Student selected components (SSC) tutor guide
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Contact details for SSCs at HYMS

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SSC committees

Phase II SSC subgroup of the Phase II Board of Examiners.
Phase II SSC subgroup of the Phase II Curriculum Committee.

General introduction

The information contained in this tutor handbook is a summary of the Phase II SSC programme and is correct at the time of going to press, but may change slightly over the course of the academic year. Tutors will be informed of major changes via email. Please feel free at any time to contact any of the SSC team to discuss your SSC.
An introduction to student selected components (SSCs) at HYMS

SSCs are an essential part of medical school education, and it is a requirement of the General Medical Council (GMC) that SSCs form a minimum of 10% of the undergraduate medical curriculum. All UK medical schools offer SSCs (which are sometimes called Special Study Modules or Units), but the types of SSCs and the ways in which they are timetabled varies from school to school.

SSCs give medical students the chance to broaden and deepen their learning beyond the core medical curriculum. An important function of SSCs is to allow bright and intelligent students typical of medical schools to expand their educational horizons. SSCs take place in Phase I (the first and second undergraduate years) and Phase II (the third and fourth undergraduate years).

To support the core curriculum SSCs must encourage students to:

- develop and use research skills
- have greater control over their own learning through self-directed learning
- study in depth topics that interest them beyond the core curriculum, allowing them to broaden and deepen their learning
- develop greater confidence in their own study skills and abilities
- develop their ability to present the results of their work verbally, visually and in writing
- consider potential career paths.

The HYMS SSCs are grouped within three categories: sciences, clinical issues of special interest, and arts and humanities. Students are encouraged to take at least one SSC from each category. In addition, it is a rule of the GMC that at least two-thirds of the SSCs in the undergraduate medical curriculum must relate to medicine, but this does not mean that all these SSCs are necessarily clinical or designed to deepen knowledge of subjects from the core curriculum.
Students take a total of five SSCs in Phase II, three in Year 3 and two in Year 4. SSCs are provided by tutors from all over the HYMS region. In Phase II, SSCs are based in Hull, York, Grimsby, Scunthorpe and Scarborough. Students are only eligible to select an SSC at the site they are currently accommodated.

Why tutors offer SSCs

Most, if not all, tutors find that running an SSC is enjoyable and worthwhile. Students at HYMS are intelligent and generally well-motivated, and enjoy broadening their knowledge and educational horizons.

In return for providing an SSC, submitting completed assessment forms and participating in borderline assessment as appropriate, HYMS will pay you depending on your current terms of employment, ie: NHS staff will paid through the Trust, University staff will be paid through their department and independent tutors will be paid directly.

In many cases, the earnings from SSCs benefit the tutor and their department, although it is up to each individual SSC tutor to negotiate this with their head of service or department.

Phase II SSC timetable

SSCs run up to three times during an academic year and each SSC lasts for a three week block. All of the teaching and the assessment must be carried out during the set three week period and students are expected to remain on site during this time.

SSCs will run during:

- Late October through to early November – Years 3 and 4 combined.
- Late January through to early February – Years 3 and 4 combined.
- Late April through to early May – Year 3 students only.

Specific dates are set each academic year for each SSC block and these can be provided upon request. These dates are non-negotiable to fit in with the remainder of the MB BS curriculum.
How to propose an SSC

Ideas for new SSCs are always welcome, and the SSC programme is dependent for its continued success on the creativity and goodwill of tutors and prospective tutors. If you are interested in proposing an SSC, please contact the Academic Coordinator or the Programme Officer, who will be very pleased to discuss it with you. It is important that new SSCs deepen/broaden a student’s learning, complement the core curriculum and do not significantly overlap with other SSCs/teaching that’s already on offer; the SSC team will be able to advise you on this.

Once you have discussed your SSC idea with the SSC team, you will be asked to complete a proposal form. The SSC programme at HYMS has a diverse range of offerings and tutors so, to ensure consistency in the way that information is presented, a standard online proposal form is used for all SSCs. It can be accessed at http://www.hyms.org.uk/phase2/submit

If you are using the site for the first time or if you are proposing a completely new SSC, please choose ‘add new SSC’. This will take you to the proposal form. Enter information on your SSC as detailed below then click the ‘add new SSC’ button at the bottom of the form. You should also email the SSC team to inform them you have proposed a new SSC.

Your proposal form will now be password protected and accessible only by you and the SSC team. Your password (usually the SSC number) and user name (usually the surname of the academic supervisor) will be provided the first time you save your proposal form, and you should keep this information to hand. If at any time you lose your username or password, please contact phase2ssc@hyms.ac.uk.

The SSC Proposal Form

The proposal form contains the information used by HYMS to approve new SSCs. New proposals are ‘statements of intent’ that are subject to strict quality assurance procedures prior to approval. Once approved, a read-only version of the proposal is made available to students when they are choosing SSCs for the coming term. It is thus important that the information given in the proposal form is clear, comprehensive, accurate and kept up to date. The
Academic Coordinator is always pleased to help tutors, but the following notes may also form a useful reference when completing the form.

Notes to assist in completing the proposal form

The following notes will guide you through each box of the proposal form. This information will be available to the students when they are selecting their choices of SSC.

- The academic supervisor should be the main course tutor. Please email a CV to phase2ssc@hyms.ac.uk before submitting your proposal.

- All team members should be listed. It is important to list the people who will be teaching on the course as well as those second marking your coursework.

- You should state to where your payment should be sent. If you are a full time NHS employee please provide full details of the Trust and department to which you belong so that our finance section can be given as much information as possible to make sure your payment reaches you. GP surgeries need to provide a practice invoice. University staff need to provide cost codes for internal payments to be made. Independent tutors need to provide a full address for correspondence. HYMS staff will be paid internally.

- A short but informative synopsis should be provided. It is helpful to give a basic overview of the course, including why it is interesting and relevant and how it is assessed.

- Any prerequisites (for example, other blocks that need to be completed or other SSCs) should be listed. This space can also be used to specify whether the course is restricted to a particular year group. Most SSCs are open to all Phase II students and have no prerequisites, so if you would like to specify a prerequisite it is worth discussing this with the SSC Coordinator.
Aims should be described clearly, indicating the broad educational purpose of the SSC. They should be clear, worthwhile, and attainable given the facilities available and achievable by the majority of students.

Indicative content. You should give details of the sessions you intend the students to attend, including a description of the type of session (tutorial, clinic, etc), its duration and when it will take place.

The process box should show what the students must do to engage with the SSC. For example: attend all sessions, read relevant literature and so on. SSCs at HYMS are assessed on both ‘process’ and ‘outcomes’ to encourage student participation, so although many of the aspects of ‘process’ may be covered in the learning outcomes and the assessment of professional behaviours you should nonetheless keep a record of the ‘process’ part of the SSC for each student. More information about SSC and professional behaviour assessment is available elsewhere in this handbook.

The learning outcomes are derived from the aims of your SSC. They should be specific to the SSC and describe the skills, knowledge and concepts that students have to demonstrate in assessment.

You should include at least one indicative reading (book, review article or equivalent), primarily to help students choose SSCs. You are welcome to specify more than one book or article on the proposal form.

It would also be helpful if you listed the main journals relevant to your SSC, and indicated any other useful resources, such as websites. It is the responsibility of the SSC tutor/provider to resource SSCs, so please check that all books, journals and other resources are available to the students. HYMS has no budget to purchase course materials for SSCs.

Special computing requirements. The SSC provider is expected to make any specialist software and computing facilities available to the students.

SSC assessment is covered elsewhere in this handbook. Please note that you should normally select only one assessment strategy, and that assessment should be appropriate to the aims and learning outcomes.
Please give details of your assessment in the box provided. It is important to ensure that your assessment gives students the opportunity to show how well they have met each of the learning outcomes.

- You should decide the minimum number of students your SSC needs to run and specify a maximum of up to 20 students. Not all SSCs will run, so to increase the chances of your SSC running, you are advised to set your minimum number as low as possible, bearing in mind the costs of the SSC and also the group size that is most appropriate for the delivery and assessment methods. Your minimum and maximum numbers can be the same if appropriate. To ensure that all students get a fair amount of tutor contact, no SSC can offer more than 20 places, and many have a maximum below this. In any given term there are more SSC places than there are students, but it is inevitable that some SSCs will be oversubscribed. If an SSC is undersubscribed and does not attract the minimum number of students required, it will not run.

- You need to set a price for your SSC. This is per student per week and depending on the number of students you are allocated this will then turn into your actual income once the SSC is fully completed.

- Please ensure you confirm that your Head of Service/Department has given approval for the SSC, that you have risk assessed the SSC if required, that you agree for evaluation feedback on your SSC to be made available and that you have completed the form fully.

If your SSC runs, please ensure that you stick closely to the aims, process, learning outcomes and session outlines described in your proposal.

If you make minor changes to your SSC (changing a single session, for example) please update your proposal form by logging back onto http://www.hyms.org.uk/phase2/submit, making sure that you press the ‘save and update changes’ button at the bottom of the form. If you would like to make major changes (for example, altering the assessment method), please discuss this with the Academic Coordinator, as your SSC may need to be re-approved.
Locations for SSCs

As previously stated SSCs are based at Hull, York, Grimsby, Scunthorpe or Scarborough – whichever is more convenient to the tutor and the SSC. Students may only choose an SSC that is based at their current location. They cannot for example select a Hull SSC if they are based in Scarborough. Students are given accommodation at each of the sites therefore student travel should be minimal.

Library resources

Phase II SSC resources are not covered by the HYMS university libraries’ budget. It is the responsibility of Phase II SSC tutors to check that relevant resources are available at either the local hospital library or the main university libraries which can be searched via the following:

- [http://www2.hull.ac.uk/acs/lib.aspx](http://www2.hull.ac.uk/acs/lib.aspx)
- [http://www.york.ac.uk/library/](http://www.york.ac.uk/library/)

For general HYMS library queries please email library@hyms.ac.uk

Electronic communication – email

Due to the multi-site nature of the HYMS SSC programme as much communication and administration as possible is done electronically, so it is essential that all tutors have full access to email and the internet. When you are notified that your SSC is running you will also be given details of the students who will be attending the SSC and their email address details so that you can contact them directly with further information about the first session.
Payment procedure for SSCs

HYMS will pay SSC tutors differently depending on their current status:

- **Full time NHS employees** – the Trust will be paid directly with a request to direct the money to the relevant department. Speak to your head of service/budget holder to make sure this is set up properly.

- **University staff** – tutors need to provide an internal cost code to the appropriate budget and then HYMS will transfer the money internally.

- **HYMS staff** – tutors will be paid internally, the income from the SSC will be split 50/50 with HYMS and the tutors 50% will be paid into their IPDA.

- **Independent tutors** – tutors operating independently or through a private company will be paid directly either on an invoice or a casual workers fee form.

To discuss SSC payments in more detail please contact the Programme Officer.

How students choose SSCs

Students select their SSCs on a term-by-term basis. Each term a list of available SSCs is posted on Blackboard, the HYMS virtual learning environment, accompanied by ‘read-only’ versions of the proposal forms (minus any sensitive information such as cost codes). Students use the information on these forms to help select their SSCs and are given about a week to decide what they want to do. During this time, they are encouraged to consult the indicative reading given on the SSC proposal.

Students are asked to make six choices, indicating their preference order (first choice, second choice, and so on). Most students will normally be allocated to their first, second or third choices. If a student gets none of his/her six choices, they are given a ‘joker’ that guarantees that they will get their first choice in the next term, provided that their chosen SSC is running.
The specific dates for the SSC selection and allocation process are designed to give at least a month’s lead-in for tutors (i.e., students will be allocated to the October/November SSCs in September. Tutors will be contacted well in advance of the SSC selection to confirm whether or not they would like to offer their SSC for the upcoming term.

Twice a year the third and fourth year students select their SSCs from the same SSC choice list and do their SSCs together. Neither third nor fourth years get priority over the other year group when SSCs are allocated, but if you would prefer an SSC to be made available only to Year 3 or to Year 4 students, you should state this clearly on the proposal form.

Parity and quality of SSCs

PROPOSALS

Prospective SSC providers must submit an SSC proposal form, in which they give details of the SSC content, contact hours, location, process, learning outcomes, indicative reading and other relevant information. The tutor must also demonstrate that they are suitably qualified to teach the SSC they are proposing. If you need help at any stage of writing the proposal, please contact the Academic Coordinator, who will be delighted to help and advise you, as it is recognised that aspects of modern higher education jargon and practice are unfamiliar to some tutors.

The proposal and the prospective tutor’s qualifications are scrutinised by the Academic Coordinator. If necessary, the tutor will be asked to refine or alter the proposal to improve its quality. The SSC will only be approved if the tutor is suitably qualified and when the proposal reaches the required standard in an attempt to make all SSCs offered at HYMS of equivalent quality.

DELIVERY

SSC standards are monitored, and the SSC Officer and Academic Coordinator may occasionally need to discuss an aspect of SSC delivery or assessment with you. The Academic Coordinator is also happy to act as a mentor, giving longer term advice and support, as appropriate. The aim of the quality procedure is not to penalise tutors for perceived mistakes but to work with you to ensure high-quality SSCs across the programme. However, if an
approved SSC falls below the quality threshold and after discussion the quality of the SSC does not improve, the SSC will be withdrawn.

ASSESSMENTS

It is expected that assessments for all SSCs in Phase II are roughly equivalent, in terms of standards and workload (hence the word and time limits on essays and presentations). The grades given in specific SSCs and the quality of the feedback given to students are monitored closely by the SSC Committee, which will take action to rectify a poor or unfair assessment. SSCs are overseen by an external examiner, appointed by HYMS.

FEEDBACK

Students are given opportunities for formal feedback at the end of each SSC. If students have serious concerns about a specific SSC, they are asked to contact the SSC Officer or Academic Coordinator as soon as possible, who will investigate the situation. Student feedback is one of the measures used to ensure the quality of SSCs, and helps to develop the SSC programme. A report based on the evaluation data collected will go to the HYMS’ Quality Committee.

Currently, the SSC programme does not use peer review or observation of teaching, but this is under review. SSCs are closely monitored by an external examiner who may want to attend some presentations. Tutors will be contacted well in advance of an external examiner visit to ask permission for such observation or discussion. You are also encouraged to send feedback on the SSC programme to the Academic Coordinator.

Contact Hours

SSCs provide students with a broad experience whilst supporting the core curriculum, so it is inevitable that they will vary tremendously in their academic, practical and intellectual content. Students come to medical school from a wide range of backgrounds, so things that one student finds easy may appear difficult to another and vice versa. This will obviously influence how many hours a student spends working on a particular SSC. As a guide, each
SSC should engage the student for 40 hours of study time per week (including timetabled classes and self-directed learning) to complete successfully. You should design your SSC with this figure in mind, but it is inevitable that there will be some variation within and between SSCs. The timetabled contact hours with tutors vary according to the SSC, and should be appropriate to the teaching method and the aims of the course. You should clearly state your contact hours in your SSC proposal.

Running an SSC

BEFORE THE SSC STARTS

Once you have been notified that your SSC will run and are given your student list, it is your responsibility to ensure that you set up an appropriate timetable, book the necessary teaching facilities and inform the students of the details as soon as possible. Your students' email addresses will be notified to you.

ATTENDANCE

Student attendance at SSCs should be taken for your own records, as it forms part of the ‘process’ of SSCs (further information is given under SSC Assessment). Please let HYMS know via the SSC Officer if you have any absences as this allows HYMS to ensure that all students are attending SSCs. If at any time in the term you are concerned about student attendance, please contact the SSC Officer. You will be notified by HYMS if any student on your SSC is going to be absent for a significant period of time.
SSC Assessment

PROCESS AND OUTCOME

All SSCs are assessed on ‘process’ and ‘outcomes’. Process includes how students engage with their SSCs – whether they attend and participate in classes and tutorials, for example. Tutors set the process criteria for each SSC in the proposal, and students will have to engage in the process component of each SSC satisfactorily. Similarly tutors set the outcomes for each SSC in the proposal as well, and students will be expected to demonstrate that they have achieved these outcomes in the work they submit for assessment.

To ensure workload parity, assessments will normally fall into one of four categories:

- an essay or equivalent of 2,500 words in length
- a 15 minute spoken audio-visual presentation
- presentation of a learning resource, such as a web-based tutorial, video, portfolio or poster
- formal review, such as a short examination.

ASSESSMENT METHOD

You are asked to state which of these assessments methods you will use when proposing your SSC, and once approved you should not vary it without prior approval from the Academic Coordinator. If there are good pedagogical reasons to use a combination of assessment methods, please discuss these with the Academic Coordinator before submitting your proposal. Whatever your assessment method, please ensure that you make your expectations regarding the content and structure of assessment clear to students at the start of the SSC.

GRADING

SSC grading at HYMS does not follow usual higher education grading conventions. Student work is judged to fall into one of four grade categories:
unsatisfactory, borderline, satisfactory and excellent. There are no subdivisions within these grades, and no quantitative mark is awarded. A common set of marking criteria has been developed to provide, as far as possible, comparability between SSC gradings within and between SSCs. These marking criteria are available below. Any SSC coursework that is given a grade of excellent, borderline or unsatisfactory must be assessed by the tutor and another moderator (see below – Double marking).

**Satisfactory**

Many students will get satisfactory grades for their SSCs most of the time. To distinguish between satisfactory work of different quality, you are asked to grade each satisfactory student out of 5 (5 being the highest). This will not affect their overall grade of satisfactory but it will give each student an indication of their performance. We also ask that written feedback of how they performed in your SSC and advice on how they might improve in future.

**Excellent**

Excellent grades are awarded less frequently, and under most circumstances no more than 20-25% of students would be awarded an excellent grade on any one SSC. However, it is recognized that groups have their own dynamics, so excellents should be awarded on the basis of individual merit and should be criterion-referenced rather than norm-referenced. Excellent grades are noted on student exam transcripts.

**Borderline**

If the work of a student does not reach the standard required for satisfactory but is not obviously unsatisfactory you should award them a borderline grade. SSC assessment is designed so that students are not penalised for trying new things. The borderline grade acts as a safety net by giving the student the chance to improve their work with additional support from the main course tutor. If you award a borderline grade please provide full feedback to the student with regard to where they went wrong on the assessment form. You’ll be contacted at the appropriate time to arrange time to meet the student and discuss how to improve their initial work. Remediated work will be reassessed by you, and awarded a grade of either unsatisfactory or satisfactory.
**UNSATISFACTORY**

Students must gain a satisfactory grade for all SSCs in each year of Phase II to proceed to the next year. If they get an unsatisfactory grade in any SSC, they will be required to take a resit SSC, the tutors for which will be drawn from HYMS Faculty.

**SSC GRADING CRITERIA**

SSC work submitted for formal review will be assessed on the basis of three major sets of criteria:

1) Evidence of the way in which the work was conducted, including the amount of guidance sought by the student and their time management skills.

2) The intellectual quality of the work, including the extent of understanding of the major topics of importance and the skills acquired.

3) The presentation quality of the finished piece of work, including use of language (spelling, grammar and sentence construction), the coherence of the presented work (for example, whether the presented work has a logical structure).

In some (but not all) cases, a piece of work may fall into different grading categories (for example, a piece of work may be judged excellent on intellectual and presentation quality but satisfactory in the way in which the work was conducted). In these cases the assessor will exercise discretion over the final grade, and is encouraged to consult the Phase II SSC Coordinator or another member of the SSC subgroup of the Phase II Board of Examiners.

**UNSATISFACTORY**

Student work will be graded ‘unsatisfactory’ if evidence of poor time management and organisation, a lack of enthusiasm for their work, and the need for constant guidance and reassurance is shown. Even if students show enthusiasm or have not requested constant help, an unsatisfactory grade will be given to very weak and superficial work. Such work might include incoherent and disorganised work presented for formal review (such as a
piece of written work or a presentation) that covers none or very little of the relevant material and shows a fundamental lack of understanding of either the subject area and/or the specific essay question or project topic. Essays will normally lack academic referencing. Acquisition of the necessary skills is not evident. Presentations will normally be totally inadequate, lacking in substantial content, with poor delivery and use of facilities, and with poor or no answers to questions. Learning resources, where submitted, will be totally inadequate, lacking in substantial content and with no or completely inadequate commentary or narrative. Where project work is important, students gaining an unsatisfactory grading will have neglected to undertake any original research, where relevant, in the form of data collection, analyses or library work.

**Borderline**

A borderline grade will be given if the work or the way in which the work is conducted falls short of the standard necessary for a satisfactory grading but does not fall unequivocally into the ‘unsatisfactory’ category. Students gaining a borderline grade will have failed to provide conclusive evidence of adequate or competent time management and organisation, and will have given inconclusive evidence of having worked without extra support. A borderline grade will be awarded to work which covers some but not a majority of the major topics of importance in the subject area and/or which demonstrates only some of the necessary skills. A borderline piece of work submitted for formal review will generally be badly organised and poorly written or presented. Essays will show inadequate or inconsistent referencing and a poor range of citations. Presentations will be inadequate and incomplete, covering only a few of the main points, with only marginally acceptable delivery and use of facilities, and with incomplete answers to questions. Learning resources, where presented, will be inadequate and incomplete, covering only a few of the main elements of the SSC, with inadequate or incomplete commentary or narrative. However, a borderline grade may be awarded if the organisation of the presented work is satisfactory but the quality of the work and the way in which the work was conducted was generally poor. This grade will lead to the student being provided with guidance and the opportunity to correct deficiencies. See details of this procedure in the SSC Guide for Students and Tutors.
SATISFACTORY

A satisfactory grade will be given if the student has shown adequate or competent time management and organisation, and evidence of having worked with minimal, or without significant degrees of, extra support. The work presented in written, spoken or other form for formal assessment must demonstrate an adequate to good knowledge and coverage of the subject area and the student must demonstrate competence in appropriate skills. The presented work should be coherent and well organised. Essays will show good referencing, using a reasonable range of sources and citations. Presentations will be good, relevant and clear, making appropriate use of the time and facilities available and providing competent answers to questions. Learning resources, when submitted, will be adequate and complete, covering all the main elements of the SSC with a thorough and relevant commentary or narrative. Project work should demonstrate that appropriate research (data collection, analysis, library work) has been undertaken. It is expected that the vast majority of SSC work will fall into the ‘satisfactory’ category.

EXCELLENT

A grade of excellent will be awarded if a student demonstrates a very high level of achievement in a piece of work submitted for formal assessment. Evidence of very good time management and organisation with little or no extra support plus enthusiasm and good motivation is generally necessary for a grade of ‘excellent’. In addition, the student should have demonstrated that they were able to work on their own initiative to find and use a wide range of appropriate materials in their work. Work judged to be excellent would show a very good knowledge of the subject area, including an extensive awareness of the relevant published literature and the ways in which the work presented fits into existing research as appropriate. Critical analysis and original thought should also be evident. The work should be presented in written or spoken form to a very high standard. In essays, good referencing, using a wide range of sources and citations, will be expected. Presentations should be thorough, comprehensive and clear, making excellent use of time and facilities and providing accurate and perceptive answers to questions. Learning resources, when submitted, should be complete and wholly comprehensive, with a detailed, perceptive and critical commentary or narrative. The development of skills pertinent to the topic should go beyond that which would normally be expected given the time and resources available. Project work involving data collection and analysis should demonstrate that data were expertly collected and analysed, with the limitations of the methods recognised.
DOUBLE MARKING

The main SSC tutor will be the principal assessor of student work. To ensure fairness in the assessment of SSCs, all spoken presentations, oral tests or performances must be marked by two assessors, both of whom must be suitably qualified. Second markers are usually listed on the proposal form in the ‘SSC team members’ section, but if a second marker changes for any reason, please inform the SSC Officer.

If any coursework is graded as anything other than Satisfactory, it must also be double marked. It is the tutor’s responsibility to identify a second marker, who does not need to be an expert in the subject, but who does need to have subject knowledge and teaching experience. The second marker will act as a moderator of the first, ensuring that they agree with the grade awarded. Any disagreement between the two assessors will be referred to the Academic Coordinator.

ASSESSMENT FORMS

It is the responsibility of the main course tutor to complete the assessment forms and to ensure that any second assessor agrees to the comments and the mark awarded. The form for each student must be individualised to give them feedback about their performance and to make the award of a particular grade transparent. On the form you must comment on the student’s performance with regard to processes and outcomes. Forms are to be returned to HYMS who will review them prior to releasing them to the students. Tutors are asked to have returned their assessment forms within TWO WEEKS of the end of the SSC teaching.
<table>
<thead>
<tr>
<th>Section</th>
<th>Unsatisfactory</th>
<th>Borderline</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of time management</td>
<td>Poor</td>
<td>No conclusive evidence of competency</td>
<td>Adequate or competent</td>
<td>Very good</td>
</tr>
<tr>
<td>Need for extra tutor support</td>
<td>Constant guidance and reassurance</td>
<td>A significant degree of extra support</td>
<td>Minimal extra support</td>
<td>Minimal or no extra support</td>
</tr>
<tr>
<td>Acquisition of skills (as appropriate)</td>
<td>Not evident</td>
<td>Only some of the necessary skills acquired</td>
<td>Competence in appropriate skills</td>
<td>Development of skills should go beyond that which would normally be expected given the time and resources available</td>
</tr>
<tr>
<td>Project work (as appropriate)</td>
<td>No original data collection, analyses or library work</td>
<td>A limited amount of original data collection, analyses or library work</td>
<td>Appropriate original data collection, analyses or library work</td>
<td>Expertly conducted original data collection, analyses or library work, with the limitations of the methods recognised</td>
</tr>
<tr>
<td>Organisation of materials presented for assessment</td>
<td>Incoherent and disorganised</td>
<td>Badly organised and poorly written or presented</td>
<td>Coherent and well organised</td>
<td>Very high standard of organisation and presentation</td>
</tr>
<tr>
<td>Essay-based assessment</td>
<td>No citations or referencing</td>
<td>Inadequate or inconsistent referencing; poor use of citation</td>
<td>Good referencing, using a reasonable range of sources and citations</td>
<td>Good referencing, using a wide range of sources and citations</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Borderline</td>
<td>Satisfactory</td>
<td>Excellent</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Presentation-based assessment</strong></td>
<td>A totally inadequate presentation, lacking in substantial content, with poor delivery and use of facilities, and with poor or no answers to questions</td>
<td>An inadequate and incomplete presentation that covers only a few of the main points, with only marginally acceptable delivery and use of facilities, and with incomplete answers to questions</td>
<td>A good, relevant and clear presentation, making appropriate use of the time and facilities available and providing competent answers to questions</td>
<td>A thorough, comprehensive and clear presentation, making excellent use of time and facilities and providing accurate and perceptive answers to questions</td>
</tr>
<tr>
<td><strong>Assessment through presentation of a learning resource (eg: portfolio)</strong></td>
<td>A totally inadequate resource, lacking in substantial content and with no or completely inadequate commentary or narrative</td>
<td>An inadequate and incomplete resource that covers only a few of the main elements of the SSC, with inadequate or incomplete commentary or narrative</td>
<td>An adequate and complete resource covering all the main elements of the SSC with a thorough and relevant commentary or narrative</td>
<td>A complete and wholly comprehensive resource with a detailed, perceptive and critical commentary or narrative</td>
</tr>
<tr>
<td><strong>Understanding of subject area</strong></td>
<td>Fundamental lack of understanding</td>
<td>Covers some but not the majority of the major topics of importance</td>
<td>Adequate to good knowledge and understanding</td>
<td>A very good knowledge, including an extensive awareness of the published literature and how the work fits into current 'state of knowledge' in the subject</td>
</tr>
<tr>
<td><strong>Understanding of specific question or topic</strong></td>
<td>Fundamental lack of understanding</td>
<td>Covers some aspects of the question/topic, without demonstrating a wholly adequate understanding</td>
<td>Adequate to good knowledge and understanding</td>
<td>Good to excellent knowledge and understanding, including evidence of significant original thought and critical analysis</td>
</tr>
</tbody>
</table>
Deadlines for submitting assessment forms

Please pay attention to the deadlines for submission of assessment forms as these are timetabled around meetings of the Board of Examiners.

Student professional behaviour

You are asked to provide a broad assessment of professional behaviours (teamwork, supportive of process, attendance and punctuality) for each student on the SSC assessment form. This does not directly impact the outcome of the SSC, but forms part of HYMS's assessment of student professional behaviour as a whole. Information on professional behaviour in SSCs is made available to the Fitness to Practice Committee. If a student is marked as unsatisfactory in any aspect of professional behaviour during SSCs, they are automatically reported to the Fitness to Practice Committee.

Plagiarism and referencing

PLAGIARISM

Students are introduced to essay writing skills and the concept of plagiarism in the Year 1 Term 1 SSC, but you are asked to reinforce this by giving students appropriate advice about plagiarism. If you detect plagiarism in an SSC assessment, you should report the matter plus any supplementary evidence (the original source of the material, for example) to the SSC Officer. Referencing properly and avoiding plagiarism is a skill that must be learned, so the academic stage of the student will be taken into consideration when assessing cases of alleged plagiarism.

The following steps will normally be taken if plagiarism is confirmed:

- The student will be awarded an unsatisfactory grade and will probably be required to resit an SSC.
- They will be reported to the Academic Progress Committee, who may refer the matter to the Fitness to Practice committee.
Further information about plagiarism at HYMS can be found in the Code of Practice on Academic Misconduct which is available via the HYMS website.

REFERENCING

Correct referencing is one way in which plagiarism is avoided. Students at HYMS can use either the Harvard referencing style, or the Vancouver referencing style, and should provide references at the end of the submitted work, not in footnotes. You can specify whether you prefer the Harvard or Vancouver style. Full details on the two styles are provided for students in the HYMS Referencing and Plagiarism Handbook. They are also given the following example references as a ‘quick-start’ guide:

**HARVARD**

In the Harvard style, when citing references within your work, use only the name of the author, followed by the year of publication. In general, page numbers should also be included, eg:

The theory was first propounded in 1993 (Hamilton 1994, p. 58)

In this case the references are listed alphabetically by author at the end of your work.

For Harvard, use the following formats in your reference list:

**Books (not chapters in edited volumes)**
Bloggs, J. *Tomorrow’s Doctors*. London: GMC

**Chapters in edited volumes**

**Journal articles**

**Websites/other web resources**

**Vancouver**
In the Vancouver style, each reference is given a number in the numerical order in which they appear in your work eg: 1, 2, 3 etc. The number for each reference should be indicated in the text in superscript at the end of the word or phrase being referenced, thus:

‘Smith27 argued that…’

At the end of your written piece of work you should then include a list of all the references in numeric order using the following formats in your reference list:

**Books (not chapter in edited volumes)**

**Chapters in edited volumes**

**Journal articles**

**Websites/other web resources**
Any other questions?

If you need any help or advice, please do not hesitate to email phase2ssc@hyms.ac.uk or contact the SSC Officer or Academic Coordinator directly. A list of the staff involved in SSCs is given at the front of this book.