

# SCHOOL OF PSYCHOLOGY POSTGRADUATE STUDENT HANDBOOK

PG Cert in Low Intensity Psychological  
Interventions for Children and Young  
People

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.

Our teaching faculty 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. You are part of a large group of postgraduates and postgraduate research students studying with us.

This handbook 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.

Everyone in the School is keen for you have a great experience here as a student, and we are only too happy to help.

I very much hope you enjoy your time here with us.

**Tom Ormerod,  
Head of School**

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This handbook will provide you with some basic details about the course: please take time to read it carefully!

Please ensure that you make the most of your participation on this course 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 modules, 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 course or other things that we can assist with, please just ask!

## 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. 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.

**Dr Gavin Lockhart**

**Course Convenor for PG Cert in Low Intensity Psychological Interventions for Children & Young People**

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### ***Course Structure and Content***

#### ***Content***

This post-graduate certificate has been designed to teach the fundamental knowledge and skills required to deliver a range of discrete evidence-based low-intensity interventions with children and young people, based on established theory, principles and techniques from Cognitive Behavioural Therapy (CBT). The course does not require prior learning or experience in the field of mental health so teaching begins with an introduction to relevant developmental theories, mental health in children and young people, healthcare legislation, service delivery models, and fundamental skills in engaging, assessing and working therapeutically with children and young people in both individual and group settings. Students are then introduced to the cognitive and behavioural models underpinning the interventions covered on the course and taught the process and structure of CBT-based assessment and formulation of a client's difficulties. Teaching progresses to specific interventions including health promotion (sleep hygiene & healthy eating), graded exposure, cognitive restructuring, problem solving, behavioural reward systems and behavioural activation. Interventions taught on the course are predominantly aimed at children and young people with low mood or anxiety-based difficulties and cover both individual and group interventions. The course has a modular structure and combines theory and practice, with a ten-month supervised placement. Unlike other under-graduate and post-graduate courses all modules and assessments must be passed in order for students to exit with a post-graduate certificate, given the clinical nature of the programme. We also have our own attendance and professional practice policy, plus procedures for managing any concerns over students' clinical competence (see Umbrella Course Site on Study Direct).

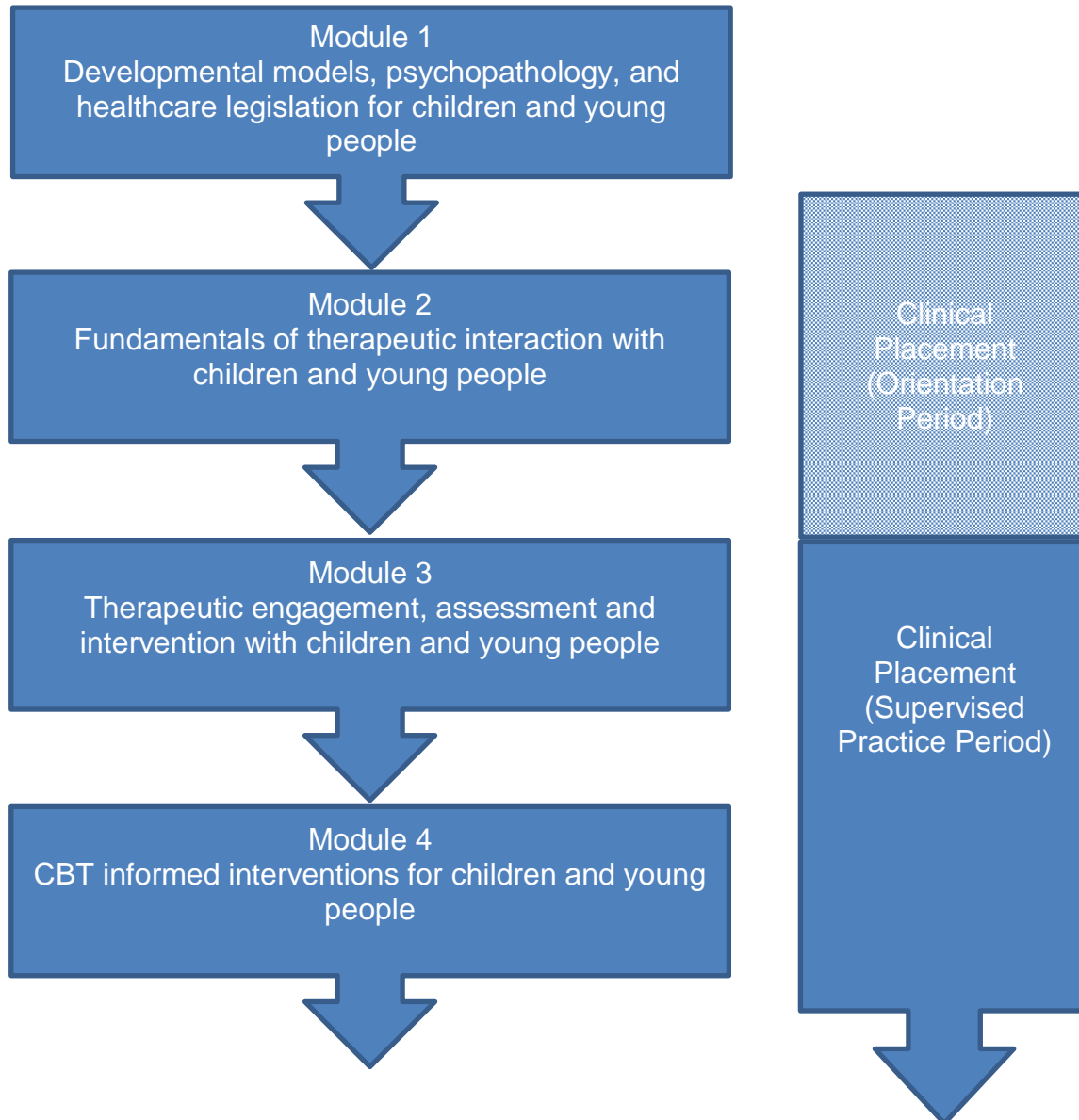
**Course learning outcomes.** At the end of this post-graduate certificate a successful student should be able to:

1. Demonstrate knowledge, understanding and critical awareness of concepts of mental health and mental illness for children and young people
2. Demonstrate knowledge, understanding and critical awareness of diagnostic category systems in mental health
3. Demonstrate knowledge, understanding and critical awareness of a range of social, medical and psychological explanatory models
4. Demonstrate knowledge and understanding of relevant mental health policy and health and social care legislation
5. Demonstrate knowledge and competence in gathering appropriate information in a timely manner to arrive at a theoretically underpinned, succinct and collaborative definition of the child or young person's main mental health difficulty and the impact these have on their daily living
6. Demonstrate knowledge of and competence in engaging and building therapeutic alliances with children and young people, managing the emotional content of sessions and empathising with the client's perspective of the world
7. Demonstrate knowledge and competence in recognition and accurate assessment of the risk posed by the child or young person to themselves or others
8. Demonstrate competence in accurate recording of individual interviews, group interventions and questionnaire assessments using paper and electronic record keeping
9. Demonstrate competent delivery of a short course of Graded Exposure
10. Demonstrate competent delivery of a short course of Cognitive Restructuring
11. Demonstrate knowledge and competence when working with groups
12. Demonstrate competent delivery of a short course of Behavioural Activation
13. Demonstrate competent delivery of Behavioural Reward Systems and Problem Solving
14. Demonstrate knowledge on the role of lapse prevention and construct a basic lapse/relapse prevention plan, if appropriate including parents and carers

## Courses & Modules

### **Course Composition – Module Structure**

Module Structure of the Post-Graduate Certificate in Low Intensity Psychological Interventions for Children and Young People:



### **Course Composition – Placements**

Placements for the course could be within a school/college or CAMHS setting. Students remain in the same placement throughout the course (for students based in school placements a supplementary placement may be identified to enable experience across the age range). All placements will have a placement contract, and a link-person in the placement will be identified as the main point of contact for students and the University. Placement contracts outline the shared governance arrangements between the University, Sussex Partnership NHS Foundation Trust, and students. Supervision of the clinical work on placements will be provided weekly by the University and delivered by BABCP accredited CBT therapists. All students will be set up with an honorary contract with Sussex Partnership NHS Foundation Trust, who will hold ultimate responsibility for the clinical work undertaken by students during the course. As part of this contract students will be required to complete

both online mandatory training (approximately 12 hours maximum) and around one classroom-based day of mandatory training within the Trust during Modules 1/2, in addition to the timetabled teaching days on the course. Placement days are negotiable between the student and placement, provided that a minimum of 90 hours clinical work is achieved within the placement period. This usually requires 1-2 days on placement. Please note that travel expenses are not covered by the University, Trust or placements.

Clinical competencies are assessed in a variety of formative and summative ways throughout the course. If there are any concerns regarding competency then these will be identified with students and an appropriate learning plan and reassessment will be agreed and completed. In some circumstances aspects of clinical practice may need to be paused pending further learning and skills assessment (please see Competency Concerns Flowchart on Study Direct for further detail).

### ***'Full Time' and 'Part Time' Completion of the Post-Graduate Certificate***

'Full time' students will normally complete the pathway to the PG Cert in 12 months. 'Part-time' students will normally complete the pathway to the PG Cert in 24 months, with completion of modules 1 and 2 in the first year of study and completion of modules 3 and 4 plus the clinical placement in the second year of study.

For students being released from their current employment within Sussex Partnership NHS Foundation Trust or other employers to complete the training, students will require the following support from service/team managers:

- to be able to attend all training days
- to be able to attend all supervision sessions
- to be allowed the equivalent of 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 provide ready access to suitable clients (where training clients are to be picked up within the student's existing team)
- to complete the induction checklist and placement contract for the course, plus provide a named placement link person (where training clients are to be picked up within the student's existing team)

### ***Course Content and Teaching and Learning Methods***

Each module runs for 6 weeks and consists of 6 teaching days (one day a week). Teaching days combine face-to-face teaching, clinical skills practice and either an action learning group (modules 1 & 2) or clinical supervision (modules 3 & 4), with attendance from 9.00am to 5.00pm. Face-to-face teaching includes lectures, facilitated web-based learning, group discussion, debate and reflection. Skills practice includes role play, self-reflection and self-practice (practicing techniques learnt on oneself). Tutor supported action learning groups are aimed at encouraging peer group reflection on teaching and clinical skills practice from each day, to identify further learning that may be required, and to develop personalised learning plans for this using a range of learning methods. Throughout modules 3 and 4 students will also be on clinical placement. Supervision of clinical work on placement will be delivered in groups on a weekly basis and continues outside of teaching blocks via Skype.

Students will be expected to actively participate in all components of teaching days and to complete independent study both prior to and following teaching days, with a requirement of 150 hours combined teaching and independent study for each module.

Your virtual learning environment is **Study Direct**. Study Direct is used by Module Convenors to make important announcements and to upload teaching materials (e.g., lecture slides, readings, quizzes). It also contains online forums for you to ask questions and discuss the module with students and tutors. You will find Study Direct at <https://studydirect.sussex.ac.uk/>

You will be able to track your own progress using **Sussex Direct**. This is your personalised online gateway to University information, and presents your official student record. The system will help you keep track of your marks and attendance throughout your studies at Sussex. Behind the scenes, Sussex Direct helps your lecturers, tutors, and Academic Advisors to support your studies. You will find Sussex Direct at <http://www.sussex.ac.uk/direct/>

For term dates see: <http://www.sussex.ac.uk/aboutus/keydates/termdates.php>

Information on the syllabus for the course, including learning outcomes and curriculum details, can be viewed via the School web pages: <http://www.sussex.ac.uk/psychology/internal/coursesandmodules/pgcourses>

### **Teaching dates – 2017-2018**

<b>Term</b>	
<b>Autumn</b>	
Start	28-09-2017
End	21-12-2017
<b>Spring</b>	
Start	04-01-2018
End	08-02-2018
<b>Summer</b>	
Start	22-03-2018
End	10-05-2018

*Please note:* Orientation on placements starts in November 2017. Clinical work on placements will start at the beginning of January and run until the end of the course (or end of July if in school/college placements). Placement days run alongside teaching blocks and continue outside teaching blocks until the end of the course, along with weekly supervision. The course will continue until August 2018.

For future term dates see: <http://www.sussex.ac.uk/aboutus/keydates/termdates.php>



## Communication

### Email

- **It is important that you check your Sussex email daily.** This is the main way the University, Course and the School Office will keep you informed of important information.
- The easiest way to make direct contact with individual tutors and faculty members is via email. A list of contacts in the School of Psychology can be found here: <http://www.sussex.ac.uk/psychology/internal/people>
- If you already have an email account, you can forward your Sussex email to it. <http://www.sussex.ac.uk/its/>

### Noticeboards

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

### Pigeonholes

There are Postgraduate pigeonholes in the 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 your official student record on 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.

**The School of Psychology Blog is available here:**

<https://blogs.sussex.ac.uk/psychology/>

**School of Psychology on Twitter:**

@Sussex\_Psych [https://twitter.com/Sussex\\_Psych](https://twitter.com/Sussex_Psych)

## Where to get advice and support

### The School Office

You can take any question to the School Office and 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 to confirm your status as a student at the University of Sussex. You do not need to ask your Academic Advisor for a reference for this purpose.

**Where?**

**Psychology Office, Pevensey 1 room 2A13**

**How?**

Reception: Open 9.00 am – 5.00 pm

Tel: 01273 876638,

[psychology@sussex.ac.uk](mailto:psychology@sussex.ac.uk)

## Your Academic Adviser

For postgraduate Masters Students, your academic adviser is your Course Convenor. 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. Although for most post-graduate courses your Academic Advisor is the person you should consult about general academic progress and skills issues, for this post-graduate certificate we would encourage you to speak to either your Academic Advisor, Course Convenor or the tutor you will be allocated to early on in the course. If you have a query more specific to a course it is better to see the Course Convenor. Your Academic Advisor or Course Convenor can provide you with an academic reference at the end of your studies.

## Module Convenor

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

If you have queries more specific to the clinical work you are undertaking whilst on placement this should be discussed with your clinical supervisor (you will be advised who your clinical supervisor is prior to starting on placements). If you have concerns regarding your placement, please speak to either your placement supervisor (again you will be advised who your placement supervisor is prior to starting on placement) or the Course Convenor.

## Head of School

The buck stops here! If you have a problem, and no one else seems able to sort it out, then make an appointment to see the Head of School, Professor Tom Ormerod, via the Head of School's Coordinator – email: [hosc@psychology.sussex.ac.uk](mailto:hosc@psychology.sussex.ac.uk) – or simply drop in during one of his office hours.

## The Student Life Centre

The aims of the Student Life Centre are to provide all Sussex students with:

- A highly accessible and responsive guidance, information and advice service
- A professional, holistic, helpful service
- Information and support to help students pre-empt and manage difficulties
- Appropriate signposting and referral to support across the university

The SLC plays a key role in ensuring that Sussex is a supportive and empowering environment for students.

They provide information, guidance, referrals and resources to enhance student transition to, and progress through, the University. For more information on the services provided by the Centre, see <http://www.sussex.ac.uk/studentlifecentre/>

The Student Life Centre (SLC) is located on the Ground floor of Bramber House:

T 01273 876767

E [studentlifecentre@sussex.ac.uk](mailto:studentlifecentre@sussex.ac.uk)

9.00 am – 5.00 pm every weekday

The aims of the Student Funding Team within the Student Life Centre are to provide:

- Efficient administration for student funding awards
- Delivery of appropriate hardship and emergency funding information and resources for students in need

For help and advice regarding your Student Finance  
E: [sfunding@sussex.ac.uk](mailto:sfunding@sussex.ac.uk)

### **Student Support Unit**

Located on the ground floor of Bramber House, the Student Support Unit ([SSU](#)) is a team of specialist advisors who work with students who may need support at the university due to a long term condition. The SSU offers advice and guidance to support you in your studies and examinations. The team of specialist Advisors support anyone with a long term condition. This means a condition which has lasted or is likely to last for at least 12 months. Please see the [Student Support Unit website](#) for further information on the support available.

You will need to register with SSU and provide them with professional evidence of your long term condition. This could be a medical letter from your GP or consultant or a report from an educational psychologist or specialist teacher.

You can book an appointment with one of the Dyslexia Advisors who will undertake an initial screening and provide you with advice on what to do next.

The [Student Support Unit](#) has specialist Mental Health and Autism Spectrum Advisors experienced in providing advice and recommending reasonable adjustments to support you in your studies.

If you have a temporary disability the SSU may also be able to support you. For example, if you have broken your arm and are about to take examinations.

T 01273 877466

E [studentsupport@sussex.ac.uk](mailto:studentsupport@sussex.ac.uk)

Location: Bramber House

### **University Counselling Service**

The [University Counselling Service](#) can also provide you with support. They are located in the Health Centre building at the top of the campus.

#### Opening Hours

Monday - Friday 9.00 - 13.00 and 14.00 - 17.00

Tuesday & Wednesday 9.00 - 13.00 and 14.00 - 21.00 (17.00 - 21.00 term time only)

T: 01273 678156 during office hours

or leave a message on our confidential 24-hour answer phone

E: [counsellingreception@sussex.ac.uk](mailto:counsellingreception@sussex.ac.uk)

Reception Opening Times: 9.00am - 5.00pm Monday to Thursday, 9.00am - 4pm Friday

## **Teaching faculty**

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

All faculty have at least two published student consultation hours (also known as 'office hours') per week in term-time. If you need to speak to faculty, please drop in at these times or email them to arrange an appointment.

## **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.

Further information on the student representation scheme, including voting dates, can be found at: <http://www.sussexstudent.com/student-reps/>

You can find the list of Psychology student reps and their contact details here:

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

Other ways of giving us feedback:

### **Feedback about individual modules:**

All module convenors conduct their own informal module evaluations mid-way through the teaching term. This helps convenors to identify and fix any problems before its too late — please do participate! Of course, you are also welcome to e-mail your convenor at any time with comments, suggestions, complaints or praise.

### **Feedback about your course:**

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.

## **Faculty and Trust Staff Associated with the Course**

### *Staff involved with developing and implementing the Course*

#### **Psychological Therapies Course Director: Dr Lydia Turner**

Lydia is a Consultant Psychological Therapist who is a BABCP accredited 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.

#### **Course Convenor: Dr Gavin Lockhart**

Gavin is a Chartered Clinical Psychologist, Associate Fellow of the British Psychological Society, BABCP accredited CBT therapist, and accredited Interpersonal Therapy Practitioner, specialising in working with children, young people and their families. He has over 17 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).

#### **Course Tutor/Clinical Supervisor: Peter Garwood**

Peter is a Principal Psychological Therapist and training specialist. He is a BABCP accredited 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 Psychosocial interventions within the NHS, 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 in addition to the Summer Masterclass programme and in-house Behavioural Activation/Graded Exposure Training for Sussex Partnership NHS Foundation Trust.

#### **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*

### **Professor 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 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.

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, please email [psychologyabsence@sussex.ac.uk](mailto:psychologyabsence@sussex.ac.uk) and 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 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.
- Communicate with your Course Convenor early if you have any concerns or difficulties

### **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 try to inform your course convenor or a fellow student in advance, 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) and should not be used during group activities/skills practice
- Please do not engage in private conversations while the tutor or your fellow students are talking or during group activities/skills practice
- 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. There is also a self-study form for you to complete and return to the course convenor following any missed days of teaching. This is provided on Study Direct along with the course absence policy. Your course convenor may recommend further study after reviewing this form.

## **Research Seminars**

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

The School Colloquia take place on Thursdays, at 3pm (unless otherwise advertised). The programme for the term is well-publicised including by e-mail.

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

## Beyond your Course

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

Please note that the University does not award exit credits to those who do not complete or pass all modules of this post-graduate certificate.

## Timetabling

You can see your timetable in Sussex Direct for the following 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/adge/standards/examsandassessment>

You should also refer to the Examination Noticeboards in the Pevensey 1 building where documents showing examination timetables, etc., will be published as well as your assessments timetable on Sussex Direct.

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc as appropriate to the module and the skills that you are being expected to develop. *Examinations usually focus more on your ability to use your knowledge of the subject, rather than simply testing your memory for facts.* Feedback is provided to support you in future assessments.

Unseen examinations are typically used to assess your level of knowledge and/or understanding of the discipline without the support of textbooks, notes or internet resources, unless these have been specifically permitted by the examination rubric. For students registered with the Student Support Unit an alternative mode may be approved as a Reasonable adjustment with the Student Support Unit. However, when, in accordance with the academic judgement of the School, where an unseen exam has been approved for a module to assess competence standards, learning outcomes and any accreditation requirements, an alternative mode may not be approved as a Reasonable Adjustment for a student registered with the Student Support Unit. If you have any concerns, please discuss these with the Student Support Unit, who will liaise with the school.

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

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

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

### **Handing in assessed coursework (submission of coursework)**

The procedure for any piece of assessed work will be made explicit by the module convenor in the module Handbook. It is important that you are quite clear about where and when and where work must be handed in.

Coursework should be handed in **by 4pm** on the deadline date to the Psychology School Office. Two copies of the work will usually be required. Make sure that the correct **cover sheet** is attached before you hand your work in - these are available in advance from the School Office.

Any **data disks** should be attached to the work using an envelope or wallet. Only your **candidate number** should appear on coursework (not your name). Coursework can be submitted upto 6 weeks early.

Recordings due for submission will need to be handed to the module tutor directly. They will be submitted via encrypted data stick, secure email 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.

### **Giving you feedback & returning work to you.**

Comments and (where appropriate or necessary) unratified grades on coursework 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 come. You may only collect your own work unless prior arrangement is made in writing to the office.

### **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 (your course convenor can confirm when the exam board for a specific piece of work is to be held). AS NOTED ABOVE, ALL ASSIGNMENTS ATTACHED TO A MODULE NEED TO BE PASSED IN ORDER TO PASS THE MODULE AND ALL MODULES NEED TO BE PASSED IN ORDER TO PASS THIS POST-GRADUATE CERTIFICATE. 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. There are specific criteria that apply to essays, practical write-ups and a variety of other assessment types. You should also 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 module. You can check the Psychology Assessment Criteria at:

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

Written work and OSCEs will be marked using a grading system, with portfolios marked as pass/fail. Specific marking criteria for this course is provided on Study Direct. Tips on writing at post-graduate level and on the specific written assignments for this post-graduate certificate can also be found on Study Direct.

### **Word Limits**

The maximum length of formal submissions (e.g., essays or dissertations) will be specified in your module handbooks and you should never exceed this limit. The limits as stated include footnotes and quotations in the text, but do not include reference lists or appendices. If the examiners consider that an unfair advantage has been gained by exceeding the given length for an assessment they will reduce the mark for that assessment. This means that your work should not exceed the word limit if you want to avoid a possible penalty. Word limits are especially important for relatively short pieces of work where one of the skills is to write clearly but concisely.

In cases where the word limit has been exceeded by more than 10%, the Marker need only consider work up to the designated word count, and discount any excessive word length beyond that to ensure equity across the cohort.

## **What is Academic Misconduct?**

Academic misconduct is cheating. It includes plagiarism, collusion, fabrication of results, and cheating in exams. **It also includes asking someone to write assignments for you, or buying an essay from an essay writing company. This sort of cheating is known as 'personation' and is treated very seriously by the university.**

You will find more detailed definitions and information about academic misconduct in your [Examination and Assessment handbook](#).

To protect yourself from committing academic misconduct, you should understand what it is and learn some of the common mistakes students make.

This section will show you what academic misconduct is, when it usually happens, and how to avoid it. Before we look at the details, take note of the three rules which should guide you throughout your academic career.

### **The three golden rules for avoiding academic misconduct**

1. Remember that all the work you submit has to be your own. If you refer to another person's work, you must acknowledge it properly. Find out how to do this on the [S3 referencing](#) pages.
2. If you are unsure whether what you are doing is correct, ask for help. Your tutor or Academic Advisor can help you with academic enquiries. Student Mentors and RLF Writers in Residence also offer free assistance.
3. If you are suffering from difficult personal circumstances, don't keep it to yourself. You can receive confidential help from the [Student Life Centre](#) if you have been affected by mental or physical illness, or problems such as bereavement.

With these rules in mind, the following S3 pages give more detailed guidance on different kinds of academic misconduct and how to avoid them. The final section gives advice on how academic misconduct is handled, and what to do if you have been accused of academic misconduct:

- [Plagiarism](#)
- [Collusion](#)
- [Other types of misconduct](#)
- [Consequences of academic misconduct](#)

Finally, find out how much you know with our [academic misconduct quiz](#).

If you are dealing with difficult circumstances, such as illness or bereavement, do not try to rush your work or hand in something which may be in breach of the rules. Instead you should seek confidential advice from the Student Life Centre.

For more information: <http://www.sussex.ac.uk/s3/?id=33&site=normal>

# Health and Safety

## Emergencies

In an emergency dial **Ext 3333** from an internal phone or **01273 873333** from a mobile.

It is important that this number is used and NOT 999 as the Security Team will meet emergency services at the entrance to the campus and guide them directly to the relevant location. Otherwise, emergency vehicles can get lost on campus and this may delay their response.

Blue emergency telephones are also provided at various locations on campus. They are directly linked to the University's 24 hour Security Service. [Emergency Telephones](#)

## What happens when I dial 3333

The call is linked through to Security who are available to take your call and after taking your details, will alert a Mobile First Aider of the need to attend the first aid call. If the emergency services are required, Security and the mobile first aider will co-ordinate the response.

## First Aid

For all first aid emergencies dial **3333**, this call will go through to the Security Office who will alert the Universities First Aiders. If an ambulance is required, security will also arrange this.

## 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**

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##### **Students' Union PG Education Officer**

<http://www.sussexstudent.com/about-us/full-time-elected-officers/>

Office located on 1<sup>st</sup> Floor of Falmer House

Advice and representation for students accused of academic misconduct.

##### **Student Union Support and Advocacy Team**

[advice@sussexstudent.com](mailto:advice@sussexstudent.com)

01273 877038

##### **S3 website on referencing**

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

Advice on how to reference.

##### **Sussex Centre for Language Studies**

<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.

#### **Referencing**

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##### **S3 website on referencing**

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

Advice on how to reference.

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

##### **Turnitin**

You are encouraged to use the internet-based text-matching service, Turnitin, prior to submitting your assessments. This may help you identify problems with your referencing style, for example.

Turnitin is also used during the marking process as a means of checking the originality of submitted work.