

SCHOOL OF PSYCHOLOGY POSTGRADUATE STUDENT HANDBOOK

PG Diploma in Psychological Therapy

Handbook 2017/2018



Welcome!



...from the Head of School

Welcome to Psychology at Sussex!

We are delighted that you are here and I hope that your time with us will more than meet your expectations.

We have over 50 teaching faculty who are engaged in research across the full range of our discipline. You will find details of who they are and what they do through our website. There is also a large group of around 90 postgraduate research students, some of whom you will meet as seminar tutors or in practical classes. Another 80 or so postgraduates are taking one of our Masters courses.

This booklet gives some information about the School that we hope you will find useful. You will soon find out how to get more detailed information from our virtual learning environment, Study Direct.

I know that, in these first few weeks, life will seem a bit bewildering (but still exciting!). If you don't understand, or you don't know, please just ask someone. Everyone in the School is keen for you to settle in as quickly as possible, and we are only too happy to help.

I very much hope you enjoy your time here.



Tom Ormerod,
Head of School

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Programme Convener for MSc in
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Aim and Contents

This handbook will give you some useful information about Postgraduate Taught Programmes at the University of Sussex – where to find things, who does what, who you can speak to about various issues. The information given here, and a lot more detail, can be found on the **School website**. You will find that you can access a lot of information about your programme and courses through **Sussex Direct and Study Direct**, systems designed to give you easy access to the information you will need as a student.

Aim and Contents 3

Programme Structure and Content	4
Pathways.....	4
Programmes & Courses 7	
Programme Composition-Modular Structure	7
Full Time and Part Time Completion to PG Dip	8
Course Content and Teaching and Learning Methods	9
Communication 10	
We will contact you by ...	10
Email.....	10
Web	10
Noticeboards.....	10
Pigeonholes.....	10
Keeping your contact details up-to-date	10
Where to get advice and support 11	
The School Office	11
Your Academic Adviser	11
Course Convenor	11
Head of School	11
Some others ...	11
The Student Support Team @ The Student Life Centre	11
School Administrator.....	11
In general	12
Making your voice heard 12	
Student representatives and the Staff-Student Committee	12
Other ways of giving us feedback	12
Feedback about individual courses: Course Evaluation	12
Faculty and Trust Staff Associated with the Programme 13	
What we expect from you ... 15	
Beyond your programme 16	

Credit System 167

Timetabling 17

Assessment: What You Need to Know 17

Health and Safety 19

Programme Structure and Content

Pathways

Four separate CBT pathways, one based on work with more severe and enduring mental health problems (CBT for Complex Difficulties), one based on work with Children and Adolescents (CBT for children and adolescents), one based on working with adults experiencing difficulties associated with psychosis (CBT for Psychosis) and one based on working with adults with common mental health difficulties are designed to lead graduates to achieve the minimum training standards for professional accreditation as a CBT therapist with the British Association for Behavioural and Cognitive Psychotherapies (BABCP) when they reach the Postgraduate Diploma exit point. Beyond this there is an option of an additional research element leading to the award of MSc.

The four pathways to PG Dip are:

1. CBT for Complex Difficulties

This pathway provides the knowledge and practitioner competencies required to deliver effective CBT for: depression, including chronic or severe depression; and depression and anxiety disorders in the context of personality disorder or psychosis; and for personality disorders and psychoses themselves. This pathway is consistent with the BABCP minimum training standards in CBT and is designed to meet the requirements of the BABCP Core Curriculum Reference Document (January 2011).

2. CBT for Children and Adolescents

This pathway provides the knowledge and practitioner competencies required to deliver effective CBT for Children and Adolescents suffering from anxiety difficulties and depression. This pathway is consistent with the BABCP minimum training standards in CBT and is designed to meet the requirements of the BABCP Core Curriculum Reference Document (January 2011).

3. CBT for Psychosis

This pathway provides the knowledge and practitioner competencies required to deliver effective CBT for adults experiencing difficulties associated with Psychosis, including, voices, delusions, paranoia, trauma, physical health difficulties, extremes of mood (Bipolar) and working with the wider system. This pathway is consistent with

the BABCP minimum training standards in CBT and is designed to meet the requirements of the BABCP Core Curriculum Reference Document (January 2011).

4. CBT for Common Mental Health Difficulties

This pathway provides the knowledge and practitioner competencies required to deliver effective CBT for adults suffering from anxiety difficulties and depression. This pathway is consistent with both the Improving Access to Psychological Therapy (IAPT) framework and the BABCP minimum training standards in CBT and is designed to meet the requirements of the BABCP Core Curriculum Reference Document (January 2011).

Each pathway to PG Dip will normally be completed within 16 months full time or 28 months part time, with an additional year part time subsequently for those progressing to the research component and achieving the MSc award.

Professional Accreditation Requirements

The course is accredited at Level 2 with the governing body for CBT within the United Kingdom, the British Association for Behavioural and Cognitive Psychotherapies (BABCP). Successful completion of any pathway means that graduates will have achieved the minimum training standards for accreditation with the BABCP.

Programme learning outcomes. At the end of this programme a successful student should be able to:

1. Demonstrate competent delivery of assessment and intervention in evidence based psychological therapy/intervention reflecting core, problem specific and meta competent skills and knowledge for the programme pathway.
2. Demonstrate a systematic understanding of, and critical awareness of the theory and evidence base of evidence based psychological therapy/intervention reflecting core, problem specific and meta competent skills and knowledge for the programme pathway.
3. Demonstrate an originality and reflective practice in the application of psychological knowledge to the treatment and understanding of mental health problems using evidence based psychological therapy/intervention reflecting core, problem specific and meta competent skills and knowledge for the programme pathway .
4. Demonstrate a comprehensive understanding of research methods relevant to psychological therapy/intervention, including methods to evaluate treatments. Successful students will demonstrate a practical understanding of how established

research techniques are used to create and interpret knowledge in the field of psychological therapy/intervention.

5. Demonstrate an ability to identify a research question relevant to the clinical practice of CBT. To carry out an investigation, using appropriate research design or methodology and method in a way which demonstrates ethical and methodological awareness and to present findings in a clear and thoughtful way.

By the Postgraduate Diploma exit point, students will achieve Programme Learning Outcomes 1-3. By the MSc exit point students will achieve Programme Learning Outcomes 1-5. All modules must be passed in for students to exit with a Post Graduate Diploma.

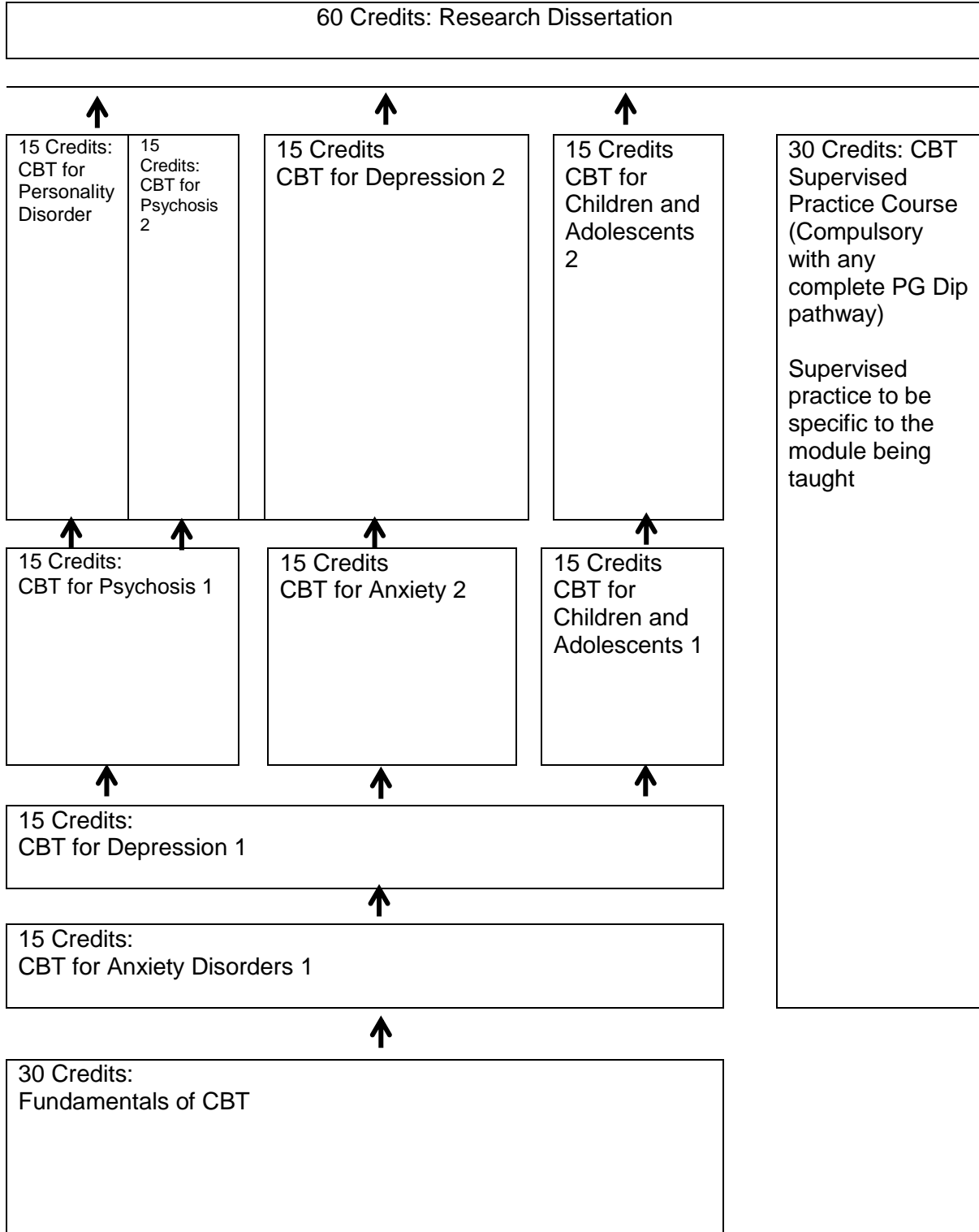
This handbook will provide you with some basic details about the programme: please take time to read it carefully! Further useful information will also be provided in the more general *University Handbook for Postgraduate Students*.

Please ensure that you make the most of your participation on this programme and of your time and opportunities at the University of Sussex. You will be expected to put in a good deal of work for the courses, to use your own initiative, to work without close supervision for much of the time and to exercise a high degree of autonomy. At the same time, we aim to be as supportive as we can, both with respect to your academic progress and welfare, so if you have any questions about the programme or other things that we can assist with, please just ask!

Programmes & Courses

Programme Composition-Modular Structure

Modular and Pathway Structure – MSc in Psychological Therapy



CBT for Complex Difficulties
OR CBT for Psychosis
OR

CBT for Common Mental Health
Difficulties OR
CBT for Children and Adolescents

AND

Compulsory
Practice Module

Each pathway to PG Dip requires the completion of two mandatory 30 Credit courses (“Fundamentals of CBT” and “CBT Supervised Practice”), plus four 15 Credit option courses.

For example, to complete the CBT for Complex Difficulties Pathway the following option courses must be taken: CBT for Anxiety 1, CBT for Depression 1, CBT for Psychosis 1 and CBT for Personality Disorders.

To complete the CBT for Children and Adolescents Pathway the following option courses must be taken: CBT for Anxiety 1, CBT for Depression 1, CBT for Children and Adolescents 1 and CBT for Children and Adolescents 2.

‘Full Time’ and ‘Part Time’ Completion to PG Dip

‘Full time’ students will normally complete the pathway to PG Dip in 16 months.

‘Part-time’ students will normally complete the pathway to PG Dip in 28, completing three Modules in Year 1 (Fundamentals of CBT plus one Depression and one Anxiety course) and commencing the CBT Supervised Practice Course. Three courses will then be completed in Year 2 (two remaining 15 credit courses plus the CBT Supervised Practice Course). Part time completion over a longer period will be possible only in exceptional circumstances at the discretion of the Programme team. In these circumstances the courses must be taken in the specified order within a maximum period of four years for PG Dip and five years for MSc.

Additionally, the following criteria will need to be met from service/employers. Students will require support from their Manager/Clinical lead:

- to be able to attend all training days
- to be able to attend all supervision sessions (either face-face or by phone/Skype)
- to be able to allowed the equivalent one working day per week (for students undertaking the full time study) or one working day per fortnight (for students undertaking the part time study) for self directed study
- to allow adopt the status of trainee psychotherapist gradually increasing caseload in line with knowledge and skills acquisition
- To provide ready access to suitable clients (Clients with complex difficulties [steps 4+] or clients with common mental health difficulties [steps 2-3], or children and adolescents.

Course Content and Teaching and Learning Methods

Appendix 2 shows a summary of the courses, teaching and learning methods, and assessment associated with each. Teaching and Learning Methods consist of attendance at face-to-face teaching workshops, comprising approximately 50% theoretical and empirical aspects, and 50% skills practice. Teaching will consist of attendance 9.30 a.m. – 4.30 p.m. in blocks of 2-3 days. For each taught course, approximately two thirds will be delivered by the core teaching team, the remainder by a combination of nationally and locally recognised experts in the field. The CBT Supervised Practice Course comprises the learning and teaching that is directly linked to clinical practice of CBT in the workplace. The primary teaching method here is individually tailored supervision provided by the Programme and in the workplace. Course supervision will take place in small groups of 3-4 students with one supervisor, approximately weekly throughout the Supervised Practice course. Approximately one third of this will be face-to-face, with the remainder delivered by telephone or Skype to benefit distance-learners.

Course and module web sites will provide course documentation and resources. These sites will facilitate student participation in the course between attendance through the online forums and discussion facilities.

Course syllabus information, including learning outcomes and curriculum details, can be viewed via the School web pages:

<http://www.sussex.ac.uk/psychology/internal/coursesandmodules/pgcourses>

All information about your modules can be found on the School website at <http://www.sussex.ac.uk/psychology/> and via the course teaching pages on Sussex Direct.

Sussex Direct is your personalised online gateway to University information. The system will help you track your marks and attendance and ensure that these are accurate. Behind the scenes, Sussex Direct helps your academic adviser, and student advisers, to support your studies. You will find Sussex Direct at <http://www.sussex.ac.uk/direct/>

You will find:

- Programme specifications
- Course descriptions
- Course evaluations
- Assessment criteria

Both the school webpage and Sussex Direct link to **Study Direct** (SyD). Study Direct is used by Course Convenors to upload teaching materials it also contains forums for you to discuss the course. <https://studymdirect.sussex.ac.uk/login/index.php>

Please note: The course will continue until February 2018. Remote supervision will be provided from the end of the teaching until completion of the course. For future term dates see: <http://www.sussex.ac.uk/aboutus/keydates/termdates.php>

Communication

We will contact you by ...

Email

- ❑ You will get details of your email account when you are emailed about registration
- ❑ Most faculty and tutors will use email as the primary method of communicating important information to you, and communications direct from central University offices will also tend to be via email.
- ❑ If you have your own computer, find out how you can set it up to access your Sussex email
- ❑ If you already have an email account, you can forward your Sussex email to it

Web

A lot of information about modules and materials are on our school website www.sussex.ac.uk/psychology and on the teaching pages via [Sussex Direct](#). Teaching materials such as lecture slides and discussion forums are on [Study Direct](#)

Noticeboards

Look at the noticeboards in the Pevensey 1 Building for information on examinations, experiments, student reps, student mentors, etc.

Pigeonholes

There are pigeonholes in Pevensey 1 building on the level 2 mezzanine, which you should check regularly.

Keeping your contact details up-to-date

You are able to maintain your own contact details via Sussex Direct. It is really important that you keep your current term-time and 'home' addresses and telephone contact details up-to-date, and also provide a contact point for emergencies. We need to be able to contact you in and out of term-time. Sometimes communications can be very urgent – either as part of a group (e.g. a public health problem) or an emergency that related to you individually.

Where to get advice and support

The School Office

You can take any query to the School Office. They will be able to give you an answer or, if not, point you in the right direction. You will soon get to know the office staff. If your query cannot be answered immediately then you will be asked to complete a query form and one of the office staff will get back to you. Your school office staff can provide you with a confirmation of status letter (known as a To Whom it May Concern letter).

Where? Psychology Office, Pevensey 1 room 2A13
How? Reception: 9am – 5pm term time
9am-1pm and 2-5pm outside of term time
Tel: 01273 876638,
psychology@sussex.ac.uk

Your Academic Adviser

For postgraduate Masters students: your academic adviser is your Programme Director. The role of the Academic Advisor is to oversee your general academic progress and development through your studies. You should meet your Academic Advisor in the Autumn Term, and again as required. Your Academic Advisor is the person you should consult about general academic progress and skills issues, whereas if you have a query more specific to a course it is better to see the Course Organiser. Your Academic Advisor can provide you with an academic reference at the end of your studies.

Course Convenor

Every course has a member of faculty as course convenor and it is their job to ensure that everything about the course – the teaching, the course documentation, supporting teaching materials, etc. – runs smoothly. If you've got a problem with a course, you should contact the course organiser.

Head of School

The buck stops here! If you have a problem, and no one else seems able to sort it out, then see the Head.

Some others ...

The Student Life Centre

The Student Life Centre is based on the ground floor of Bramber House and provides high-quality advice and guidance to students. For more information on the services provided by centre refer to: <http://www.sussex.ac.uk/studentlifecentre/>

School Administrator – If you find that you are getting nowhere with trying to solve your problem or have a complaint to make please contact the School Administrator via the School Office.

In general ...

All faculty have at least two published office hours per week in term-time, the times of which will be displayed on their door and are available in the Office. If you need to speak to one of the faculty, please stick to office hours or scheduled appointments.

Making your voice heard

We want you to tell us about your experience of studying at the University. Here's how you can give us some feedback.

Student representatives and the Staff-Student Committee

The Student Representative Scheme is run jointly by the students union (USSU) and the University. Student reps provide an essential link between students, the University and the Student's Union. Because reps are themselves students fellow students are happy to seek assistance from them when they have concerns or opinions about their education and experience at the University.

School level reps will take forward relevant issues to School and University level committees. All reps will meet together once a term at the School Student Experience Group to exchange information and ideas.

Other ways of giving us feedback

Feedback about individual courses: Course Evaluation

An on-line course evaluation questionnaire is administered by the University at the end of each academic year. This allows you to evaluate your individual modules, but also your Psychology course as a whole. Responses and comments are extremely useful, and taken seriously, giving us essential feedback to help us improve your learning experience. Your responses are analysed and considered in School Committees; these questionnaires are therefore an opportunity to tell us when something is not quite right and gives the School the opportunity to fix these issues. Your responses are also an opportunity to reveal where we are getting things right so we can encourage and promote good practice across our teaching.

Course evaluation data, and comments about the school's proposed response, are posted via **Sussex Direct**. Not only does this facility let you see how your input was taken on board for a course you have completed, but you can use this information to help inform your future course choices.

Faculty and Trust Staff Associated with the Programme

Staff involved with developing and implementing the programme

Programme Director/Convenor: Dr Lydia Turner

Lydia is a Consultant Psychological Therapist who is a BABCP accredited CBT therapist, supervisor and trainer, specialising in complex presentations of anxiety and depression and personality difficulties, particularly working with people with Borderline Difficulties. She was previously course leader for a PG Dip CBT (IAPT) and MSc in CBT from 2008-2011 at the University of Brighton, prior to moving across to the University of Sussex to lead their Psychological Therapies programmes.

Academic Convenor: Professor David Fowler

David is a Professor of Psychology at the University.

Programme Tutor: Mr Peter Garwood

Peter is a Principal Psychological Therapist and training specialist. He is a BABCP accredited CBT therapist, working within the NHS and private practice, who specialises in the treatment of adults suffering with anxiety disorders and depression. He has provided training in CBT and Psychosocial Interventions within the NHS, Canterbury Christ Church University, South Bank University and at the University of Wollongong. Peter currently co-ordinates the Post-Graduate Diploma in Psychological Therapies at the University of Sussex and in-house Behavioural Activation/Graded Exposure Training for Sussex Partnership NHS Foundation Trust.

Programme Tutor: Dr Gavin Lockhart

Gavin is a Chartered Clinical Psychologist, Associate Fellow of the British Psychological Society and BABCP accredited CBT therapist, specialising in working with children, young people and their families. He has over 15 years' experience working with children and young people and in using CBT techniques within both NHS and private practice. Gavin has been an honorary lecturer on the Doctoral Programme in Clinical Psychology at the University of Southampton for the past 9 years, provided sessional lectures on Interpersonal Therapy (IPT) at the University of Surrey, and has acted as both University and Workplace CBT supervisor for the University of Reading Children and Young People's Improving Access to Psychological Therapies Programme (CYP-IAPT).

Director of Education & Training, Sussex Partnership NHS Foundation Trust: Dr Adrian Whittington

Adrian is a Consultant Clinical Psychologist who is a BABCP accredited CBT practitioner specialising in complex presentations of anxiety and depression. He is a recognised trainer in Clinical Psychology and CBT at postgraduate level having been Director of CBT Programmes at Canterbury Christ Church University from 2007-10. He is Associate Director of Training in Psychology and Psychological Therapies for the Trust, with responsibility for training and education in Psychology and Psychological Therapies across the Trust's 4,500 employees. He is currently co-editing an advanced textbook of CBT: "The Art and Science of CBT: How to Develop Metacompetence in Clinical Practice".

Staff with a related interest

Dr Sam Cartwright-Hatton

Sam is Clinical Psychologist and a Senior Clinical Research Fellow at the University. Eighteen months after qualification, she was awarded a 3-year NHS executive fellowship to develop her research in anxiety in childhood, with Professor Richard Harrington, which was followed by a 4-year MRC Clinician Scientist Fellowship, to trial a new intervention for families of young anxious children. Sam joined the University of Sussex in 2011 with an NIHR Career Development Award to develop and test a preventative intervention aimed at families with an anxious parent. She was awarded the British Psychological Society Award May Davidson Award in 2009 in recognition of her research into anxiety of childhood.

Dr Kathy Greenwood

Kathy is a Research Fellow in Clinical Psychology at the University of Sussex and a Clinical Psychologist in the Sussex Early Intervention in Psychosis Service. Previous posts included work in the South London and Maudsley Trusts National [Psychosis Service](#) and the award-winning [Psychological Interventions Clinic](#) for Outpatients with Psychosis (PICuP) service, based at the Maudsley Hospital. In these roles, Kathy has provided both specialist CBT for psychosis therapy to locally and nationally referred clients, as well as providing supervision and training in CBT for psychosis to other qualified psychologists and therapist across the UK and internationally.

Dr Mark Hayward (Director of R&D)

Mark is a Chartered Clinical Psychologist. His academic remit includes lecturing within the School of Psychology at the University of Sussex. Within the NHS he works as Director of Research in Sussex Partnership NHS Foundation Trust. Specialist interests and publications span four areas: the experience of hearing voices; the involvement of service users and carers within training and research; training in psychological understandings of psychosis and psychotic experiences; and recovery-oriented practice.

Dr Nigel Short

Nigel has worked in the NHS since 1980. He is an RGN, RMN and a qualified Teacher [PGCE]. Has a Dip. Nursing, BSc [Nursing], BSc [Cognitive Behaviour Therapy], and MSc [Cognitive Behaviour Therapy] and is a Doctor of Nursing.

Since 1996 Nigel has been practising CBT in the NHS with people with chronic difficulties. He has spent the last few years teaching and supervising trainees on the National IAPT programme at the University of Brighton.

He is interested in the dissemination of evidence into routine clinical practice. He has written articles for Independent Nurse, Mental Health Practice and Journal of Psychiatric and Mental Health Nursing. He is co-editor of *Cognitive Behavioural Therapy in Mental Health Care* [Grant, Mills, Mulhern and Short 2004] and *Cognitive Behavioural Therapy in Mental Health Care* [Grant, Townend, Mulhern and Short 2010 2nd Edition].

You can see all the information about School of Psychology Teaching Faculty and their Research Interests at <http://www.sussex.ac.uk/psychology/research>

What we expect from you ...

Being a student carries obligations as well as rights, and we would like you to think carefully about the following points:

- Turn up! Attendance at Teaching days is compulsory and is monitored. If you are unable to attend, let your tutor know (beforehand, where possible).
 - Prepare for Teaching Days. It is most helpful if you have prepared for the teaching days by reading the material suggested for each session. You are also more likely to gain from the day if you contribute to discussion, synthesising reading into role play and being able to be reflective and reflexive in your discussion and skills practice.
 - Observe deadlines. Being able to organise your time and to plan ahead to meet deadlines is an important skill. So we insist that you meet deadlines for essays and other written work, and there are strict deadlines for work that counts towards the final mark for a course.
 - Co-operate with your fellow students. You are not in a competition! Doing well does not mean doing better than others. You can learn a lot and help each other by sharing resources, such as reading material, notes and essays and taking time to practice skills in role-plays outside the classroom.
 - Use the library – both its physical and electronic resources. We have one of the best University libraries in the country. To get the best from the Library, attend one of the induction sessions on offer. To help minimise the occasional bottleneck with book availability, please, don't keep books any longer than you need them. Liaise with other students on your course to share reading material.
- Use the resources on Study Direct, where you will find teaching materials and discussion forums.

Teaching Days Attendance etiquette

It is important that learning opportunities are maximised wherever possible during the course. Therefore we would like you to consider abiding by the following guidance: Arrive in good time for the start of the lecture. If you are unavoidably late please enter the room with minimum disturbance and do not interrupt the lecturer.

- Please arrive on time for teaching
- Mobile phones should be OFF (or at least on silent if you need to be contacted).
- Please do not engage in private conversations while the tutor or your fellow students are talking.
- Please be respectful and considerate in the way in which you address the tutor and fellow students
- Do not pack-up and/or leave before the lecture AND questions are finished.
- Respect rights of confidentiality at all times

All of the above are very distracting for the lecturer and your fellow students and will affect the teaching experience.

REMEMBER: Teaching days are compulsory and the best learning experience comes from being there as it happens. However, if you have a period of absence, try to catch up quickly. The materials (including lecture notes) posted on Study Direct should help you do this.

Research Seminars

Part of an active research environment means hearing about new research and findings, and interacting with researchers who are well-known in their fields. The School runs, each term, a seminar series, where external speakers present their recent work, followed by discussion.

The School seminars take place on Thursdays, at 3pm.

You are both invited and strongly encouraged to attend – Please do come!

Beyond your programme

We recommend that you pay an early visit to the **Career and Employment Centre (CEC)** for advice to help you get ahead.

<http://www.sussex.ac.uk/careers/>

They can help with:

- job-hunting – individual discussion and group sessions to hone your strategies for starting your career
- CV preparation and advice, and researching potential employers
- information on different types of work, career pathways, employers, vacancies, further training/study, reference books and various takeaway publications
- career events designed to put you in touch with employers, Sussex alumni and professionals: from workshops to help you secure that first interview, to fairs and employer talks about graduate opportunities
- skills workshops
- a range of events focusing on different aspects of graduate recruitment
- web pages featuring information on building experience, part-time jobs, finalist and graduate vacancies.

Volunteering

Volunteering is a great way to make friends, get to know the city, learn new things, develop skills and help other people. A variety of volunteering schemes are run by the Student Union.

Further details can be found at <http://www.sussexstudent.com/volunteer/>

Get involved in the Student Union (USSU). There are masses of opportunities to get involved in clubs, societies and student media.

<https://www.sussexstudent.com/sport-societies-media/>

Credit System

Degree programmes at Sussex are modular, with each academic year being a largely 'self-contained' unit of study. Sussex, like other Universities, uses a measure called "credit" which reflects this input of time. In the system used here, each academic year contains at least 180 credits (i.e. a credit is equivalent to 10 hours of student effort). These credits are divided amongst the different courses. By knowing the number of credits for each course, you will have a guide to the relative amount of work required - i.e. a 6 credit course requires half the total amount of work needed for a 12 credit course. The credit allocated to a course indicates the total amount of effort required over the duration of the course. This can include time spent on many relevant learning activities such as reading background material, preparing and writing essays, attending lectures and tutorials and revision for exams.

These figures can only be a guide. The most important reason for this is that individual students come with different backgrounds and with different strengths, and this will affect the amount of effort (and time) needed to cope with the various courses in the degree programme. If you find yourself spending much more, or much less, time on a course than is appropriate for that course's credit loading, then you should talk to your course tutor and your academic adviser to make sure that you are spending your time effectively.

Timetabling

Your timetable will be issued at the start of the term, in the unusual event that teaching days need to be rearranged, you will be informed with as much notice as possible.

Assessment: What You Need to Know

An 'Examination and Assessment Handbook' is online which will give comprehensive information on examination and assessment matters. See:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

A variety of assessment methods are used to develop and test different types of knowledge, skills and aptitudes. The assessments are described in detail for each course in the course handbook and will include exercises as appropriate to the course and the skills that you are being expected to develop.

Information on the following can be found at the link below:

- submitting your work
- missing a deadline
- late penalties
- Plagiarism and Collusion - Academic Misconduct
- extenuating circumstances claims
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

Recordings due for submission will need to be handed to the course tutor directly. They will be submitted via safestick, emailed electronic file or on CD in line with the relevant audio and visual recording procedural guidance for each employing/placement trust and will be stored in accordance with the relevant audio and visual recording procedural guidance for each trust. Details of policies and procedures for submission will be clarified at the start of term and information given on Sussex direct.

Giving you feedback & returning work to you.

Where coursework is handed in during a module and is intended to be formative in nature, comments and (where appropriate) grades should be communicated to you within 15 working days of the deadline. Work will either be returned via the tutor in a teaching group or via the School Office. If via the School Office, you will be sent an email saying when is the best time to collect your work. You may only arrange for someone else to collect work on your behalf if prior arrangement has been made in writing to the School Office.

Where coursework is handed in at the end of the module and is intended to act as the summative assessment for the relevant material, then the above deadline does not apply and you should expect a later return date to allow for moderation and standardisation procedures to take place.

Grades/Marks

You will get provisional grades/marks on your coursework as part of the feedback arrangement outlined above, and via Sussex Direct, but PLEASE NOTE THAT ALL MARKS ARE PROVISIONAL UNTIL THEY ARE RATIFIED BY AN EXAM BOARD, HOWEVER WORK CAN BE RESUBMITTED BASED ON PROVISIONAL MARKS AND PROGRESSION THROUGH THE PATHWAY REQUIRES THAT COURSEWORK FOR EACH COURSE IS PASSED IN TURN BEFORE THE SUBSEQUENT COURSE CAN BE PASSED . At the end of each academic year, after the meeting of the relevant examination Board, details of your course results, including examination results, will be confirmed on **Sussex Direct**.

Assessment marking criteria

Assessment criteria for submitted work will be published on School web pages. However, you should be aware that the assessment criteria may vary slightly from one School to another, and therefore your work will be assessed on the basis of the criteria in place for the School that owns a particular course. You can check the **Psychology Assessment Criteria** at: <http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

The University's Study skills guide to study skills gives advice on writing well, including hints and tips on how to avoid making serious mistakes. Visit <http://sussex.ac.uk/s3/writingwell> and make use of the resources there. You will also find helpful guides to referencing properly and improving your critical writing skills.

Health and Safety

Emergency

For any emergency, incident or accident call the **Emergency hotline on extension 3333**.

From a mobile or external line call (01273) 873333

Do not dial 999

There are a number of emergency telephones sited around the campus which will connect you directly to Security. These are easily recognisable as they are well signposted and are highlighted by a blue flashing light.

Calling the emergency hotline will ensure a prompt response from the University Emergency Team and if necessary, the Emergency Services. The Emergency hotline is staffed 24 hours a day, all year round

First Aid

For minor **first aid** assistance please contact your local Emergency First Aid at work Person, for more serious injuries dial 3333 and a Mobile Occupational First Aider will attend.

Fire

If you discover a **fire**: Operate the nearest emergency call point then call the Emergency Hotline on extension 3333 from a place of safety. The Security Office will call the Fire Brigade.

IF YOU HEAR THE FIRE ALARM:

- Make your work area safe e.g. close windows and doors
- Leave the building by the nearest exit
- Do not stop to collect any personal belongings
- Go to the local building assembly point
- NEVER PUT YOURSELF AT RISK

APPENDIX

Academic Misconduct, Referencing, and Turnitin

Contacts and resources

Academic Misconduct

Skills hub website on Academic Misconduct

<http://sussex.ac.uk/s3/academicmisconduct>

Advice on what academic misconduct is, and how to avoid it.

Students' Union Education Officer

education@ussu.sussex.ac.uk, office located on 1st Floor of Falmer House

Advice and representation for students accused of academic misconduct.

Undergraduate and Postgraduate Handbooks

<http://www.sussex.ac.uk/psychology/internal/students/coursehandbooks>

Includes full text of University policy with regards to academic misconduct.

Referencing

Skills hub website on referencing

<http://sussex.ac.uk/s3/referencing>

Advice on how to reference properly.

infoSuss website on referencing

<https://studysdirect.sussex.ac.uk/course/view.php?id=20813&rel=home>

Advice on how to reference using the Harvard, Vancouver, Numeric and MLA referencing styles. For students who know how to reference and want to check the formatting styles.

Sussex Language Institute

<http://www.sussex.ac.uk/languages/english/acadev>

Runs free 'English Language and Study Skills Support' sessions for International students, including in-depth guidance on referencing.

Student Services Support Unit

<http://www.sussex.ac.uk/studentsupport/>

studentsupport@sussex.ac.uk, 01273 877466

Runs workshops every term on study skills.

Other key contacts: tutor, Academic Advisor, or School / Department Handbook.

Turnitin

Study Direct Turnitin page

<https://studysdirect.sussex.ac.uk/course/view.php?id=10904>

or navigate: Student homepage > Study Direct > Turnitin – Essay Checking Tool

4-step guide and FAQ on using Turnitin.

Other key contacts: tutor or Academic Advisor.