



PROGRAMME OF STUDY HANDBOOK

SCHOOL OF PSYCHOLOGY

LEVEL 4

FACULTY OF EDUCATION AND COMMUNITIES

2016-2017

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, in the academic year 2016-2017. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

WELCOME MESSAGE FROM THE HEAD OF SCHOOL

Welcome to your first year of study with us.

The School of Psychology is a vibrant and dynamic School to be part of, and I hope that you thoroughly enjoy your time with us over the next few years. I encourage you all to engage fully with your academic studies over the course of your degree so that you can graduate with the best possible degree that you can achieve. I am confident that you will receive excellent standards of teaching and support over the course of your studies and that you will have every opportunity to prepare you for life beyond university.

However, university life is so much more than academic study, and you will also find plenty of opportunities within the School and wider University to get involved in a range of valuable experiences, whether this be volunteering, becoming a student ambassador, getting involved in research or engaging with our local community. Such opportunities will enable you to broaden your horizons, meet incredible people from all walks of life, and develop your skills and confidence as an individual.

The information contained in this handbook should provide you with the key course information for your specific programme that you will be studying with us over the 2016-17 academic year. Please ensure that you read the relevant information carefully, and if you have any further questions then please contact your Programme Director using the details below.

Good luck with your studies!

A handwritten signature in black ink, appearing to read 'C. Phelps', with a stylized flourish extending from the end.

Dr Ceri Phelps
Head of School

PROGRAMMES OF STUDY AND PROGRAMME DIRECTORS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Directors are also listed below.

Programme of Study	Programme Director	Tel. No.	E-mail
BSc(Hons) Psychology	Dr. Paul Hutchings	(01792) 482080	Paul.hutchings@uwtsd.ac.uk
BA(Hons) Counselling Studies and Psychology	Stacey Coleman	(01792) 482126	Stacey.coleman@uwtsd.ac.uk
BA(Hons) Education Studies and Psychology	Dr. Judith Marshall	(01792) 482013	Judith.marshall@uwtsd.ac.uk
BSc(Hons) Mental Health	Karen Eaton-Thomas	(01267) 225147	K.eatonthomas@uwtsd.ac.uk
BSc (Hons) Applied Psychology	Dr Charlotte Greenway	(01267) 676923	c.greenway@uwtsd.ac.uk

PASTORAL SUPPORT

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to a Higher Education award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2016/17 (forename/surname)	External Examiner for 2015/16 (if different to current)
BSc (Hons) Psychology	Prof Nick Braisby Dr Daragh McDermott	
BA (Hons) Counselling Studies and Psychology	Prof Nick Braisby Dr Daragh McDermott Azora Hurd	Carole Smith
BA (Hons) Education Studies and Psychology	Prof Nick Braisby Dr Daragh McDermott Dr Robert Baker	Iain Jones/Prof John Preston
BSc (Hons) Applied Psychology	Dr Julian Lloyd	
BSc (Hons) Mental Health	To be confirmed	

Please note that students are not permitted to make direct contact with the External Examiners.

ACADEMIC YEAR 2016/2017

The academic year 2016/2017 will be divided up as follows:

Induction	26/09/16 - 30/09/16
Semester 1:	26/09/16 - 27/01/17
Exam Period 1:	11/01/17 - 20/01/17
Mid-sessional Boards:	06/02/17 - 10/02/17
Semester 2:	30/01/17 - 14/07/17
Exam Period 2:	10/05/17 - 23/05/17
Examining Boards:	05/06/17 - 30/06/17
Re-sit Period:	17/07/17 - 21/07/17

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect can result in a range of problems including delays in obtaining your student loan;

- failure to contact you in an emergency; and
- clashes on your examination timetable

Please take time to check the enrolment information provided by the University Registry and be sure to notify the Registry of any errors or changes.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined in section 6.1.5 of Chapter 6 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website: <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Director about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

(1) Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

(2) Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

(3) Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

(4) Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

(5) Responsibilities of students in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

- i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- ii) They attempt every assessment component of a module.
- iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
- iv) They submit work for assessment as required and in accordance with the required format and deadline.
- v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- viii) They keep a copy of work presented for assessment wherever feasible.
- ix) They make their work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials

- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

From Swansea:

Navigate to <http://uwtsd.ac.uk>

Click Quick Links (top left side of screen)

Select Moodle from the Swansea links

Log in using your Network username and password which are the same used to access campus PC's

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24 hours for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the **lecturer** that delivers the course/module. For any technical issues or error messages contact the **helpdesk**:

tel: 01792 481134

email: helpdesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. p123456)

From Carmarthen/Lampeter/London:

Navigate to <http://uwtsd.ac.uk>

Click Quick Links (top left side of screen)

Select Moodle from the Carmarthen/Lampeter/London links

Log in using your Network username and password which are the same used to access campus PC's

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. 0244056) and details of your issue

PROGRAMMES OF STUDY

(1) BSc (Hons) Psychology

Programme Learning Outcomes

Knowledge and Understanding	PLO
The ability to understand different psychological perspectives for explaining human behaviour and their historical context.	4.1
The ability to understand simple research designs and associated ethical issues in psychological research	4.2
The ability to understand key academic, professional and ethical standards in psychology	4.3
The ability to understand the application of psychological knowledge and research to real world issues.	4.4
The ability to understand key concepts and debates in psychology	4.5
Cognitive Skills	
The ability to describe human behaviour from multiple perspectives	4.6
The ability to identify and describe general patterns in behaviour, psychological functioning and experience	4.7
The ability to apply appropriate psychological conventions to empirical research reports/proposals	4.8
The ability to apply basic psychological theory and research design to applied research questions.	4.9
Practical Skills	
The ability to analyse simple statistical data using basic quantitative methods	4.10
The ability to conduct basic qualitative data analysis	4.11
The ability to use SPSS	4.12
The ability to present work through appropriate media	4.13

Level 4

All Level 4 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1 & 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00902	Academic Skills and Research Methods	Compulsory	20
M4X00907	Psychology in Society	Compulsory	20

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00905	Experimental Psychology	Compulsory	20
M4X00906	Introduction to Psychology	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00903	Applied Psychology	Compulsory	20
M4X00904	Communication and Social Interaction	Compulsory	20

(2) BA (Hons) Counselling Studies and Psychology

Programme Learning Outcomes

The programme learning outcomes have been developed with reference to the Subject Benchmark Statement for Psychology (QAA, 2007) along with the Subject Benchmark Statement for Health Studies (2008). Those marked with * reflect those specifically required for BPS accreditation, although many of these also encompass the learning outcomes across this joint honours programme as a whole.

Knowledge and Understanding	PLO
The ability to understand different psychological perspectives for explaining human behaviour and their historical context.	4.1
The ability to understand simple research designs and associated ethical issues in psychological research	4.2
The ability to understand key academic, professional and ethical standards in psychology	4.3
The ability to understand the application of psychological knowledge and research to real world issues.	4.4
The ability to understand key concepts and debates in psychology	4.5
The ability to understand the diversity and changing nature of the determinants of Care and well-being and the tradition of Counselling within that.	4.6
Understand a range of theories of causality relating to emotional distress that impacts on wellbeing.	4.7
Have knowledge of the central place of research activity within the development of Counselling.	4.8
Cognitive Skills	
The ability to describe human behaviour from multiple perspectives	4.9
The ability to identify and describe general patterns in behaviour, psychological functioning and experience	4.10
The ability to apply appropriate psychological conventions to empirical research reports/proposals	4.11
Practical Skills	
The ability to analyse simple statistical data using basic quantitative methods	4.12
The ability to conduct basic qualitative data analysis	4.13
The ability to use SPSS	4.14
The ability to present work through appropriate media	4.15
Explain how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria.	4.16

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

(3) Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00902	Academic Skills and Research Methods	Compulsory	20
M4X00956	Introduction to Research and Employability	Compulsory	20
M4X00955	The History of Counselling as a Social Function	Compulsory	20
M4X00954	Contemporary Context of Counselling Skills	Compulsory	20

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00906	Introduction to Psychology	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00904	Communication and Social Interaction	Compulsory	20

(4) BA(Hons) Education Studies and Psychology

Programme Learning Outcomes

The programme learning outcomes have been developed with reference to the Subject Benchmark Statement for Psychology (QAA, 2007) along with the Subject Benchmark Statement for Health Studies (2008). Those marked with * reflect those specifically required for BPS accreditation, although many of these also encompass the learning outcomes across this joint honours programme as a whole.

Knowledge and Understanding	PLO
The ability to understand different psychological perspectives for explaining human behaviour and their historical context.	4.1
The ability to understand simple research designs and associated ethical issues in psychological research	4.2
The ability to understand key academic, professional and ethical standards in psychology	4.3
The ability to understand the application of psychological knowledge and research to real world issues.	4.4
The ability to understand key concepts and debates in psychology	4.5
The ability to understand key values, theories and concepts relevant to education	4.6
The ability to understand the main societal and organisational structures and purposes of educational systems.	4.7
Cognitive Skills	
The ability to describe human behaviour from multiple perspectives	4.8
The ability to identify and describe general patterns in behaviour, psychological functioning and experience	4.9
The ability to apply appropriate psychological conventions to empirical research reports/proposals	4.10
The ability to consider the diversity of learners and the complexities of the education process	4.11
Practical Skills	
The ability to analyse simple statistical data using basic quantitative methods	4.12
The ability to conduct basic qualitative data analysis	4.13
The ability to use SPSS	4.14
The ability to present work through appropriate media	4.15
The ability to collaborate and plan as part of a team	4.16

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Semesters 1 and 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X00902	Academic Skills and Research Methods	Compulsory	20

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X01514	Historical & Contemporary Issues in Education	Compulsory	20
M4X00906	Introduction to Psychology	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X01515	21 st Century Learning: Theories & Contexts	Compulsory	20
M4X01518	Equality & Diversity in an Inclusive Society	Compulsory	20
M4X00904	Communication and Social Interaction	Compulsory	20

(4) BSc (Hons) Mental Health

Programme Learning Outcomes

The programme learning outcomes below detail the specific knowledge, subject-specific skills, and wider transferable skills developed through this programme. To reflect the incremental depth and breadth across each year of the degree and the corresponding exit awards, programme learning outcomes have been created for each year of the degree.

Knowledge and understanding	PLO
The ability to understand different perspectives for explaining mental health and their historical context.	4.1
The ability to understand simple research designs and associated ethical issues for exploring mental health	4.2
The ability to understand key academic and professional standards for working in the field of mental health	4.3
The ability to recognise a range mental health issues across the lifespan	4.4
The ability to understand key concepts and debates in the field of mental health	4.5
Application	
The ability to describe mental health from multiple perspectives	4.6
The ability to identify and describe general patterns in behaviour and psychological functioning across a range of mental health problems	4.7
The ability to identify and demonstrate the basic skills and strategies needed when working with people with mental health problems	4.8
The ability to apply basic research design to a specific context and recognise associated ethical issues	4.9
Transferable Skills	
The development of basic computer literacy skills	4.10
The ability to use virtual and physical learning resources appropriately	4.11
The ability to communicate basic ideas in clear terms both orally and in writing	4.12
The ability to engage in some level of personal reflection	4.13
The ability to retrieve and organize information effectively	4.14

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X02241	Academic skills	compulsory	20
M4X02242	Introduction to mental health	compulsory	20
M4X02243	Mental health in children and young people	compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M4X02245	Stress, coping & resilience	compulsory	20
M4X02245	Understanding old age	compulsory	20
M4X02246	Professional skills in mental health	compulsory	20

(5) BSc (Hons) Applied Psychology

Programme Learning Outcomes

The aims and programme outcomes which follow have been derived from the Psychology Benchmarking statements (QAA, 2010).

The Learning Outcomes of the modules in the programme will enable students to:

(i) *Subject knowledge and understanding*

- understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations;
- recognise the inherent variability and diversity of psychological functioning and its significance;
- demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across modules;
- demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline;
- demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.

(ii) *Application*

- reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology;
- adopt multiple perspectives and systematically analyse the relationships between them;
- detect meaningful patterns in behaviour and experience and evaluate their significance;
- pose, operationalize and critique research questions;
- demonstrate substantial competence in research skills through practical activities.

(iii) *Reflection*

- reason statistically and use a range of statistical methods with confidence;
- competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations;
- be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

(iv) *Transferable Skills*

- communicate ideas and research findings, both effectively and fluently, by written, oral and visual means;

- comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets;
- be computer literate and confident in using word processing, database and statistical software;
- solve problems by clarifying questions, considering alternative solutions and evaluating outcomes;
- be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams;
- undertake self-directed study and project management, in order to meet desired objectives and take charge of their own learning; reflect and evaluate personal strengths and weaknesses for the purposes of future learning;
- take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

PROGRAMME STRUCTURE

Structure: Full-time Students

LEVEL 4

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
SSAP4001	Academic Study Skills and Psychological Perspectives	Core	20
SSAP4005	Mental Health and Well-being in Children and Young People	Compulsory	20
SSAP4006	Introduction to Biological and Cognitive Psychology	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
SSAP4004	Research Methods: An Introduction	Core	20
SSAP4002	Social and Developmental Psychology	Compulsory	20
SSAP4003	Comparative and Evolutionary Psychology	Compulsory	20

UNIVERSITY ATTENDANCE POLICY

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor, London Student Services or Faculty Office, as appropriate, immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors, London Student Services or Faculty Office in advance of any absence, completing the appropriate forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on each student's record.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and/or final Attendance Warning Letters, and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students who require a 'Tier 4' visa for their studies in the UK.

Each student's **cumulative attendance** (%) will be reviewed during and at the end of each academic Term. The required level of attendance will be defined by the Faculty/campus taking into account the level of study, structure of the programme, and scheduled timetable. Initial and Final Warning letters will be issued for low levels of attendance to advise her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme. Very low levels of attendance for an academic Term will lead to immediate withdrawal.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed (<http://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>).

If travelling within or outside of the UK during term-time or vacation periods, students should provide contact details and/or a travel itinerary to the Faculty Office or London Student Services to assure immediate contact in the case of an emergency.

Students must always request permission from the University prior to their departure, for authorisation to travel away from their campus during term-time. They must also

inform their Tutor, London Student Services or Faculty Office of the date on which they plan to leave the University at the end of each Term, once all teaching and examination requirements have been completed.

It is a requirement of UK Visas & Immigration (UKVI) and a condition of all Tier 4 visas that missing 10 consecutive contact points without any form of authorisation will result in the student being reported to Registry. Registry will then withdraw the student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

All international students holding a Tier 4 visa are also required to attend one (for the London campus) or three (for the Wales-based campuses) compulsory, University re-registration events in each academic year. Students will receive a notification of the timing and location of each event. If an international student fails to attend a re-registration event the student will be reported to Registry. Registry will then withdraw that student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

Students who have a legitimate reason for absence (including the instance of illness or injury while in the UK preventing attendance) must provide evidence to their Tutor, London Student Services or Faculty Office immediately following their return, to request that it be noted as authorised leave. If approved, the confirmation of authorised absence will be lodged on the student's record.

SCHOOL AND FACULTY POLICIES

Your School or Faculty have additional policies in a range of areas. Your Programme Director will provide you with relevant details.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

(6) Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

(7) Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

(8) Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

All students have access to digital and information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/digital-and-information-literacy/>

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogue
- Accessing the Online Library
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Evaluating resources

- Using the Internet for academic purposes
- Key things to look for...
- What is appropriate material

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Employability Skills

- Managing your online identity / footprint
- Social media in the workplace

Subject Librarians

Subject Librarians act as a contact point between students and the Library and Learning Resources service. Please feel free to contact your Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new services and resources.

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business Campus Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library
- Roderic Bowen Library and Archives

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

GRADUATE SKILLS FOR EMPLOYMENT

Students are encouraged to use the Careers Service from the first year so that they can begin to plan their professional development in preparation for future employment.

Time at University should be seen as preparing for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which one is able to reflect upon and analyse, personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities to acquire and develop personal skills and plan professional development in readiness for graduation. Further details are available from your Programme Director.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>