



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

**ACADEMIC DISCIPLINE:
SOCIAL JUSTICE AND INCLUSION**

LEVEL 7

YR ATHROFA

2018-2019

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, in the academic year 2018-2019. 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 DIRECTOR OF ACADEMIC DISCIPLINE

In this handbook you will find the Programmes of Study delivered by Social Justice & Inclusion at Level 7. These programmes represent the wide range of postgraduate degrees that we deliver from our Carmarthen and SA1 campuses. You will recognise common themes across all our programmes, themes such as Equity, Identity, Community and Diversity. We are proud that all of our degrees contribute to engagement with concepts of such social importance.

'Strength lies in differences, not in similarities.' (Covey, 2013, p.23)

'Try to be a rainbow in someone's cloud.' (Angelou, 2009, p.xii)

We are so pleased that you have chosen to study with us and look forward to working alongside you on your learning journey in 2018-9.

I can be contacted via email at any time (s.ainsworth@uwtsd.ac.uk) or on 01267 676799

Sue Ainsworth

Director of Academic Discipline (Social Justice & Inclusion)

Covey, S. (2013) *The Seven Habits of Highly Effective People* New York: Simon & Schuster

Angelou, M. (2009) *Letters to my Daughter* New York: Penguin Random House

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
MA Bilingualism and Multilingualism	Hywel Lewis	01267 676680	h.lewis@uwtsd.ac.uk
MRes Bilingualism and Multilingualism	Hywel Lewis	01267 676767	h.lewis@uwtsd.ac.uk
MA Children and Young People: Children's Rights	Sarah Stewart	01267 225180	s.stewart@uwtsd.ac.uk
MA Children and Young People: Health and Wellbeing	Darrel Williams	01267 676767	d.g.williams@uwtsd.ac.uk
MA Education Studies	Caroline Lewis	01792 482037	caroline.lewis@uwtsd.ac.uk
MA Equity and Diversity in Society / MA Equality and Diversity in Society	Caroline Lohmann-Hancock	01267 676674	c.lohmann-hancock@uwtsd.ac.uk
MA in Psychotherapeutic Practice: Humanistic	Carol Hughes	01792 482109	carol.hughes@uwtsd.ac.uk
MA Youth and Community Work (Qualifying Route)	Angharad Lewis	01267 676949	angharad.lewis@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 – Postgraduate 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/>

ADMINISTRATIVE PROCEDURES

Details of the administrative procedures are contained in the *University Regulations – Postgraduate Student Guide*.

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the postgraduate student section on the University's VLE and / or on the University's intranet.

Contact details for the Faculty office administrative lead for the programme of study:

Carmarthen:

Bethan Williams b.williams@uwtsd.ac.uk

Swansea:

Ceri Hadler ceri.hadler@uwtsd.ac.uk

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an 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 2018/19 (forename/surname)	External Examiner for 2017/18 (if different to current)
MA Bilingualism and Multilingualism	Dr Huw S. Thomas	
MRes Bilingualism and Multilingualism	Dr Huw S. Thomas	
MA Children and Young People: Children's Rights	David Galbraith	
MA Children and Young People: Health and Wellbeing	David Galbraith	
MA Education Studies	Dr Robert Baker	
MA Equity and Diversity in Society	Dr Maria Kukhareva	
MA Equality and Diversity in Society	Dr Maria Kukhareva	
MA Psychotherapeutic Practice	Dr Bill Naylor	
MA Youth and Community Work	Paul Fenton	

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR 2018/2019

The academic year 2018/2019 will be divided up as follows:

Induction	24/09/18 - 28/09/18 (1 st year Masters in Psychotherapeutic Practice – September 14 th /15 th)
Semester 1:	24/09/18 - 25/01/19
Semester 2:	28/01/19 - 12/07/19

Examination Boards: normally November, March and June annually

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 register properly or to inform the Registry of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- not being able to borrow materials from the Library and Learning Resources;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II, where applicable;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

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

Programme of Study (Course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework. 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/>

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

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.

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/>

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.

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.

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/>

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 are correctly enrolled on their programme of study (including re-enrolment for each academic year after initial enrolment).
- ii) 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.
- iii) They attempt every assessment component of a module.
- iv) 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.
- v) They submit work for assessment as required and in accordance with the required format and deadline.
- vi) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vii) 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.
- viii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- ix) They keep a copy of work presented for assessment wherever feasible.

- x) 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:

You can access Moodle in 3 different ways:

1. From MyDay
Access your MyDay dashboard either by logging into a campus PC and opening Internet Explorer, or accessing <http://myday.uwtsd.ac.uk> from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website
Navigate to <http://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.
3. URL Input
Open any browser on an internet-connected device and navigate to <http://moodle.uwtsd.ac.uk>

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

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 username (your student number) together with details of your issue.

ASSESSMENT FEEDBACK VIA TURNITIN

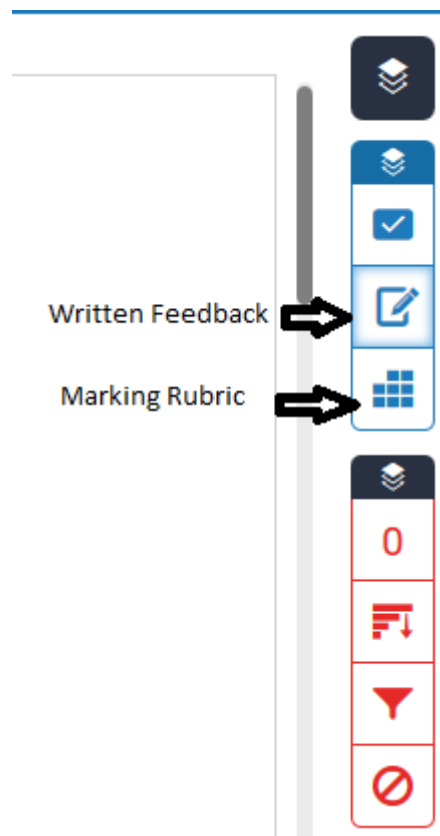
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



PROGRAMMES OF STUDY

(1) MA Bilingualism and Multilingualism

Programme Learning Outcomes

A. Relevant knowledge, understanding and skills

Having finished studying the MA Bilingualism and Multilingualism degree, it is expected that students will have developed the following knowledge, understanding and skills at the appropriate Higher Educational level:

1. Critical knowledge and understanding of other linguistic and cultural contexts on an international level where bilingualism exists that will enable students to compare and contrast them with their own linguistic contexts developing sensitivity and an awareness of the linguistic similarity or dissimilarity between them;
2. Intercultural awareness and understanding. By developing the ability to analyse critically the various factors that are an integral part of the vitality of minority languages such as Welsh, students will be expected to have a respect for similar situations on an international level;
3. Critical understanding of the policies practised in the linguistic contexts of various countries;
4. The ability to evaluate critically the factors that could have a positive or a negative influence in future on the vitality of their own first language and culture, including, for instance, the policies of local authorities and public bodies in relation to economics and housing;
5. Knowledge about a range of specialist terminology relating to different aspects of bilingualism including aspects such as sociolinguistics, psycholinguistics, language planning, language acquisition, and their role in relation to educational systems;
6. Thorough knowledge about the main conceptual frameworks and the latest research in the field of bilingualism, as well as the ability to weigh up the strengths and weaknesses of contrasting ideas, explanations and evidence;
7. An understanding of alternative analyses of data and the ability to make an informed evaluation of these;
8. The ability to show an understanding of the relationship between the various factors which can influence the vitality of a language, including political, social, cultural and educational factors;
9. An awareness of the function of language in relation to nurturing, maintaining and developing national identity;
10. Technical skills such as are suitable to the discipline, such as producing bibliographies and referencing sources in a consistent and standard way;
11. The ability to apply recognised conceptual and analytical frameworks to new data;
12. The ability to interpret data and quantitative and qualitative analyses presented via graphs, tables etc., and to present similar data themselves in the same way;
13. The ability to adopt various quantitative and qualitative methodologies in order to do research into different aspects of bilingualism / multilingualism and language planning, and to conduct local, national and international projects in those fields as individuals and members of a specialist workforce.

B. Cognitive Skills

The cognitive skills connected with this programme enable students to:

1. reflect critically in the light of diverse evidence and viewpoints;
2. collect, summarise, synthesise and assimilate information from different written, oral and electronic sources, evaluate them critically and create a coherent summary;
3. organise and present ideas within the framework of a structured and reasoned viewpoint;
4. think analytically and evaluatively;
5. endorse, describe and analyse problems, and to devise suitable strategies for their resolution;
6. demonstrate an understanding of key issues and problems, and to understand what sort of data to collect in order to resolve them;
7. introduce or declare relevant evidence and to use the appropriate data already available in order to resolve problems.

C. Professional / Vocational Skills

The practical professional / vocational skills connected with this programme enable students to:

1. meet the challenges facing individuals in the field of bilingualism / multilingualism and language planning, including the Welsh context;
2. apply the knowledge and skills developed to their professional needs within the workforce;
3. undertake projects relating to diverse aspects of the field;
4. carry out individual research and, as part of a team, to promote language plans and strategies;
5. analyse and interpret data relating to various developments;
6. demonstrate proficiency in using ICT in presentations and in communication;
7. demonstrate self-direction and originality in resolving problems, and to act autonomously in planning and accomplishing tasks on a professional level.

D. Key Transferable Skills

The key skills connected with this programme enable students to:

1. use ICT effectively as a means of communication, as a learning and research medium, and for producing organised and standard documentation;
2. transfer knowledge, ideas and arguments convincingly and logically in oral and written form;
3. develop further their analytical and problem-solving skills;
4. adopt diverse and appropriate methodologies for conducting research, and assess their effectiveness and their individual practical and technical advantages and disadvantages;
5. write essays using appropriate language and correct referencing;
6. manage their education self-critically, to think and to work independently making effective and efficient use of their time;
7. plan and conduct an investigation or a piece of research with minimum assistance or wholly independently;
8. take part in scholarly discussions and present thinking either orally or in writing in documentation that shows higher skills in literacy.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECDA7001	Introduction to Bilingualism	20
ECDA7002	Societal Bilingualism	20
ECDA7003	Research Methodology	20
Optional Modules (choose two)		
ECDA7004	Cognitive Aspects of Bilingualism	30
ECDA7005	Models for Bilingual Teaching	30
ECDA7006	Development of Bilingual Education in Wales	30
ECDA7007	Bilingualism in the Early Years	30
PART II		
Compulsory Module		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

The following modules will be offered in 2018/19

Semester 1

PART I		
Compulsory Modules		
ECDA7001	Introduction to Bilingualism	20 credits
ECDA7002	Societal Bilingualism	20 credits
ECDA7003	Research Methodology	20 credits
Optional Modules		
ECDA7004	Cognitive Aspects of Bilingualism	30 credits
ECDA7005	Models for Bilingual Teaching	30 credits
PART II		
Compulsory Module		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60 credits

Semester 2

PART I		
Compulsory Modules		
ECDA7001	Introduction to Bilingualism	20 credits
ECDA7002	Societal Bilingualism	20 credits
ECDA7003	Research Methodology	20 credits
Optional Modules		
ECDA7004	Cognitive Aspects of Bilingualism	30 credits
ECDA7005	Models for Bilingual Teaching	30 credits
PART II		
Compulsory Module		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60 credits

Module details are correct on 1 September 2018, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. Module descriptors are presented in the Module Directory document.

(2) MRes Bilingualism and Multilingualism

Programme Learning Outcomes

A. Relevant knowledge, understanding and skills

Having finished the MRes in Bilingualism and Multilingualism, it is expected that students will have developed the following knowledge, understanding and skills at the appropriate Higher Educational level:

1. critical knowledge and understanding of other linguistic and cultural contexts on an international level where bilingualism /multilingualism exist that will enable students to compare and contrast them with their own linguistic contexts, developing sensitivity and an awareness of the linguistic similarity or dissimilarity between them;
2. intercultural awareness and understanding. By developing the ability to analyse critically the various factors that are an integral part of the vitality of minority languages such as Welsh, students will be expected to have a respect for similar situations on an international level;
3. a critical understanding of the policies practiced in the linguistic contexts of various countries;
4. the ability to evaluate critically the factors that could have a positive or a negative influence in future on the vitality of their own first language and culture, including, for instance, the policies of local authorities and public bodies in relation to economics and housing;
5. knowledge of a range of specialist terminology related to different aspects of bilingualism/ multilingualism including sociolinguistics, linguistic planning, language acquisition and its role in relation to educational systems;
6. thorough knowledge of the main conceptual frameworks and the latest research in bilingualism/ multilingualism, as well as the ability to weigh up the strengths and weaknesses of contrasting ideas, explanations and evidence;
7. an understanding of alternative diagnoses of data and the ability to make an informed evaluation of these;
8. the ability to show an understanding of the relationship between the various factors which can influence the vitality of a language, including political, social, cultural and educational factors;
9. an awareness of the function of language in relation to nurturing, maintaining and developing national identity as one among several types of identity constructed within a multilingual context;
10. technical skills related to the discipline, such as producing bibliographies and referencing sources in a consistent and standard way;

11. the ability to apply recognised conceptual and analytical frameworks to new data;
12. the ability to analyse quantitative data and to understand quantitative analyses presented via graphs, tables etc, and to present similar data themselves in the same way;
13. the ability to adopt various quantitative and qualitative data in order to support research in different aspects of bilingualism / multilingualism and language planning, and to support local, national and international projects in those areas as individuals and members of a specialist workforce.

B. Cognitive Skills

The cognitive skills connected with this programme will enable students to:

14. reflect critically in the light of diverse evidence and standpoints;
15. collect, summarise, synthesise and assimilate information from different written, oral and electronic sources, evaluating them critically and creating a coherent summary;
16. organise and submit ideas within a structured and reasoned framework;
17. think analytically and evaluatively;
18. endorse, describe and analyse problems, and to devise suitable strategies for their resolution;
19. demonstrate an understanding of key issues and problems, and to understand what sort of data to collect in order to resolve them;
20. introduce/ declare relevant evidence and to use the appropriate data already available in order to resolve problems.

C. Professional/Vocational Skills

The practical professional/vocational skills connected with this programme enable students to:

21. meet the needs facing individuals in the area of bilingualism / multilingualism and linguistic planning, including the challenges found within the Welsh context;
22. carry out projects involving diverse aspects in the area;
23. carry out individual research and, as part of a team, to promote linguistic plans and strategies;
24. analyse and interpret data involving various developments;
25. demonstrate skilfulness in using ICT in presentations and in communication;
26. demonstrate self-direction and originality in resolving problems and in operating autonomously in planning and accomplishing tasks on a professional level;

27. apply the knowledge and skills developed to their professional needs in the workplace.
28. develop an awareness of the specialist knowledge available internationally amongst others working in the field of bilingualism and multilingualism, as active members of a professional network of practitioners and /or academics.

D. Key Transferable Skills

The key skills connected with this programme enable students to:

29. use ICT effectively as a means of communication, as a teaching and research medium, and for producing organised and standard documentation;
30. transfer knowledge, ideas and arguments convincingly and logically in oral and written form;
31. develop further their analytical and problem-solving skills;
32. adopt diverse and appropriate methodologies for carrying out research, assessing their effectiveness and their individual practical and technical advantages and disadvantages;
33. write essays using direct language and correct referencing;
34. manage their education self-critically, to think and to work independently making effective and efficient use of their time;
35. plan and hold an investigation or a piece of research with minimum assistance or wholly independently;
36. take part in scholarly discussions and present thinking either orally or in writing in documentation that shows higher skills in literacy.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECDA7001	Introduction to Bilingualism	20
ECDA7002	Societal Bilingualism	20
ECDA7003	Research Methodology	20
PART II		
Compulsory Module		
CYAD7017	Research Dissertation	120

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

The following module will be offered in 2018/19

Semesters 1 and 2

PART II		
Compulsory Module		
CYAD7017	Research Dissertation	120

Module details are correct on 1 September, 2018 and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. Module descriptors are presented in the Module Directory document.

(3) MA Children and Young People

Programme Learning Outcomes

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner, be they working with children or young people. It is by engagement in each of these areas that professional identities are formed and appropriate subject knowledge and understanding is gained:

- KU1: Working effectively with children, young people and with adults;
- KU2: Advanced approaches to learning and development;
- KU3: Demonstrate a comprehensive grasp of the scope and breadth of the health and physical and mental well-being of children and young people

The development of knowledge, skills and values is interconnected across these aspects by the attention which is paid throughout programmes of study in this subject to the development of critical and reflective practitioners.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

- CS1: To critically engage with complex issues systematically and creatively
- CS2: To design and evaluate research methodologies and develop critiques of them
- CS3: To critically analyse a range of issues relating to children and young people and explain their applicability to contemporary contexts
- CS4: To make sound evaluative judgements on issues without the availability of complete data

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

- PS1: Apply the results of your reflection and development to your own practice, including how you fulfil appropriate values and principles
- PS2: Work with young people to identify the resources needed for the proposed activity, including the necessary skills, people's time, equipment and materials.

PS3: Support and encourage young people to represent themselves and their views and interests to others.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Key skills (KS)

KS1: The exercise of initiative and personal responsibility in relation to challenging and complex situations

KS2: Decision-making in complex and unpredictable situations

KS3: The independent learning ability required for continuing professional development.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

PROGRAMME STRUCTURE

MA Children and Young People: Children's Rights

Code	Title	Credits
PART I		
Compulsory Modules		
ECGE7001Q	The Philosophy and Practice of Social Research	30
ECCH7001	Contemporary Discourses in Professional Practice	30
ECCH7002	Children and Young People in Focus	30
ECCH7003	Leading Children's Rights: Developing Professional Practice	30
PART II		
Compulsory Module		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60

MA Children and Young People: Health and Well-being

Code	Title	Credits
PART I		
Compulsory Modules		
ECGE7001Q	The Philosophy and Practice of Social Research	30
ECCH7001	Contemporary Discourses in Professional Practice	30
ECCH7002	Children and Young People in Focus	30
ECCH7004	Education for Health and Well-being	30
PART II		
Compulsory Module		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60

(4) MA Education Studies

Programme Learning Outcomes

MA Education Studies

Knowledge and understanding (KU)

KU1: to develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.

KU2: a critical awareness of contemporary issues and insight pertinent to education including policy, moral, religious and philosophical underpinnings and issues of social justice which is informed by research.

KU3: a comprehensive understanding of research methodology applicable to education.

KU4: a conceptual understanding of educational processes which facilitate critical evaluation of current research and scholarship.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1: to critically engage with complex issues in education both systematically and creatively.

CS2: to design and evaluate educational research methodologies and develop critiques of them.

CS3: to critically analyse a range of educational issues and explain their applicability within contemporary educational contexts.

CS4: to make sound evaluative judgements on educational issues without the availability of complete data and communicate them effectively to specialist and non-specialist audiences.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1: to act autonomously in planning and implementing tasks relevant to the study of education at a professional or equivalent level.

PS2: to undertake empirical research in educational research and where applicable, develop skills in interviewing, observation, survey and/or experimentation design and data analysis.

PS3: to effectively communicate conclusions from educational research to specialist and non-specialist audiences.

PS4: to develop autonomy and originality in addressing and solving educational or research problems.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1: to critically reflect on the value systems of their own and others' when considering the variety and complexity of educational contexts and theoretical positions

KS2: to develop the independent learning ability required for continuing professional development within the education sector or associated fields.

KS3: to continue to advance knowledge and understanding of educational issues and contexts and to develop new skills to a high level.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECGE7001P	The Philosophy and Practice of Social Research	30
M7X02176 / SJEU7002	Transforming Education: Effective Change in Leadership and Management	30
ECES7001	Global Citizenship in Context	30
Optional Modules (choose one)		
ECES7002	Education, Society and Policy: Contemporary Classrooms	30
ECES7003	Education, Society and Policy: Beyond Compulsory Education	30
PART II		
Compulsory Module		
ECGE7002P	Faculty of Education and Communities: Dissertation	60

(5) MA Equity and Diversity in Society

Programme Learning Outcomes

PG Cert Equity and Diversity in Society

Knowledge and understanding (KU)

- KU1:** a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights into the key concepts and theories of welfare, including human needs and social welfare; inequality, poverty and exclusion; citizenship, social difference and diversity; theories of the state and policy making; theories and methods of comparative analysis inform current practice (SPA);
- KU2:** critically examine societal and organisational structures, the purposes of various systems, for example health, welfare and education and the implications for individuals and society (ES);
- KU4:** explore possible challenges to equality and social inclusion within contemporary society, highlighting potential barriers and seeking solutions to the complex social problems experienced by those who are at risk of multiple disadvantage and inequality (SPA).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

- CS1:** critically examine a range of key concepts and theoretical approaches within sociology and evaluate their application to exclusion, equity, diversity and equality (S);
- CS2:** critically analyse the nature of social relationships between individuals, groups and social institutions and how this impacts upon equity, equality and social inclusion (S);
- CS3:** critically assess the merits of competing explanations of human behaviour, social situations and events; and consider what this means for inclusive professional practice (S);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

- PS2:** use high levels of digital literacy, digital information, communication and information technology skills to transmit complex knowledge and understanding (S);
- PS3:** communicate in-depth understanding of the relevance of sociological knowledge to social, public and civic policy and how this impacts upon equity, equality and social inclusion (S);
- PS4:** demonstrate through complex enquiry that they are sensitive to the values and interests of others and that they develop a evidenced based capacity for deep self-reflection and in particular their ability to listen and interact with others, and to take account of their own normative and moral positions in order to understand how human needs are experienced and met (SPA);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1: critically reflect on their own and others' value systems when considering complex and multidimensional context of exclusion and inequality (ES);

KS3: articulate an extensive understanding of the various ethical implications of sociological enquiry with attention given to empowering individuals and groups and apply this to a variety of settings and reflect upon their own personal values(S).

PG Dip Equity and Diversity in Society

Knowledge and understanding (KU)

KU1: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights into the key concepts and theories of welfare, including human needs and social welfare; inequality, poverty and exclusion; citizenship, social difference and diversity; theories of the state and policy making; theories and methods of comparative analysis inform current practice (SPA);

KU2: critically examine societal and organisational structures, the purposes of various systems, for example health, welfare and education and the implications for individuals and society (ES);

KU4: explore possible challenges to equality and social inclusion within contemporary society, highlighting potential barriers and seeking solutions to the complex social problems experienced by those who are at risk of multiple disadvantage and inequality (SPA).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1: critically examine a range of key concepts and theoretical approaches within sociology and evaluate their application to exclusion, diversity and equality (S);

CS2: critically analyse the nature of social relationships between individuals, groups and social institutions and how this impacts upon equality and social inclusion (S);

CS3: critically assess the merits of competing explanations of human behaviour, social situations and events; and consider what this means for inclusive professional practice (S);

CS5: critically evaluate and debate different theoretical, technical, normative, moral and political approaches to social problems and issues (SPA);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

- PS2:** use high levels of digital literacy, digital information, communication and information technology skills to transmit complex knowledge and understanding (S);
- PS3:** communicate in-depth understanding of the relevance of sociological knowledge to social, public and civic policy and how this impacts upon equality and social inclusion (S);
- PS4:** demonstrate through complex enquiry that they are sensitive to the values and interests of others and that they develop a evidenced based capacity for deep self-reflection and in particular their ability to listen and interact with others, and to take account of their own normative and moral positions in order to understand how human needs are experienced and met (SPA);
- PS5:** convey complex or contested and at times competing ideas and arguments effectively to others, using a variety of media, to a range of audiences. This would include the ability to write, discuss and present arguments and ideas using appropriate academic conventions (SPA);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

- KS1:** critically reflect on their own and others' value systems when considering complex and multidimensional context of exclusion and inequality (ES);
- KS3:** articulate an extensive understanding of the various ethical implications of sociological enquiry with attention given to empowering individuals and groups and apply this to a variety of settings and reflect upon their own personal values(S).

MA Equity and Diversity in Society

Knowledge and understanding (KU)

- KU1:** a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights into the key concepts and theories of welfare, including human needs and social welfare; inequality, poverty and exclusion; citizenship, social difference and diversity; theories of the state and policy making; theories and methods of comparative analysis inform current practice (SPA);
- KU2:** critically examine societal and organisational structures, the purposes of various systems, for example health, welfare and education and the implications for individuals and society (ES);
- KU3:** conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline (MLC);
- KU4:** explore possible challenges to equality and social inclusion within contemporary society, highlighting potential barriers and seeking solutions to the complex social problems experienced by those who are at risk of multiple disadvantage and inequality (SPA).
- KU5:** deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences (MLC);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

- CS1:** critically examine a range of key concepts and theoretical approaches within sociology and evaluate their application to exclusion, diversity and equality (S);
- CS2:** critically analyse the nature of social relationships between individuals, groups and social institutions and how this impacts upon equality and social inclusion (S);
- CS3:** critically assess the merits of competing explanations of human behaviour, social situations and events; and consider what this means for inclusive professional practice (S);
- CS4:** critically discuss and apply sociological topics with appreciation of theory, evidence and relevance to current debates and to present the conclusions in a variety of appropriate sociological formats (S);
- CS5:** critically evaluate and debate different theoretical, technical, normative, moral and political approaches to social problems and issues (SPA);
- CS6:** engage with an in-depth reflection and evaluate how theories and concepts of social policy and other social sciences allow practitioners to analyse how social needs, social problems and policies themselves are constructed and understood in both national and international contexts (SPA);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

- PS1:** demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level (MLC);
- PS2:** use high levels of digital literacy, digital information, communication and information technology skills to transmit complex knowledge and understanding (S);
- PS3:** communicate in-depth understanding of the relevance of sociological knowledge to social, public and civic policy and how this impacts upon equality and social inclusion (S);
- PS4:** demonstrate through complex enquiry that they are sensitive to the values and interests of others and that they develop a evidenced based capacity for deep self-reflection and in particular their ability to listen and interact with others, and to take account of their own normative and moral positions in order to understand how human needs are experienced and met (SPA);
- PS5:** convey complex or contested and at times competing ideas and arguments effectively to others, using a variety of media, to a range of audiences. This would include the ability to write, discuss and present arguments and ideas using appropriate academic conventions (SPA);
- PS6:** development of high level interpersonal skills which will allow them to collaborate with others in in-depth research and complex problem solving within the field of equality, diversity and social inclusion within society (SPA).
- PS7:** the exercise of initiative and personal responsibility (MLC);

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1: critically reflect on their own and others' value systems when considering complex and multidimensional context of exclusion and inequality (ES);

KS2: critically reflect upon and analyse the ethical implications of social research in a variety of applied research settings (S);

KS3: articulate an extensive understanding of the various ethical implications of sociological enquiry with attention given to empowering individuals and groups and apply this to a variety of settings and reflect upon their own personal values(S).

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

DESCRIPTOR FOR LEVEL 7 ON THE FHEQ

Upon successful completion of Level 7, the student should demonstrate:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline;
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, students will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And students will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required for continuing professional development.

Programme Structure

MA Equity and Diversity in Society

MA Equity and Diversity in Society		
Module Code	Title of Module	Credit Value
Compulsory Modules		
ECGE7001Q	The Philosophy and Practice of Social Research	30
ECED7002	The Social (Re)Production of Inequality	30
Optional Modules <i>Choose two ONLY</i>		
ECED7001	Political: Influences on Inequality and Diversity	30
ECGE7003Q	Sustainable Communities	30
ECED7003	Equality: Gender and Sexual Diversity	30
Part II		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60

PROGRAMME OF STUDY

(6) MA Equality and Diversity in Society

Programme Specification

The main educational aims of the programme are to enable students to:

- draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of the issues of equality, diversity and social inclusion and the contexts in which these take place;
- engage with a broad and balanced knowledge and understanding of the principal features of equality, diversity and social inclusion within organisations in both national and international contexts;
- recognise that tensions exist between the reality and the ideal of equality, diversity and social inclusion;
- acknowledge, accept and understand the values and interests of others, by taking account of their normative and moral positions;
- engage with fundamental research concerning the aims and values of equality, diversity and social inclusion in society;
- appreciate the challenging nature of social theory, policy and practice and the contested nature of fundamental concepts;
- interrogate and explore a diverse range of contexts of equality, diversity and social inclusion;
- adopt appropriate problem solving skills which enables them to assess outcomes of interventions used to tackle inequality, prejudice and exclusion.

Beyond these the programme also aims to:

- develop curriculum-related delivery to ensure that our students are provided with the knowledge, skills and attitudes that will equip them for their future contribution to the economy, community and environment;
- contribute to our communities by giving particular regard to issues of sustainable rural communities and the development of south west Wales as a low carbon region;
- develop a research and innovation capacity focused on the core strengths of the University (UWTSD, INSPIRE, 2013).

Programme Outcomes

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

Critical Engagement with Discipline Specific Knowledge and Skills

- critically examine a range of key concepts and theoretical approaches within sociology and evaluate their application to exclusion, diversity and equality;
- critically analyse the nature of social relationships between individuals, groups and social institutions and how this impacts upon equality and social inclusion;
- explore how the key concepts and theories of welfare, including human needs and social welfare; inequality, poverty and exclusion; citizenship, social difference and diversity; theories of the state and policy making; theories and methods of comparative analysis inform current practice;
- engage in in-depth discussions regarding how the key 'drivers', such as globalisation and demographic change, affect social policy making, the nature of the policy process and the reality of equality and social inclusion;

- critically examine how societal and organisational structures and purposes of various systems for example health, welfare and education and the implications for individuals and society;
- critically engage with complex knowledge, principles and understandings of equality and social inclusion;
- critically assess the merits of competing explanations of human behaviour, social situations and events; and consider what this means for inclusive professional practice;
- critically evaluate competing explanations of equality, diversity and social inclusion and draw reasoned conclusions which inform practice;
- critically discuss and apply sociological topics with appreciation of theory, evidence and relevance to current debates and to present the conclusions in a variety of appropriate sociological formats;
- critically evaluate and debate different theoretical, technical, normative, moral and political approaches to social problems and issues;

Critical Reflection and Problem Solving

- critically reflection on and identify potential connections and discontinuities between each of the aspects of subject knowledge and their application in policies and context within the framework of equality and inclusive practice;
- critically reflect upon and analyse the ethical implications of social research in a variety of applied research settings;
- engage with an in-depth reflection and evaluate how theories and concepts of social policy and other social sciences allow practitioners to analyse how social needs, social problems and policies themselves are constructed and understood in both national and international contexts;
- Critically reflect on their own and others' value systems when considering complex and multidimensional context of exclusion and inequality;
- use in-depth knowledge and understanding to critically locate and justify a personal position in relation to equality and diversity in society; identify appropriate qualitative and/or quantitative research strategies and methods and critically reflect upon their relative advantages and disadvantages when applied to equality and diversity in society;
- explore possible challenges to equality and social inclusion, highlighting potential barriers and seeking solutions to the complex social problems experienced by those who are at risk of multiple disadvantage and inequality;

Transferable Skills and Inter/Intra-Personal Skills

- use high levels of communication and information technology skills to transmit complex knowledge and understanding;
- communicate in-depth understanding of the relevance of sociological knowledge to social, public and civic policy and how this impacts upon equality and social inclusion;
- demonstrate through complex enquiry that they are sensitive to the values and interests of others and that they develop a evidenced based capacity for deep self-reflection and in particular their ability to listen and interact with others, and to take account of their own normative and moral positions in order to understand how human needs are experienced and met;
- convey complex or contested and at times competing ideas and arguments effectively to others, using a variety of media, to a range of audiences. This would include the ability to write, discuss and present arguments and ideas using appropriate academic conventions;

- development of high level interpersonal skills which will allow them to collaborate with others in in-depth research and complex problem solving within the field of equality, diversity and social inclusion within society;

Ethical Understanding and Reflection

- articulate an extensive understanding of the various ethical implications of sociological enquiry with attention given to empowering individuals and groups and apply this to a variety of settings and reflect upon their own personal values.

Programme Structure

MA Equality and Diversity in Society

The following module will be offered in 2018/19

Module Code	Title of Module	Credit Value
Compulsory Module		
Part II		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60

(7) MA in Psychotherapeutic Practice: Humanistic

Programme Learning Outcomes

QAA Counselling and Psychotherapy Benchmarks (2013)

Professional profile of counsellors and psychotherapists

Professional autonomy and accountability

The award holder will have the relevant professional knowledge and skill to:

- maintain the ethical principles that underpin counselling and psychotherapy (1)
- integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination (2)
- recognise the social and cultural context of their practice (3)
- recognise potential limitations of their preferred theoretical model or models in work with specific clients (4)
- ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice (5)
- recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies (6)
- recognise the need for, and engage with, their own personal support and/or therapy as appropriate (7)
- recognise and cope with uncertainty, responding therapeutically while maintaining firm boundaries (8)
- recognise responsibilities to the client, employers, the counselling and psychotherapy professions and to society at large (9)

Professional relationships

6.4 The award holder will have the relevant professional knowledge and skill to:

- recognise and respect inter-professional and multi-agency approaches to mental health (10)
- recognise their own professional limitations, making referrals where appropriate (11)
- respect the role of supervision as an essential aspect of clinical practice (12)
- analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses (13)
- take account of diversity issues and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs (14)
- respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist (15)
- work with managers and clients in the delivery, monitoring and evaluation of services (16)
- build and sustain professional relationships and work collaboratively, as appropriate to the work context (17)
- critically appraise a range of theoretical approaches to practice (18)
- make use of supervision to develop their understanding about clinical work and to enhance and protect their well-being (19)

Maintaining a framework for practice

6.5 The award holder will have the relevant professional knowledge and skill to:

establish and maintain a secure frame for therapeutic work (20)

maintain clear professional boundaries in all relationships with clients (21)

summarise the client's difficulties, as perceived by the therapist, and articulate the ways in which counselling/psychotherapy can address them (22)

implement an appropriate strategy for assessing potential clients using appropriate consultation where necessary, which may include risk assessment (23)

make informed decisions about referral to appropriate agencies (24)

negotiate an appropriate therapeutic contract using all available information (25)

recognise the implicit power imbalance in the counselling/psychotherapy relationship (26)

utilise research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients (27)

openly and freely discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem (28)

be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy (29)

recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being (30)

recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others (31)

recognise the potential for physical signs and symptoms to accompany, mimic or be indicative of severe forms of psychological distress and respond appropriately (32)

apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice (33)

recognise that specific knowledge and skills are required to work with particular client groups, for example children and young people (34)

The therapeutic process

6.6 The award holder will have the relevant professional knowledge and skill to:

demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs, while maintaining an awareness of other assessment strategies (35)

whether the type of counselling and psychotherapy that can be offered is suitable for particular clients (36)

assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements (37)

be able to communicate the scope and limits of confidentiality clearly and ethically to clients (38)

set and maintain appropriate professional boundaries (39)

establish and sustain a therapeutic alliance (40)

understand and manage the impact of diversity and difference on the therapeutic relationship (41)

use research literature on the impact of the therapeutic alliance to enhance relationships with clients (42)

recognise ways in which the relationship is conceptualised in a range of different theoretical models (43)

recognise and manage difficulties and ruptures in the therapeutic alliance (44)

recognise and manage distortions in the client's perception of the therapist and of their experience of therapy (45)

draw on a range of therapeutic responses, strategies and interventions to inform practice (46)

manage problematic situations, including violation of the therapeutic contract (47)

adapt responses and strategies to open-ended or time-limited contracts (48)

apply appropriate strategies and interventions in work with specific client populations and client issues (49)

work with the constraints of the therapeutic contract (50)

recognise the importance of preparing clients for endings (51)

be able to comply with professional requirements for record-keeping (52)

manage contact with external agencies and professionals, as appropriate to the interest of the client (53)

review client progress (54)

The social, professional and organisational context for therapy

6.7 The award holder will have the relevant professional knowledge and skill to:

identify some of the philosophical assumptions underpinning the practice of counselling and psychotherapy (55)

appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice (56)

interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies (57)

appraise the range of psychological services and interventions available to clients (58)

recognise the potential importance of diversity in the therapeutic relationship (59)

reflect on the role and function of counselling and psychotherapy in society (60)

recognise ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being (61)

recognise that power relationships and dynamics within groups and organisations have the potential to impact on therapy (62)

critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice (63)

implement methodologies to audit and evaluate the process and outcome of therapy (64)

be familiar with the legal and ethical framework in which the therapy takes place (65)

deliver the counselling/psychotherapy services with due regard to the practice setting (66)

Benchmark standard for master's degrees

The following additional statements describe the threshold level of competence for holders of a master's degree in counselling and/or psychotherapy.

Knowledge base extends to a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of counselling/psychotherapy (67)

Show a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy (68)

An appropriate methodology can be identified for dealing with complex problems or those of an unfamiliar or unpredictable nature (69)

Critical discussion and analysis of complex concepts and work is carried out independently and with some originality (70)

Ability to successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline (71)

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I:		
Postgraduate Certificate Level : Core Modules		
	Semester 1	
M7X01678	Framing Therapeutic Practice	30
	Semester 2	
M7X01679	Therapy and Context (Clinical Practice I & II)	30
Postgraduate Diploma Level : Core Modules		
	Semester 1	
M7X01680	Professional Practice	30
	Semester 2	
M7X01681	Research and Practice (Clinical Practice I & II)	30
PART II		
MA Dissertation		
M7X01682	Psychotherapy and Counselling Dissertation	60

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Director.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

The following modules will be offered in 2018/19

Code	Title	Credits
PART I:		
Postgraduate Certificate Level : Core Modules		
	Semester 1	
M7X01678	Framing Therapeutic Practice	30
	Semester 2	
M7X01679	Therapy and Context (Clinical Practice I & II)	30
Postgraduate Diploma Level : Core Modules		
	Semester 1	
M7X01680	Professional Practice	30
	Semester 2	
M7X01681	Research and Practice (Clinical Practice I & II)	30
PART 11		
MA Dissertation		
M7X01682	Psychotherapy and Counselling Dissertation	60

Module details are correct on 1 September 2018, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

(8) MA Youth and Community Work (Qualifying Route)

Programme Aims and Learning Outcomes

Programme Aims

The programme has the following general educational and specific programme aims — it is the intention of this programme to:

- develop strategic, autonomous thinkers who are fully aware of and able to address the complex demands faced by young people in society today;
- draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate comprehensive understanding of the issues of youth work and the complex contexts in which this take place;
- engage with an in-depth balanced knowledge and conceptual understanding of the principle features of youth work in contexts in Wales and beyond;
- develop critically reflective/reflexive and autonomous practitioners who are able to implement both theory and practice in line with the principles and values of the Youth Service;
- critically evaluate and analyse past and contemporary policy that has and continues to inform and shape youth work practices;
- work with the values, interests and moral positions of others and engage in anti-oppressive practices;
- engage with and develop fundamental research concerning the aims and values of the role of professionals within a variety of informal and non-formal learning environments;
- adopt appropriate problem solving skills which enable students them to work effectively with the educational process and outcomes of interventions with young people;
- demonstrate outstanding competencies in line with the NOS for Youth and Community Work;
- adopt a comprehensive understanding of sustainable literacy skills.

Programme Learning Outcomes

(1) Subject knowledge and understanding

At MA level the students will be expected to demonstrate the following attributes in relation to the subject knowledge and understanding within Youth and Community Work:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline;
- conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Within Youth and community work subject knowledge and understanding is conceptualised as four aspects, all of which are seen to contribute to the debate about the role and professional identity of the practitioner. It is by **critical** engagement in each of these areas

that professional identities are formed and appropriate **in depth** subject knowledge and the **ability to apply originality** in the application of knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout programmes of study in this subject to the development of critical, reflective and autonomous practitioners:

(1.1) Working in and with communities: students will:

- appreciate the complex scope of professional practice which is community-based and is outside of formal learning and national programmes of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them);
- explore in depth—studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations;
- understand critical theorisations of local society, civil society and of social capital;
- develop conceptual understanding of the relationship of young people to communities, and of people in different stages of their lives to one another in communities; the history of the development of community-based practice as distinct from state or market-based practice critically analyse practices which challenge existing power relations such as those rooted in age-based discrimination, sexism, racism and/or practices rooted in class privilege;
- gain a comprehensive understanding of the implications of collective action and social change, including enterprise and self-help strategies for addressing shared needs/aspirations, campaigning and the links to social movements;
- be able to critically analyse the impact of social policy discourses on the development of professional practice in youth work, including youth policy and comparative international and European social policy.

(1.2) Working with young people; students will:

- gain conceptual understanding of models and meanings of development through the life course and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development;
- demonstrate self-direction and originality when engaging with young people and adults in communities in order to develop strategies for education and change;
- deal with complex issues when investigating models of work with young people and communities;
- demonstrate self-direction and originality in tackling and solving problems when investigating whether particular educational methods are more or less suitable for different stages or age groups;
- a comprehensive understanding and **ability to apply** models of practice including outreach work and detached work, project-based work, cultural work and sport, and participatory practice;
- engage critically with theories and practice in relation to Children's, young people's and adults' health, safety and well-being;
- critically evaluate professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults;
- develop skills and take responsibility in promoting good mental and emotional health, and recognising and responding to breakdown;

- appreciate and implement autonomously informal education and support;
- critically evaluate the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.

(1.3) Approaches to learning and development, Students will:

- engage with the complex areas of Informal education, conversation, critical dialogue and experiential learning—situated learning: local, global and metaphysical, including global learning, environmental learning and theological or faith-sensitive learning;
- initiate and lead tasks and process using characteristic methods of informal education, which require practitioners to locate their practice within a matrix of power dynamics across local, global, political and faith boundaries;
- reflect critically on citizenship learning, collaborative and open enquiry, and political education;
- evaluate in depth exploration of culturally sensitive and culturally specific learning.
- engage, initiate and lead: developmental group work: learning about personal development through group participation, social education and popular education; debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups;
- critically analyse the links between informal education, adventure education, and play and arts-based education;
- evaluate in depth holistic approaches to learning, recognising the emotional and spiritual aspects of learning.

(1.4) Developing community-based organisations, students will,

- gain conceptual understanding of organisations that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses;
- critically explore agencies and workplaces in which community and youth workers are employed;
- critically evaluate strategies for anti-oppressive and anti-discriminatory practice at organisational level;
- appreciate the complexities of management and leadership in community-based projects and initiate, lead and take responsibility in this area of work: mentoring, supervision, staff development and training; the role of part-time workers and volunteers; safety and support for youth work practitioners;
- gain a comprehensive understanding of multi-disciplinary and multi-agency working: youth services in the context of integrated working;
- critically evaluate universal provision and targeted provision; dedicated and distinct service provision;
- critical exploration of the links with other children's workforce professions;

(2) Subject-specific skills

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice. As outlined in point (1) subject knowledge and understanding students will be expected to demonstrate level 7 attributes. Post-Graduates should be able to demonstrate exceptional skills in the following areas.

(2.1) Understanding, developing and managing their professional role, students will:

- gain an comprehensive understanding of, and the capacity to critically apply and integrate, theoretical frameworks and key concepts relevant to practice in youth work;

- develop an in depth informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities;
- demonstrate substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and evaluation of educational programmes across a range of practice settings;
- critically evaluate actions, theories, policy, methods and results and their sort and long term implications and their use in informing practice;
- demonstrate the ability to maintain professional boundaries in voluntary relationships and in informal contexts and appreciate complexities;
- evidence the ability to make critically reflective informed judgments on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice;
- the ability to operate as a critical reflective practitioner, demonstrating appropriate professional actions and behaviours;
- critical reflection upon, and commitment to, their continuing personal and professional development.

(2.2) Fostering democratic and inclusive practice, students will:

- critically reflect on their the ability to build trusting relationships as a foundation for learning;
- demonstrate the ability to foster participation and support for young people in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them;
- evidence the ability to create inclusive environments and to identify and counter oppressive attitudes, behaviours and situations, at both interpersonal and systemic levels;
- the capacity to build practice on a comprehensive understanding of issues of power, empowerment and the complexity of voluntary relationships;
- evidence the capacity to promote, publicise and share outstanding practice.

(2.3) Maintaining and developing organisations which support practice, students will:

- illustrate the ability to lead, support and promote the development of productive and sustainable responses and structures, including the support and management of community-based and young people's organisations;
- demonstrate skills in safeguarding the health and welfare of individuals and communities through the comprehensive understanding and implementation of legal and regulatory frameworks;
- critically reflect upon the capacity to manage others in the workplace (volunteers, staff, accountability, equality and diversity in the workplace);
- evidence the capacity to lead and provide for support, safety and well-being of staff;
- demonstrate responsibility through context-appropriate leadership of individuals and groups;
- develop a high standard of project management skills (monitoring, evaluation, financial management, management of resources, policy development, understanding quality framework models) which involves dealing with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

(2.4) Facilitating personal and collective learning development and capacity building, students will:

- illustrate the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development;

- critically analyse complex policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them;
- demonstrate the ability to lead, support and develop a range of literacies, including emotional literacy;
- design and implement and manage initiatives, projects and programmes using appropriate professional frameworks and methods;
- select, plan and evaluate appropriate approaches from a range of intervention methods and techniques;
- develop exceptional evaluation tools so as to measure the impact and effectiveness of their work and the work of community-based projects;
- be critical reflective about their commitment to the learning cycle, both as an individual and as part of an organisation.

(2.5) Networking and multi-agency working:

- demonstrate their self-direction in building partnerships across community groups and young people's projects;
- critically evaluate their skills in including young people and community members in partnerships;
- reflect critically on their skills in creating effective alliances with both education and health services;
- demonstrate their skills in developing inclusive networks which do not intensify marginalisation of small projects or minority groups;
- explore in depth their skills in contributing to wider development of children and young people's services.

(3) Masters Level Characteristics

Postgraduate level generic Masters level characteristics for Knowledge & Understanding, have been integrated with the QAA benchmark statement for Youth and Community work, illustrating the level expected of M level students undertaking the programmes. The MA characteristics are outlined below so as to further illustrate how they underpin the programme.

(3.1) Masters level Knowledge & Understanding

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline;
- conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

(3.2) Masters level Intellectual Skills

Within the postgraduate programme for Youth and Community students will be expected to be able to:

- deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

(3.3) Transferable Skills

Within the postgraduate programme for Youth and Community particularly in relation to their professional practice students will be expected to be able to demonstrate:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations;
- the independent learning ability required for continuing professional development.

(4) Sustainable Literacy Skills (HEA 2011)

In line with the programmes sustainability statement and the Universities strategic vision the 'sustainability literate graduate' would:

- be able to appreciate the importance of environmental, social and political contexts to their studies;
- be able to solve or ameliorate real life problems through employing holistic as well as reductionist approaches, as appropriate to the issue;
- be able to think creatively, holistically, and systemically and make critical judgments on issues;
- be able to develop a high level of self-reflection at a personal and professional level;
- be able to understand, critically evaluate and adopt thoughtfully sustainability values;
- be able to apply theory to practice and vice versa.

(5) National Occupational Standards: Youth Work (2012)

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
4. A: Work with young people and others	A1 Build relationships and engage with young people	YW 01	Initiate, build and maintain purposeful relationships with young people
		YW 02	Assist young people to express and to realise their goals
	A2 Engage with the local community	YW 03	Engage with communities to promote the interests and contributions of young people
	A3 Build working relationships and networks	YW04	Develop productive working relationships with colleagues and stakeholders to support youth work
		<i>Signpost No. 32</i>	<i>Involve, motivate and support volunteers (Managing Volunteers UKWH B2)</i>
4.B Facilitate the personal, social and educational development of young people	B1 Facilitate learning and development of young people through youth work and critical dialogue	YW 05	Enable young people to use their learning to enhance their future development
		YW 06	Enable young people to work in groups
		YW 07	Encourage young people to broaden their horizons to be effective citizens
		YW 08	Support young people to identify and achieve aims
		YW 09	Support young people in their understanding of risk and challenge
		YW 10	Facilitate young people's empowerment through their active involvement in youth work
	B2 Plan and implement learning activities in youth work	YW 11	Plan, prepare and facilitate activities with young people
		YW 12	Work with young people to manage resources for youth work activities
		YW 13	Support young people in evaluating the impact of youth work activities
	B3 Promote young people's self awareness, confidence and participation	YW 14	Facilitate young people's exploration of their values and beliefs
		YW 15	Advocate on behalf of young people and enable them to represent themselves to others
	B4 Promote access to information and support	YW16	Enable young people to access information to make decisions
4 C Promote inclusion, equity and young people's interests and welfare	C1 Work with young people in promoting their rights	YW17	Work with young people in promoting their rights
	C2 Safeguard the health and welfare of young people	YW18	Explore with young people their wellbeing
		YW19	Work with young people to safeguard their own welfare
		YW20	Embed organisational policy for the protection and safeguarding of young people
	C3 Promote inclusion, equity and the valuing of diversity	<i>Signpost No. 33</i>	<i>Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)</i>
		YW 21	Develop a culture and systems that promote inclusion and value diversity
	C4 Fulfil regulatory and organisational requirements	YW 22	Ensure that youth work activities comply with legal, regulatory and ethical requirements
4 D Develop youth work strategy and practice	D1 Establish and prioritise requirements for youth work	YW 23	Investigate the needs of young people and the community in relation to youth work
		YW24	Evaluate and prioritise organisational requirements for youth work activities
	D2 Plan and implement youth work strategy	YW 25	Influence and develop youth work strategies
		YW 26	Identify and secure funding and resources for youth work

		YW 27	Facilitate and engage young people in the strategic development and delivery of youth work
		YW 28	Work in partnership with agencies to improve opportunities for young people
		Signpost No. 34	Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS A3)
	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW 29	Monitor and evaluate the quality of youth work activities
4E Develop, lead and manage self and others	E1 Manage yourself	YW 30	Work as an effective and reflective youth work practitioner
		Signpost No. 35	Manage your own resources and professional development (Management and leadership NOS A2)
	E2 Lead and manage others	Signpost No. 36	Provide leadership for your team (Management and leadership NOS B5)
		Signpost No. 37	Allocate and check work in your team (Management and leadership NOS D5)
		Signpost No. 38	Recruit, select and keep colleagues (Management and leadership NOS D3)
	E3 Develop colleagues	YW 31	Provide youth work support to other workers
		Signpost No. 39	Provide learning opportunities for colleagues ((Management and leadership NOS D7)
	E4 Maintain health and safety in the workplace	Signpost No. 40	Make sure your own actions reduce risks to health and safety (Health and Safety NOS HSS1)
		Signpost No. 41	Ensure health and safety requirements are met in your area of responsibility (Management and leadership NOS E6)

PROGRAMME STRUCTURE

The table below shows the current composition of the MA Youth and Community (Qualifying Route) programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECGE7001Q	The Philosophy and Practice of Social Research	30
SJYW7014	Professional Practice: Fieldwork 1	15
SJYW7015	Professional Practice: Fieldwork 2	15
SJYW7012	Critical Social Education	30
Optional Modules (choose one)		
SJYW7016	Supervision and Support Skills	30
SJYW7017	Sustainable Communities and Youth Work Practice	30
SJYW7018	Exploring Psychological and Social Issues affecting Adolescents	30
SJYW7019	Detached, Outreach, Mobile Youth Work	30
PART II		
Compulsory Module		
ECGE7002Q	Faculty of Education and Communities: Dissertation	60

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Director.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING

If you are taking this programme of study by distance learning, additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Learning Student Guide*.

ASSESSMENT OF PART I

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in Chapter 6 of the *Academic Quality Handbook*. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide*.

All work in Part I will normally be marked within the University's agreed 20 clear term-time working days turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

Please note that for modules with multiple assessment deadlines and / or examinations, coursework deadlines and full information about examinations is given in the module information booklet handed to students at the start of the module.

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.

DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation/portfolio not exceeding 15,000 words or the equivalent. The word limit does not include appendices (if any), essential footnotes, the formal declarations and statements or the bibliography and index. The appendices can act as a repository of raw data. It should be noted that examiners are not obliged to read the appendices when examining a piece of work.

If a piece of work is clearly above the indicated word limit, then the student should discuss editorial action with his/her supervisors before submission.

DISSERTATION

It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

Dissertations must be submitted in accordance with the University's requirements as set out in the Guide to Postgraduate Taught Dissertations (Appendix GA29).

<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Students are advised that the dissertation will then be "open access", i.e. freely available to be used in accordance with copyright and end-user permissions. Students wishing to request a bar on access should refer to section 7.16.1 (2) of Chapter 7 of the *Academic Quality Handbook*.

Please note that if you would like to graduate in July, you should hand in your dissertation no later than 1 April in order to make sure that all the marking and examination procedures are completed in good time. Master's dissertations will normally be marked within the University's agreed 30 clear working days turn-around time.

Details of the responsibilities of the student and dissertation support entitlement can be found in the Supervision Policy for Taught Master's Students (Appendix GA30).

<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Masters in Psychotherapeutic Practice Dissertation Module: Supervision and support is given through individual meetings with named supervisors and through group workshops. All students will have access to the Dissertation Module Handbook available on the Dissertation Moodle page.

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 due to poor attendance 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 (using the Administrative Appeal (Attendance) Application) 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.

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 – Postgraduate 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/>

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**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your course of study you should be using Harvard. The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> or in print from the Library and Learning Resources. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *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, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *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'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. 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.

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

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives.

The library prioritises the purchase of e-books over print wherever possible and loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. It is expected that at least all Essential reading list items are available from the library. The LLR follows a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

Learning Spaces

There are six libraries across the Carmarthen, Lampeter, London and Swansea campuses. As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7. Users may access an extensive collection of online e-journals and e-books that are available 24/7 including scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

InfoSkills

All students are provided with a library tour, a Basic Skills session and a Referencing Essentials session in the first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered throughout the year to help students develop their Information Skills further to support their academic success and employability. These include sessions on identifying fake news, using statistics, commercial awareness, managing the information about them that is available online and accessing information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, School Board meetings and also attend other relevant Faculty meetings where invited, including Faculty Board. For further information on InfoSkills provision go to:

<https://www.uwtsd.ac.uk/library/infoskills/>

Special Collections and Archives

The Library is also home to the Special Collections of UWTSd, including the University's oldest printed books, manuscripts and archives. The Special Collections include over 35,000 printed works, 8 medieval manuscripts, around 100 post medieval manuscripts, and 69 incunables. Material from the Archives includes the institutional archive of St David's College, later The University of Wales, Lampeter, and Trinity College Carmarthen, both constituent members of the University of Wales Trinity Saint David. Students are encouraged to use these wonderful resources as part of their studies, regardless of discipline. Visits and workshops are often arranged within the purpose-built reading rooms in the Lampeter campus library and there is a regular programme of exhibitions across the campuses and online.

Services for Researchers

The LLR also provides advanced support for Research Students including support for the Researcher Development Framework such as Research Data Management, Data Plans, Open Access and measuring the impact of research through use of

bibliometric and altmetrics. Access to other libraries is also available via the SCONUL scheme as well as access to scanning and postal loans services via the *Need More?* service.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources on Facebook, Instagram or Twitter for up-to-date news, service developments and information on new services and resources: @UWTSDLib

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/>