

What BSMS offers you



Early clinical experience

You will have placements in hospitals and GP surgeries from week 2, building your confidence and communication skills with patients and healthcare professionals.



Cadaveric dissection

Cadaveric dissection is a key part of the course, giving you a real understanding of human anatomy, along with prosection, living anatomy, ultrasound sessions and use of 3D printed structures.



Two university partners

As a student of both the University of Brighton and the University of Sussex, you will benefit from access to the academic and recreational facilities of both.

Entry requirements

BMAT

In year of application

AAA

A-levels
(including Bio & Chem)

AAB

Widening participation
(including Bio & Chem)

Satisfaction

1st

among UK medical schools
in the NSS **twice** in the past
3 years

Intake

193

UK/EU students

10

International students



Systems-based approach

A seamless approach to learning where you will take a bodily system, such as the circulatory system, and learn all relevant anatomy, physiology, biochemistry, pharmacology, pathology and clinical skills.



A brand new teaching hospital

The Royal Sussex County Hospital redevelopment, costing £485 million, will provide outstanding learning facilities. Phase 1 is due for completion by January 2021.



A real community

97% of our students feel part of a community of staff and students.* We are a friendly school who know that healthy, happy students make good doctors.

*Compared with 69% sector average, NSS survey results 2018

36 pts

Total in the International
Baccalaureate

370 pts

Scottish Highers
(including Bio & Chem)

Welcome

The Universities of Brighton and Sussex are immensely proud of how successfully our medical school has developed in its second decade.

Brighton and Sussex Medical School (BSMS) graduates are now developing successful careers across the UK. Many are well established in general practice and others are now working as consultants in our hospitals.

The medical school's research reputation has also developed significantly. In areas such as biomedical science, neuroscience, global health and infection, we are looking to make a rapid and real difference to people's quality of life.

We are committed to high academic and professional standards, as well as to meeting the needs of students as individuals. We welcome you in considering BSMS.



Professor Debra Humphris
Vice-Chancellor, University of Brighton



Professor Adam Tickell
Vice-Chancellor, University of Sussex



A career in medicine represents a unique opportunity to make a real difference to the lives of individual patients and their families and carers. Medicine is a profession that provides a multitude of varied career opportunities and at Brighton and Sussex Medical School (BSMS) we welcome students from diverse backgrounds who have the enthusiasm, dedication, compassion and commitment to become outstanding doctors.

BSMS offers a distinctive and innovative course that prepares its graduates to enter an ever-changing and developing world of healthcare. We are proud of the quality of our teaching, as reflected by our school's consistent position among the top medical schools in the National Student Survey. Our graduates are among the best prepared for work upon qualification and are making their mark locally, nationally and internationally as their careers progress.

Our course incorporates early clinical contact with patients and carers, and interactions with health professionals both in the hospital and community settings. This helps you build crucial interpersonal, team-working and communication skills and the essential knowledge underpinning clinical practice in medicine.

BSMS has a strong sense of community and there is a close relationship between our academic staff and students.

We work closely with our partner NHS hospitals, general practitioners and other providers, and our students are well received and supported in all of their placements. You will have a personal tutor and access to a student welfare advisor throughout your degree, reflecting our commitment to providing personal and academic support for all our students.

BSMS is a partnership between the Universities of Brighton and Sussex, and you will have access to the outstanding academic and recreational facilities of both universities. The two campuses are situated close together in a beautiful area just outside Brighton, a vibrant and diverse city on the south coast just an hour from London.

My own experience in medicine has been a privilege and highly rewarding. Being involved in a young and highly successful medical school gives me a great opportunity to help ensure that the next generation of doctors are prepared for a similarly fulfilling career in whatever branch of medicine they choose.

I hope we will see you undertaking your medical studies in Brighton in the coming years.

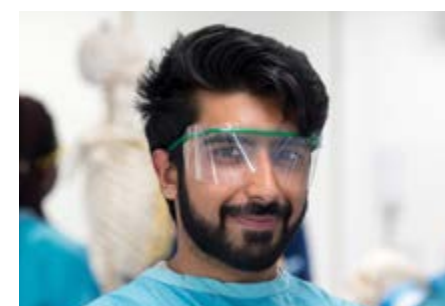


Professor Malcolm Reed
Dean of BSMS

What our students say

“ I really enjoy the integrated nature of the course, which exposes you to both the clinical and scientific aspects of medicine from the very beginning. I've been on various placements in my first term, ranging all the way from a GP surgery to a burns and plastic surgery unit, which I think has really helped in seeing the direct clinical relevance of what we learn. ”

Maaz Malik, Year 1



“ Doing full body dissections is a really amazing way to learn about anatomy, something not many medical schools do anymore. It is a massive privilege because it's so much easier to understand and remember the structures of the body having actually seen them yourself. ”

Ollie Pentz, Year 2



“ Our placements in Years 1 and 2 were a great opportunity to practise our basic clinical skills, under close supervision by doctors who are passionate about teaching. It was less daunting starting Year 3 as the early clinical exposure and experiences with real patients made me feel as though I could approach any clinical encounter with confidence. ”

Meg Mandala, Year 3



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Your first two years will be based at the University of Brighton and University of Sussex campuses at Falmer, surrounded by the South Downs National Park but just nine minutes by train from bustling Brighton.



“ Learning anatomy at BSMS is an exciting fusion of laboratory-based traditional human cadaver dissection and prosection sessions with applied living anatomy and the latest live ultrasound sessions. At BSMS, we ensure that students not only have the core knowledge of the human body, but are effective at applying that knowledge in the diagnostic and surgical domains. ”

Dr Claire Smith, Head of Anatomy

Head of Anatomy Dr Smith during a first-year dissection session. Students work in teams of eight around a cadaver, under the guidance of qualified doctors (demonstrators).

Preparing you for medicine

Our five-year medical degree, awarded jointly by the Universities of Brighton and Sussex, leads to the qualification of Bachelor of Medicine, Bachelor of Surgery (BM BS).

The course is designed to help you become a highly competent, strongly motivated doctor, committed to the highest standards of clinical practice, professionalism and patient care.

By the time you graduate, you will have developed the knowledge, professional and key personal skills and attitudes necessary to pursue a successful medical career.



How is the course organised?

Year 1: Introduction to clinical assessment & Year 2: Learning from the 'patient journey'

You will study the normal and abnormal functioning of the human body using a systems-based approach, with integrated modules covering the core biomedical and psychosocial sciences.

You will start to develop clinical skills in history taking, physical examination, diagnosis and effective communication with patients in a classroom setting and by gaining experience in primary, secondary and third sector placements. For example, you may spend time with a family looking after a new baby (Year 1), and with a patient with dementia or a chronic health condition (Years 2 and 3).

Your anatomy study will include a combination of cadaveric dissection, prosection, living anatomy and ultrasound sessions and 3D printed structures, where you will actively explore the human body and its relevance to clinical practice.

Student-Selected Components (SSCs) will allow you to undertake individual studies and explore selected topics in depth, informed by the latest research.

Year 3: Learning in increasing depth in core and general specialties

At the heart of Year 3 are ward-based attachments including Acute Medicine, General Medicine and Cardiology; Elderly Medicine and Psychiatry; and Peri-Operative Care, A&E, General and Vascular Surgery.

You will consolidate your increasing clinical experience with an understanding of the underlying clinical, social science and public health issues through weekly teaching sessions on the scientific basis of medicine. This module also consolidates and expands your research skills in preparation for your Individual Research Project in Year 4.

You will also gain further experience in safe prescribing of drugs, an essential skill for your medical career. Time for Dementia continues through Year 3 and you will begin Time for Autism. Regular meetings with your tutor will support your personal and professional development via your e-portfolio.

Top right: Third-year students observing vascular surgery



Year 4: Learning in specialist disciplines

You will develop your skills in more specialised clinical areas, completing rotations that include:

- General Practice
- Ophthalmology and ENT
- Infectious Diseases, HIV GUM and Health Protection
- Dermatology /Rheumatology
- Neurology and Neurosurgery
- Oncology, Haematology and Palliative Care
- Obstetrics and Gynaecology
- Paediatrics.

The clinical focus in Year 4 is on understanding patients’ integrated care and how primary, community and secondary care structures work together for the patient. You will also complete a year-long Individual Research Project, supervised by a university or hospital research team, which can be laboratory based or more directly patient focused.

The intercalated degree

You may choose to undertake an intercalated degree between Years 3 and 4, allowing you to study an area of interest in greater depth.

Intercalation means taking a year out of your normal medical curriculum to study for an extra degree, which may be a BSc or a Masters degree. This will lengthen your studies by a year but provide you with rigorous training in research methods, and may allow you to publish your findings and attend scientific meetings and conferences.

The extra degree, research and publication will all add to your CV and make you more competitive for your next career step. You could intercalate at BSMS, the Universities of Sussex or Brighton or another UK university.

Top left: Year 2 students learn ophthalmic skills

BSMS intercalated degrees

- Global Health MS
- Medical Education MSc
- Public Health MSc
- Leadership and Commissioning MSc
- Dementia Studies MSc
- Cardiology MSc
- Medical Research MSc

Year 5: Learning in an apprenticeship role focusing on foundation skills and patient safety

Year 5 provides intense clinical and professional preparation for your foundation years. Throughout the year, you will develop your clinical skills through direct patient contact and by using clinical skills laboratories and simulators.

Before sitting the Medical Licensing Assessment (MLA) you will undertake clinical attachments in a range of regional locations. Your learning will be based on a close involvement with routine clinical cases, acting as a member of the clinical team in medicine, emergency medicine, elderly medicine, surgery, general practice and psychiatry. Central to your study will be the assessment, diagnosis and treatment of patients in these different areas of practice.

Medical Licensing Assessment

The General Medical Council (GMC) has decided to introduce a Medical Licensing Assessment – the MLA – from 2022 to demonstrate that those who obtain registration with a licence to practise medicine in the UK meet a common threshold for safe practice. Applicants should be aware that to obtain registration with a licence to practise, medical students will need to pass both parts of the MLA, pass university finals and demonstrate their fitness to practise.

The MLA will be in two parts: there will be a knowledge test, which will be set and run by the GMC, and an assessment, delivered by medical schools, that will evaluate students’ clinical and professional skills.

“ I chose BSMS because not only is it in a wonderful city, it’s a fantastic medical school, which sees you as a person instead of a number. BSMS do actually care about us becoming successful and caring doctors, who look after themselves as well as everyone else. ”

Ruth Knight, Year 3



Apprenticeship

After sitting the MLA, you will spend the rest of the year undertaking an ‘apprenticeship’. This will involve working in clinical teams at a range of regional locations, shadowing a junior doctor and undergoing a Preparation for Practice module.

Electives

Towards the end of Year 5, you will undertake an elective period to gain clinical experience in another environment in the UK or abroad. Previous students’ placements have included St Lucia, New Zealand, Malaysia, Nepal, the US and Malawi.

Key to table opposite:

¹OSCE: Objective Structured Clinical Examination
KT: Knowledge Test

²P4P: Preparation for Practice

Please note: the curriculum outline for 2020 has not yet been finalised and may be subject to change. Check at bsms.ac.uk/undergraduate

After graduation

At the end of the undergraduate programme you will receive your BM BS degree, which is a primary medical qualification (PMQ). Holding a PMQ entitles you to provisional registration with the GMC, subject to its acceptance that there are no Fitness to Practise concerns that need consideration.

Provisional registration is time limited to a maximum of three years and 30 days (1125 days in total). After this time period your provisional registration will normally expire. Provisionally registered doctors can only practise in approved Foundation Year 1 posts: the law does not allow provisionally registered doctors to undertake any other type of work.

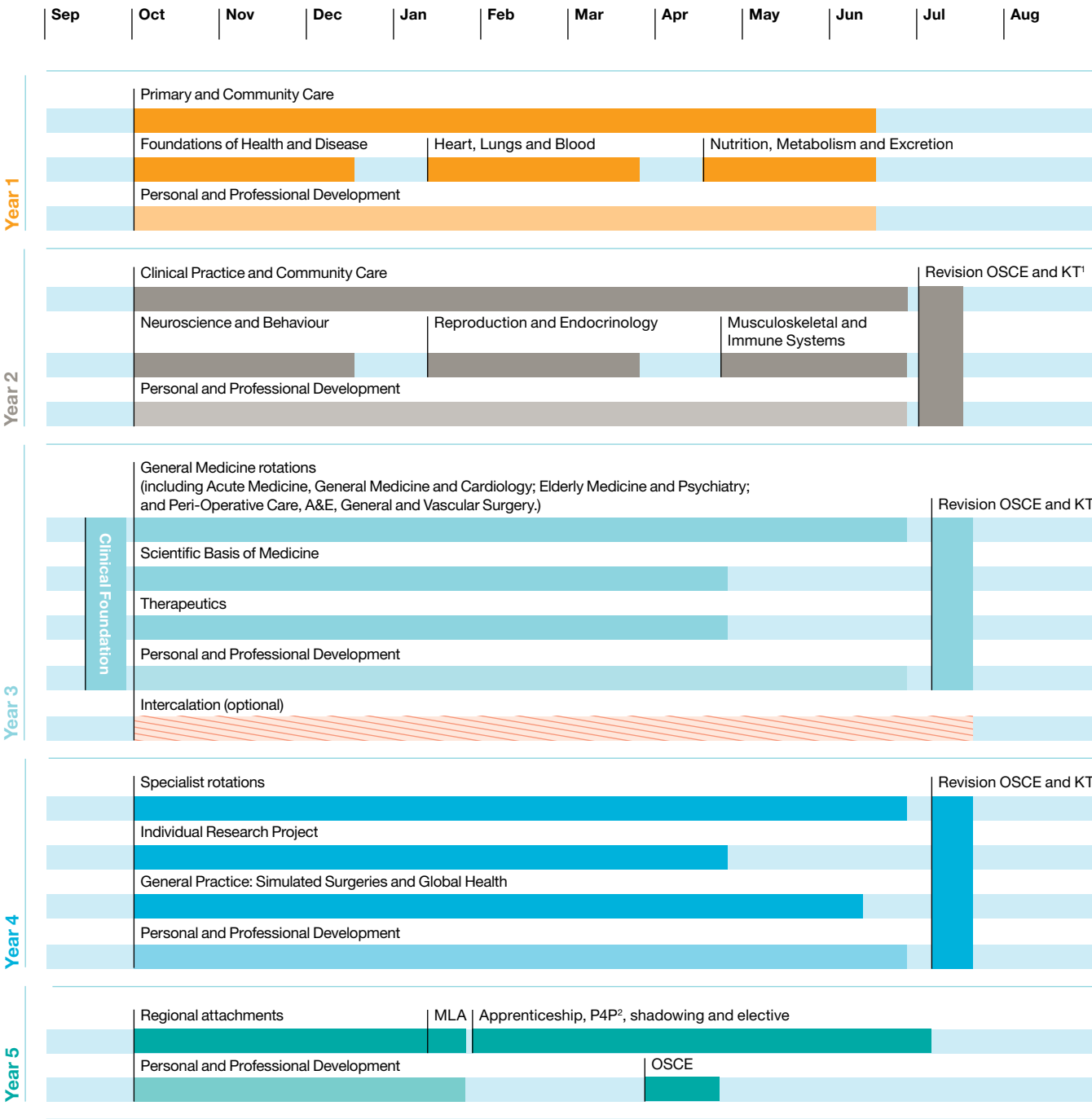
To obtain a Foundation Year 1 post you will need to apply during the final year of your undergraduate programme through the UK Foundation Programme Office selection scheme, which allocates these posts to graduates on a competitive basis. All suitably qualified UK graduates have found a place on the Foundation Year 1 programme, but this cannot be guaranteed, for instance if there were to be an increased number of competitive applications from non-UK graduates.

Successful completion of the Foundation Year 1 programme is normally achieved within 12 months and is marked by the award of a Certificate of Experience. You will then be eligible to apply for full registration with the GMC.

You need full registration with a licence to practise for unsupervised medical practice in the NHS or private practice in the UK.

Although this information is currently correct, students need to be aware that regulations in this area may change from time to time.

There is some discussion about whether to remove provisional registration for newly qualified doctors. If this happens then UK graduates will receive full registration as soon as they have successfully completed a BM BS (or equivalent) degree. It should be noted that it is very likely that UK graduates will still need to apply for a training programme similar to the current Foundation Programme and that places on this programme may not be guaranteed for every UK graduate.



Developing you as a doctor

At BSMS, our systems-based curriculum offers a range of teaching and learning methods, including early clinical experience, cadaveric dissection and e-learning. We believe in supporting you with relevant technology and learning resources, so you can realise your potential.



“Patient educators are a valuable resource to us students, as they allow us to develop our communication skills in a safe and friendly environment where mistakes are only a learning point. Additionally, we gain essential understanding of conditions and how they can affect day-to-day life, which we might not have the opportunity to gain with the time pressures of clinical practice.”

Jenny Scott, Year 5

BSMS learning methods

BSMS has an integrated curriculum designed to develop your knowledge, academic and clinical skills. Our emphasis throughout the degree is on small group academic and clinical teaching, which allows you to further develop and apply your learning from lectures.

Teaching methods include practical classes in our anatomy and biomedical science laboratories, seminars, guided individual study, clinical skills practice, technology-enhanced learning and clinical symposia.

Throughout your training you will use an ePortfolio – this is an important part of continued professional development that all doctors use throughout their careers.

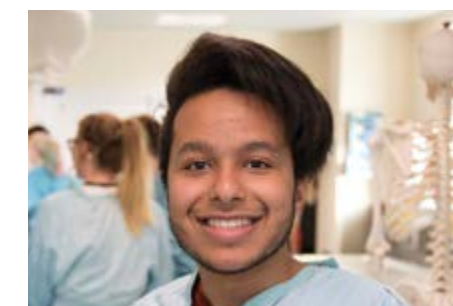
Learning from patients

Patient educators provide a unique patient-centred focus to your clinical training, helping you gain a broad understanding of patients' experiences and the implications of a range of health conditions and disabilities.

In Years 2 and 3 you will take part in the award-winning Time for Dementia programme, where you will have contact with a family affected by dementia over a two-year period. In Years 3 and 4 you will have regular contact with a family affected by autism in our new programme Time for Autism.

“BSMS really stands out as a medical school: with its early clinical practice, cadaveric dissection and systems-based approach to learning. I have met amazing people here, not just from my cohort but also in other years. You have everything you need in Brighton: the beautiful beach, great shops and a relaxing, fun city.”

Youssef Hassan, Year 2, international student from Kuwait



Top right: Clinical skills classes will play an important role in your learning

“ There is a real sense of community here – everyone knows everyone by halfway through first year. There is a vast amount of extra curricular activities to get involved in as part of BSMS or Brighton and Sussex Student Unions, ranging from Anatomy society to Baking society and everything inbetween. I’ve been in the rugby team, hockey team, the Christian Medical Fellowship, Dance society and Mixed Martial Arts society, to name a few! ”

Patrick Tano, Year 4



Above/opposite: BSMS students have a wide range of opportunities for learning, from dissection and living anatomy, to clinical placements, lectures and small group learning.

Both of these programmes will help develop your understanding of the impact of living with a long-term condition, your communications skills and your learning about patient-centred care.

How will my progress be measured?

Formal and informal assessments occur throughout the course. Along with written assessments, we will test your communication and clinical skills through practical assessment methods such as OSCEs and student presentations. Your professional development will be captured through assessments within the ePortfolio, including feedback from colleagues and staff and reflective writing.

Feedback

You will receive regular written and verbal feedback on your progress in the classroom and the clinical environment to help you define your strengths and areas for development. Regular contact with your personal tutor will help keep you on track with the course.



In Years 4 and 5 you will take part in simulated GP surgeries with detailed feedback, and in Year 5 you will be given a mock video OSCE that will help you prepare for final examinations.

Facilities and resources

In Years 1 and 2 your studies will be based primarily at both Brighton and Sussex university campuses, using purpose-built teaching facilities including clinical skills teaching rooms, a new anatomy suite and clinical science laboratories.

Years 3 and 4 are based in Brighton at the Royal Sussex County Hospital and the Audrey Emerton Education Centre, and across other sites in East and West Sussex.

The Audrey Emerton provides comprehensive learning facilities, including a fully stocked medical library, a clinical skills training area and teaching rooms.



Digital resources

Our web-based virtual learning environment, StudentCentral, will provide you with online access to digital learning resources and study support tools. A wide range of other digital learning resources, including videos, quizzes, interactive cases and case-based tutorials, are also available.

MRI, CT and X-ray images are uploaded digitally from the hospital for interactive sessions, and virtual microscopy allows you to study microscopic anatomy and pathology in lectures and at home.

CAPSULE

In Years 3–5 your learning will be supported by the online learning tool CAPSULE, a custom-built app and website which provides 670 clinical case studies and more than 3,500 questions mapped to the medical curriculum. After completing a case, you will be provided with instant feedback to maximise your learning.

“ My medic ‘sister’ Olivia and I messaged each other before we came, planning our freshers week, and I had someone to go to lectures with straight away. My medic ‘parents’ helped me with any concerns about how the course ran, what accommodation was like and tips on how to survive med school. It really only took a couple of days to settle in because there is such a community feel and people around to support you. ”

Harriet Sharp, Year 2, below left with her medic sister Olivia Tolson



Libraries

In addition to the two large university libraries at Falmer, further libraries are located at all of our partner hospitals. They are equipped with a full range of materials (printed and electronic), study spaces and computer suites with extended opening hours.

Support

Medicine is a demanding course physically, intellectually and emotionally, and BSMS offers a wide range of support to help you during your time here.

Student support team

Our student welfare advisors are dedicated, non-academic staff available in all years of study to talk to about any personal problems that may affect you – welfare issues, financial difficulties, health problems and more. They offer confidential listening and advice, and can work with school colleagues and university services to help reduce the impact on your studies. They can also put you in touch with specialist support services if necessary.



Professional guidance

You will have a personal tutor, who will be your academic advisor throughout your time at BSMS, encouraging you to set your own learning goals and advising you on your academic progress. They will help you talk through the difficult clinical and ethical issues that every aspiring doctor encounters, and support your academic progression into foundation training.

Designated clinical staff are on hand at each training hospital to provide you with advice and guidance during clinical attachments away from the medical school.

Disability and learning support

For students with long-term conditions such as disabilities, dyslexia and mental health issues, services are available providing advice, guidance and personal and academic support. These include individual support tutors, assistive facilities in halls and reasonable adjustments to teaching and assessment. To find out more, contact disability@brighton.ac.uk

Medic families

Before you join us, you will be assigned a medic family – this will include ‘siblings’ (other first years), ‘parents’ (in Year 2), and even ‘grandparents’! They will be in touch before you start, and will help you settle in once you’re here. Many of our students find their ‘families’ a great source of friendship and support at BSMS, and look forward to having their own ‘children’ in Year 2.

International students

International students’ societies at both universities provide a supportive environment to help you integrate into student life in the UK. The universities’ international support offices arrange a diverse range of events during the year.

Other support

A wide range of other support is available to our students including counselling, financial advice, student representatives, chaplaincies, health services and onsite childcare provision.

Making your mark

At BSMS, you will have the chance to join in with pioneering research and develop projects of your own. You could conduct your study at the local hospital or in a research lab, or use your elective placement to explore developments in medicine across the world – and you might even find your name in print.

Facilities

Our state-of-the-art research facilities and resources include:

- tissue culture labs and containment labs for working with infectious materials
- advanced microscopy and flow cytometry facilities
- the Clinical Imaging Sciences Centre houses 1.5 and 3 Tesla MRI scanners and a 64-slice PET CT scanner, for research in neuroscience and oncology, and diagnostic scanning
- the Clinical Investigation and Research Unit carries out clinical studies in physiology and therapy.

Our research reputation

From mapping neglected tropical diseases to cutting-edge neuroscience, our research has an international reputation. It aims to improve medical treatment, answer fundamental biomedical and clinical questions and deliver more personalised healthcare to patients.

Your participation in research

You could participate in research in your Student-Selected Components (SSCs) as early as Year 1. In Year 4, you will conduct a research project under the supervision of a faculty member, joining research teams in laboratories, hospitals or the community. You might choose to investigate biomedical sciences or epidemiology, or assess clinical and community interventions, and may have the chance to present your findings in national and international meetings, or to publish papers in medical journals.

You will graduate with enhanced teamwork, research methodology, technical and project management skills.

BSMS INSPIRE Programme

INSPIRE is a national programme coordinated by the Academy of Medical Sciences and supported by the Wellcome Trust. Activities are designed to encourage medical students to gain experience in, and understanding of, research, and include support for:

- the student research network – to conduct collaborative research with faculty
- organising national/regional student conferences
- conference attendance and presentation of research findings.



Student success in research

Year 5 student Sara Abou Sherif discusses her recent Individual Research Project and the opportunities it has provided.

Having carried out an MSc in cardiovascular research for my intercalated degree, I was keen on further exploring my interest in the field of cardiac surgery for my Individual Research Project (IRP). Cardiac surgery remains the gold standard treatment for replacing and repairing heart valves, with open heart surgery being the standard approach. Over the last 20 years, however, minimally invasive surgery has been increasingly adopted with the aim of improving the recovery of patients following heart surgery, however its benefits remain controversial.

Under the supervision of Mr Ishtiaq Ahmed, a cardiac surgeon at the Royal Sussex County Hospital, I explored and compared the outcomes of patients undergoing open heart surgery versus those undergoing a minimally invasive aortic valve replacement (MIAVR) operation. By collaborating with various healthcare professionals, including anaesthetists and scrub nurses, I was able to collect a range of useful data.

I also learned how to perform a propensity score analysis, a statistical method of matching patients with similar baseline characteristics to minimise confounding effects on post-operative outcomes.

We found MIAVR to be as safe as the standard approach and patients who underwent the minimally invasive approach bled less and required less fresh frozen plasma transfused in the post-operative period. They also tended to require a shorter period of time of breathing support following surgery and remained in hospital for less time. Our results offer an exciting insight into how advancements in surgical techniques can optimise patients' recovery following heart surgery.

Since my IRP I've had the opportunity to share our research at various national and international conferences. I was awarded best oral presentation prize at the 2017 British and Irish Society for Minimally Invasive Cardiac Surgery annual meeting. This included funding to attend the International Society's annual meeting in New York in 2019, and I travelled to Vancouver, Canada to present my poster at the 2018 meeting.

Patient histories, dissection, reflection and football, **Ashley Chukwu** writes about a week in Year 1.



Year 1 Timetable (a typical week)

Monday	am	Lectures and tutorial
Tuesday	am	Clinical practice lecture
	pm	Small group work with clinical practice facilitators Primary care placement/secondary care placement/clinical skills workshop/personal study
Wednesday	am	Academic Skills/Student-Selected Component (at the universities, hospital or other venues)
	pm	Free time for study and/or extra curricular activities such as sport
Thursday	am	Symposium – eg, patients come in to discuss how they have been affected by their condition and/or facilitated breakout sessions
	pm	Practical class: the dissecting room
Friday	am	Lectures
	pm	Practical class: the laboratory

Monday

Mondays are usually the busiest day of the week, and we start off with lectures based on the human body. It's nice to begin with the week's scientific focus, because we can link it to subsequent lectures throughout the rest of the week, and to practicals in the laboratories or dissection sessions. The lecture content can vary from anatomy to pathology or physiology, which I find particularly interesting.

Later in the day we break into smaller groups for our module tutorials. I really look forward to these sessions because we get to discuss previous lectures extensively and sometimes we have group quizzes where the best group receives a prize!

After a long day, I enjoy a nice dinner with my flatmates. We do some revision afterwards – living with your fellow medical students is great as we can study and make our way to classes together.

Tuesday

Tuesdays tend to focus solely on clinical practice (CP). In the morning we have a CP lecture on the importance of reflection and how best we should communicate with patients. We learn the step-by-step processes to initiate a consultation session with patients, signs to look out for and how to respond in certain situations. These sessions help me to be better informed and confident when dealing with patients and other healthcare professionals, vital skills in a patient-centred healthcare system.

Later, we break into small seminar groups and get to expand on these topics with our clinical facilitators. Sometimes we engage in role plays while we work through case studies, and it's a good opportunity to learn from the other students. I particularly enjoy these sessions because my clinical facilitator always finds a way to break the ice before the sessions start.

During the afternoon sessions, we have clinical placements, workshops or our personal study time. Today, I have a workshop that teaches us how to take a patient's medical history.



Workshops are very helpful because we are trained in the clinical skills we will need as a doctor. Later in the day, I visit my friends who live on the other campus, and we chill and watch a movie together.

Wednesday

In the morning, we have group meetings with our academic tutors and today we're learning about, how to organise our presentations for later in the term. My presentation is on 'the nudge theory', which I had no previous idea about, but it's good to practise with other students and present it to my group – it's another way to learn.

Despite our busy workload, it is important for us to engage in social activities outside school, which is why we have a free afternoon to do sports or clubs. My football practice isn't until Thursday so I go to the library and prepare my notes for the dissection room (DR) session tomorrow. I like to keep my Wednesday nights free so I can relax and cook a nice meal.

Top left: In the dissection room

Top right: A morning seminar

Bottom left: Studying with friends

Thursday

The day I've been waiting for. In the morning we have a symposium on health and disease. Symposia are similar to lectures but we discuss topics in greater depth. Sometimes, we have patients come talk to us or we work through case studies. This usually ends at midday, leaving us with enough time to have lunch and prepare for the DR session later in the afternoon.

One of the many reasons I chose BSMS was because of the dissection sessions and early patient contact. The DR sessions allow us to visualise all that we have learnt so far, thereby helping us to understand our notes in greater depth. And as corny as this sounds, the dissection sessions make me embrace life as well as death. There is so much support from the anatomy staff, it's a warm environment and everyone is ready to learn.

Later I have football and it's nice to unwind after a hectic day. I love football, especially at BSMS, because I get to spend time with other medical students. We have an upcoming friendly match against another team and I'm really looking forward to it. There's always something to do here.



“ As corny as this sounds, the dissection sessions make me embrace life as well as death. There is so much support from the anatomy staff, it's a warm environment and everyone is ready to learn. ”

Ashley Chukwu, Year 1

As a medical student you can join any of the societies, activities and sports at the Universities of Brighton and Sussex – this includes lots of the less conventional activities and sports – I'm thinking of joining a fencing team.

Friday

The weekend is finally nearly here. Lectures usually start at 11 on a Friday, and today I have a lecture on the learning and development of infants and one on pathology. During lunch break, I have a Christian Medical Fellowship meeting – it's a nice chance to meet people from different years and take a break from academic work. We talk about purpose and this leads to a lot of reflection, a skill which is necessary for doctors. I have a free afternoon because the second group has their dissection session so my weekend starts early. Friday evening I head out with my friends to watch a movie.

Starting at medical school was a lot to take in at first, but support from the other students has really helped me settle in quickly. There is a lot of work to do so I'll try to organise my time over the weekend, recapping on the week's lectures and preparing for the coming week, and leaving myself with free time for fun.

Vascular surgery, vaccinology, suturing and hockey, **Dan Heritage** writes about a week in Year 3.



Year 3 Timetable (a typical week)

Monday	am – pm	Clinical rotations (including ward rounds, clinics, lectures and seminars, clinical skills teaching)
Tuesday	am – pm	Clinical rotations
Wednesday	am pm	Lectures Clinical rotations or lectures
Thursday	am pm	Clinical rotations Clinical rotations or seminars
Friday	am pm	Clinical rotations or lectures Clinical rotations or lectures

Monday

My first rotation in Year 3 is vascular surgery, so I'm placed with a vascular consultant and his team. First thing, I attend a vascular multidisciplinary team meeting, where consultants and registrars of different specialties discuss the best treatment for their patients. I get to see that even though a patient may be in the vascular surgery ward, it takes doctors of many specialties to fully care for the patient and it really is a team effort.

In the afternoon, I am at an outpatient clinic with one of the vascular registrars. I get to observe how he takes specific histories focused on vascular problems and see him perform examinations. I also get to practise history taking and examination on patients, under the guidance of the registrar.

Between patient appointments, the registrar quizzes me on anatomy using a CT scan. He gets me to point out the abdominal aortic aneurysm (AAA) on the scan, from the patient in whose abdomen I have just previously felt a pulsatile mass. This is an excellent way to learn – not only did I find the AAA on examination, but I am then able to see it on the CT scan, which helps me to remember it down the line. In the evening, I head off to tutor an A-level student in chemistry. I really enjoy teaching, plus teaching chemistry helps me with my pharmacology lectures!

Tuesday

I wake up early and make my way to theatre, getting changed into scrubs and ready before the operations start. My partner and I make our way to the pre-operative area to clerk a patient before surgery. We read their notes, take a history and examination, then present it to the consultant when he makes his way around to us. The patient has a femoral pseudoaneurysm (a small hole in their femoral artery), which is being repaired that morning and I have been chosen to scrub into the surgery to assist. As the patient is being anaesthetised, a nurse observes me properly scrubbing in and helps to put on my sterile gown and gloves.



“Assisting in theatre is a great way to learn – you can see the anatomy from dissection in the first two years come to life, plus you gain experience of what life is like as a surgeon. The atmosphere is much friendlier than they portray in the movies, there is music playing and the staff are all very approachable and friendly.”

Dan Heritage, Year 3



Assisting in theatre is a great way to learn – you can see the anatomy from dissection in the first two years come to life, plus you gain experience of what life is like as a surgeon. The atmosphere is much friendlier than they portray in the movies, there is music playing and the staff are all very approachable and friendly.

After my day in surgery, I have dinner with my housemates then head to BSMS hockey with some friends.

Wednesday

Wednesdays and Fridays are the days that we still have lectures. After an introduction to vaccinology, and another lecture on host genetics and infectious disease, I go up to the café to grab a coffee and have a quick chat with some friends. Later we round off the day of lectures with a talk on consultation skills. I make the short walk back to my house and prepare for a presentation I have tomorrow at the student led seminar. I have chosen to talk about the methods of access for renal dialysis. I'm excited to present but I want to make sure I am fully prepared! After some preparation, I head to the gym to take my mind off medicine.



Thursday

Thursday is another early morning start at the hospital. I make my way to the vascular ward to join the morning ward round. These are very useful, as you have to quickly read patient notes and be ready to present the information back to the consultant. You get to learn very quickly about the shorthand that doctors use in notes and get used to compressing lots of information down into a few sentences. We get to the patient with the repaired pseudoaneurysm that I helped with yesterday. One of the junior doctors says that he has been well overnight, and the swelling in his groin from the pseudoaneurysm has gone down, which is good news.

In the afternoon I have my presentation. It's in a small group of about 15 students and a registrar and it's a friendly atmosphere. My presentation goes well, and after the registrar writes some feedback for me, I sit back and listen to my friends' presentations. In the evening I head out with a few friends.

Friday

This Friday morning we have a change from the usual lecture schedule. At 11am I am at a suturing skills practical class, where are taught suturing – surgical knot tying with hands and instruments. This will come in handy when I assist in theatre again. These practical classes are very informal and friendly, and it's good to catch up with friends.

In the afternoon we have two lectures, then I head to the gym to reflect on my week. It's a short session this afternoon because I am heading to Southampton to visit my girlfriend.

Top left: Coffee with friends

Bottom left: Learning surgical skills

Bottom right: Studying in the library

Ward rounds, huddles, seminars and clinical skills, **Ali Al-Sakban** writes about a week in Year 5.



Year 5 Timetable (a typical week)

Monday	am – pm	Clinical attachment, including ward rounds, clinics, lectures and seminars, clinical skills teaching
Tuesday	am – pm	Clinical attachment
Wednesday	am – pm	Clinical attachment
Thursday	am pm	Seminars Clinical attachment
Friday	am – pm	Clinical attachment

Monday

I'm on placement in elderly medicine at East Surrey Hospital in Redhill. At 8am I join in on a ward round for any new patients on the wards and people who are on their first post-operative day.

I take a full history and examination of the new patients and then present a summary to the consultant. Following this, the consultant reviews the patients and finalises the notes. At 9am we have a 'huddle', where the new patients are quickly discussed with the rest of the team and then the doctors and I are divided into groups to cover different bays in the ward for the morning ward round.

During the ward round, the doctor and I take turns in writing the notes, talking to and examining the patients. This is always useful as it allows me to see and actively get involved in all elements of the ward round. At 11.30 we conduct a multidisciplinary team (MDT) handover involving the doctors, nurses, occupational therapists and physiotherapists.

After lunch with my friends in the hospital accommodation, I assist the doctors with jobs which accumulated during the ward round, such as taking bloods, reviewing medication, chasing results and referrals to other departments or services.

In the evening, I attend an orthopaedic teaching session, then wind down by ending my day with a gym session.

Tuesday

Tuesday on my ward is similar to Monday with an 8am start where I clerk patients, a huddle at 9am followed by the ward round and finally an MDT handover at 11.30. As a medical student it's really important to realise the role of other members of the team and not just doctors. Every member is involved in the care of the patient and this is demonstrated brilliantly while sitting in on the handover.

I attend an additional Foundation Year 1 teaching session at lunchtime – this typically consists of lecture-based teaching on various topics and cases facing junior doctors.



“ This placement has allowed me to get a feel of what it really is like as a doctor. We hear and see a lot of the acute and thrilling cases on television but in reality, a lot of what doctors do is reviewing the patients on the wards and ensuring everyone is being cared for properly and no one is deteriorating. ”

Ali Al-Sakban, Year 5

I spend my afternoon back in the ward, helping the doctors and improving my clinical skills such as venepunctures. It is interesting to see how calm and relaxed most of the afternoons can be. Despite working in a busy environment, the staff are able to work together well and are very supportive of each other. As an F1, I will undoubtedly tap into these moments to remind myself of what a good team looks like.

Later on junior doctors provide us with extra teaching on different topics around our curriculum. In the evening, I go to the library to go over the notes I've made since Monday and study around the topics I come across.

Wednesday

It's a similar pattern of work to Monday and Tuesday. This placement has allowed me to get a feel of what it really is like as a doctor. We hear and see a lot of the acute and thrilling cases on television but in reality, a lot of what doctors do is reviewing the patients on the wards and ensuring everyone is being cared for properly and no one is deteriorating.

Every Wednesday there is a Care of the Elderly meeting where there are lectures on different elderly medicine cases and recent research.



There is also free lunch, but I definitely only go for the academic substance!

In the evening I have my dinner with friends and then go to the library to study and update my portfolio book, which is like a diary that we are required to regularly update on things we have seen or done.

Thursday

Thursdays tend to be more of a relaxed day because we have our seminars at 9.30 am, which is classed as a late start! During these seminars we sit in on core curricular lectures followed by student presentations led by our peers. This week I present a lecture on neck of femur fractures in elderly patients. It goes really well and I receive good feedback from the clinical fellow who is marking the presentation.

In the early afternoon, there is a Medical Grand Round, where the junior doctors present random cases to all medical staff in a large lecture room. This is a good time to sit and have lunch, as it is quite informal. I find this part of the day enjoyable because the cases that are presented are often interesting and rare.

In the evening there is a radiology teaching led by the radiology registrar, showing us how to interpret and present different imaging modalities – this kind of extra teaching is always appreciated.

Friday

Usually on a Friday I would do the ward round and then a consultant-led clinic in the afternoon where we see outpatients. However, this week I have clinical skills teaching, led by the BSMS skills team at the Audrey Emerton building. The day consists of learning different skills including prescribing, venepuncture, IV fluids and antibiotic administrations. This is always a very enjoyable and useful day which helps us perfect our clinical skills in a calm and safe environment where mistakes are a lot more tolerated.

In the evening I take a break and don't do any revision, but instead make my way up to London to see my family and catch up with friends during the weekend.

- Top left: Studying with a friend
- Top right: Ward rounds
- Bottom right: Clinical skills teaching

A home from home

As a first-year medical student, you will be guaranteed accommodation at Falmer, where the medical school is based. However, you must make BSMS your first choice when confirming places with UCAS, and submit your application for university residences by the deadline in June/July 2020.

“ I think the accommodation is excellent. The cleaners are great and the maintenance team are always on hand if you have any problems. I am living in a flat with just medics and I find it really useful as we all understand when we have deadlines and are stressed! I find living in halls convenient as you can get in on time easily without worrying about commuting. You can also pop home for a cup of tea during breaks! ”

Hannah Burton, Year 1



Halls of residence

At Falmer you will be part of a lively, stimulating and cosmopolitan student community, living alongside people from all over the world who are studying a wide range of subjects.

BSMS students are allocated evenly between halls of residence at the University of Brighton and the University of Sussex. All residences have communal kitchens, internet and contents insurance.

University of Brighton campus

You will normally be placed in Paddock Field residences, where all rooms are single and en suite. Self-catered and catered options are available, and there is free off-peak gym membership.

University of Sussex campus

You will normally be placed in either Lewes Court residences (with either an en suite room or shared bathroom) or Park Village (shared bathrooms).

Applying for accommodation

You should apply for halls via the University of Brighton Accommodation Office, whether you would prefer a room at Brighton or Sussex. They will send you information on how to apply during the academic year before you arrive at BSMS, including all relevant deadlines. For accommodation costs see 'My finances', page 32.

Life on campus

You can buy anything from a sandwich to a three-course meal on campus, all at reasonable prices. Other facilities include shops, libraries, a laundrette, a bank, a post office and sports facilities.

Campus cafés, pubs and bars are popular meeting places for evening socialising, whether you want a fun night out, live sports on TV or a quiet coffee.

“ Living in halls is great – the communal area has lots of space, it’s easy to get to lectures and it gives the feeling of having a ‘student’ life. All my flatmates are medics and this is really useful because I can ask anybody in my flat about lectures or anything I don’t understand. ”

Shashin Sood, Year 1



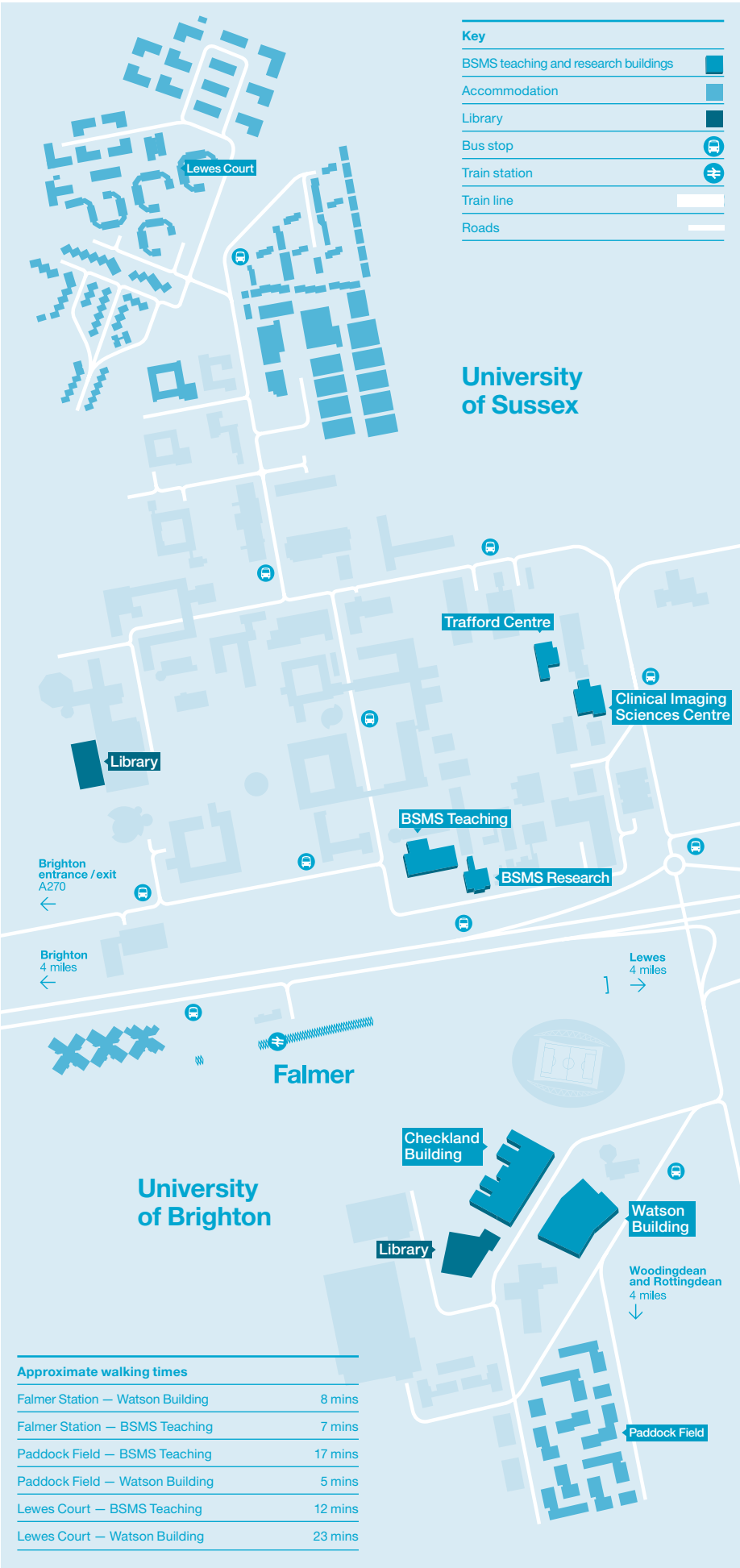
In Brighton

You might prefer to live in a house or flat for your first year, and after Year 1 all students move off campus. Brighton has several areas which are particularly popular with students and there is a wide range of rented accommodation available.

Help with finding a suitable place to live is available from the University of Brighton and University of Sussex accommodation services.

Clinical commitments

In Years 3, 4 and 5, you will undertake attachments at different regional hospitals. Travel costs will be reimbursed and accommodation provided where required.





Join the club

As a BSMS student, there are plenty of activities available for when you are not studying. With clubs and societies from two students' unions, whatever your interests, there will be something for you.

These are a great way to get to know people outside your year group, and many societies have a thriving social programme alongside their main activities.

MedSoc

At the centre of student social life is BSMS MedSoc. MedSoc works with both students' unions to organise teams and social events specifically aimed at medical students, such as balls, cabarets, talks and charity marathons. Depending on your interest, you may have the opportunity to get involved with the Medic Revue, a BSMS sketch show in May's Brighton Fringe Festival, or even arrange a national medical conference with top speakers from across the UK.

There are more than 30 BSMS societies, ranging from Anaesthetics to BakeSoc, Raising and Giving (RAG) to Medical Ethics, and Choir to Sexpression. See the MedSoc website for a list of all current societies: bsmsmedsoc.co.uk

University clubs and societies

You will have access to all clubs and societies at both the University of Sussex and the University of Brighton. Performing arts are popular on both campuses, with numerous choirs, bands and orchestras, dance societies and drama clubs, catering for all tastes from the traditional to the experimental.

If you are creative, there'll be something for you too, from life drawing to design, photography and creative writing. You might decide to test out your circus skills, improve your chess or learn how to make films.



Or you can join a society to support a cause, such as Médecins sans Frontières, Amnesty International or humanitarian aid projects around the world.

The students' unions organise several major events during the year, including freshers' and summer balls, and big-name bands and DJs are regular visitors to the campus.

To find out more about both students' unions visit brightonsu.com and sussexstudent.com

Sport and fitness

Whether you want to keep fit, dance or are into serious sport, there are excellent sports facilities at Falmer including sports halls, fitness and dance studios, exercise classes, squash and tennis courts and football and rugby pitches. A range of student sports clubs are on offer, including watersports clubs, which benefit from Brighton's seaside location. Sports clubs provide coaching and instruction and take part in British Universities' Sports Association (BUSA) competitions, as well as local Sussex leagues. Both universities have a good record of success at competition level in a range of team and individual sports.

BSMS also has its own sports teams, including football, hockey and rugby among others, which participate in a range of leagues.



Above/opposite: As a BSMS student, there is plenty to get involved in. Raise some funds for charity through one of the fun events organised by the RAG team, or join a sports team, and there are, of course, the MedSoc socials

Out and about

Year 3 medical student Amber Moys gives the BSMS insider's guide to living and studying in Brighton.



“ In my opinion Brighton is one of the best places to study in the UK. The liberal and accepting environment allows people to integrate easily, whoever they are. There is never a shortage of things to do in and around the city, and with fantastic rail connections, London is only an hour away, giving you unlimited access to the whole country! ”

James Willans, Year 5



'Base camp'

BSMS is unique in being split across two different university campuses, just four miles from central Brighton. The student population is vast, a fact always apparent on the buses on the way to a night out in town. Living among a diverse, exciting population of students is never quiet, given the activity of the student unions, along with the local campus bars and sports facilities. The campuses are just nine minutes from Brighton by train, and 20 by bus or bike (if you're the healthy type!).

'London by the sea'

Brighton really has a buzzing city vibe, and with a wide variety of shops and restaurants, you are never short of something to do. The individuality of the quirky, hipster lanes among the beautiful scenery of the seaside and historical buildings is what makes Brighton so attractive to outsiders. Whether you're looking for pop-up fun-fairs, street theatre, vintage clothes sales or markets, it's always fun to go out in the city.

The highlight of Brighton's attractions has to be the yearly Brighton Festival and Fringe in May, celebrating all the culture and art rife in the area and attracting national and even international acts. Another unmissable event is Brighton Pride – with parades, street parties and music festivals, which brings visitors from around the UK.

There's a fantastic comedy festival in October, and you could head to Lewes on 5 November to experience Bonfire Night as never before, or to the seafront for the Burning of the Clocks winter solstice parade and bonfire.

Above: Brighton Pavilion

Opposite top left: The annual Mod weekend

Opposite top right: The iconic Prince Albert building

Opposite middle: Brighton Pier

Opposite bottom: Brighton Pride





“Life in Brighton as a university student is great – there are so many things to do both in the daytime and the evening. I love Brighton beach, it’s great just to walk along the seafront on a sunny day. And you will get lots of friends coming to visit you here!”

*Eunice Lee, Year 4,
international student from South Korea*



Top: In summer Brighton’s Big Screen shows films on the beach ranging from blockbuster to cult

Bottom left: The South Downs

Bottom right: British Airways i360 offers amazing panoramic views of the city

‘Sea the sights’

As one of the UK’s coolest ‘seaside towns’, Brighton’s seafront is a national bucket-list attraction. There are countless cafés, the pier, artists’ studios, beach volleyball and beach bars where you can take a more relaxed approach to enjoying the seaside. If you’re the kind of person who prefers to get active, you could try windsurfing, sailing, diving, kayaking, kitesurfing or paddleboarding.

Personally, seeing the sea is a daily ‘pick me up’, a feeling shared among most locals. As a student it is at the heart of our social life, whether it be a social BBQ or summer swim, the seaside never fails to give us a dose of enjoyment.

‘Escape to the country’

If all this isn’t enough, then you can head for the tranquillity of the South Downs. Even if you’re not a countryside enthusiast, the greenery is great for walks, mountain biking, hiking and calming revision breaks, and you can stop for a cream tea in a picturesque village.

‘Brighton at night’

Brighton truly comes alive at night. The nightlife is vast and has a great reputation, with a wide range of bars, clubs and pubs with live music. The student culture is rife, with affordable student nights and there are lots of great venues where bands and DJs perform; there is nothing better than seeing your hometown on the list of cities for a tour.

‘Art attack’

Known for its arty culture, there’s always loads going on here culture wise – during the Open Houses month in May, you can follow trails around the city, visiting people’s houses where they are exhibiting art, and even sit in their gardens eating homemade cake! Museums and galleries range from the Brighton Pavilion, and Brighton and Hove museums and galleries to smaller obscure specialist museums.

The Brighton Centre, Dome, Theatre Royal and Old Market attract a range of big name artists, and smaller venues offer pre-London and fringe theatre. There are several cinemas, showing blockbusters or, for the more cultured among us, art-house films.

‘The big smoke’

If you fancy a day or evening out in the capital, London is just over an hour away by train, and you can catch a late train back. For international getaways, we’re also close to Gatwick Airport (25 minutes from Brighton), Heathrow Airport (two hours by coach), and south coast ports.

Opposite top: The busy North Laine area

Opposite bottom left: The American Express Community Stadium is home to Brighton & Hove Albion Football Club

Opposite bottom right: Beach volleyball

Money can be a concern when going to university. At BSMS, both school and university staff have help and advice to offer.

Fees and financial support for 2020 have not yet been agreed, and will be posted on our website once confirmed.

Fees for students starting the BM BS undergraduate medical degree in 2019 are:

UK students:
£9,250 per year¹

EU students:
£9,250 per year²

International students:
£32,886 per year³

Channel Islands and
Isle of Man students:
£19,000 per year³

Financial support

To assist new full-time home (UK) students studying for their first degree, a range of financial support is provided by the UK Government:

- You can apply for a Tuition Fee Loan to cover your tuition fees in full, which you only start to pay back when you are earning over a certain threshold.

- You can apply for a means-tested Maintenance Loan to help towards living costs such as food and rent.
- If you are a parent or a carer, other means-tested financial support is also available, including a Parents' Learning Allowance and a Childcare Grant.

See [gov.uk/student-finance](https://www.gov.uk/student-finance) for further information on statutory funding.

If you live in Scotland, Wales or Northern Ireland you will be offered a different package of support: please refer to the relevant funding bodies.

EU students

In 2019, EU students are only eligible for a tuition fee loan from the UK Government. There are some exceptions, eg, for EU students who have been living in the UK for more than five years – see [gov.uk/student-finance](https://www.gov.uk/student-finance) for more information.

Funding has not been agreed for EU students entering university in 2020.

University of Sussex First-Generation Scholars

The University of Sussex First-Generation Scholars Scheme provides financial support to students from lower-income families. In 2019, eligible UK students are entitled to the following in addition to any UK Government support:

- Year 1 – a £2,000 bursary if your household income is under £25,000, or a £1,000 bursary if your household income is between £25,001–£42,875
- Years 2, 3 and 4 – a £1,000 cash bursary in each year
- Year 5 of medical study – not available to students in receipt of an NHS Bursary.

Your eligibility will be assessed by the University of Brighton based on information provided in your Student Finance application: [gov.uk/student-finance](https://www.gov.uk/student-finance)

Specific university bursaries are also available for care leavers and students estranged from their families. BSMS students are not eligible for the University of Brighton package of bursaries.

NHS Bursary

From the fifth year of study, you may be eligible for an NHS Bursary. This may include:

- Support with tuition fees
- Grants towards living costs
- Additional help, depending on your circumstances (eg, Dependents' Allowance).

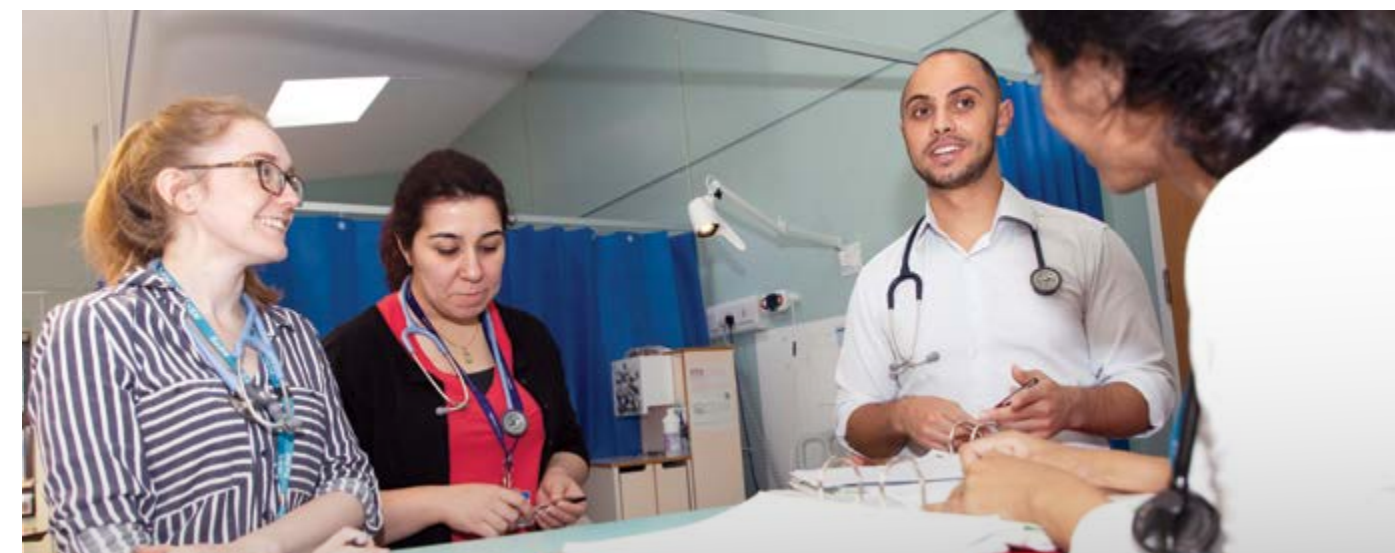
For further information see: nhsbsa.nhs.uk

Students with a previous degree

If you are a UK student and already have a degree you may find funding difficult for the BM BS degree, as you will not have access to a tuition fee loan. However you may apply for a means-tested Maintenance Loan to help towards living costs such as food and rent. Before you begin your studies, you should make sure that you have adequate funds to cover your living costs and tuition fees for the duration of your course.

You may be eligible for the University of Sussex First-Generation Scholars scheme (see left), and from your fifth year of study you may be eligible for an NHS Bursary to cover tuition fees and maintenance costs.

The universities and external charitable organisations are, at times, able to make additional support available specifically for graduate students, subject to eligibility.



International students

You need to ensure that you have the means to cover the cost of your fees and other expenses for the whole five years before you begin your course.

Some financial help is available from the universities. Details are liable to change and application deadlines vary, but as a guide, the University of Brighton offers around 50 international scholarships based primarily on merit. These are currently worth a £5,000 tuition fee reduction for new, full-time entrants. For up-to-date information, please check brighton.ac.uk/international

Living costs

Depending on your lifestyle, you may expect to spend the following on rent.

University halls: £91–£171 per week (£3,549–£6,669 per year, based on 2019 figures) depending on type of accommodation, and whether you choose catered or non catered. Costs include electricity, heating, water rates and the internet.

Private accommodation: Average £120–£150 per week (£6,240–£7,800 per year, based on 2019 figures). Rents for private accommodation do not include utility bills, food or insurance.

Other costs

While PCs and 4–6 hour loan Chromebooks are available at both universities, to enable you to make the most of the learning opportunities at BSMS we strongly recommend that you have a suitable laptop computer. We offer a minimum specification for guidance, which includes information about the software available to you free as a BSMS student. This may be found at: bsms.ac.uk/IT-requirements

You should add the one-off costs of buying a stethoscope (approx. £50) and also travel, accommodation and living expenses for your fifth-year clinical elective – these costs will vary depending on where you choose to go. A number of bursaries are available to support electives.

For further guidance on rents, retail prices and other living costs, please see 'Budgeting for student life' on the University of Brighton website.

Paid work while studying

At BSMS we provide opportunities for our students to earn money where we can. Students are paid to assist with admissions and open days, for example, and other jobs are available from time to time. The careers services of both universities are experienced in helping students find part-time or vacation work, whether on campus or in the local area (some students are able to work in the NHS or other healthcare jobs).

As you progress through the degree, your study will require an increasingly significant time commitment throughout the week, and term times will lengthen.

Advice on additional funding

The BSMS Student Welfare Team and the University of Brighton Student Advice Service offer information and advice on additional sources of funding, money management and debt counselling. For more information on fees and funding, please see:

brighton.ac.uk
sussex.ac.uk
gov.uk/student-finance
ucas.com
money4medstudents.org

For the latest information on tuition fees, scholarships and bursaries for 2020 entry, please see: bsms.ac.uk/fees-and-funding

¹Fees are subject to UK Government confirmation and to regulatory approval, and may change throughout the period of enrolment on the course as the Government reviews fee levels: [gov.uk/student-finance/new-fulltime-students](https://www.gov.uk/student-finance/new-fulltime-students)

²Fees for EU students may change substantially in 2020

³In subsequent years, fees for Channel Island, Isle of Man and international students may rise with inflation (RPI) or 5% per year (whichever is the greater)

We are looking not only for academic ability but also for the personal qualities that people need and expect in a good doctor.

We expect our students to become committed and compassionate practitioners who are really in touch with their patients and committed to the core values of the NHS.

You must possess the abilities, the commitment and the personal qualities necessary to become an excellent doctor. In selecting our students, we look for:

- academic achievement and potential
- BMAT score
- a realistic attitude to medical training and clinical practice
- an understanding of the NHS values and the ability to reflect upon their importance
- a commitment to quality of care, compassion and improving lives
- the ability to communicate and work effectively in a team for the benefit of patients
- the ability to appreciate other people's point of view
- an appreciation of the need to treat people with respect and dignity
- a willingness to accept responsibility
- a resilient all-rounder who can demonstrate a number of skills and attributes.

Personal statements

The personal statement is not used in the selection process at BSMS.

BioMedical Admissions Test (BMAT)

We require all applicants to sit the BMAT in the year of application in order to be considered for interview. You are required to register with BMAT assessment centres prior to the test. We feel that BMAT is a fair and transparent method for selecting for interview, and value that it is not only a test of aptitude, but also of knowledge.

It is important that applicants are able to demonstrate that they can construct a clear argument and present it using a good level of written English; this can be evidenced in Section 3.

We believe that the BMAT allows applicants to put themselves in the spotlight; if you have the ability and talent to succeed in medicine, then the BMAT gives you the perfect opportunity to show us, regardless of your background.

We score the BMAT out of 28 (9 marks for Section 1, 9 marks for Section 2 and 5 marks for each element of Section 3). We then rank all applicants according to their total score out of 28 and work down the rankings to fill our interview places.

For 2019 entry, applicants who scored 16.1 or higher or higher were invited to interview. Widening participation applicants identified as having contextual data (see right) were ranked separately, and this year all were invited to interview. The cut-off score for interview varies each year.

To help you prepare for the test, BMAT has produced a number of useful resources including guides to the content of the test and past test papers, which we recommend you access. BMAT may also be used as a final discriminator if needed after interview. Please refer to the BMAT website admissionstestingservice.org for key dates and additional information.

Literacy and numeracy

As evidence of the necessary literacy and numeracy, all applicants must have qualifications in English and Mathematics equivalent to at least GCSE grade 6 or B, or an IELTS score of 7.0 or above with at least 7.0 in each section. You will also need one of the higher qualifications listed on this and the following page.

International students must hold a qualification in English language received within three years of their BSMS enrolment date.

Widening participation

BSMS is committed to widening participation into medicine, so along with assessing your academic profile, we will also be looking for any contextual data that may enhance your application.

If you are identified as having any two of the following key pieces of contextual data, then you will be considered separately from the rest of our applicants. For these applicants, we will accept AAB at A-level (including Biology and Chemistry); and English and Mathematics at GCSE grade 5 or C.

- You live in a neighbourhood that has low participation into higher education **or** live in an area that falls within the lowest 20% of the Index of Mass Deprivation.¹
- You attended an 11–16 state school that performed below the national average at Progress 8 score.¹
- You (or a parent or guardian) are in receipt of a means-tested benefit.²
- You are in receipt of the 16 to 19 bursary.²
- You are (or have been) eligible for free school meals at any point between Year 9 and Year 13.²

We aim to give 30% of all interviews to students identified as having contextual data. Applicants who are (or have been) looked after in local authority care for more than three months will automatically be invited for interview, subject to satisfying academic criteria.

A-levels

Most standard offers for entry to BSMS are conditional on gaining three A grades at A-level (including Biology and Chemistry). For applicants with contextual data we will accept AAB.

¹Eligibility will be identified by BSMS Admissions

²Eligibility should be self-declared and evidence submitted via our admissions portal. All applicants will receive information on how to do this after submitting their UCAS application.

Entry requirements

BMAT

In year of application

AAA

A-levels
(including Bio & Chem)

AAB

Widening participation
(including Bio & Chem)

36 pts

Total in the International
Baccalaureate

370 pts

Scottish Highers
(including Bio & Chem)

We do not specify the nature of the third A-level subject and while many students are advised to study maths or physics by their schools or colleges, we strongly encourage applications from students who study humanities or the arts (including Psychology), as we recognise their value in broadening academic horizons.

It should be noted that General Studies is not acceptable at any level.

International Baccalaureate

You will normally need to pass the International Baccalaureate Diploma with 36 points overall. You must have studied both Biology and Chemistry to minimum grade 6 at Higher level.

Scottish Highers

You will normally need either three Advanced Highers or two Advanced Highers plus two Highers. You must have studied both Biology and Chemistry to Advanced Higher level and have passed both with an A grade. Most standard offers are now conditional upon gaining 370 UCAS points from 18 units.

Irish Leaving Certificate

Normally you will need to pass the Irish Leaving Certificate with grades AAAAAA. Both Biology and Chemistry must be passed at A1 level.

Other equivalent qualifications

A wide range of other equivalent academic qualifications are also welcome. You can check further details of these and the grades expected at bsms.ac.uk/entry-requirements If you have any queries contact medadmissions@bsms.ac.uk

Please note that entry requirements may be subject to change. For the latest information please see our website: bsms.ac.uk/entry-requirements

Read more about how to apply on page 37.

Date of qualifications

All qualifications should have been achieved no earlier than August 2010. BSMS reserves the right to make alternative offers where appropriate.

Graduate entry

Applications from graduates are welcomed. You should hold, or expect to hold, a first or upper second class honours degree and be able to demonstrate an adequate knowledge of Biology and Chemistry – equivalent to A grade pass at A-level in both. This may be achieved through having studied these subjects to A-level or through relevant degree modules. If offered an interview, you will be asked to supply a transcript of your degree results.

Please note that the integrated nature of the BM BS degree does not allow advanced entry to a different year of the programme.

If you hold (or expect to hold) a first or upper second class honours degree but do not have the necessary knowledge of Biology and Chemistry, you are invited to consider entry via the Access to Medicine route.

Access to Medicine

Access to Medicine courses are an effective way for mature entrants who have not previously studied Biology and Chemistry at A-level or degree level to gain a qualification acceptable for entry into medical school. A pass at distinction level is normally required. In addition, we require students coming via this route to demonstrate proficiency in both English and Maths, both to a minimum level of GCSE grade 6 or B.

Access to Medicine courses are not a substitute for previous poor performance in the relevant areas of science that are needed to study medicine. As such, BSMS will not consider applications from any Access to Medicine students already holding qualifications in the relevant sciences graded at or below our standard entry requirements.

We advise those considering the Access to Medicine entry route to choose their course carefully. Successful courses are likely to have selective entry policies, require intensive full-time commitment to study and have a differentiated outcome (eg, a pass with distinction or a percentage mark).

Developed in partnership with BSMS, the Access to Medicine course at Sussex Downs College offers a guaranteed interview with us. For details visit sussexdowns.ac.uk or call 030 300 39200.

Fitness to practise

We welcome a diverse range of applicants, reflecting the whole of society. Potential applicants with a disability are encouraged to discuss the reasonable adjustments that they would require to complete the course with a disability advisor prior to application: disability@brighton.ac.uk

All offers of places to study medicine are conditional upon a satisfactory health record and health assessment being carried out, in addition to viral screening as requested by the Department of Health, see bsms.ac.uk/entry-requirements/faqs

Applicants should be aware that medical students and doctors who are discovered to have, or who later acquire, an infectious condition that threatens the wellbeing of patients may be required to discontinue their training or practice. If such unfortunate circumstances arise or are discovered after admission, we will advise students of the options open to them.

Students should also be aware that enhanced-level criminal record checks are necessary for all medical school entrants and that some convictions and cautions are incompatible with medical training and practice. We may share information about students' fitness to practise with other bodies as necessary to ensure patients' safety.

Your application must be submitted through the UCAS system (ucas.ac.uk). This allows a maximum of four applications to UK medical schools. Applications must reach UCAS by 15 October 2019.

UK/EU students

We expect to have 193 places for new UK/EU entrants, and 10 places for new international entrants, in September 2020.

UCAS institution code name:

BSMS

UCAS institution code:

B74

Course code:

A100

Open days

BSMS open days will take place on Friday 7, Saturday 8 and Sunday 9 June 2019. These will give you the opportunity to look around, meet students and staff and ask questions. If you are unable to attend an open day, we will also be holding smaller meet and greet afternoons from 2pm to 4pm on Wednesdays 6 February, 27 March, 24 April and 15 May.

For confirmation of dates, further details and to book online, please visit bsms.ac.uk/open-days

Coming to interview

The admissions day programme consists of:

- a short presentation about the admissions process
- multiple mini interviews (MMIs)
- a student-guided tour of the Falmer campuses (including accommodation).

Parents or friends are welcome to attend the campus tour, but are not permitted to sit in on the MMI or in the waiting room.

Interviews and other activities take place throughout the day and may run as late as 6pm.

More information and a video of a sample MMI are available at bsms.ac.uk/admissions-days



Steps in the BSMS admissions cycle

Step 1

Registration for the BMAT opens from early September 2019, and standard entry closes in early October. The last registration is 5pm (BST) on 15 October 2019; however late fees will apply. The BMAT takes place in early November 2019.

Step 2

Submit your application to UCAS by 15 October 2019.

Step 3

Our admissions office reviews applications. Qualifying applications which are flagged with contextual data are ranked according to their BMAT results, with the top ranking candidates invited to interview. BSMS aims to offer 30% of its interviews to widening participation candidates. All remaining applications are then ranked according to their BMAT results, with the highest ranking candidates invited to interview.

Step 4

Multiple mini interviews (MMIs) are held during BSMS admissions days, in December 2019 and January 2020. Admissions days for international students are in February and March 2020. Dates offered for interview are fixed and cannot be changed.

Step 5

MMI results will be considered by the admissions board. The admissions board decides which candidates receive offers.

Step 6

Offers are made to successful candidates. Candidates choose to accept offers.

Step 7

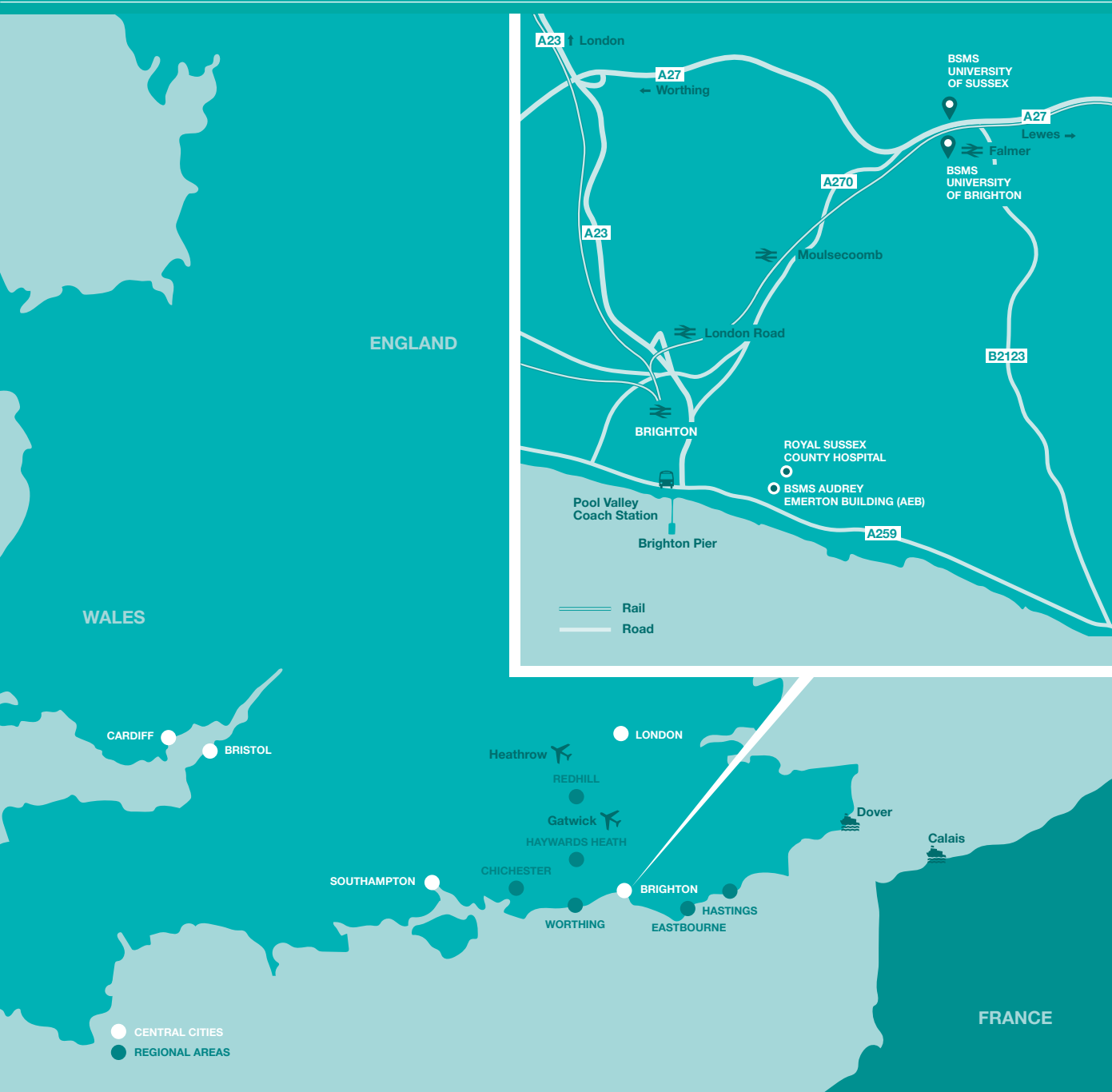
Qualification results are confirmed in August 2020. Candidates whose offers match their results are confirmed.

Getting here

Distance from BSMS:

- Central London (Victoria Station): 53 miles / 1 hr 35 min drive / 1 hr 20 min train
- Gatwick Airport: 28 miles / 35 min drive / 45 min train
- Heathrow Airport: 64 miles / 1 hr 05 min drive / 2 hr 05 min train
- Central Brighton: 4 miles / 15 min drive / 9 min train

See bsms.ac.uk for directions



If you can't find the answer you need, please contact:

**BSMS Admissions
Registry, Checkland Building,
Falmer Campus,
University of Brighton
BN1 9PH**

**T +44 (0)1273 643528
medadmissions@bsms.ac.uk
Facebook: BSMSMedSchool
Twitter: @BSMSMedSchool**

Useful websites
Brighton and Sussex Medical School:
bsms.ac.uk
University of Brighton: **brighton.ac.uk**
University of Sussex: **sussex.ac.uk**

Brighton and Sussex University
Hospitals NHS Trust: **bsuh.nhs.uk**
General Medical Council: **gmc-uk.org**

January 2019
Brighton and Sussex Medical School makes every effort to ensure the accuracy of all information in this prospectus. However, at the time of going to press some finer points of curriculum planning and other school procedures remain under development. Any further developments will be shown on the medical school's website: **bsms.ac.uk**

In accepting any offer of a place you consent to incorporation of this notice as a term of contract between you and BSMS. All students are required to abide by the regulations of the University of Brighton and the University of Sussex, which are available on request.

Designed by Blast: **blast.co.uk**

Imagery supplied by Matt Bemment; Brighton and Hove Albion Football Club (page 30); James Lewis, Clinical Media Centre, Brighton and Sussex University Hospitals NHS Trust; Sussexsport; University of Brighton; University of Sussex; Andy Weekes; Julie Wilton.



“ From the first week here we were seeing patients. Now in my third year, the clinical grounding and skills I learned in the first two years have allowed me to feel comfortable on the wards when interacting with patients and the clinical teams. I have loved my time at BSMS so far, and the preparation this course has given me makes me both excited and confident about my future as a doctor. ”

Dan Tebbs Year 3 (back cover)

“ One of my favourite things at BSMS has been doing dissection with the help of our lovely anatomy demonstrators. These sessions help us to grasp what structures actually look like and how they connect to form our complex bodies. I find the course overall very balanced and well managed, giving us enough time to do other things outside medicine, which is essential for good wellbeing. ”

Shaily Mehta Year 3 (front cover)

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Twitter: @BSMSMedSchool

