

# SCHOOL OF PSYCHOLOGY POSTGRADUATE STUDENT HANDBOOK

## PG Cert in Mental Health Practice

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.

A handwritten signature in black ink that reads "T. Ormerod". The signature is written in a cursive, flowing style.

**Tom Ormerod,  
Head of School**

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## Aim and Contents

This handbook will give you some useful information about Postgraduate Taught Courses at the University of Sussex – where to find things, who does what, who you can speak to about various issues.

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!

**Mark Radcliffe**  
**Course Convener**

**Office:** John Maynard Smith Building 5D19      **Tel:** 01273 876679 (internal 6679)  
**Email:** [M.A.Radcliffe@sussex.ac.uk](mailto:M.A.Radcliffe@sussex.ac.uk)

### ***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 adults with complex mental health difficulties, based on established theory, principles and techniques from Mental Health Nursing and Allied core professions. Specific interventions taught on the course include sleep hygiene, problem solving, Wellness, Recovery Action Planning (WRAP), Solution Focused Therapy (SFT), Motivational Interviewing (MI) and Behavioural Activation (BA) along with Psychoeducation and Group working. The interventions taught on the course are predominantly aimed at adults with complex mental health difficulties and cover both individual and group interventions. The course does not require prior learning or experience in the field of mental health so teaching content includes introduction to healthcare legislation, service delivery models, the concept of Recovery and fundamental skills in engaging, assessing and working therapeutically with adults with complex mental health difficulties. The course combines theory and practice, with a six month supervised placement, and has a modular structure as outlined below. All modules and assessments must be passed in order for students to exit with a post-graduate certificate.

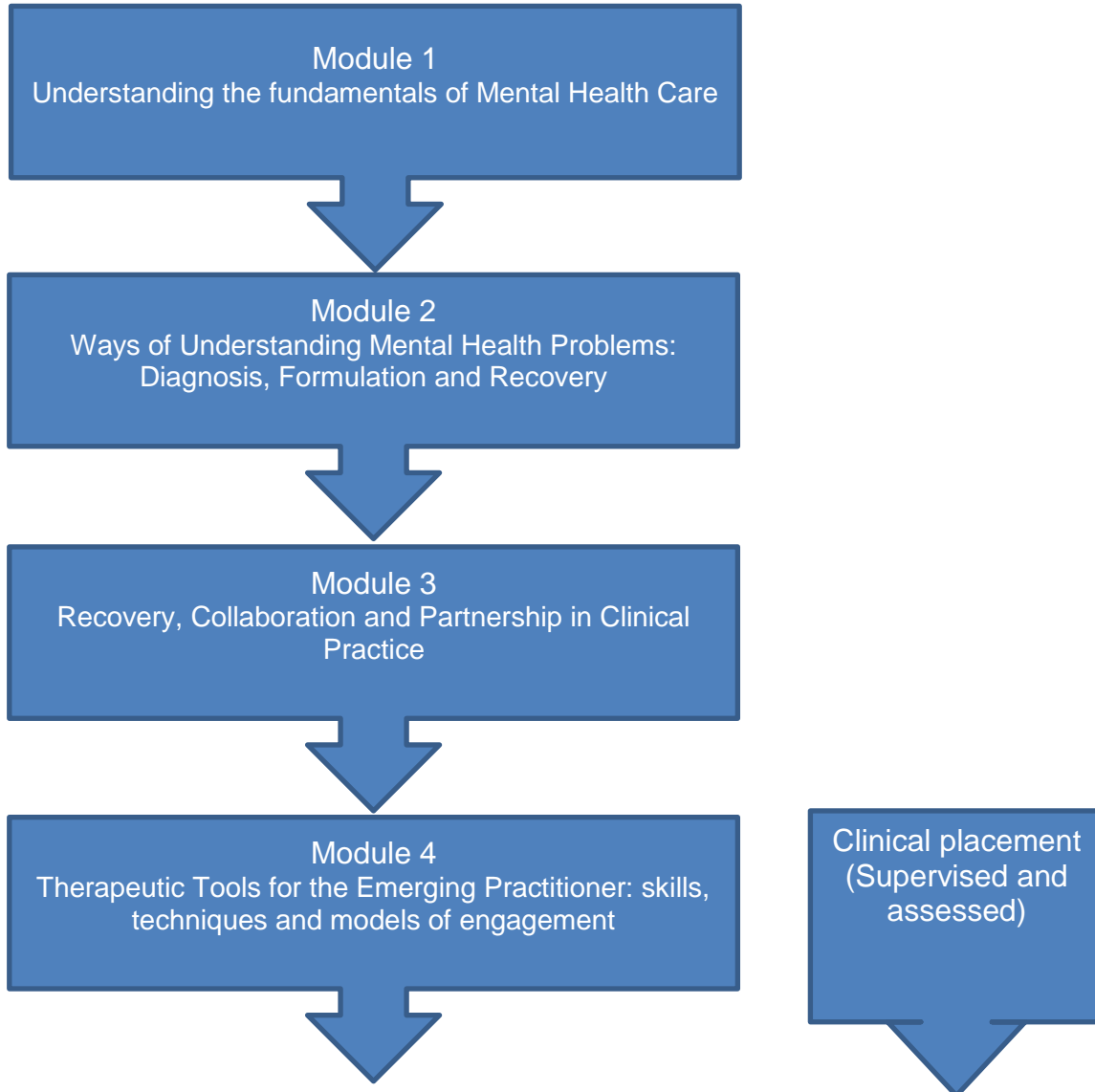
**Course learning outcomes.** At the end of this post-graduate certificate a successful student should be able to:

1. Demonstrate a systematic understanding and critical awareness of key knowledge and concepts underpinning good mental health care, including assessment strategies, risk management, the principles of Recovery and professional responsibilities inherent to practice and the role of the practitioner in a mental health care setting.
2. Demonstrate a systematic understanding and critical awareness of knowledge of relevant mental health policy and health and social care legislation related to working with people with complex mental health difficulties.
3. Demonstrate knowledge and competence in, gathering appropriate information in a timely manner to arrive at a theoretically underpinned, succinct and collaborative understanding of the client's main mental health difficulties and the impact these have on their daily living.
4. Demonstrate knowledge of and competence in engaging clients, building therapeutic alliances with them, managing the emotional content of sessions and empathising with the client's perspective or worldview.
5. Demonstrate knowledge and competence in recognition and accurate assessment of the risk posed by the client to themselves or others.
6. Demonstrate competence in accurate recording of individual interventions using paper and electronic record-keeping systems.
7. Demonstrate a comprehensive understanding and competent delivery of a range of specified evidence based psychological interventions for people with complex mental health difficulties.
8. Demonstrate a systematic understanding and critical awareness of Lapse prevention and construction a basic Lapse/Relapse prevention plan, if appropriate including carer's and families

# Demonstrate knowledge of the importance of and competence in reflexive practice Courses & Modules

## Course Composition – Module Structure

Module Structure PG Cert In Mental Health Practice



As the course involves clinical placements within Sussex Partnership NHS Foundation Trust, running alongside module 4, students may be required to complete additional mandatory training within the Trust.

### ***‘Full Time’ and ‘Part Time’ Completion to PG Cert***

‘Full time’ students will normally complete the pathway to the PG Cert in 12 months. We are not offering a part time route through this course.

## **Placements**

Placements will be located in in-patient or community teams and will be for a minimum of 2 days per week. Placement attendance days can be negotiated locally with placements. Each placement will have a link person who will liaise with the placement. At least two visits will be made to each placement during the supervised practice phase of the course and further meetings will be arranged depending on the need of the student and placement. Further information on exact locations are not available at present. Please see documents on Fact Sheet for Placements.

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

Each module consists of 6 teaching days. Teaching days combine face-to-face teaching and clinical skills workshops, with attendance from 9.00am to 5.00pm. Face-to-face teaching includes lecturers, facilitated web-based learning, group discussion, action learning groups, debate and reflection. Skills workshops include role play, self-reflection and self-practice. Students will be expected to actively participate in teaching and to complete independent study, with a requirement of 150 hours combined teaching and independent study for each module.

Appendix 2 provides details of the teaching days, content and assessments (including weightings and deadlines) for each module.

Throughout module 4 students will also be on clinical placement. During module 4 students will continue to attend Action Learning groups where the initial stages of their clinical work will be discussed. The Action Learning groups will be established by the facilitators to include discussion on engagement and risk assessment. After the end of Module 4 Supervision of clinical work on placement will be provided by the psychological therapies programme team and will be delivered in groups of no more than 4 on a weekly basis. It will be expected that students will attend all supervision sessions and will come prepared after having reflected on their clinical work. Students are expected to contribute to each supervision session and share their learning with colleagues. Use of supervision will be assessed in the supervisors report.

Well-structured course and programme web sites provide course documentation and resources. These sites will facilitate student participation in the course between attendance through the online forums and discussion facilities.

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>

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

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://studymdirect.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/>

### Teaching dates – 2017/2018

Term	
<b>Autumn</b>	
Start	28-09-2017
End	21-12-2017
<b>Spring</b>	
Start	04-01-2018
End	29-03-2018
	Please note: placements of two days per week will run from March to August 2018 and continue when teaching both breaks and ends

Please note: The course will continue until August 2018. Supervision will continue to 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/>

## Communication

### Email

- It is important that you check your Sussex email daily. This is the main way the University 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: 9am – 5pm in term time

9am-1pm and 2-5pm outside of term time

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 Adviser is to oversee your general academic progress and development through your studies. You should meet your Academic Adviser in the Autumn Term and again as required. Although for most post-graduate courses your Academic Adviser 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 Adviser, 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 Adviser 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

Student Life Centre, Bramber House

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

T: 01273 872994

For help and advice regarding your Student Finance

E: [sfefunding@sussex.ac.uk](mailto:sfefunding@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.

### ***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 Programme 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 has been course leader for a PG Dip CBT (IAPT) and MSc in CBT from 2008-2011 at University of Brighton.

#### **PG Cert Mental Health Practice Course Convenor: Dr Mark Radcliffe**

Mark is an educationalist who has previously worked at Southampton, Brighton and Kings College Universities. Prior to that he was a Mental Health Nurse for 12 years and a Health Journalist.

He is trained as a Solution Focused Therapist and his ongoing research interests are in the area of staff trauma and well being and life writing in palliative care.

#### **Course 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 14 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 8 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: Peter Garwood**

Peter is a Principal Psychological Therapist and training co-ordinator. He is a BABCP accredited therapist, working within the NHS, 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.

#### **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 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 2<sup>nd</sup> Edition].

#### **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.

### 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 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/adqe/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).

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.

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

Comments and (where appropriate) 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. 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**.

Written work will be passed using a grading system with clinical recordings, the OSCE and Portfolio marked as pass/fail. Clinical recordings will be assessed using the Cognitive Therapy Scale (Revised) (CTS-R).

## 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.

##### **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.

##### **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.

**Sep 2017**

Mon	Tues	Wed	Thurs	Fri
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11	12	13	14	15
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**Oct 2017**

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16 TBC	17	18	19	20 TBC
23	24	25	26	27
30	31			

**Nov 2017**

Mon	Tues	Wed	Thurs	Fri
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6	7	8	9	10
13	14	15	16	17
20 PG Cert MHP OSCE 1	21	22	23	24
27	28	29	30	

**Dec 2017**

Mon	Tues	Wed	Thurs	Fri
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**Jan 2018**

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8 PG Cert MHP Presentation 2	9	10	11	12
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**Feb 2018**

Mon	Tues	Wed	Thurs	Fri
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**March 2018**

Mon	Tues	Wed	Thurs	Fri
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5 PG Cert MHP OSCE 2 Practice	6	7	8	9
12 PG Cert MHP Presentation 3	13	14	15	16
19 PG Cert MHP OSCE 2	20	21	22	23
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**April 2018**

Mon	Tues	Wed	Thurs	Fri
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**May 2018**

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**June 2018**

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**July 2018**

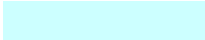





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**Aug 2018**

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20 PG Cert MHP OSCE 4	21	22	23	24
27	28	29	30	31



**PG Cert MHP**

-  Module 1
-  Module 2
-  Module 3
-  Module 4
-  Remote  
Supervision
-  Essential  
training **TBC**