum and Assessment Manager is responsible for ensuring that all Examination Boards in the School are appropriately constituted, scheduled and serviced, and will nominate the Secretary for each Board, who may be any appropriate member of staff. The Curriculum and Assessment Manager will also assist, where appropriate, in briefing internal and external examiners.

1.4 Secretary to the Examination Board
The Secretary to the Examination Board is responsible for ensuring correct arrangements for Board meetings including:
(i) the preparation and circulation of agenda papers;
(ii) having available at the meeting information pertinent to individual students;
(iii) the assembling of all documentation for the meeting;
(iv) the minuting of the meeting in such a way that all decisions are unambiguously and fully recorded, particularly in cases where a judgement has been difficult for any reason;
(v) the preparation of pass lists marked with the date of publication.

1.5 Module Leader
The duties of a Module Leader are to:
(i) attend all meetings of the Examination Board of which the Module Leader is a member and give attendance at such meetings priority over all other commitments. If for some exceptional reason the Module Leader is unable to attend a meeting, they shall normally propose a substitute for appointment by the Chair of the Examination Board;
(ii) prepare assessed work and examination papers as required for the module for which they are responsible, and (where required by the programme assessment regulations) to submit such work and papers for consideration and amendment by the external examiner and/or the Examination Board;
(iii) submit assessment material, including scripts, essays or project reports to the external examiner as required;
(iv) make arrangements (and where appropriate consult, and obtain the approval of, the external examiner(s)) for other forms of assessment which may be required for certain students, including *viva voce* examinations, where permitted;

(v) ensure that the result(s) of assessed work for the module for which they are responsible, as moderated (where applicable) by the external examiner is available to the Examination Board by an agreed date;

(vi) come to an agreement with other relevant internal examiners over the mark or grade to propose to the Examination Board in cases where there are notable prior discrepancies between the mark or grade awarded by the different internal examiners and prior to the mark or grade being disclosed to the student;

(vii) be available for consultation during the first 30 minutes of the examination(s) for which they are responsible, or arrange for a substitute to do so;

2 Documentation

2.1 Module Examination Boards

The documentation for the Module Examination Board should consist for each module:

(i) the code and title;

(ii) the type of each assessment component;

(iii) the weighting of each component if appropriate;

(iv) the mean and standard deviation for each component and for the aggregated total of the marks for all students presented, if appropriate;

and for each student who has studied the module, the documentation will provide:

(v) student number;

(vi) family name and forenames;

(vii) programme, if appropriate;

(viii) a mark or grade for each component of the assessment;

(ix) the final aggregated mark (calculated automatically) or grade for the assessment where appropriate.

This documentation will be available directly to those administering the Module Examination Boards from the student information system in a standard format.

2.2 Phase Examination Board

The documentation for the Phase Examination Board should consist for each student enrolled on the relevant phase of the programme:
(i) student number;
(ii) programme;
(iii) current mode of study;
(iv) current stage or level;
(v) year of progression to current level;
(vi) the mark for all module components studied by the student in the current stage of their programme on which is based the overall mark, grade or decision for the stage;
(vii) Knowledge Test and OSCE averages;
(viii) in the case of those students presenting themselves for a degree all components, or marks or grades for previous stages, which contribute to the final mark or profile on which any classification is based;
(ix) whether mitigating circumstances have been accepted for the current or previous sessions;

This documentation will be available directly to those administering the Phase Examination Boards from the student information system in a standard format.

3 Constitution and membership

3.1 The constitution and membership of every Phase Examination Board must be approved on behalf of the Joint Approval and Review Board, normally as part of the validation process. Membership of each Examination Board shall be reviewed annually by the BSMS Academic Board on behalf of the Joint Approval and Review Board.

3.2 Any revisions to the constitution and terms of reference of an Examination Board must be approved by the Joint Approval and Review Board.

3.3 When approving the membership of Phase Examination Boards, the BSMS Academic Board should be mindful of the guidance that there should normally be no fewer than five and no more than ten members of the Board who are also members of the Universities.

3.4 BSMS should attempt to ensure some other independent presence at Boards as an observer, who may be the Medical School Secretary or nominee, and/or the Registrar and Secretary of the University of Brighton or the University of Sussex, or nominee.
3.5 The University of Brighton has agreed that a Statement of Procedural Compliance will be signed by the Chair and the External Examiner(s) after each Examination Board. This Procedural Statement (see Appendix 4) should be lodged with the University of Brighton Academic Services up to 15 days after an Examination Board, with any anomalies reported as soon as possible.

4 Procedures for Examination Boards

4.1 For administrative convenience, and where appropriate the meetings of several Module Examination Boards, and/or several Phase Examination Boards may be combined. Under these circumstances the meetings should be organised so that the separate functions of each Board is clearly distinct.

4.2 Normally a Phase Examination Board will not follow immediately after the Module Examination Boards which have responsibility for the modules which contribute to the programme, since administrative processing of decisions from the Module Examination Boards is required.

4.3 It is advisable for a sub-set of the Phase Examination Board, for example, the Phase Leader and some of the internal examiners (not usually including the Chair), to meet in advance of the meeting of the Board to review the profiles of the students, and to discuss and formulate recommendations regarding the students’ progression or eligibility for awards. In this way the business of the Board should progress more efficiently.

5 Examination Board discretion

5.1 Examination Boards are well aware of the obligation to arrive at decisions properly and fairly, and to use discretion reasonably. The use of discretion by Examination Boards is an important part of their deliberations leading to informed judgements on students, and is perfectly acceptable as a matter of academic judgement when exercised fairly and reasonably. However, it must be ensured that:

(i) where any changes are made by Examination Boards to individual subject marks the reasons for such changes must be accurately detailed in the paper minutes of the meeting;

(ii) all cases of discretion exercised by Examination Boards should also be detailed in the paper minutes (see Section 6 below);
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(iii) the paper minutes of the Module Examination Board should include a clear record of any advice or recommendations to the Phase Examination Board regarding individual circumstances or the use of the Board’s discretionary powers.

6 Examination Board minutes

6.1 Examination Board minutes represent the formal record of meetings held to determine the results of students at assessment, and to recommend the conferment of awards to the Chair of Academic Board. As such they are significant documents which are of great importance to the University, and must be thorough and accurate.

6.2 Minutes should include:

(i) a list of all those members present;
(ii) a list of all those present who are not members of the Board, but are attending in some other capacity (including any representation from the School Office, where not a member; representation from Academic Services; and any secretarial or support staff);
(iii) any apologies for absence;
(iv) any amendments to the minutes of the previous meeting;
(v) a report on any matters arising since the last meeting;
(vi) confirmation of external moderation of marks (including any alternative arrangements)
(vii) where appropriate, any cases of generic mitigation considered, together with a record of the outcome of discussion;
(viii) any cases where changes are made to individual subject marks, giving the reasons for such changes;
(ix) all cases of discretion exercised by the Board, including:
   a. the award of a degree classification higher than that suggested by the raw mark;
   b. any decisions to award credit by compensation;
   c. any decisions to permit conditional progression;
(x) the date(s) for the submission of any referred work or examinations, where appropriate;
(xi) a clear record of any advice or recommendation to a future Board;
(xii) the closing remarks of the external examiner(s), internal examiner(s) and Chair.
6.3 Some of the above information may also be included with the minute field in CAMS. However, it is important that the deliberations of the Board be retained in one coherent document, such that they provide a formal record of the meeting and permit a subsequent reader to gain a sense of the decisions taken. This allows for a better check for consistency, and permits individual cases to be considered and viewed within the context of the whole, for example in the case of a request for a review of the decision. It is not anticipated that the minutes will include a high level of detail, and it may be appropriate that a number of decisions be recorded in one discursive minute. This does not detract from the need to include the usual information within CAMS minute fields, which can be of great assistance to Boards in reaching their decisions.

6.4 The minutes of Examination Boards should be confirmed and approved by the Chair of the meeting, as they may be crucial evidence in the event of a student request for a review of an Examination Board decision.

6.5 Minutes will be collected locally by the Curriculum and Assessment Manager or nominee. Copies of all Examination Board minutes are retained by BSMS on behalf of the Universities of Brighton and Sussex.

7 Pass list format

7.1 Notification of Examination Board outcomes to students

(i) Following a meeting of an Examination Board each student shall receive written notification of their assessment outcomes. Notification will be issued by the Chair of the Examination Board as soon as possible after the Examination Board meeting. The normal expectation is that this should occur within 5 working days.

(ii) Schools may continue to publish examination board pass lists. The format for pass lists shall be as follows:

• the student’s unique student identifier must be shown. Under no circumstances should the student’s name be shown;
• the pass list shall be printed on BSMS headed paper;
• the pass list must be signed by the Chair of the Examination Board and where it continues over more than one sheet, each page shall be signed and numbered;
7.2 Notification of Examination Board outcomes to University of Brighton Academic Services

(i) A pass list shall be sent to University of Brighton Academic Services in accordance with the deadline for the receipt of pass lists established in advance of the award ceremonies. The format for pass lists submitted to Academic Services is as follows:

- the student’s full and correct names must be shown;
- the pass list shall be printed on BSMS headed paper;
- the pass list must be signed by the Chair of Examination Board and where it continues over more than one sheet, each page shall be signed and numbered;
- the School stamp shall be affixed to the Chair’s signature on the final page.

(ii) All students commencing a year of the programme, and all students who were examined, including those who retook examinations or resubmitted work without being enrolled for repeat attendance, must appear on either the 'pass' or 'non-pass' list. The only omissions should be those who have been the subject of an R1 (Amendment to Student Record) which has previously been sent to Academic Services at the time of withdrawal or transfer.

(iii) The accepted layout for the fail, referred or deferred list is the same as the pass list (BSMS headed paper, chair's signature, school etc.) There are three alternatives to "pass":

- FAIL - state whether each student is permitted to repeat the year with attendance, either Full time or Part time; or may retake the examinations only or is required to withdraw.
- REFERRED - indicate which part of the course and when resit/resubmission is required for each student.
- DEFERRED - include details of each student on whom a decision has been deferred and the date when a decision is expected.

7.3 Award Conferring Pass Lists

(i) Award-conferring pass lists are not confirmed until they are signed by the Vice-Chancellor of the University of Brighton, as Chair of the Academic Board, and
the Vice-Chancellor of the University of Sussex, as Chair of Senate. The top of the pass list should have a statement to this effect:

"The results listed below are those agreed at the Examination Board and have been forwarded to the Vice Chancellor of University of Brighton, as Chair of the Academic Board and the Vice-Chancellor of the University of Sussex, as Chair of Senate."

(ii) The pass list must be in enrolment number order.

(iii) Clearly noted on the line “with effect on” shall be the date of the Examination Board and therefore the date of the award.

7.4 Non Award Conferring Pass Lists

(i) The pass list must be dated at the bottom of the page next to the Chair’s signature; the date being that of the Examination Board meeting.

(ii) Where a student has failed one or more elements of the course but is nevertheless permitted to proceed to the next year, the student shall be shown as having passed. The entry should be qualified by a footnote.

(iii) A pass list must be prepared for each year or assessed stage of each course including sandwich years or other years for which no formal examinations are assessed. This will ensure that students are progressed positively rather than by default, which alleviates misleading information being sent to LEA’s.

7.5 Dispatch of pass lists

(i) Award year pass lists are the source of information for the production of certificates and of final documentation for the Awards Ceremony, their prompt return to the Academic Services is therefore essential.

(ii) The pass list also provides the information from which reports to LEAs may be prepared. Student funding may be delayed if prompt and accurate information is not readily available.

(iii) Formal pass lists in the format described above are required for all resit students or reassessments. These need to be received in the Academic
Services promptly so that student funding is assured or so that Awards may be conferred.

(iv) Prompt receipt of lists in Academic Services also facilitates the re-enrolment process at the start of each academic year.
APPENDIX 2

GUIDELINES IN RESPECT OF ACCESS TO EXAMINATION RESULTS

1 Introduction

1.1 Provisional marks or grades on all assessments, including written examinations, should be given to students throughout the year; a written disclaimer should be provided stating that the marks are subject to ratification by an Examination Board and may therefore change. In this way the Universities of Brighton and Sussex fulfil their obligations under the Data Protection Act. (This does not preclude the possibility of maintaining statistical data on computer file (e.g. raw marks which have been processed to arrive at a final mark), so long as the data has been depersonalised and there is no intention of restoring personal identifiers. (Information on other aspects of the Data Protection Act and the relevant procedures and practices is contained in the general Code of Practice to which this appendix is an annex, copies of which can be obtained from the University of Brighton Computer Centre).

2 Schools

2.1 Schools must ensure that students are aware of their right to information both on their academic progress and the relevant personal information that is maintained on computer. Information given to students should contain a clear indication of the procedure by which marks are arrived at, and the means by which these marks will be conveyed to them. Although it is the responsibility of staff teaching on a programme to provide students with information on how they are progressing on the programme, staff are not obliged to enter into discussion on, or to explain, particular marks.

3 Publication of outcomes of Phase Examination Board deliberations

3.1 The outcomes of Phase Examination Board deliberations should be published as soon as possible after the meeting of the Board; normally this will be within 5 working days, although for administrative reasons there may be a delay. The deadline for publication will not fall after the deadline established in advance of Award.
Ceremonies. Students must be notified, in advance of the examination period, of the time by which results will be published.

3.2 Results are not normally given over the telephone without prior arrangement, for reasons of confidentiality (even after results have been made public).

3.3 Once results have been published, they may be made available to employers, as well as being retained within BSMS and the Universities for record, reference and statistical purposes (in the latter case, the results would be anonymised).

4 **Appeals against Examination Board decisions**

4.1 As the grounds for appeal exclude the possibility of an appeal against decisions of an Examination Board which are matters of academic judgment, the publishing of examination and assessment marks should have no impact on students' eligibility to appeal against an Examination Board decision.
APPENDIX 3

ARRANGEMENTS FOR THE INVIGILATION OF EXAMINATIONS

1 Introduction

1.1 These arrangements shall apply where BSMS students sit formal written or practical examinations on any University of Brighton, University of Sussex or NHS site and the instructions contained herein must be strictly observed.

1.2 The Medical School Secretary is responsible for the administrative arrangements for all formal examinations within BSMS. Enquiries regarding the administrative procedures should be directed to the Medical School Secretary or a colleague appointed by the Medical School Secretary.

1.3 For the purposes of interpretation, the term Dean of BSMS when used in this appendix refers to the Dean of BSMS, Module or Phase Leader or other senior member of the academic staff within the School designated with the responsibility for academic oversight of the examinations.

Part 1: written examinations

2 Appointment of invigilators

2.1 The Dean of BSMS has responsibility for the provision of sufficient invigilators to cover all the supervised examinations of University-based students in the School. Overall responsibility for the conduct of the examination shall rest with the 'Principal Invigilator' who shall be designated by the Dean of BSMS.

2.2 Invigilators will normally be members of staff of either University or BSMS. The internal examiner(s) principally responsible for an examination paper must, if not invigilating, be readily available for consultation during the first thirty minutes of the examination period, either personally in the examination area or by telephone in some other room previously notified to the Principal Invigilator and to the School Secretary. A notice will be displayed in the examination room showing where the nearest available telephone is to be found.
2.3 A minimum of two invigilators shall normally be designated to serve in each examination room, although in exceptional circumstances the Dean of BSMS and the Medical School Secretary or a colleague appointed by the Medical School Secretary may agree an alternative arrangement. An approximate ratio of 25:1 students to invigilators is recommended. Further assistance may be required from members of staff from the Medical School in order to assist with the issue and layout of material at the beginning of the examination and with its collection at the end.

3 Instructions to invigilators – before the examination

3.1 Invigilators should act in accordance with the BSMS Programme, Examination and Assessment Regulations. However, they must have discretion to take whatever action may be appropriate to meet unforeseen circumstances. Such action must be reported in writing to the Director of Teaching and Learning (or nominee) of BSMS and the Medical School Secretary or a colleague appointed by the Medical School Secretary.

3.2 Invigilators must ensure that they are on duty in the examination room at least twenty minutes before the examination is due to commence, and should allow themselves sufficient extra time when it is obvious that the preparations required will be complex and lengthy.

3.3 Invigilators should ensure that:
   • a copy of the Examination Room Rules has been posted clearly on the door of the examination room, and that students’ attention has been drawn to this fact;
   • desks are clear; and
   • a clock is placed in a prominent position, visible to all students. This will be used for timing the examination. (The Curriculum and Assessment Manager will ensure that a clock is available).

3.4 Examination materials and papers:
   • all the material required for the examination must be collected by the invigilators and set out on the desks before the students enter the room. All stationery and authorised materials, such as mathematical tables, will be available in the room designated in the relevant timetable at least thirty minutes before the commencement of the examinations.
• An attendance slip, where required, must be placed on every desk.
• The question papers will normally be issued only to the designated Principal Invigilator who will then be responsible for their security and distribution in time for the commencement of the examination.
• Invigilators should ensure that all stationery and examination materials are kept secure at all times, and not left unattended, do that no unauthorised person has access to them.

3.5 Students should be admitted to the examination room to allow sufficient time for any necessary preparation required prior to the scheduled commencement time of the examination. Ten minutes would normally be adequate. Invigilators should direct students to their places according to the seating plan, if one is provided.

3.6 Invigilators should direct students to place bags, etc., in a suitable place so as not to be within reach of students during the examination and so as not to obstruct invigilators in their duties. Students should only be allowed to retain such material as is specified in the general regulations or in the rubric of the examination. Calculators and dictionaries must meet BSMS requirements.

3.7 Student should be required to complete and sign their attendance slips and leave them in a prominent place on their desks before the start of the examination.

The student’s UniCard (or other suitable photo ID), such as a valid passport or photo driving licence) should also be displayed on their desk at the start of the examination. Where students do not have photographic proof of identity they should speak to an invigilator before the start of the examination. The student will be allowed to sit the examination and the invigilator should pursue a check of the student’s identity by contacting BSMS School Office to obtain or access a photo of the student from SITS. The student should be asked to remain behind at the end of the examination for their identity to be verified.

3.8 The Principal Invigilator should direct students to check that they have received the correct examination paper, in particular when several examinations are taking place in the same room. The Principal Invigilator should also remind students to:
• place all mobile phones and other electronic devices, which should have been
switched off, underneath their desks. This should not be touched during the
examination;
• read carefully any instructions given on the answer book and at the top of the
question paper, and
• write their student number on the answer book.

3.9 The Principal Invigilator should announce the beginning of the examination, taking
into account, where appropriate, any reading time (details of which must be included
in the rubric of the examination paper), and should state the prescribed length of the
examination.

4 Instructions to invigilators – during the examinations

4.1 Invigilators should give their sole attention to the conduct of the examination. No
other activity should be undertaken during the examination period. It is the duty of the
invigilators to conduct the examinations in such a way that there is minimum
disruption and optimum conditions for concentration for the student.

4.2 No student may leave the room during the first thirty minutes or the last fifteen
minutes of the examination. Under no circumstances should late arrivals be allowed
into the examination room after the first thirty minutes of the examination have
elapsed.

4.3 Once the examination is in progress and any late arrivals have been admitted, the
invigilators should:

• check students’ identity against their UniCards (or other suitable photo ID);
• collect the attendance slips (where the student’s identity cannot be confirmed
  the invigilator should write ‘identity not confirmed’ on the attendance slip);
  and
• complete the attendance registers provided including confirmation of proof of
  identity checks (the attendance register should be marked in such a way as
  to alert BSMS where the identity of the person in the examination could not
  be verified).
Any incidents regarding proof of identity should be included on the invigilator’s report forms.

4.4 Invigilators must maintain oversight of the students in the examination room and should move around the room from time to time.

4.5 Invigilators should only allow a student to leave the examination room temporarily if accompanied by an invigilator or another suitable member of staff. (It is preferable for invigilators or other members of staff, of both sexes to be available to accompany students although this may not always be possible). Invigilators should exercise sufficient supervision to ensure that the student does not have access to information outside the examination room.

4.6 Invigilators should take appropriate action if a student is taken ill. If in a distressed state the student should not be permitted to leave an examination room unless accompanied by a responsible person able to arrange any necessary aid, whether medical or otherwise.

4.7 Invigilators should take whatever action may become necessary in an emergency. If, for example, a fire alarm causes an interruption to the examination, the invigilator should ensure that students evacuate the room quietly and, as far as possible, should keep them under examination conditions until such time as the examination can be restarted or an alternative decision is taken. The invigilator, using discretion, may allow the students additional time, if possible, on return to the room. The time allowed should be equivalent to the time lost. If the interruption occurs in the closing stages of the examination, this may not be feasible and in such cases students should be advised to complete the necessary information on the front of their answer books and hand in their work. The circumstances, and action taken, must be fully detailed in the invigilator’s report.

4.8 An invigilator who suspects or discovers that a student taking a formal examination is using, or is in possession of, unauthorised material, or is copying from another student’s script should take no action which might disrupt the examination of any other students in the room. The following procedures must be followed:

4.8.1.1 If possible, the attention of a second invigilator should be drawn to the student’s behaviour.
4.8.1.2 The student should be allowed to continue with the examination having had their attention drawn to the procedures which will be followed, that a report will be made to the Director of Teaching and Learning (or nominee) of BSMS who will assess the relative and potential seriousness of the alleged academic misconduct.

4.8.1.3 If the unauthorised material is portable, it should be confiscated immediately and submitted with the invigilator's report form.

4.8.1.4 The invigilator initiating the action must enter a full and detailed account of the evidence on the invigilator's report form, including the student's examination number.

4.8.1.5 The Principal Invigilator must report the case without delay and in full to the Director of Teaching and Learning (or nominee) of BSMS.

4.9 All incidents, including illness, absence from the examination room (other than the occasional visit to the toilet), late arrivals, and breaches of the Examination Room Rules, must be entered on the invigilator's report form.

5 Instructions to invigilators – conclusion of the examination

5.1 The Principal Invigilator should warn students of the approach of the end of the examination at a time deemed appropriate (fifteen minutes is generally considered to be adequate).

5.2 The Principal Invigilator should announce the end of the examination and instruct all students to stop writing and remain seated until instructed to leave. Students may be allowed to complete any details which may be required on the front of the answer book such as their student number and the number of questions answered.

5.3 Students should be reminded to ensure that any supplementary sheets, diagrams, etc., are securely attached to scripts by string or tags.

5.4 Students should remain seated until invigilators have collected all scripts and unused examination stationery.

5.5 The invigilator should ensure that no scripts or examination stationery are removed by students.
5.6 Before students are permitted to leave the examination room, invigilators should satisfy themselves that a script has been collected from every student, and that all special requirements are accounted for.

5.7 Invigilators should ensure that scripts are sorted numerically into groups by subject and placed with the attendance register for that subject in the relevant examinations folder.

5.8 The invigilators’ report forms, attendance slips, special requirements and unused stationery should be returned to the BSMS School Office from which they were collected. This material must be kept secure at all times and should never be left unattended.

5.9 Scripts and attendance registers are the responsibility of the School concerned. They should either be taken away by the marker or, where this is not possible, should be stored in a secure place by the principal invigilator until they can be collected by the School.

Part 2: Practical examinations

6 Appointment of invigilators

6.1 The Dean of BSMS has responsibility for the provision of sufficient invigilators to cover all the supervised examinations of University-based students in the School. Overall responsibility for the conduct of the examination shall rest with the ‘Principal Invigilator’ who shall be designated by the Dean of BSMS.

6.2 Invigilators will normally be members of staff of either University or BSMS.

6.3 A minimum of two invigilators shall normally be designated to serve in each examination, although in exceptional circumstances the Dean of BSMS and the Medical School Secretary or a colleague appointed by the Medical School Secretary may agree an alternative arrangement. An approximate ratio of 25:1 students to invigilators is recommended. Further assistance may be required from members of staff from the Medical School in order to assist with the layout of the examination.

7 Instructions to invigilators – before the examination
7.1 Invigilators should act in accordance with the *BSMS Programme, Examination and Assessment Regulations*. However, they must have discretion to take whatever action may be appropriate to meet unforeseen circumstances. Such action must be reported in writing to the Dean of BSMS and the Medical School Secretary or a colleague appointed by the Medical School Secretary.

7.2 Invigilators must ensure that they are on duty in the examination area at least twenty minutes before the examination is due to commence, and should allow themselves sufficient extra time when it is obvious that the preparations required will be complex and lengthy.

7.3 Invigilators should ensure that the Examination Room Rules are included in the briefing to the students before the examination;

7.4 Invigilators should direct students to place bags, etc., in a suitable place so as not to be within reach of students during the examination and so as not to obstruct invigilators in their duties. Students should only be allowed to retain such material as is specified in the general regulations or in the rubric of the examination.

8 **Instructions to invigilators – during the examinations**

8.1 Invigilators should give their sole attention to the conduct of the examination. No other activity should be undertaken during the examination period. It is the duty of the invigilators to conduct the examinations in such a way that there is minimum disruption and optimum conditions for concentration for the student.

8.2 No student may leave the area until the end of the examination.

8.3 Invigilators must maintain oversight of the students in the examination area and should move around the area from time to time.

8.4 Invigilators should only allow a student to leave the examination room temporarily if accompanied by an invigilator or another suitable member of staff. (It is preferable for invigilators or other members of staff, of both sexes to be available to accompany students although this may not always be possible). Invigilators should exercise
sufficient supervision to ensure that the student does not have access to information outside the examination area.

8.5 Invigilators should take appropriate action if a student is taken ill. If in a distressed state the student should not be permitted to leave an examination room unless accompanied by a responsible person able to arrange any necessary aid, whether medical or otherwise.

8.6 Invigilators should take whatever action may become necessary in an emergency. If, for example, a fire alarm causes an interruption to the examination, the invigilator should ensure that students evacuate the area quietly and, as far as possible, should keep them under examination conditions until such time as the examination can be restarted or an alternative decision is taken. The invigilator, using discretion, may allow the students additional time, if possible, on return to the examination. The time allowed should be equivalent to the time lost. The circumstances, and action taken, must be fully detailed in the invigilator’s report.

8.7 An invigilator who suspects or discovers that a student taking a formal examination is using, or is in possession of, unauthorised material should take no action which might disrupt the examination of any other students in the room. The following procedures must be followed:

(i) If possible, the attention of a second invigilator should be drawn to the student’s behaviour.

(ii) The student should be allowed to continue with the examination having had their attention drawn to the procedures which will be followed, that a report will be made to the Director of Teaching and Learning (or nominee) of BSMS who will assess the relative and potential seriousness of the alleged academic misconduct.

(iii) If the unauthorised material is portable, it should be confiscated immediately and submitted with the invigilator’s report form.

(iv) The invigilator initiating the action must enter a full and detailed account of the evidence on the invigilator’s report form, including the student’s examination number.

(v) The Principal Invigilator must report the case without delay and in full to the Director of Teaching and Learning (or nominee) of BSMS.
8.8 All incidents, including illness, absence from the examination room (other than the occasional visit to the toilet), late arrivals, and breaches of the Examination Room Rules, must be entered on the invigilator's report form.
STATEMENT OF PROCEDURAL COMPLIANCE

BRIGHTON AND SUSSEX MEDICAL SCHOOL

Module/Phase Examination Board, date

The academic progress and performance of each student has been fully and fairly discussed. The decisions reached were in accordance with the published regulations.

The attached attendance sheet records the staff that were present and constituted the Examination Board.

Signed

Dated

Chair of Examination Board

Signed

Dated

External Examiner

Signed

Dated

External Examiner
<table>
<thead>
<tr>
<th>Course summary</th>
<th>Bachelor of Medicine Bachelor of Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate award</td>
<td>BSc Medical Science</td>
</tr>
<tr>
<td></td>
<td>BSc Hons Medical Science</td>
</tr>
<tr>
<td></td>
<td>DipHE in Medical Science</td>
</tr>
<tr>
<td>Course status</td>
<td>Validated</td>
</tr>
<tr>
<td>Awarding body</td>
<td>Joint award of the Universities of Brighton and Sussex</td>
</tr>
<tr>
<td>Faculty</td>
<td>Medicine</td>
</tr>
<tr>
<td>School</td>
<td>Brighton and Sussex Medical School</td>
</tr>
<tr>
<td>Location of study/ campus</td>
<td>University of Brighton and University of Sussex, Falmer campuses, Audrey Emerton Postgraduate Education Centre, Brighton and at all Regional Centres affiliated with the Medical School in the South East</td>
</tr>
<tr>
<td>Partner institution(s)</td>
<td></td>
</tr>
<tr>
<td>Name of institution</td>
<td>Host department</td>
</tr>
<tr>
<td>1. University of Brighton</td>
<td>Joint</td>
</tr>
<tr>
<td>2. University of Sussex</td>
<td>Joint</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>UCAS</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>Applicable for 2018 entry. Check the Brighton &amp; Sussex Medical School website for 2017 entry requirements</td>
</tr>
<tr>
<td>Include any progression opportunities into the course.</td>
<td></td>
</tr>
<tr>
<td>A/AS levels</td>
<td>3 A levels including Biology and Chemistry all grade A at A level (AAA). General Studies is not included.</td>
</tr>
<tr>
<td>Scottish Highers</td>
<td>Either three Advanced Highers, or two Advanced Highers plus two Highers. Biology and Chemistry must have both been studied at Advanced Higher level and passed with a grade A. Most offers are conditional on gaining AAA from 3 Advanced Higher subjects or AAaa from 2 Advanced Higher and 2 Higher level subjects.</td>
</tr>
<tr>
<td>Irish Leaving Certificate</td>
<td>Pass the certificate with grades AAAAAAB, including Biology and Chemistry. Two of the grades should be at A1.</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>Pass with 36 points overall, including Biology and Chemistry at Higher level both with a minimum of grade 6.</td>
</tr>
<tr>
<td>Other equivalent qualifications</td>
<td>A wide range of other academic qualifications equivalent to A/AS level, Advanced Highers and the International Baccalaureate. Contact the BSMS Admissions Office for advice and eligibility.</td>
</tr>
<tr>
<td>Graduate entry</td>
<td>First or upper second class honours degree and able to demonstrate an adequate knowledge of biology and chemistry – equivalent to A</td>
</tr>
</tbody>
</table>
## Access to Medicine

A pass at distinction is normally required.

All applicants regardless of entry qualifications will need to have grade B at Maths and English GSCE or equivalent. In addition, all applicants are asked to sit the BMAT test.

<table>
<thead>
<tr>
<th>Start date (mmm-yy)</th>
<th>October 2017</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Duration of study (standard)</th>
<th>Maximum registration period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>5 years</td>
<td>7 years (8 including intercalation)</td>
</tr>
<tr>
<td>Part-time</td>
<td>Other: N/A</td>
<td>Other: N/A</td>
</tr>
<tr>
<td>Sandwich</td>
<td>Other: N/A</td>
<td>Other: N/A</td>
</tr>
<tr>
<td>Distance</td>
<td>Other: N/A</td>
<td>Other: N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course codes/categories</th>
<th>UCAS code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B47 A100</td>
</tr>
</tbody>
</table>

### Contacts

- **Course Leader (or Course Development Leader)**: Dr Juliet Wright (Director of Undergraduate Teaching and Learning)
- **Professor Mike Titheradge (Phase 1); Dr Mike Tarzi (Phase 2); Dr Nicki Gainsborough (Phase 3)**
- **Admissions Tutor**: Mr Darren Beaney

### Examination and Assessment

<table>
<thead>
<tr>
<th>External Examiner(s)</th>
<th>Name</th>
<th>Place of work</th>
<th>Date tenure expires</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See Appendix 1 attached</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Examination Board(s) (AEB/CEB) | MEB101 & 201, MEB102, MEB103, MEB104, MEB202, MEB203, MEB204, MEB301, 302 & 307, MEB303, 304, 306 & 308, MEB402 & 403, MEB404, MEB504 | PEB Year 1, PEB Year 2, PEB Year 3, PEB Year 4, PEB Year 5 |
|------------------------------|---------------------------------------------------------------------------------|---------------|---------------------|
## Approval and review

<table>
<thead>
<tr>
<th>Validation</th>
<th>Approval date</th>
<th>Review date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 March 2003&lt;sup&gt;34&lt;/sup&gt;</td>
<td>22 May 2015&lt;sup&gt;35&lt;/sup&gt;</td>
</tr>
<tr>
<td>Programme Specification</td>
<td>Sept 2017&lt;sup&gt;36&lt;/sup&gt;</td>
<td>September 2018&lt;sup&gt;37&lt;/sup&gt;</td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body 1 (if applicable): General Medical Council</td>
<td>July 2008</td>
<td>May 2015&lt;sup&gt;38&lt;/sup&gt;</td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body 2 (if applicable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body 3 (if applicable):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<sup>34</sup> Date of original validation.

<sup>35</sup> Date of most recent periodic review (normally academic year of validation + 5 years).

<sup>36</sup> Month and year this version of the programme specification was approved (normally September).

<sup>37</sup> Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

<sup>38</sup> Date of most recent review by accrediting/approving external body.
### AIMS AND LEARNING OUTCOMES

#### Aims

The aims of the course are:

- The outcomes of the programme provide information of how the primary aims are demonstrated in students following this programme.
- Specific module aims and learning outcomes are given in individual module handbooks.

#### Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate.

<table>
<thead>
<tr>
<th>Knowledge and theory</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
</table>
| - the fundamental medical sciences  
- the structure and function of the healthy human body and how it alters in disease  
- pregnancy, childbirth, development and ageing  
- the causes, pattern, treatment and outcomes of common medical conditions  
- the principles of population and environmental health, showing the wider determinants of disease and the impact of ill health on society  
- the principles of health promotion, disease prevention and therapy  
- human relationships in the context of the family, community and culture in health and disease  
- the organisation and provision of health care in the UK  
- the ethical and legal responsibilities of doctors. | - take an accurate and detailed medical history  
- identify the clinical signs of disease  
- use a patient’s history and clinical examination to reach a diagnosis  
- design an appropriate treatment plan  
- carry out specified clinical procedures with confidence  
- deal safely with medical emergencies  
- listen to and work in partnership with patients, relatives and carers across a range of organisational settings, in order to make shared decisions about the maintenance or improvement of the patient’s health  
- make effective use of laboratory and other diagnostic services.  
- understand how clinical and biomedical research informs current and future medical practice.  
- be able to critically appraise and summarise scientific evidence and understand how this information can be used in clinical practice.  
- undertake a research project under supervision, and be able to present the project in the form of a written report and oral presentation using academic skills developed through the course. | - an understanding of your responsibility for life-long self-education  
- the habit of critically evaluating your professional performance  
- an awareness of the need to involve patients and their relatives in decisions about their treatment and care  
- a recognition of the need for you to work as part of an effective multi-professional team  
- the judgement to recognise when you have reached the limits of your own knowledge or skill and need to seek assistance. |

#### QAA subject benchmark statement (where applicable)

- The QAA Frameworks for Higher Education Qualifications (2008) and the QAA Subject Benchmark Statements for Medicine (2002 have provided reference points required to determine the appropriateness of the volume and nature of learning expected at Levels 4, 5, 6 and 7 within this course.

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39 Please refer to Course Development and Review Handbook or QAA website for details.

40 Please refer to the QAA website for details.
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.

A combination of the Universities of Brighton and Sussex (which is known as Brighton and Sussex Medical School) is listed in the Medical Act 1983 (Qualifying Examinations) Order 2008 as entitled to hold qualifying examinations for primary UK qualifications, which allows a person to apply for provisional registration with the General Medical Council as a medical practitioner.

The BM BS programme meets the requirements of the General Medical Council’s *Tomorrow’s Doctors*, which sets the standards for knowledge, skills, attitudes and behaviours that medical students should learn at UK medical schools.

### LEARNING AND TEACHING

#### Learning and teaching methods

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about the learning and teaching methods used on the course.

Traditional lecture-based learning is supported by a skills-based and problem-solving approach, with group sessions and strong IT support. The emphasis is on small group academic and clinical teaching. Teaching methods include practical classes in the anatomy and biomedical science laboratories, seminars, guided individual study, clinical skills practice and clinical symposia and IT-based learning. All methods are supported by regular tutorials.

StudentCentral, the managed learning environment, is a key learning tool.

<table>
<thead>
<tr>
<th>Learning and Teaching Method</th>
<th>% of Student Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>13%</td>
</tr>
<tr>
<td>Seminars</td>
<td>3%</td>
</tr>
<tr>
<td>Practical classes and workshops</td>
<td>5%</td>
</tr>
<tr>
<td>Placement</td>
<td>27%</td>
</tr>
<tr>
<td>Guided Independent study</td>
<td>49%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>.3%</td>
</tr>
<tr>
<td>Project supervision</td>
<td>.7%</td>
</tr>
<tr>
<td>Tutorial</td>
<td>2%</td>
</tr>
</tbody>
</table>

### ASSESSMENT

#### Assessment methods

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

The information included in this section complements that found in the Key Information Set (KIS), with the programme specification providing further information about how the course is assessed.

Individual module assessments vary from short answer and extended matching questions that assess knowledge and understanding, to the practical assessment of communication and clinical skills, and case presentations. In addition to the module assessments, there are progression examinations at the end of years 3 and 5 of the programme.

Formal assessments include elements that test the integration of clinical experience with understanding of the underlying biomedical, clinical and social sciences, including reports from family studies, patient portfolios and a research project. A personal development portfolio, recording skills and experience gained, will form part of the assessment.
<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report (family study)</td>
<td>101 - Clinical Practice 1</td>
</tr>
<tr>
<td>Portfolio</td>
<td>101 - Clinical Practice 1</td>
</tr>
<tr>
<td>Knowledge Test</td>
<td>102 - Foundations of Health and Disease</td>
</tr>
<tr>
<td>Module Essay</td>
<td>102 - Foundations of Health and Disease</td>
</tr>
<tr>
<td>Portfolio (academic skills)</td>
<td>102 - Foundations of Health and Disease</td>
</tr>
<tr>
<td>Anatomy Viva (formative)</td>
<td>102 - Foundations of Health and Disease</td>
</tr>
<tr>
<td>Knowledge Test</td>
<td>103 - Heart, Lungs and Blood</td>
</tr>
<tr>
<td>Module Tutorial Tests</td>
<td>103 - Heart, Lungs and Blood</td>
</tr>
<tr>
<td>Report (SSC)</td>
<td>103 - Heart, Lungs and Blood</td>
</tr>
<tr>
<td>Anatomy Viva (formative)</td>
<td>103 - Heart, Lungs and Blood</td>
</tr>
<tr>
<td>Knowledge Test</td>
<td>104 - Nutrition, Metabolism and Excretion</td>
</tr>
<tr>
<td>Module Tutorial Tests</td>
<td>104 - Nutrition, Metabolism and Excretion</td>
</tr>
<tr>
<td>Report (SSC)</td>
<td>104 - Nutrition, Metabolism and Excretion</td>
</tr>
<tr>
<td>Anatomy Viva (formative)</td>
<td>104 - Nutrition, Metabolism and Excretion</td>
</tr>
<tr>
<td>Objective Structured Clinical Examination</td>
<td>201 - Clinical Practice 2</td>
</tr>
<tr>
<td>Report (patient study)</td>
<td>201 - Clinical Practice 2</td>
</tr>
<tr>
<td>Portfolio</td>
<td>201 - Clinical Practice 2</td>
</tr>
<tr>
<td>Knowledge Test</td>
<td>202 - Neuroscience and Behaviour</td>
</tr>
<tr>
<td>Case Studies Assessment</td>
<td>202 - Neuroscience and Behaviour</td>
</tr>
<tr>
<td>Report (SSC)</td>
<td>202 - Neuroscience and Behaviour</td>
</tr>
<tr>
<td>Anatomy Viva (formative)</td>
<td>202 - Neuroscience and Behaviour</td>
</tr>
<tr>
<td>Written assignment (incl essay) (PIL)</td>
<td>203 - Reproduction and Endocrinology</td>
</tr>
<tr>
<td>Report (SSC)</td>
<td>203 - Reproduction and Endocrinology</td>
</tr>
<tr>
<td>Anatomy Viva (formative)</td>
<td>203 - Reproduction and Endocrinology</td>
</tr>
<tr>
<td>Knowledge Test</td>
<td>204 - Musculoskeletal and Immune Systems</td>
</tr>
<tr>
<td>Module Coursework Assessment (Poster)</td>
<td>204 - Musculoskeletal and Immune Systems</td>
</tr>
<tr>
<td>Report (SSC)</td>
<td>204 - Musculoskeletal and Immune Systems</td>
</tr>
<tr>
<td>Anatomy Viva (formative)</td>
<td>204 - Musculoskeletal and Immune Systems</td>
</tr>
<tr>
<td>Life Saving Skills Test</td>
<td>301 - Clinical Foundation Course</td>
</tr>
<tr>
<td>Essays</td>
<td>302 - Scientific Basis of Medicine</td>
</tr>
<tr>
<td>Written Exam</td>
<td>302 - Scientific Basis of Medicine</td>
</tr>
<tr>
<td>Case-Based Discussion</td>
<td>303 - Medicine</td>
</tr>
<tr>
<td>Practise skills assessment through use of Logbooks</td>
<td>303 - Medicine</td>
</tr>
<tr>
<td>Case-Based Discussion</td>
<td>304 - Surgery</td>
</tr>
<tr>
<td>Practise skills assessment through use of Logbooks</td>
<td>304 - Surgery</td>
</tr>
<tr>
<td>Case-Based Discussion</td>
<td>306 - Elderly Medicine and Psychiatry</td>
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<tr>
<td>Practise skills assessment through use of Logbooks</td>
<td>306 - Elderly Medicine and Psychiatry</td>
</tr>
<tr>
<td>Reports</td>
<td>307 - Student Selected Components</td>
</tr>
<tr>
<td>Formulary (BSMS Smart Drug)</td>
<td>308 - Clinical Pharmacology and Therapeutics</td>
</tr>
<tr>
<td>Practical Prescribing</td>
<td>308 - Clinical Pharmacology and Therapeutics</td>
</tr>
<tr>
<td>Knowledge Test (Medicine, Surgery, Therapeutics, Elderly Medicine, Psychiatry)</td>
<td>Year 3 KT</td>
</tr>
<tr>
<td>Objective Structured Clinical Examination (Medicine, Surgery, Therapeutics, Elderly Medicine, Psychiatry)</td>
<td>Year 3 OSCE</td>
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<tr>
<td>Practise skills assessment through use of Logbooks</td>
<td>402 - Specialist Rotations</td>
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<tr>
<td>Practise skills assessment through use of Logbooks</td>
<td>403 - General Practice &amp; Public Health Medicine</td>
</tr>
<tr>
<td>Dissertation</td>
<td>404 - Individual Research Project</td>
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<tr>
<td>Oral assessment &amp; presentation</td>
<td>404 - Individual Research Project</td>
</tr>
<tr>
<td>Knowledge Test (O&amp;G, Paeds, GP, Global Health, Public Health Medicine)</td>
<td>Year 4 KT</td>
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<td>Objective Structured Clinical Examination (O&amp;G, Paeds, GP, Global Health, Public Health Medicine)</td>
<td>Year 4 OSCE</td>
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<tr>
<td>Written assignments (incl essay)</td>
<td>504 - Medicine, Elderly Medicine, Emergency Medicine, General Practice, Psychiatry, Therapeutics, Professional Studies</td>
</tr>
<tr>
<td>Reports</td>
<td>504 - Medicine, Elderly Medicine, Emergency Medicine, General Practice, Psychiatry, Therapeutics, Professional Studies</td>
</tr>
<tr>
<td>Immediate Life Support Test</td>
<td>504 - Medicine, Elderly Medicine, Emergency Medicine, General Practice, Psychiatry, Therapeutics, Professional Studies</td>
</tr>
<tr>
<td>Finals Knowledge Test</td>
<td>Year 5 Finals KT</td>
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<tr>
<td>Finals Objective Structured Clinical Examination</td>
<td>Year 5 Finals OSCE</td>
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<tr>
<td>Professional Diary</td>
<td>Year 5 Portfolio</td>
</tr>
<tr>
<td>Clinical Skills Log</td>
<td>Year 5 Portfolio</td>
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</table>

**SUPPORT AND INFORMATION**

Institutional/ University

All students benefit from the following services from the Universities of Brighton and Sussex:
- University induction week
- Extensive library facilities
- Computer pool rooms (at University of Brighton and University of Sussex, Falmer campuses, Audrey Emerton Building Library, Brighton and all other Regional Centres associated with the Medical School in the South East)
- E-mail address
- Welfare service
- Student Support services

Course-specific

In addition, students on this course benefit from:
- Please refer to information held in studentcentral.
- BSMS Induction week
- BSMS Student Support service
- BSMS Student Handbook
- BSMS Programme, Examination and Assessment Regulations
- BSMS Module Handbooks
- Academic Skills programme
- Academic and Clinical Academic Tutor system
- BSMS information on StudentCentral
- BSMS Library and IT facilities
- School Offices on all academic sites
- BSMS Careers Programme
PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE
This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

See attached Appendix 2 - Curriculum Outline map

Modules
Status:
M = Mandatory (modules which must be taken and passed to be eligible for the award)
C = Compulsory (modules which must be taken to be eligible for the award)
O = Optional (optional modules)
A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

<table>
<thead>
<tr>
<th>Level</th>
<th>Module code</th>
<th>Status</th>
<th>Module title</th>
<th>Credit</th>
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<td>4</td>
<td>BSMS102</td>
<td>M</td>
<td>Foundations of Health and Disease</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>BSMS103</td>
<td>M</td>
<td>Heart, Lungs and Blood</td>
<td>30</td>
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<tr>
<td>5</td>
<td>BSMS104</td>
<td>M</td>
<td>Nutrition, Metabolism and Excretion</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
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<td>M</td>
<td>Clinical Practice 2</td>
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<td>M</td>
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<td>5</td>
<td>BSMS203</td>
<td>M</td>
<td>Reproduction and Endocrinology</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>BSMS204</td>
<td>M</td>
<td>Musculoskeletal and Immune Systems</td>
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<td>BSMS301</td>
<td>M</td>
<td>Clinical Foundation Course</td>
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</tr>
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<td>5</td>
<td>BSMS307</td>
<td>M</td>
<td>Student Selected Components</td>
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<td>6</td>
<td>BSMS302</td>
<td>M</td>
<td>Scientific Basis of Medicine</td>
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<td>M</td>
<td>Medicine</td>
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<td>6</td>
<td>BSMS304</td>
<td>M</td>
<td>Surgery</td>
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<td>6</td>
<td>BSMS306</td>
<td>M</td>
<td>Elderly Medicine and Psychiatry</td>
<td>20</td>
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<td>6</td>
<td>BSMS308</td>
<td>M</td>
<td>Clinical Pharmacology and Therapeutics</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>BSMSYR3KT</td>
<td>M</td>
<td>Integrated Knowledge Test</td>
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</tr>
<tr>
<td>6</td>
<td>BSMSYR3OSCE</td>
<td>M</td>
<td>Integrated OSCE</td>
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<td>M</td>
<td>Specialist Rotations</td>
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<td>6</td>
<td>BSMS403</td>
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<td>General Practice &amp; Public Health Medicine</td>
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<td>BSMS404</td>
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<td>Individual Research Project</td>
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<td>6</td>
<td>BSMSYR4KT</td>
<td>M</td>
<td>Obs &amp; Gynae, Paeds, GP, Global Health, Public Health KT</td>
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<td>6</td>
<td>BSMSYR4OSCE</td>
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<td>Obs &amp; Gynae, Paeds, GP, Global Health, Public Health OSCE</td>
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<td>Regional Attachments</td>
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<td>BSMSFINALSKT</td>
<td>M</td>
<td>Finals Integrated KT</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>BSMSFINALSOSCE</td>
<td>M</td>
<td>Finals Integrated OSCE</td>
<td>30</td>
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</table>

Status:
M = Mandatory (modules which must be taken and passed to be eligible for the award)
C = Compulsory (modules which must be taken to be eligible for the award)
O = Optional (optional modules)
A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

APPENDIX 5
BM BS Programme Examination and Assessment Regulations (PEAR) (2017/18) 160
<table>
<thead>
<tr>
<th>Award type</th>
<th>Award*</th>
<th>Title</th>
<th>Level</th>
<th>Eligibility for award</th>
<th>Classification of award</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Total credits(^{42})</td>
<td>Minimum credits(^{43})</td>
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<tr>
<td>Final</td>
<td>BM BS</td>
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<td>7</td>
<td>Total credit 780</td>
<td>Minimum credit at level of award 180</td>
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<tr>
<td>Final</td>
<td>BSc Medical Science with Honours</td>
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<td>Total credit 360</td>
<td>Minimum credit at level of award 90</td>
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<td>Final</td>
<td>BMedSci</td>
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<td>Total credit 300</td>
<td>Minimum credit at level of award 90</td>
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<td>Final</td>
<td>Diploma in Higher Education (Medical Science)</td>
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<td>Total credit 240</td>
<td>Minimum credit at level of award 90</td>
<td>N/A</td>
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<td>Select</td>
<td>Select</td>
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<td>Select</td>
<td>Total credit Select</td>
<td>Minimum credit at level of award Select</td>
</tr>
<tr>
<td>Select</td>
<td>Select</td>
<td></td>
<td>Select</td>
<td>Total credit Select</td>
<td>Minimum credit at level of award Select</td>
</tr>
</tbody>
</table>

*Foundation degrees only*

Progression routes from award:

<table>
<thead>
<tr>
<th>Award classifications</th>
<th>Mark/ band %</th>
<th>Foundation degree</th>
<th>Honours degree</th>
<th>Postgraduate(^{45}) degree (excludes PGCE and BM BS)</th>
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</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td>Distinction</td>
<td>First (1)</td>
<td>Distinction</td>
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<tr>
<td>60% - 69.99%</td>
<td>Merit</td>
<td>Upper second (2:1)</td>
<td>Merit</td>
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<tr>
<td>50% - 59.99%</td>
<td>Pass</td>
<td>Lower second (2:2)</td>
<td>Pass</td>
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<tr>
<td>40% - 49.99%</td>
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<td>Third (3)</td>
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</tbody>
</table>

\(^{42}\) Total number of credits required to be eligible for the award.

\(^{43}\) Minimum number of credits required, at level of award, to be eligible for the award.

\(^{44}\) Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g., dissertation) must be in the corresponding class of award.

\(^{45}\) Refers to taught provision: PG Cert, PG Dip, Masters.
**EXAMINATION AND ASSESSMENT REGULATIONS**

Please refer to the *Course Approval and Review Handbook* when completing this section.

The examination and assessment regulations for the course should be in accordance with the *University’s General Examination and Assessment Regulations for Taught Courses* (available from *staffcentral or studentcentral*).

<table>
<thead>
<tr>
<th>Specific regulations which <strong>materially</strong> affect assessment, progression and award on the course e.g. Where referrals or repeat of modules are not permitted in line with the University’s <em>General Examination and Assessment Regulations for Taught Courses</em>.</th>
<th>The <em>Programme, Examination and Assessment Regulations</em> for the BM BS programme outline the regulations, including assessment and progression regulations, by which the BM BS programme is governed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module specific regulations</strong> Module specific regulations and assessments are outlined in the module handbooks, and include arrangements for repeating elements of assessment where a Phase Examination Board permits this in line with the <em>Programme, Examination and Assessment Regulations</em>.</td>
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<tr>
<td><strong>Exceptions required by PSRB</strong> These require the approval of the Chair of the Academic Board</td>
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<td>Module Code</td>
<td>Module name</td>
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<tr>
<td>BSMS101&amp;201</td>
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<td>BSMS102</td>
<td>Foundations of Health and Disease</td>
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<td>BSMS103</td>
<td>Heart, Lungs and Blood</td>
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<td>BSMS104</td>
<td>Nutrition, Metabolism and Excretion</td>
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<td>Phase 2</td>
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<td>302: Scientific Basis of Medicine (30 credits) (Level 6)</td>
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<td>304: Surgery (20 credits) (Level 6)</td>
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<td>305: Old Age Medicine and Psychiatry (20 credits) (Level 6)</td>
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<td>307: Student Selected Components (10 credits) (Level 6)</td>
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<tr>
<td></td>
<td>INTERCALATION</td>
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<td></td>
<td>402: Specialist Rotations (40 credits) (Level 6) (8 rotations x 5 weeks Mon-Wed)</td>
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<td>403: General Practice, Global Health &amp; Public Health Medicine (20 credits) (Level 6) (40 weeks, 1 day per week)</td>
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<tr>
<td></td>
<td>404: Individual Research Project (60 credits) (Level 6) (1 day per week)</td>
</tr>
</tbody>
</table>

**Phase 3**

- Year 5: 42 weeks
- 504: Regional Attachments (120 credits) (Level 7) [3 x 8 weeks]
- CAPSULE (Clinical and Professional Studies: Unique Learning Environment)
- Seminar Programme
- Revision & Integrated Finals (KT 30 credits) (OSCE 30 credits) (Level 7)
- Elective 6 weeks
- Practicum 6 weeks
- Preceptorship 6 weeks

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**Brighton and Sussex Medical School**

**Curriculum Outline: Bachelor of Medicine, Bachelor of Surgery (2017/18)**