

SCHOOL OF MEDIA, ARTS AND HUMANITIES

Staff Handbook 2023-24



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Welcome!

This handbook is designed to give you an introduction to the School and details about life at the University. It should serve as a guide and be kept for future reference. We have tried to make the information as clear and easy to follow as possible.

The School of Media, Arts and Humanities (MAH) is an open, friendly, stimulating and welcoming environment. Our student body is diverse and cosmopolitan. Our curriculum encourages our students to take modules in more than one discipline, through a set of joint degrees, University-wide electives and School options and through interdisciplinary courses. This gives access to a wealth of ideas and approaches drawn from the humanities and social sciences, and embracing creative critical practice as well as academic study and research.

Useful information and resources for staff can be found on the School's [internal website](#). It includes sections on the following:

- Education
- Operations
- Student Experience
- Research and Knowledge Exchange
- Doctoral Studies Supervision
- Engagement, Recruitment and Admissions
- Equality and Diversity
- Subject Administration

WHERE DO I GO FOR HELP?

[Information on where to go for help can be found here.](#)

SCHOOL MANAGEMENT

The School comprises the following academic structures:

American Studies	Foundation Year
Art History	History
Creative and Critical Media Practice	Liberal Arts
Drama	Media, Journalism and Cultural Studies
English Language and Linguistics	Languages Studies
English Literature	Music
Film	Philosophy

Leadership of the School is provided by the Dean, Associate Deans, Directors, Subject Heads and Heads of Department, and the Head of Professional Services.

The Dean is responsible for academic members of the School and has accountability to the University for the management and development of all academic staff within the School.

Liz James	Dean of the School
Ed Hughes	Associate Dean (Education and Students)
Melanie Green	Associate Dean (Student Experience)
Matthew Dimmock	Associate Dean (Research)
Lucy Robinson	Associate Dean (Doctoral Studies)
Monika Metykova	Associate Dean (Engagement, Recruitment and Admissions)
Jim Endersby	Associate Dean (People Culture and Inclusion)
Jacqueline Guillemard	Head of Professional Service (Media, Arts and Humanities)
Hayley Bowerman	Senior Education Manager
Medeni Fordham	Senior Research Manager
Elena Dennison	Research Programmes Manager

Carmen Long	Senior Operations Manager
Phil Stentiford	Engagement, Recruitment and Admissions Manager
John Williams	Senior Technical Manager

MAH GUIDING PRINCIPLES

INCLUSION: creating a broad, collective identity for students and staff, strengthened by our differences, which recognises our responsibilities and contributions and responds to local and global communities.

SUSTAINABILITY: addressing the climate emergency by linking short-term with long-term thinking and countering the toxic effects of unsustainable work patterns by acknowledging and respecting the connection between individuals, the community and our environment.

COLLABORATION: fostering co-operation and collaboration between staff and students by sharing ideas and resources fairly and openly.

SOCIAL JUSTICE: we acknowledge power asymmetries among the different communities, cultures and identities represented in our school and believe education is a means for promoting social justice by encouraging respect, dialogue and the willingness to question.

LEARNING: understanding that education never ends, for any of us; we are all here to learn from one another.

FLEXIBILITY: respecting everyone's need for flexible work and study patterns that are responsive to changing circumstances.

PRACTICAL INFORMATION AND ADMIN MATTERS

STAFF IDENTITY CARD: All new staff are entitled to a free University ID card. It is the only means of access to the University Library, and is also used in bookings at the Sports Centres. Find out how to get a [University ID card](#).

ITS REGISTRATION: Your IT username is usually made up of your initials, followed by a number, such as: ano23. When you first start at Sussex, you collect your username and password from the Service Desk in Shawcross. Your

login will allow you to access Sussex Direct, Canvas, the Library, your payslips, and other information.

SUSSEX DIRECT: [Sussex Direct](#) is your personalised and secure gateway to University information, available from both on and off campus. Upon log in, you can view and edit the information University holds about you, for example your address or car details. It also contains your teaching timetable.

PERSONAL WEB PROFILE: You can manage your public web profile under 'Personal' and 'Web profile' in Sussex Direct.

YOUR STAFF PROFILE: [Elements](#) supports the management of research activities by providing one single point of organisation, presentation and reporting for all scholarly and research activities, including research publications. It also hosts the University staff profile pages.

It's really important that every member of faculty in Media, Arts and Humanities has an up-to-date profile on Elements, so we would encourage you to review and update yours regularly, particularly when you have a new publication accepted or published. Please note that it remains a requirement of REF that journal article and conference proceedings accepted after 1st April 2016 should be added to an institutional repository within 3 months of acceptance.

CONTACT DETAILS: It is particularly important that we have up to date contact details for you in case we need to contact you urgently. You must update Sussex Direct with your home address and office room number. Contact with staff is normally by email or internal post in your pigeonhole. Please check your email and post regularly.

PAYSLIPS: Your payslips are available each month electronically, and can be viewed by logging in at [MyView](#).

SICKNESS ABSENCE: Faculty should notify their Head of Department or Subject Head on the first day of sickness absence, when they expect to return, and details of any classes or meetings they cannot attend and how they can be contacted. Academic staff need to advise Course Coordinators of absences so they can update students. Professional Services staff should inform their line manager on the first day of sickness absence. Sickness absence for both academic and Professional Services staff should be logged on the MyView system. See [MyView guidance webpages](#).

Staff can complete a self-certificate, on their return to work, for absences 4-7

days (including sickness at weekends). A doctor's certificate must be submitted for absences greater than 7 days.

ANNUAL LEAVE REQUESTS: The University's leave year runs from 1st October. It is not normally expected that academic staff will take annual leave during term time. Leave requests are managed via [MyView](#), the online portal.

INSURANCE: Personal belongings are not insured on University premises. Please ensure your home insurance covers any valuables.

If you travel abroad on University-related business, please complete the [online application form](#).

Please ensure you lock your office when leaving it, even if only for a short time. Also, make sure your window is securely fastened when you leave your office for the evening or weekends.

MAH TECHNICAL SERVICES

The [MAH Technical Services team](#) is led by the Senior Technical Manager and collectively supports all aspects of practice and provides an effective, efficient, creative and wide-ranging service to support students and staff.

The team of Senior Technician Demonstrators cover a wide variety of specialist subjects from film and video, photography, music, journalism, sound, drama, and digital. Each provide one-to-one support particularly relating to equipment and facilities, develop and deliver technical demonstrations in their specialist area, loan and maintain a large amount of equipment, check and maintain the technical facilities, ensure software is up to date and working correctly, ensure a safe and clean working environment and support Open and Applicant Visit Days.

Technical Resources and Staff Research Projects

This is relevant to staff working in practice disciplines who wish to use technical resources (equipment, facilities, or support) as part of research projects.

MAH has an equipment store and facilities primarily intended as a teaching resource for filmmaking, media practice, music, and drama, and a technical service team to support this.

Staff working in these practice-based disciplines who wish to access technical

resources (equipment, facilities, or support) as part of their research projects should discuss the requirements with the MAH Senior Technical Manager prior to submitting their Intention to Apply form (for funded projects) or at least one month prior to commencing the project (for non-funded projects).

In these discussions, researchers should indicate what kit/facilities/support are required, and when; the Senior Technical Manager will then confirm what is possible. Reasonable requests will not be refused, but staff should bear in mind that students will be given preferential access during peak times, and any requests that might impact on teaching must additionally be discussed with the relevant Head of Department. All arrangements made will reflect the technical service level agreement and team job descriptions.

Ad-hoc borrowing as part of ongoing research projects can be accommodated, but must again be discussed with the Senior Technical Manager, and the relevant HoD as required. These requests should be reasonable and again, students will be given preferential access. If you are unsure exactly what kit you may wish to borrow over a period of time, please try and give a general estimate in advance, stating your likely needs. Please avoid making repeated unforeseen borrowing requests at short notice.

In all cases, the more information that the technical services team has about your technical requirements in advance, the easier it will be to make decisions and facilitate your research.

ADMINISTRATIVE MATTERS

SCHOOL OFFICE: The School Office is available for general student, staff, and visitor enquiries. It is located in Arts A7. In term time it is normally open Monday to Friday from 9am to 5pm, except Bank Holidays.

VISITORS: Please inform the Reception team in the School Office if you are expecting visitors to the School and try to keep the School Office informed of any events taking place, including conferences and seminars.

PHOTOCOPYING AND PRINTING: Both are done by the multi-function devices dotted around the School. You don't have to be connected to any particular device to send printing to it – just use 'UoS_Secure_Print on anosprt01.ousprinting.com' in the drop-down menu of your document. Use your SALTO card to release

the printing/photocopying, or log in [here](#) to get a code.

Large or complicated print jobs should be sent to the [Print Unit](#). A minimum of two days is required for any copying work. Work can be sent directly or via the School Office.

POSTAL SERVICE: Post can be sent via the trays in the School Office. The last collection is 3pm. Please do not send personal mail, and use Second class where possible (by writing on the package or envelope).

MICROSOFT TEAMS: Microsoft Teams is a virtual workspace where you can chat, meet and collaborate with your colleagues. Unlike some other chat platforms, it is also GDPR compliant meaning all your data and messages are stored securely. Teams will shortly be available to use to make internal and external calls, more information can be found [here](#).

CLEANING: Offices are cleaned every four weeks. Each area will have a communal waste bin (landfill bin) for waste that cannot be recycled.

RECYCLING AND CONFIDENTIAL WASTE: We encourage re-cycling of paper, cardboard and envelopes. Paper should be placed in the dedicated bins provided around the School. Please do not leave rubbish sacks, shredding bags or cardboard in the corridors as this is considered a fire risk.

There is a service for disposal of confidential waste documents. Items should be placed in designated sacks, available from the Reception team in the School Office.

LOST PROPERTY: Please take any lost property to the Reception team in the School Office.

STATIONERY: There is a small stock of regularly used items such as pens and paper in stationery stores in Arts A and Silverstone. Stationery can be requested and collected from the Reception team in the School Office. Requests for items that are not kept in stock should be made to the Reception team.

TRANSPORT: Parking: for further details, please see [here](#). Cycling: Please note that bicycles must be kept outside, not in offices.

RESOURCES: If you have any queries about the resources available to you including rooms, furniture, equipment and stationery please ask the Reception team or contact the Operations Managers.

EXPENSES CLAIMS: All expenses must be processed through the [University finance system](#).

DATA PROTECTION, RECORDS MANAGEMENT AND FREEDOM OF INFORMATION: Please find detailed guidance and information from [Governance and Compliance](#) at the University of Sussex.

RECORDS MANAGEMENT: Records management ensures that our records are created, used, stored, and disposed of in our day-to-day work in a way that facilitates their most efficient and effective use and complies with legal and other requirements. For a simple overview of records management, please look at the video [here](#) which only takes 4-5 minutes to view.

We have a [Records Management Policy](#) that provides more detail about the importance of records management and the principles that underpin it. Good records management enables records to be found and retrieved quickly and facilitates the better use of our physical and server space. Some benefits of good records management are listed [here](#) and the Information Management team produced a Panopto video [here](#) that gives you some top tips on becoming better at records management. Some tips are listed below.

- File name and version: Ensure records are easily found by using appropriate [file naming protocols](#). Version control will help colleagues to use the most up to date version of a record. More information on effective version control is available [here](#).
- Security: create and maintain records with appropriate security measures and access controls in place.
- Storage: use ITS supported storage options, like Box or OneDrive, for electronic records. For more information on how to set up files and who should be able to view or edit your records in Box, please see these ITS [guides](#).
- Retention: only keep records for as long as they are required.

The [records management webpage](#) will assist with any questions you may have on records management. The [FAQs](#) section helps you to find answers to questions such as What is a 'master record'?, How long should I keep records?, and How do I dispose of records?. You can also [contact](#) Greg Toth from the Information Management team who will be happy to answer any queries and provide advice on all aspects of records management.

FREEDOM OF INFORMATION: Please find more information [here](#).

IT SUPPORT

All permanent staff are allocated the use of a computer. All computing and printing support is provided by [Information Technology Services](#).

Please refer to the University's policy on Information Security [here](#).

EMAIL PROTOCOL

We expect all communication in the School, including email, to observe normal professional standards of politeness and respect. We recognise that many staff and students in the School work flexibly, but to limit the volume of e-mail we need to set boundaries around the times when email exchange occurs. Please respect

everyone's personal time and send work-related emails in normal working hours (Monday to Friday, 8am - 6pm). We will aim to reply to emails within a week. Everyone has competing commitments, so an immediate response is often not possible. For when it is needed, please see suggestions 2 and 4 below.

Suggestions for how we might limit email further:

1. Consider recipients' time: As the message sender, how can we minimize the time our e-mail will take to process? Try to keep it short and clear with regard to its purpose.
2. Can we use subject lines better? Start with a subject line that clearly labels the topic, then try including a status category: [Info], [Action], [Urgent]
3. Can content be shorter and clearer? If the email has to be longer than five sentences, it is best to state the basic reason for writing in the first sentence and to use short paragraphs.
4. Maybe short or slow responses are not rude: Not all emails need an immediate response. If yours requires an answer within 24 hours, mark your message as urgent.
5. Consider whether a response is needed at all. Many emails don't require an answer. Acknowledgments or 'thank you' emails are nice, but they do add to the

overall volume of email. Send them only if you wish, or use the 'like' facility in Outlook, or NNTR (see below).

6. Give these Gifts: EOM NNTR: If your email message can be expressed in half a dozen words ('moderation of X completed') you can just put it in the subject line, followed by EOM (= End of Message). This saves the recipient having to open the message. You can also end your email with NNTR, for "No need to respond".

7. Are open-ended questions necessary? "Any thoughts?" or "How can I help?" may not be that helpful in limiting the volume and length of email. Easy-to-answer questions, with concrete options, such as: "can you send me three suggestions?" or "can I help best by a) calling b) drafting a proposal or c) referring this to x?" may be more effective and save everybody time.

8. Who really needs to be copied in? For every recipient added, total response or processing time is multiplied. There is often no need to use default 'Reply All'. Maybe you only need to cc a couple of people on the original thread, or none.

9. Consider cutting the thread: Some emails depend for their meaning on context, which means including the thread. But does it need to be the whole thread? Consider cutting what is no longer relevant, or making a phone call instead.

10. Is an attachment really necessary? Content is more likely to be read in the body of your e-mail so it may be better to incorporate the text of your short document into your message rather than to send it as an attachment.

11. Let's disconnect! If we all agree to spend less time doing email, we would all get less email. Consider blocking out half-days at work when you don't go online or making a commitment to email-free weekends. Or add an auto-response in your off-time that explains your email policy. For example:

In the School of Media, Arts and Humanities we value flexible working and respect varying working patterns. I check my e-mail twice a day between the hours of 8 am and 6 pm, Monday to Friday. Please be assured that I will respond to your message in a convenient and timely manner.

TERM DATES

There are two semesters, with an assessment block at the end of each. There are three terms: Autumn, Spring, Summer. Teaching normally occurs only in the first two terms. For information about term dates and structure, please see [here](#).

Note that the Department of Language Studies dates do not necessarily coincide with the University's, as dates are dictated by other considerations. There is a 6-week term in May and summer courses including 10 week Pre-sessional English in July/August.

SCHOOL COMMITTEES AND OTHER MEETINGS

The School Committee Timetable is published [here](#).

SCHOOL LEADERSHIP TEAM MEETING: Meets monthly to discuss all matters relevant to the School. Decision making including strategy, finances, curriculum, personnel, research.

SCHOOL EDUCATION COMMITTEE: The Associate Dean (Education and Students) chairs this committee which meets termly and is responsible for both undergraduate and postgraduate taught courses, covering a range of curriculum and audit responsibilities.

SCHOOL RESEARCH COMMITTEE: The Associate Dean (Research) chairs this group covering School-level research strategy and management of internal research funding for projects in the School. It meets four times per academic year.

SCHOOL RESEARCH DEGREE COMMITTEE: The Associate Dean (Doctoral Studies) chairs this group overseeing the management of research degree courses. It meets termly

BOARDS OF STUDY: These meet twice a term (usually Wednesday afternoons). Each board is responsible for quality assurance: monitoring, delivery and management of taught courses. Matters relevant to the subject group are also discussed. The boards typically take place at the beginning and mid-way through the term.

SCHOOL MEETING: The Dean chairs a meeting of the School faculty and other

staff at least once per term. It is open to all staff for the purposes of disseminating information and encouraging discussion on issues of common interest.

SCHOOL PEOPLE, CULTURE AND INCLUSION: The Associate Dean for People, Culture and Inclusion is the lead for Staff Experience and will chair regular termly meetings of the School faculty and other staff. The regular meetings of this portfolio would also include the EDI forum, which is also termly.

MAH STUDENT FORUM: This is an opportunity for student representatives, connectors REAs and Student Store Assistants to discuss issues of concern and interest. It meets termly. Members of the School Management Team are present.

SCHOOL HEALTH, SAFETY AND ENVIRONMENT COMMITTEE: Meets termly to discuss all matters relating to Health, Safety and Wellbeing.

SCHOOL RESOURCES COMMITTEE: Meets three times per year with additional sub-committees as necessary. The SRC has oversight of, and responsibility for, the strategic planning of equipment and resources, ensuring value for money, review of processes, and projects relating to the technical estate.

SCHOOL STUDENT PROGRESS COMMITTEE: Responsible for the development, co-ordination and monitoring of student support provision within the School, including monitoring policy and procedures in respect of academic support for student learning and progress. It meets termly.

POSTGRADUATE RESEARCH FORUM: This is an opportunity for PGR reps to discuss issues of concern and interest. It meets termly. Members of the School PGR Research PS and Student Experience are present.

EVENTS AND COMMUNICATIONS

Support for promoting events is available from the School Communications team. Between them they have access to the School's social media accounts, website (not prospectus) and University Broadcast system so events can be promoted across all channels with continuity of messaging, images and design.

If you have an event that needs promoting, please fill in the [Promote your event](#)

[form](#) and the Communications team will distribute your event where appropriate. For more in-depth event support, such as tailored emails to specific groups or creation of posters (subject to team availability), please email mah-communications@sussex.ac.uk. Please note that one-off emails are subject to Dean's approval.

If you have a PS staff only event or information, you can share this within the Schools Teams channel.

The team also produces:

- Several newsletters, including the Dean's Update (staff only) on Thursdays all year round. This newsletter includes announcements, information sharing, SLT updates and minutes and School 'asks'. Items to be included must be emailed to us by 10am of the day it's going out to be included in that edition.
- The Buzz (student only) on Thursdays/Fridays term time only. This newsletter is a collaboration between Communications Team, Student Experience and our students and contains opportunities, student-led news items and stories and information on wellbeing and assessments.
- What's On? a weekly newsletter on Mondays for everyone that contains information on events over the next month. All events submitted to the Promote your event form are automatically included in What's On? unless you have stated in the form.
- To make a request for something to be included in one of these newsletters, please email: tellmah@sussex.ac.uk.

The team are also responsible for the organisation of recruitment events, such as Open Days and Applicant Visitor Days (AVDs). They work with Central teams, admission tutors and marketing leads to assist in their running.

The Information Coordinators in the Research PS team promote research events, news and other research items of interest within the School social media accounts, the University Broadcast system, The Media, Arts and Humanities Research Institute, and the Research Newsletter and Doctoral Newsletter, both circulated regularly throughout the year to staff and doctoral researchers in the School. Items to be included in the newsletters should be sent to tellmah@sussex.ac.uk.

PERSONAL DEVELOPMENT

MENTOR: For academic staff, your Subject Head or Head of Department will allocate you a mentor from within the department. Opportunities to become a mentor or be mentored are also available [centrally](#).

ACHIEVEMENT AND DEVELOPMENT REVIEWS: The main purpose of the [achievement and development reviews](#) is to promote staff development. You should have an annual appraisal with your line manager or other appropriate person.

GENERAL STAFF DEVELOPMENT: The University runs a wide variety of courses to support your personal development. More information on personal development can be found [here](#).

COMPUTING AND IT COURSES: You can book yourself on to any appropriate courses. It is essential that you attend a course on using Sussex Direct including how to enter marks and attendance. More information on courses can be found [here](#).

HEALTH, SAFETY AND WELLBEING

The University's Health and Safety information can be found [here](#).

OCCUPATIONAL HEALTH SERVICE: this offers advice on health, safety and well-being at work. The service works to prevent work related ill health, reduce risks to health from occupational hazards and promote health and safety. Information can be found [here](#).

EMPLOYEE ASSISTANCE PROGRAMME: you can access wellbeing support, including access to highly qualified counsellors by phone, WhatsApp, live chat and SMS, or you can even request a call back 24/7, 365 days a year. As well as a confidential counselling helpline offering up to eight structured counselling sessions, you have access to a medical helpline, legal support and help with day-to-day issues, such as career coaching, consumer advice or relationship mediation. More information on the employee assistance programme can be found [here](#).

SUPPORT FOR CARERS: Employers for Carers forum (Efc) has member organisations across the public, private and voluntary sectors, covering nearly 4 million employees. Through its work with [Carers UK](#), direct support for those carers is available, using the log in code BHCC_JT75. This portal contains help with wellbeing, financial planning and caring responsibilities. Find out more at the Carers' Centre for Brighton and Hove.

EMERGENCIES: 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 as the emergency services get lost on campus and need to be guided in from the entrance by security staff.

FIRE: If you discover a fire, never put yourself at risk. Operate the nearest emergency call point, and then call the Emergency Hotline on 3333 from a place of safety. The Security Office will call the Fire Brigade. Leave the building by the nearest exit, and go to your local building control point. Do not stop to collect personal belongings. See the Fire Assembly Points [here](#).

FIRE: IF YOU HEAR THE ALARM:

- leave the building immediately by the nearest exit, do not use the lifts;
- do not stop to collect any personal belongings;
- go to the local building Assembly Point.

You must never go back into the building until the Fire Brigade, or a member of Security, say that it is safe to do so.

ACCIDENTS: All accidents must be reported and recorded - please inform the Operations Manager.

FIRST AID: First Aid boxes are located around the buildings. If you need help, please go to the School Office in Arts A7, or call 3333.

EYE TESTS AND WORKSTATION ASSESSMENTS: There is a free eye test service for members of staff. More information can be found [here](#).

A workstation (DSE) assessment should be carried out by new members of staff on arrival. Self assessment should be completed and if anything is discovered from the assessment, please contact the Operations manager. There is further information at the following links:

- [Health & Safety governance and wellbeing](#)
- [Display screen equipment \(DSE\) workstation checklist \(hse.gov.uk\)](#)

RISK ASSESSMENT: The University has a duty to carry out risk assessments in compliance with Health and Safety at Work regulations. There is a School policy on this and further information on Health & Safety can be found [here](#).

Please also refer to the [Health and Safety webpages](#) for guidance.

LONE WORKING: Guidance on lone working is available [here](#).

EQUALITY, DIVERSITY AND INCLUSION

The Equality, Diversity and Inclusion (EDI) Unit is responsible for promoting, co-ordinating and embedding equality, diversity and inclusion across the whole university community. The Unit is part of Human Resources Division. The work of the EDI Unit is overseen by the Deputy Pro Vice-Chancellor (Equalities and Diversity).

The EDI Unit works closely with Schools, divisions, staff networks and the University of Sussex Students' Union to deliver the University's EDI strategy. It does not deal with individual cases of discrimination which should be raised using the relevant procedures for staff and students. [Our networks and support section](#) give details of individuals and teams who can provide assistance on particular issues.

More information on equality, diversity and inclusion can be found [here](#).

ASSOCIATE DEAN: PEOPLE CULTURE AND INCLUSION: The Associate Dean is responsible for chairing the Staff Experience Committee, the Resources Committee and the EDI committee (which includes all the Equalities officers, listed on the website, and other representatives from across the school). They also have overall responsibility for Continuing Professional Development and training. They lead on the strategic development of Staff Experience as core to the School's operations and support the Dean and SLT in enhancing community, equality of opportunity, wellbeing and career progression in the School.

EQUALITIES OFFICERS: The School has a team of [Equalities Officers](#) who are listed under "People, Culture and Inclusion" on the school website. They advise on equalities issues, monitor compliance and report to Senior Leadership Team and the School Meeting. They provide confidential information and advice on equalities related issues and, when necessary, make representations.

DIGNITY AND RESPECT: At Sussex we aspire to create a culture of dignity and respect on an everyday basis. Our core values are kindness, integrity, inclusion, collaboration and courage and we seek to embody these in all we do so that all members of our community can make a contribution and thrive.

All members of our University community – staff, students and visitors – can expect to:

- be valued for their skills, abilities and contributions.
- be treated with dignity, respect and courtesy.
- study, work and live on a campus free from bullying, harassment or victimisation or violence.
- experience no form of unlawful discrimination.

The University takes a zero tolerance approach to all forms of discrimination, bullying and harassment, and violence. All allegations of discrimination, bullying, harassment and violence will be dealt with and the [policy](#) sets out what steps you can take to raise concerns informally or by making a formal complaint.

FAMILY FRIENDLY POLICIES: The University of Sussex offers various schemes to provide real benefits to parents. More information on family friendly policies can be found [here](#).

RECRUITMENT PANELS: Every member of School appointing panels has received recruitment and selection training. Appointment panels, including probation committees, must reflect gender balance.

The Dean will periodically review training needs and may require members of the School to attend specific training.

PROMOTIONS: Members of the faculty thinking about applying for promotion can seek advice from the Dean. It may also be possible for you to request advice from a relevant Pro Vice-Chancellor and this can be arranged through the Dean. University information on promotions can be found [here](#).

ADJUSTMENTS FOR STUDENTS WITH DISABILITIES

It is the legal responsibility of teaching faculty to read any documents from the Student Support Unit pertaining to a student on one of their modules. This can be accessed via the register on Sussex Direct. Please read the recommendations from the Student Support Unit and act on them.

ADJUSTMENTS FOR STUDENTS WITH DISABILITIES: On Sussex Direct some students, who may be your advisees and/or those you are teaching, are flagged in orange or green. These are students with disabilities, the former with a range of physical or mental health issues, the latter with dyslexic and/or dyspraxic learning difficulties. Clicking on their names provides you with access to all their learning support information. Tutors are legally obliged to read this information and follow it.

It is advisable to check this information before your teaching begins and two or three times during the term in case further students have been flagged or there are information updates. The system clearly signals those you have accessed and those still unread. New information is flagged on your Sussex Direct home

page but it is easy to overlook these prompts.

The School's policy is that all our teaching should meet the requirements of students with dyslexia/dyspraxia without making extra adjustments.

GREEN FLAG ADJUSTMENTS: The School provides green flag friendly teaching and learning resources for all students rather than making adjustments for individual students. Much of this is covered through the module template but in case of any lack of clarity, please provide the following:

- accessible and up to date reading lists in advance (the Library automatically link these to Canvas)
- directed reading - differentiate between key, recommended and further readings
- seminar questions, tasks and readings in advance
- teaching and learning materials in an accessible and easy to read format: i.e. on Canvas in minimum of 12pt font; on screen material to be readable from the back of the room; avoid multiple text heavy slides; use contrasting colours where possible for writing/background
- outline of lecture, notes or slides provided on Canvas - in advance where appropriate
- audio recording - use lecture capture where possible and appropriate - grant permission for audio recording in lectures
- one to one tutorial support for longer assignments (i.e. end of term essays or the larger weighted piece of work for the module)

The following are examples of study aids and support arrangements, which are frequently recommended for disabled students:

RECORDER: Some students will wish to use a recorder in lectures, which they will provide themselves. A recorder may be recommended for students who are unable to write by hand, or continue to write over a prolonged period.

COPIES OF SLIDES: There are some situations in which it is recommended that a student is given copies of key slides used in seminars because s/he/they will not be able to take notes at the same speed as other students.

OUTLINE LECTURE NOTES: Outline notes, preferably provided in advance, enable students to organise and structure information more effectively and to improve learning. These need be no more than bullet points which can then be annotated and amplified by the student during or after the lecture. If lecture outlines can be made available in electronic format, students with specialist software can produce them in the format which best suits them.

ALTERNATIVE FORMATS - LARGE PRINT LECTURE OUTLINES, COURSE MATERIALS:

Many disabled students have access to specialist software which enables them to produce and process information. Therefore, material which is made available electronically can be adapted to suit almost any student at no additional cost to the School. For information, Arial at size 14 is recognised nationally as the most suitable for many students with visual impairment, although all individuals have their preferred format. Clarity, colour and contrast are important; for example some students prefer coloured paper to avoid the glare of black text on white paper – mid-dark blue on creamy-yellow is a good combination.

NOTE-TAKER: Students may use a note-taker if they are unable to write their own notes. Note-takers are recruited and trained by the Student Support Unit and funded by the student, usually from the Disabled Student's Allowance.

AMANUENSIS: Amanuenses may read aloud or record on audio tape recommended texts, may proof read assignments and produce written work for students who may have difficulties with writing or typing. They can be used in examinations to produce a dictated answer.

MARKING ASSESSMENTS: Information on marking work written by students with dyslexic/dyspraxic learning difficulties (it should be labelled with a yellow sticker if submitted anonymously) is available in the annual examinations handbook.

More information on marking assessments can be found [here](#).

Students with disabilities appreciate tutors emailing them individually to acknowledge they have read their support information and to invite them to talk with their tutor if any specific teaching/learning/assessment issues arise.

If as a tutor you think a student might have dyslexic learning issues or has a disability they have not registered with the University, do encourage them to talk this through with a Student Advisor or refer them to the DoSE.

TEACHING AND LEARNING

ORGANISATION OF TEACHING: The Planning of Annual Workload (PAW) is the process of allocating teaching, administrative jobs, and research leaves, and it is carried out in A1 of each year, for the following academic year. Your Head of Department or Subject will talk to you in good time about your workload allocation for the following year, if applicable. Each individual module is managed

by a module convenor who is responsible for organising teaching, module information and assessment.

Where there are Doctoral Tutors (DTs), School Tutors (STs) or Language Tutors teaching on a module, a convenor is also responsible for mentoring, holding regular 'team' meetings, teaching observations and providing feedback on teaching.

Teaching timetable

[Timetabling](#) at the University of Sussex is undertaken centrally by the Student Systems & Records Office. The teaching timetable is produced on a yearly basis and circulated to teaching staff by Course Co-ordinators. Data is collected from the departments which enables the departmental timetables to be produced. In turn Timetabling are then able to produce individual student timetables which are made available via Sussex Direct.

CANVAS: Our online platform is Canvas. Each module has its own Canvas site. Canvas sites should be ready for students to see by the week before term starts, and the first few weeks at least should be completed. There is an option to hide content which is not yet ready.

Canvas sites should contain a general introduction to the module; week-by-week breakdown of module content; readings for each week (linked to an Aspire online reading list – see below); seminar questions, and other material linked to the module; how the module will be assessed; departmental/subject assessment criteria; information on what constitutes plagiarism. There is also an option to add quizzes, videos, polls, and other items.

PANOPTO: Panopto is the University's online media platform. Panopto is available through Canvas, as an app for your tablet or phone, and as a desktop application. You can use Panopto to record classes, capture video content on the go and manage when and where your recordings are available.

Where to get help:

Help on how to use Canvas, can be found [here](#).

Help on how to use Panopto, can be found [here](#).

More information on general support with IT, including contact details can be found [here](#).

More information on Technology Enhanced Learning, including training sessions

can be found [here](#).

General training resources and opportunities for teaching faculty can be found on the [web pages](#) of the Organisational Development Unit.

Contact the Operations Manager for the relevant budget code.

READING LISTS: Each module should have an associated 'Aspire' online reading list that can then be linked to, week by week, on the Canvas module site.

If you require texts to be digitized, the only way to do this is through the Aspire reading list process – mark them as to be digitized by Library staff. Please do not use your own digitized texts as this can put the University in breach of copyright.

If you need to order books for a module, this also needs to be managed through the Aspire reading list in question.

Help on how to construct an 'Aspire' module reading list with the library, to be linked to the Canvas module site can be found [here](#).

Information on copyright regulations can be found [here](#).

ASSESSMENT: As a tutor or convenor, you should be clear about the modes of assessment and submission dates which have been agreed for modules you teach.

Do not rely on the previous year's guide, but check on Sussex Direct or consult with the School Curriculum and Assessment team. Assessment modes and hand-in dates are agreed by the School Teaching & Learning Committee and cannot be changed during the academic year, as students may be disadvantaged if dates or modes change after they are published. To avoid mistakes, do not include precise dates in your module guide. This also ensures students confirm dates and times for themselves via Sussex Direct.

Please do not accept new students into your teaching groups without first discussing this with the Course Coordinator.

ACADEMIC AND PASTORAL SUPPORT: You are not expected to be a counsellor, nor an expert in all the workings of the University, but it is vital that you are aware of the range of services that the University offers so that you can

refer students to the right place. In relation to academic issues, for example transfers, you should refer students initially to the School Curriculum and Assessment team, but if it's simply changing a module or seminar group, to the School Office. If the issue is financial, housing or personal, then please advise students to contact the Student Centre who deal with a wide range of issues and have a team of professional Student Advisors.

DROP-IN HOURS : It is normally the responsibility of faculty to hold two office (or 'student feedback and drop-in') hours a week during term time, on different days, advertised on your door and on Sussex Direct page (click on Teaching>Timetable>Student Consultation Times>Add&Save).

Any changes to the schedule should also be well advertised as soon as possible. Please encourage students to attend, especially in the first few weeks of teaching a new module, and in essay feedback.

Doctoral Tutors and School Tutors can book the use of a 'drop in' hour room via the School Office. Any student can use these hours, for any query or discussion. Scheduling meetings with students

Outside of teaching hours, scheduled meetings with students can be booked via the [Events Booking system](#), online.

ROOM BOOKINGS

Normally, room bookings for your classes will be done centrally, on the basis of information collated by the Course Co-ordinator about any special requests you, or students, have. If your teaching room booking is not suitable for some reason, please tell the Course Co-ordinator as soon as possible.

If you wish to book a room for some extra-curricular reason, you can do so via the [room booking request form](#).

PEER REVIEW

Peer review of teaching will take place regularly and will be organized by the Director for Teaching and Learning. If you wish your teaching to be reviewed by a peer outside of the normal cycle, please contact the Director of Teaching and Learning.

PG CERT HE

This 60 credit level 7 course taken part-time over one year is required for Lecturers and Teaching Fellows at the University on permanent contracts at

above 0.4FTE with less than 3 years' consecutive HE teaching experience in a substantive faculty role. Successful completion of the course including assessments supports staff professional development through skills acquisition and the award of a recognised professional qualification and Fellowship of the Higher Education Academy (FHEA).

Participation is optional for Teaching Fellows and Lecturers with more than three years higher education teaching experience and for staff in other roles (e.g Research Fellows, Library and Careers staff) employed on permanent contracts at or above 0.4FTE and who would like to support their professional development by developing their teaching skills and gaining a recognised professional qualification.

The course starts in September each year. In order to register for the PGCertHE, please complete the [PGCertHE Registration](#)

Form together with your Head of Department and return to PGCertHEadmin@sussex.ac.uk

For more information, please see [here](#).

MODULE ADMINISTRATION

MODULE DOCUMENTATION: Tutors are required to prepare a module handbook or guide for each module using the relevant School templates.

A module guide includes information about the module and teaching, for example, a week-by-week outline, a description of each topic, a reading list and assessment, as well as details on tutorial hours, avoiding plagiarism and other issues. These are made available online via the module's dedicated Canvas site (each module should have an accompanying Canvas site).

Assuming you have the agreement of your Head of Subject or Department, as a full-time lecturer you are normally entitled to determine module content (reading, questions, pedagogical direction). However, you must make sure that your changes fit with the module description as previously advertised during the period during which students chose their options; and that it fits with the learning outcomes for the module. If you are in doubt, please ask your Head of Subject or Department.

Learning outcomes are available from the Curriculum and Assessment team.

ATTENDANCE: You are expected to record attendance. Registers can be

accessed on Sussex Direct by clicking on 'Teaching Groups' in the drop-down menu and then following links. Attendance information should be recorded in Sussex Direct after the class.

STUDENT SUBMISSIONS OF WORK: The pass mark is 40% for UG and 50% for PG. For UGs, each year carries 120 credits. Marks contribute to classification for 2nd and final year students at a 40:60 ratio.

SUBMISSION OF CONTRIBUTORY ASSESSMENTS: The majority of module assessments are now submitted electronically. Please refer to the [online guide](#).

MARKING: Tutors are responsible for entering marks and providing feedback for contributory assessments onto Sussex Direct. Assessment convenors (usually module convenors) are responsible for releasing them to students and sending them to the Sussex Exams System (Student Systems and Records Office). Detailed guidance on marking, providing feedback and moderation processes involving internal external examiners, is usually sent out to all tutors before the first batch of work is submitted during the term and then again before the two main submission periods in the year (A1 or mid-year assessment period) and in May (A2 end of year assessment period).

RETURNING GRADES TO STUDENTS: Tutors must mark and upload feedback onto Sussex Direct within 15 working days of the submission date. This period does not include vacations or the mid-year assessment period (A1).

LATENESS PENALTIES:

- Work submitted up to 24 hours late: lose 5 percentage points
- Work submitted after 24 hours and up to 7 days late: lose 10 percentage points
- After 7 days students can only submit if they have 'reasonable adjustments' i.e. an extension
- Late penalties are only when there is a late period – it doesn't count for example for a presentation. Also worth noting that students (including flagged students) cannot re-upload their work during the late period.
- Students with disabilities and reasonable adjustments don't necessarily get to submit after the final deadline. This has to be put in formally as an RA or be requested 10 working days in advance of the deadline.

EXCEPTIONAL CIRCUMSTANCES CLAIMS: Exceptional circumstances claims may be submitted by students (UG or PG) to explain lateness or non-submission of work which has been sudden, unforeseen and temporary. Students

submit an application and evidence for this via Sussex Direct. Students can also submit an "impairment" claim where they have submitted their work but there have been things outside of their control that impacted performance. The School Student Experience Team can advise them on this.

ACADEMIC MISCONDUCT: Any work with regard to which there is a suspicion of plagiarism, or collusion whether major and minor, should be referred to the School's Investigating Officer - who will advise on the process.

More information on academic misconduct can be found [here](#).

MODULE EVALUATION: At the end of each term, students are asked to evaluate their course online, including your module. More information can be found [here](#).

EDUCATION & STUDENTS PORTFOLIO

COMPOSITION: The Education and Students portfolio comprises on four distinct areas. Course Administration, Curriculum and Assessment, Student Experience, and International short courses.

The Education and Students portfolio is overseen by the Senior Education Manager, who has strategic oversight of each of the above departments, and leads on all Education and Students related activities, Doctoral Tutor Contracts, Education budgets, Education and Students strategy across Curriculum development and Student Experience.

COURSE ADMINISTRATION TEAM

The Course Administration team is comprised of three Senior Education Coordinators and a team of Course Coordinators. Their key areas of responsibility are to administer the school's courses.

Each of the three Senior Education Coordinators oversees a cluster of departments, and line manages the Course Coordinators for those departments. The departments are clustered as follows:

CLUSTER 1:

Senior Education Coordinator: Dawn Hughes
UG/PGT Philosophy

UG&PG Media +
 UG & PG Art History
 Liberal Arts (note, this is a course, not a department)

CLUSTER 2

Senior Education Coordinator: Alex Waterson
 UG English Language and Linguistics
 UG Drama
 UG Music
 PG Media
 UG/PG English Literature
 Visiting & Exchange Students

CLUSTER 3

Senior Education Coordinator: Mary Reynolds
 UG History
 UG American Studies
 Modern Languages
 English Language for Academic Study
 UG/PG Creative and Critical Media Practice
 UG/PG Film Studies
 Visiting & Exchange Students

Each department has a designated Course Coordinator. You can find a full list of our Course Administration team here. Their responsibilities include:

- Assist with planning of teaching: maintain timetable relating information and plan teaching groups.
- Assist with planning the co-ordination of student course options.
- Deal effectively and efficiently with enquiries from staff, students, and visitors.
- Support placement, field trips and sandwich years and other course specific administration
- Publicising departmental/course activities, events and meetings to all relevant staff, students, or external parties in an effective way
- Maintaining Canvas sites (and other sources of information) to accurately reflect current activity in an engaging way
- Provide support to the Heads of Departments and Directors within the School
- To be the first point of contact in answering incoming queries and referring to

others as appropriate more complex issues or ones that are outside of normal practice

- Providing guidance on relevant procedures and processes
- Referring staff and students to procedures and processes when needed

CURRICULUM & ASSESSMENT TEAM

The Curriculum and Assessment team is led by the Senior Quality & Enhancement Officer (SQEO) and comprises of the SQEO, three Curriculum and Assessment Officers (CAO) and one Curriculum and Assessment Coordinator.

The SQEO has oversees the day-to-day operations, leads and line manages the team. The three Curriculum and Assessment Officers are responsible for supporting key processes in the remit of quality assurance for the school. This includes the following areas:

- Overseeing the administration of Module Assurance Boards (MABs) and Progression and Award Boards (PABs)
 - Providing regulatory guidance in terms of curriculum, examinations and assessment to staff and students
 - Supporting departments with Curriculum Development including course and module changes
 - Maintaining all school course and module records
 - Supporting the School Education Committee
 - Database management, including the updating of the syllabus
 - Course Transfers, Course variation and other relevant student applications such as E-submission replacement applications
 - Academic Misconduct and Academic appeals administrative support
- Each Curriculum and Assessment Officer is responsible for support a cluster of departments. These are clustered as follows:

CURRICULUM & ASSESSMENT OFFICER: Gavin Osbourne

- History
- Art History
- Philosophy
- American Studies
- ODL

CURRICULUM & ASSESSMENT OFFICER: Dnyan Keni

- English Literature
- English Language and Linguistics
- Drama
- Music
- Languages

CURRICULUM & ASSESSMENT OFFICER: Kate Horscraft

- Media, Journalism & Cultural Studies
- Creative and Critical Media Practice
- Film Studies

STUDENT EXPERIENCE TEAM

The student experience team is comprised of the Student Experience Officer, Student Experience Coordinator, Senior Student Engagement Coordinator and Student Engagement Coordinator.

The team is responsible for providing support to our student cohort in the following areas:

- Explaining regulations to students across TWD, PWD, appeals, complaints, discipline, reasonable adjustments, exceptional circumstances, and misconduct
- Supporting student progress by tracking and monitoring attendance
- Providing student welfare guidance and referral to central services
- Answering staff and student queries
- Organising and Supporting student experience led events across the school
- Improving student community in the School
- Ensuring students have the best chance of success in their courses

Each team member also has individual responsibilities:

STUDENT EXPERIENCE OFFICER

The Student Experience Officer is responsible for:

- Leading on support for 1st year and 2nd year students in all aspects of Student Experience, including Cause for Concern, Imminent Risk, Academic Engagement and School Student Progress related matters, providing advice and referring/liasing with central student support services.
- Leading on Student community

- Leading on Student voice
- Leading Welcome week
- Leading on Student rep programme
- Leading on Personal Emergency Evacuation Plans (PEEP) for MAH Students
- Student Connector programme in partnership with the Senior Student Engagement Coordinator
- Supporting the Education Manager with Level 1 complaints
- Line manages the Student Experience Coordinator
- Responsible for managing complex 1st year and 2nd year student cases and communications

STUDENT EXPERIENCE COORDINATOR

The Student Experience Coordinator is responsible for:

- Temporary withdrawal processes including Fitness to Return
- Post PAB Communications for progression students
- MAH Placement Administrative lead to staff and students
- Placement liaison with Careers and Entrepreneurship Centre
- Supports the Student Experience Officer with Student Community and Student Voice events
- Reads exceptional circumstances claims for first and second year students and refers for support appropriately

SENIOR STUDENT ENGAGEMENT COORDINATOR

The Senior Student Engagement Coordinator is responsible for:

- Leading on support for Finalist and PGT students in all aspects of Student Experience, including Cause for Concern, Imminent Risk, Academic Engagement and School Student Progress related matters, providing advice and referring/liasing with central student support services.
- Leading on External Partnership development in collaboration with DARO, CEC, DTLs and Ass Deans and faculty to develop partnerships with external organisations to help build value and employability skills into curriculum

- Leading on Academic Skills development
- Leading on enhancing employability skills and incorporating into the curriculum
- Leading on development of content for the MAH Student Newsletter
- Line Management of the Student Engagement Coordinator
- Responsible for managing complex final year and PGT student cases and communications

STUDENT ENGAGEMENT COORDINATOR

The Student Engagement Coordinator is responsible for:

- Overseeing the attendance monitoring reporting process
- UG, Finalist and PGT Post PAB Comms
- Maintaining the Student Experience Canvas site and Calendar
- Managing Wellbeing check ins process
- Support SSEC with partnership engagement activities
- Reads exceptional circumstances claims for final year and PGT students and refers for support appropriately

ENGLISH LANGUAGE / LANGUAGE COURSES

The Department of Language Studies runs language courses all year round for adult learners who wish to reach a high standard of English and other languages.

English courses include:

- Pre-sessional English - Full-time academic English and study skills preparation for those who plan to go on to study either an undergraduate or postgraduate degree at Sussex.

- Summer at Sussex - General full-time English course for visitors to the UK in the Summer months. 21 hours per week, between one and 10 weeks available from June to the end of August.

- Intensive English - One, two or three terms of full-time Intensive English between September and June. Either 15 or 21 hours per week. Within this area, we have two Senior Advisers. Our Senior Adviser (short courses) leads on the entire student life cycle from application and graduation for pre-sessional and intensive English courses. Our Senior Adviser (international) leads on ELAS and International student recruitment and on boarding to our short courses. Find out more information [here](#).

ELAS (English Language for Academic Study) provides support in academic English language skills for international students, for example in how to write an essay. International students from any discipline across the university are eligible for this and it is taught by faculty based in MAH. To book a workshop or tutorial or find more visit [here](#).

The Department of Language Studies also runs 12 and 20 week language short courses for students, staff and the public who wish to learn a new language or improve their language skills. They are held in the evenings or lunchtimes. Learn Arabic, Chinese, Japanese, French, Italian. German, Spanish, British

Sign Language and more. Find out more information [here](#).

RESEARCH

THE MEDIA, ARTS AND HUMANITIES RESEARCH INSTITUTE: The [Institute](#) is the collaborative hub at the heart of research in Media, Arts and Humanities at Sussex and the home of all our research activities. It draws on the Sussex traditions of radicalism and innovation to support research and creative practice from across the School.

The [Research Institute](#) is committed to enabling early career researchers to develop, while supporting our faculty throughout their research life across the range of their specialisms. We actively foster ecologies of transdisciplinary exchange and experiment, and bring together a broad and inclusive community of researchers and partners – locally and internationally – to explore resources for creating knowledge together, what we hold in common.

Most full-time faculty members (excluding those on Education & Scholarship contracts, Teaching Fellows, or Doctoral Tutors) will have 40% of their contractual time allocated to research.

SUSSEX DIGITAL HUMANITIES LAB (SHL DIGITAL): [SHL Digital](#) is one of the 12 Centres of excellence at the University. It investigates the interactions between computational technology, culture, society, and environment. SHL is a cross-campus research programme currently constituted by the following Schools: Engineering and Informatics (EngInf), Education and Social Work (ESW), the University Library, and the School of Media, Arts, and Humanities (MAH) which is SHL's home School.

SHL space is commonly referred to as 'The Lab' and is located in Silverstone SB211. The Lab is supported by a specialist Research Technician and has a wide range of equipment available to Sussex faculty and doctoral students working in the Digital Humanities. The Lab is available to all Sussex researchers undertaking work that falls broadly within SHL's remit. For enquiries about using the lab for your research event contact shl@sussex.ac.uk.

SHL runs a programme of seminars and digital skills workshops open to everyone.

RESEARCH PLANNING: Depending on your contract, every member of faculty is expected to have a personal research plan (PRP) or Personal Scholarship Plan (PSP) which maps out your future research or scholarship trajectory. These should be regularly updated and will be referred to as part of the annual appraisal process. PRP and PSP templates can be found on the [website](#).

INTERNAL RESEARCH FUNDS AND SUPPORT: It is expected that research-active members of faculty will regularly apply for external funding for research projects.

If you require small amounts of financial support for your research or to attend a conference which cannot be obtained externally, you can apply to the [School's Research Fund](#).

APPLYING FOR AN EXTERNAL RESEARCH GRANT:

Find more information on how to apply for an external research grant [here](#).

For standard, recurring funding opportunities, start planning at least 6 months in advance, ideally 12-36 months. For larger, more complex bids draw up a time-management plan and plot on to your Personal Research Plan.

Support for grant applications is also available from the [Research Development Office](#) through our dedicated Research Development Manager Sarah Frisby Osman and Lizzie Thynne (Director of Research and Knowledge Exchange - Grant Capture) who offer weekly drop-in sessions to discuss research grant plans and longer appointments by arrangement to develop bids. Sarah Frisby Osman should be approached in the first instance for general enquiries about the various funding schemes available. Lizzie Thynne can offer advice on how to approach larger bids including overall budgeting and structure.

There is a School and University process for applying for external grants. We support you all the way from talking through initial ideas, to peer review of proposals and formal procedures such as finances and sign-off. Key to ensuring you have timely access to the support available is the submission of your outline proposal (Intention to Apply – ITA form) to Sarah Frisby Osman and Lizzie Thynne (DRKE – Grant Capture) at least 6 weeks prior to the submission deadline, 8 weeks if complex. Sarah then provides initial costings for salary replacement (you don't do this yourself!) and your proposed application is allocated an internal reviewer who will provide constructive feedback on your bid.

If you plan to make a bid of £500,000 or above it is School policy that you should be awarded 20 PAWs in your workload to undertake the large amount

of work involved in preparing such bids. You must notify your Subject head of your intention to bid early so that this can be accounted for in the relevant year's workload.

INTERNAL PEER REVIEW FOR EXTERNAL RESEARCH GRANT APPLICATIONS: All research applications need to be internally peer reviewed before being signed off by the Director of Research and Knowledge Exchange for Grants (DRKE) and Associate Dean (Research).

All staff are encouraged to volunteer to be peer reviewers for colleagues' bids especially those with experience of specific funding schemes. Please contact Lizzie Thynne, DRKE (Grant Capture), if you are interested.

INTERNAL RESEARCH FUNDS AND SUPPORT:

More information on internal research funds and support can be found [here](#).

All faculty are eligible for these funds, including those on both teaching and research and education and scholarship contracts, and those who are on fixed term contracts. However, those with research incentive funds must draw on these before drawing on the internal research funds. Links to applications forms can be found along with more details in the above link.

It is expected that research-active members of faculty will regularly apply for external funding for research projects.

If you require small amounts of financial support for your research or to attend a conference which cannot be obtained externally, you can apply to the [School's Research Fund](#).

RESEARCH CENTRES, RESEARCH GROUPS AND SEMINAR SERIES:

The School hosts a range of active research centres and we strongly encourage you to get involved with these. In addition, our subject groups and colloquia hold regular research seminars which all faculty and some students attend. These are an important opportunity, both to learn about new research from both internal and external speakers, and to get to know your colleagues. Do participate! More information can be found [here](#).

PLANNING A RESEARCH-RELATED EVENT: The School has a flourishing Research events calendar coordinated by the Research Team. Events range from keynote lectures from headline speakers, school-wide events to inspire research conversations; research centre, research groups and seminar series along with a new strand of continuing professional development sessions and workshops to support your research life.

See the [School calendar](#) for details.

When [planning an event](#), contact Sarah Maddox (Research and Enterprise Coordinator) s.maddox@sussex.ac.uk or mah-research@sussex.ac.uk in the first instance. She will be able to guide you through all logistical requirements from appropriate venues, checking for clashes, room booking, Eventbrite creation, catering and helping to estimate costs if you are applying for funding to put on the event.

Aim to create events which speak to research centres or university research or can be co-sponsored by different networks or groups. Check the School Calendar to keep track of events, avoid date clashes, and foster collaborations. Ideally allow 2-3 months for effective organisation and promotion.

PROMOTING YOUR EVENT: You will need to complete the [Promote your event form](#), to ensure your event is effectively promoted and reaches its audience. This form goes to the School Communications Team who will include your event in the School Events, School Calendar, university-level listings and weekly Events newsletter. Social media outlets include the School's Facebook, Twitter and Instagram accounts. The School Communications can be contacted directly tellMAH@sussex.ac.uk

INVITING A GUEST SPEAKER: If you are engaging a paid guest speaker (as opposed to expenses only) please read [this policy](#) on fees before emailing the Reception Team (School of Media Arts and Humanities media-arts-humanities@sussex.ac.uk). They will help with the process of registering the speaker's work or business status, raising a purchase order and invoicing. The process to set these payments up can take a few weeks, so contact Reception as early as possible. Please note though that you will need to have had your funding for the guest speaker fee approved before you make arrangements for their payment.

The university also has a Guest Authorisation procedure which must be followed to ensure the University complies with its [Freedom of Speech Code of Practice](#). If you are inviting an external speaker to an event you are organising you must complete the [External Speaker Request Form](#) before the event takes place.

RESEARCH IMPACT, KNOWLEDGE EXCHANGE (KE) AND PUBLIC ENGAGEMENT: Following the recent REF 2021 results, [impactful research across the School](#) was recognised as both world leading and excellent in its field. Within the school, support to explore how impact might develop in your research with non-academic partners is facilitated by a dedicated Research

Team including Katherine Blackadder and Flora Dennis, DRKEs (Impact and KE) working with Medeni Fordham (Senior Research Manager) and Elena Dennison (Research Programmes Manager). We are planning specific training and funding initiatives that work together to ensure it plays a central, sustaining, and vitalising role in our wider research culture.

We have been successful in receiving an [AHRC Impact Acceleration Award \(2022-25\)](#) providing a block grant which can be offered to researchers wanting to develop impact projects requiring seed funding. Contact Katherine Blackadder k.blackadder@sussex.ac.uk and Carolyn Watt c.watt@sussex.ac.uk in the first instance.

The School also offers HEIF funding which can be used to support knowledge exchange activity. More details around KE and an application form can be found [here](#).

ELEMENTS - YOUR STAFF WEB PROFILE – INCLUDING YOUR PUBLICATIONS AND RESEARCH ACTIVITY: [Elements](#) is your public-facing web profile and the Sussex repository containing details of research outputs from all staff, including full copies of each output, where permitted by the publisher. It includes over 28,000 journal articles, published conference papers, books and book chapters, as well as practice-based and any other form of research output. You must record any research you publish on Elements in line with open access regulations you should record any journal articles within three months of their acceptance by the journal. This also makes them eligible for future REF submissions.

Anne-Fay Townsend A.Townsend@sussex.ac.uk (Business Partnership Manager - MAH and Social Science Schools) works closely with the Research PS team to support opportunities for Knowledge Exchange. Jo McKinney-Green J.McKinney-Green@sussex.ac.uk is the Consultancy Services Manager.

The School holds an AHRC Impact Acceleration award which runs to 31 March 2025. Details of funding and opportunities can be found here: <https://www.sussex.ac.uk/research/centres/media-arts-humanities-institute/impact/iaa>

As part of the award Carolyn Watt (Senior AHRC IAA Coordinator) and Katy Mack (AHRC IAA Impact Fellow) are dedicated to the project with Mat Dimmock as PI working closely with Katherine Blackadder and Medeni Fordham alongside a wider review panel to assess applications.

The University is part of a South East Cluster with 5 other HEIs (Kent, Brighton, Reading, Southampton and UCA).

ACADEMIC VISITORS (VISITING RESEARCH FELLOWS AND RESEARCH ASSOCIATES): The School welcomes academics, researchers, students, and practitioners throughout the year. The School offers academic visitors a vibrant, interdisciplinary context within which to undertake their planned programme of study or activities.

All visitors must have an internal sponsor and their visit must be approved by the Associate Dean (Research) before arrangements are put in place. More information on the different type of visitor and how they can apply can be found [here](#).

PHD SUPERVISIONS AND DOCTORAL STUDIES: More information on PhD supervisions and doctoral studies can be found [here](#). For an overview of the PhD supervision process, please see [here](#).

At minimum, for a full-time student, there should normally be at least one formal meeting (or equivalent) each month between the supervisor and student. For international students studying in the UK on a visa sponsored by the University, monthly supervision is a minimum requirement of the UKVI. Supervision meetings should be recorded on Sussex Direct.

RESEARCH AND SCHOLARSHIP LEAVE: More information on research and scholarship leave can be found [here](#).

Study Leave may be granted to colleagues to support clear plans for research or scholarship, linked to their individual personal research/scholarship plans and as part of each department's rolling five-year strategies. There is no entitlement to Study Leave but the University seeks to support it within constraints of staffing and finance at a rate of one term to three years' continuous service (including sick leave and paid/unpaid parental leave but not including grant-funded leave or non-parental unpaid leave). Priority is given to those returning from maternity leave and to ECRs.

Application forms, the timetable for application and deadlines are available on the School's [Research Institute pages](#).

ETHICAL REVIEW OF RESEARCH: More information can be found [here](#). Forms can be found [here](#).

The University requires that researchers apply for ethical review for all research involving human or animal subjects. Review is undertaken by Ethics officers following Research Governance team procedures to meet ethical considerations; legislative, regulatory, and funder requirements; and to safeguard the reputation of the University.

For all researchers, the internal review body is the SS Arts C-REC which has a deadline of the 20th of each month (bar August). There are different pathways for ethical review of research, depending on whether the project is low or higher risk. These also apply to undergraduate, postgraduate taught and postgraduate research students.

Please consult carefully the [ethical review guidelines and procedures](#).

A-Z OF SERVICE PROVISION

WHAT	WHO
ACCESS CARDS (replacing, reactivating, adding rooms and new cards)	SEF
CLEANING - Bins not being emptied/rooms not being cleaned/spills/toilets not clean	Cleaning Manager
COMPUTER faults	ITS
COMPUTER registration	IT Services Enquiries Shawcross
COMPUTER requests requesting equipment/software purchase	Senior Operations Manager
CURRICULUM administration	Curriculum and Assessment team
EMPLOYING people	School Office
ESTATES/BUILDINGS issues in relation to the buildings/corridor/windows/exterior area	Service Centre
EVENTS/CATERING	Reception team
EVENT PROMOTION	Communications team
FINANCE/PAYING people	Reception team
FURNITURE - unwanted furniture/furniture moves/requests for furniture	Senior Operations Manager
HEALTH & Safety	Senior Operations Manager
KEYS request for an office key/returning keys/reporting lost keys	Logistics Manager
LIBRARY	Library information
MINOR WORKS requests for the carpenter to fix or quote for shelving/coat hooks/hang pictures/fix furniture etc	Senior Operations Manager
OFFICE KEYS	School Office
IMPACT and Knowledge Exchange	Senior Research Manager
LANGUAGE SHORT COURSES ELAS (English Language for Academic Study) for international students	Department of Language Studies Head of ELAS

PHONE	EMAIL
	http://www.sussex.ac.uk/sef/services/portering
07484547292	Dario.Cordoba@mitie.com
8090	http://www.sussex.ac.uk/its/help/
8090	Visit in person or email rt-its-helpdesk@sussex.ac.uk
8023	Carmen Long c.long@sussex.ac.uk
	MAH-CAO@sussex.ac.uk
8001	Reception team media-arts-humanities@sussex.ac.uk
7777	SEF.ServiceCentre@mitie.com
8001	Reception team media-arts-humanities@sussex.ac.uk
	tellmah@sussex.ac.uk
	media-arts-humanities@sussex.ac.uk
8023	Carmen Long c.long@sussex.ac.uk
8023	Carmen Long c.long@sussex.ac.uk
3137 07484547241	Claire Penta Claire.Penta@mitie.com
	http://www.sussex.ac.uk/library/
8023	Carmen Long c.long@sussex.ac.uk
8001	Reception team media-arts-humanities@sussex.ac.uk
	Medeni Fordham M.Fordham@sussex.ac.uk
2575	languageshortcourses@sussex.ac.uk elas@sussex.ac.uk

WHAT	WHO
PHOTOCOPIERS (MFD) request for paper/report broken copier	School Office
POST missing post/parcels/courier	Logistics Manager
POSTGRADUATE Research - PhD enquiries/ access to Director/study space	Research and Enterprise Coordinator team
PRINTING work - large or complicated print jobs/ use of colour printer or scanner	School Office
RESEARCH Grant Support	Research Development Manager
RESEARCH Support	School Research PS Team
RESEARCH Events support	School Research PS Team
RESEARCH Communications	School Research PS Team
RUBBISH/cardboard collection from offices not to be left outside in corridors	Logistics Manager
SECURITY - theft/vandalism/security/emergencies	Security Office
SPACE	Senior Operations Manager
STAFF identity card	Print Unit York House
STATIONERY orders	School Office
SUBMISSION of assessments//instructions for students	Curriculum and Assessment Office
SUSSEX Digital Humanities Lab	SHL PS team
TECHNICAL Services	Technical Services Manager

PHONE	EMAIL
8001	media-arts-humanities@sussex.ac.uk
3137 07484547241	Claire Penta Claire.Penta@mitie.com mah-pgr@sussex.ac.uk
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	Mah-research@sussex.ac.uk
	Mah-research@sussex.ac.uk
	Mah-research@sussex.ac.uk
3137 07484547241	Claire Penta Claire.Penta@mitie.com
3333	SEF.Security@mitie.com
8023	Carmen Long c.long@sussex.ac.uk
	Drop-in service available 9.30-12.30, Monday to Friday
8001	Reception team media-arts-humanities@sussex.ac.uk
8001	mah-cao@sussex.ac.uk shl@sussex.ac.uk
3636	Technical Services team mahtechserv@sussex.ac.uk

