PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

Certificate in Practical Welsh (Foundation)

Certificate in Practical Welsh (Intermediate)

LEVEL 4

SCHOOL OF WELSH AND BILINGUAL STUDIES

FACULTY OF EDUCATION AND COMMUNITIES

2014-2015

CONTENTS PAGE

Page No

INTRODUCTION 1

CURRENT MEMBERS OF STAFF 1

Names and Contact Details 1

Pastoral Support 1

ACADEMIC YEAR 2014/2015 2

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED 2

MODULAR TERMINOLOGY 3

ASSESSMENT 6

Extenuating Circumstances 6

Special needs in terms of assessment 6

Academic Appeals 6

Assessment Regulations 6

Responsibilities of students in relation to the assessment process 7

VIRTUAL LEARNING ENVIRONMENT (VLE) 7

PROGRAMME OF STUDY 9

Modules 11

POLICIES 28

University Attendance Policy 28

School Attendance Policy 30

ABOUT UNFAIR PRACTICE AND PLAGIARISM 31

Plagiarism: Regulations, Procedure and Penalties 31

Avoiding Plagiarism 31

Other types of Unfair Practice 32

LIBRARY AND LEARNING RESOURCES 32

STUDY SKILLS 33

GRADUATE SKILLS FOR EMPLOYMENT 34

EXTERNAL EXAMINER 35

COMPLAINTS 36

INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 4 in the academic year 2014-2015.

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.

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Names and Contact Details

NAME	PHONE	E-MAIL ADDRESS
Dr Christine Jones (Programme Director)	01267 676774 01570 424931	c.m.jones@tsd.uwtsd.ac.uk
Mrs Gwen Davies	01570 424898	g.j.davies@tsd.uwtsd.ac.uk
Mrs Carol Thomas	External tutor	
Residential module		
Professor Jane Cartwright	01570 424870	j.cartwright@tsd.uwtsd.ac.uk
Mr Andrew Currie	01267 676846	a.currie@tsd.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. In the case of this programme your pastoral tutor is **Dr Christine Jones, the Programme Director.** Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website: http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

ACADEMIC YEAR 2014/2015

The academic year 2014/2015 will be divided up as follows:

Semester 1: 29/09/14 – 16/01/15
Orals: Week commencing 19/01/15

Semester 2: 26/01/15 – 15/05/15
Orals: Week commencing 18/05/15

Semester 3: 26/05/15 – 11/09/15
Orals: Week commencing 14/09/15

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- delay in obtaining your student loan;
- failure to keep you generally informed;
- failure to contact you in an emergency;
- general inefficiencies in administrative processes resulting in delays for other students.

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 registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for DBS checks.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Level (of Study):

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

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study may be defined as follows:

Level 4:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Level 5:

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Level 6:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Level 7:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. Analyse, interpret and evaluate relevant information and ideas. Be aware of the nature and approximate scope of the area of study or work. Have an informed awareness of different perspectives or approaches within the area of study or work.	Address problems that are complex and non-routine while normally well-defined. Identify, adapt and use appropriate methods and skills. Initiate and use appropriate investigation to inform actions. Review the effectiveness and appropriateness of methods, actions and results.	Take responsibility for courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives, approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsibility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

	behind them.			
6	Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	Refine and use practical, conceptual or technological, understanding to create ways forward in contexts where there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and ideas. Understand the context in which the area of study or work is located. Be aware of current developments in the area of study or work. Understand different perspectives, approaches or schools of thought and the theories that underpin them.	Address problems that have limited definition and involve many interacting factors. Determine, refine, adapt and use appropriate methods and skills. Use and where appropriate design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.	Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others. Exercise broad autonomy and judgement.
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work.	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant,

	and methodological perspectives and how they affect their area of study or work.	Understand different theoretical and methodological perspectives and how they affect the area of study or work.	actions, methods and results and their short- and long-term implications.	for the work and roles of others.

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that 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/

Special needs in terms of assessment
If you have any special 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 special needs.

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/

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

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:
- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:
- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

From Swansea:
Navigate to http://uwtsd.ac.uk
Click Quick Links (top left side of screen)
Select Moodle from the Swansea links
Log in using your Network username and password which are the same used to access campus PCs

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

etc) please contact the **lecturer** that delivers the course/module. For any technical issues or error messages contact the **helpdesk**:
tel: 01792 481134
email: helpdesk@smu.ac.uk
In any correspondence please include your name and student username
(e.g. p123456)

From Carmarthen/Lampeter/London:
Navigate to http://uwtsd.ac.uk
Click Quick Links (top left side of screen)
Select Moodle from the Carmarthen/Lampeter/London links
Log in using your Network username and password which are the same used to access campus PCs

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 **helpdesk**:
tel: 0300 500 5055
email: ITServiceDesk@tsd.ac.uk
In any correspondence please include your name and student username
(e.g. 0244056)

PROGRAMME OF STUDY

Programme Specification for Certificates in Practical Welsh

Educational Aims

The aims of the programmes are to:

- enable students to use the target language [Welsh] as a medium of understanding, expression and communication including;
- understand the syntax and attributes of Welsh;
- recognise, appreciate and employ the expressive power of language;
- develop basic communication skills in speech and writing;
- demonstrate a grasp of the technical terms and vocabulary of the discipline;
- display knowledge and understanding of the Welsh language;
- employ language for creative and imaginative purposes;
- respond to an opinion and to express a personal opinion;
- summarise the ideas and arguments of others;
- to ensure an appreciation of internal diversity and transcultural connectedness, and an attitude of curiosity and openness towards other cultures. The skills and attributes they [students] develop will include:
- a critical understanding of a culture and practices other than one's own;
- an ability to function in another culture;
- an appreciation of the uniqueness of the other culture(s);
- an ability and willingness to engage with other cultures;
- develop skills to enable learners to access primary and secondary source materials in [Welsh] in order to gain first-hand knowledge of the cultures, communities and societies where the [Welsh] language is used.

Programme Outcomes

(i) Knowledge and understanding

The programmes' educational aims will enable learners to:

- develop practical linguistic skills including possession of sufficient language resources to discuss topics in a polished fashion, both orally and in writing;
- acquire the ability to analyse language and its use in different situations;
- develop technical skills appropriate to the discipline, such as accessing Moodle to obtain resources and information regarding the modules;
- establish where appropriate, the ability to use the language for the purpose of creative writing;

- communicate effectively and fluently in speech and writing.

(ii) Cognitive (thinking) skills

- use language creatively and precisely for a range of purposes and audiences;
- extract and synthesise key information from written and spoken sources;
- work independently, demonstrating initiative and self-organisation;
- manage their own learning self-critically;
- be intellectually prepared for effective learning of an unfamiliar language;
- communicate, present and interact effectively;
- work creatively and flexibly with others as part of a team;
- self-reliance, initiative, adaptability and flexibility.

(iii) Practical skills

- use and present material in the target language and one's own language in written and oral forms in a clear and effective manner;
- work autonomously, manifested in self-direction, self-discipline and time management;
- use target language source materials appropriately;
- write and think under pressure and meet deadlines;
- access electronic resources and use information and communication technologies (ICT) appropriately including the ability to gather, assess, and use information from electronic source.

(iv) Key skills

- express themselves proficiently in Welsh, both orally and in writing;
- demonstrate organisational skills in relation to set tasks;
- edit work and present it in a clear and accomplished form.

Modules

Certificate in Practical Welsh (Foundation)/Certificate in Practical Welsh (Intermediate)

New students will be accepted on to the following programmes in September 2014 and January 2015.

Certificate in Practical Welsh (Foundation)

CYPW4001 and CYPW4002 are compulsory for all. These modules are completely online. On completion of these, students have the option of choosing CYPW4003 which contains a residential element on the Lampeter campus, together with a series of written exercises, or CYPW4004 which is all online.

COMPULSORY MODULES		
CYPW4001	Camu at y Gymraeg: Foundation Welsh 1	20 credits
CYPW4002	Camu at y Gymraeg: Foundation Welsh 2	20 credits
OPTIONAL MODULES – choose one of the two		
CYPW4003	Cyfoethogi'r Cyfathrebu: Foundation	20 credits
CYPW4004	Ymarfer Ysgrifennu: Foundation	20 credits

Certificate in Practical Welsh (Intermediate)

CYPW4005 and CYPW4006 are compulsory for all. These are both all online. On completion of these, students have the option of choosing CYPW4007, which contains a residential element on the Lampeter campus together with a series of written exercises or CYPW4008 which is all online.

COMPULSORY MODULES		
CYPW4005	Camu at y Gymraeg: Intermediate Welsh 1	20 credits
CYPW4006	Camu at y Gymraeg: Intermediate Welsh 2	20 credits
OPTIONAL MODULES – choose one of the two		
CYPW4007	Cyfoethogi'r Cyfathrebu: Intermediate	20 credits
CYPW4008	Ymarfer Ysgrifennu: Intermediate	20 credits

Module details are correct on 1 September 2014, 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.

Students registering in September 2014 undertake their first module during the first semester, of the academic year, the second module during semester two and their final module during semester three. The residential module will be held between 13-17 July 2015. The residential element is five days in total.

Students registering in January 2015 will undertake their first module in semester two, the second in semester three and if they are undertaking the third module on-line, then this will be completed in the first semester of academic year 2015-16. The course therefore will be completed in January 2016. Those choosing the oral, residential module as their third module will undertake this in July 2015.

The School also holds a residential course during the Easter period. Should students wishing to undertake the oral, residential Foundation or Intermediate modules be unable to attend the summer course, they could attend this residential instead. This residential will be held between 13-17 April 2015.

Accommodation is available on campus during the residential – full board costs approximately £55 per day. Accommodation is also available in the town of Lampeter and the School will advise students regarding the various options available.

MODULE CODE:	**CYPW4001**
TITLE:	**Camu at y Gymraeg: Foundation Welsh 1**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Gwen Davies**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Tutorial support 10%** **Directed learning 90%**
JACS CODE:	**Q560**

AIM(S)

- To develop skills in speaking, listening, reading and writing Welsh at a basic level.
- To develop a general understanding of key points of Welsh grammar.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate the ability to speak and understand basic Welsh in a wide range of familiar contexts;
- display an understanding of Welsh pronunciation and an appreciation of and awareness of key grammatical and syntactical features;
- apply what they have learnt in a range of grammatical and communicative exercises, using technology where appropriate.

CONTENT

- This module is designed to develop the skills needed to speak and understand simple Welsh in everyday situations, e.g. greetings, the weather, describing family and friends, socialising, etc. It also provides a structured overview of key grammatical and syntactical aspects of the Welsh language in a communicative context. Pronunciation and basic linguistic patterns will be introduced and reinforced by a blend of text based materials, videos clips and sound files. --. Students will also be able to affirm their communicative and grammatical skills with the help of formative interactive exercises which as well as supporting independent learning, will aid in the building of self-confidence and help consolidate understanding. No previous knowledge of the Welsh language is required.

ASSESSMENT

4 written linguistic assignments equivalent to 2,200 words	(80%)
6 minute oral examination	(20%)

Example assignment:

The translation of a news bulletin and the formation of a series of questions based on the bulletin.

BIBLIOGRAPHY

Essential

Jones, C.M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
Jones, C. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
King, G. *The Pocket Modern Welsh Dictionary*, Oxford: OUP, 2000

Recommended

Gruffudd, H. *Welsh Rules,* Tal-y-bont: Y Lolfa, 2003
Jones, C. M. & Lewis, K. *Speak Welsh with Confidence,* London: Hodder & Stoughton, 2010
King, G. *A Comprehensive Welsh Grammar,* London and New York: Routledge, 2003

Websites

http://www.acen.co.uk/cy/dysgu/gwers-yr-wythnos/ymadrodd-y-dydd.html
http://www.bbc.co.uk/wales/learning/learnwelsh/
http://www.geiriadur.net
http://www.learnons4c.co.uk/
http://www.s4c.co.uk/dysgwyr/

MODULE CODE:	**CYPW4002**
TITLE:	**Camu at y Gymraeg: Foundation Welsh 2**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Gwen Davies**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Tutorial support 10%**
	Directed learning 90%
JACS CODE:	**Q560**

AIM(S)

- To enhance general communicative skills in the Welsh language.
- To further develop a basic knowledge of key grammatical features of Welsh.

LEARNING OUTCOMES

By the end of this module students should be able to:

- display a high level of accuracy with regard to pronunciation and intonation skills;
- effectively use a wide range of general vocabulary and variety of structures as appropriate to the level;
- demonstrate a clear understanding of the basic spoken language and key elements of Welsh grammar;
- apply what they have learnt in a range of grammatical and communicative exercises, using technology where appropriate.

CONTENT

- This module is designed to develop a range of language skills needed to speak and understand Welsh in numerous everyday situations at basic level, e.g. visiting the doctor, telling the time, shopping, etc. Emphasis is placed on pronunciation and more complex linguistic patterns will be introduced to give a structured overview of key aspects of the Welsh language. Students will be given the opportunity to undertake written tasks and varied language exercises to consolidate the critical use of grammar and to help form an awareness of register and style. The module contains, video clips, communicative group activities through the student forum on Moodle and formative interactive exercises, all of which will aid the development of written and oral skills and grammatical awareness.

ASSESSMENT

3 written linguistic assignments equivalent to 2,000 words	(75%)
8 minute oral examination	(25%)

Example assignment:

Cloze activity – i.e.filling of gaps in a piece of prose followed by a brief grammatical explanation of the forms used.

BIBLIOGRAPHY

Essential

Jones, C. M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
Jones, C. M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
King, G. *The Pocket Modern Welsh Dictionary*, Oxford: OUP, 2000

Recommended

Gruffudd, H. *Welsh Rules,* Tal-y-bont: Y Lolfa, 2003
Jones, C. M. & Lewis, K. *Speak Welsh with Confidence,* London: Hodder & Stoughton, 2010
King, G. *A Comprehensive Welsh Grammar,* London and New York: Routledge, 2003

Websites

http://www.acen.co.uk/cy/dysgu/gwers-yr-wythnos/ymadrodd-y-dydd.html
http://www.bbc.co.uk/wales/learning/learnwelsh/
http://www.geiriadur.net
http://www.learnons4c.co.uk/
http://www.s4c.co.uk/dysgwyr/

MODULE CODE:	**CYPW4003**
TITLE:	**Cyfoethogi'r Cyfathrebu: Foundation**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Gwen Davies**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Practical sessions 20%** **Tutorial support 5%** **Field Trips 5%** **Directed learning 70%**
JACS CODE:	**Q560**

AIM(S)

- To enhance day-to-day communicative skills and a basic understanding of Welsh grammar through an intense period of concentrated study.
- To develop knowledge of Welsh culture and society.

LEARNING OUTCOMES

By the end of this module students should be able to:

- display accurate pronunciation and intonation skills;
- demonstrate effective use of a wide range of general vocabulary and a variety of key grammatical structures as appropriate to the level;
- demonstrate an enhanced appreciation of Welsh society and culture through the communicative tasks.

CONTENT

- The emphasis in this module is on practical sessions focusing on a mixture of structured pair and team activities to foster and confirm oral confidence and deepen grammatical knowledge. Using a wide range of general vocabulary, students will be given the opportunity to develop and enhance their communicative skills during a five day residential following a period of home preparation. A variety of mediums such as recorded material, video clips, etc will be used to support the learning and during the residential field trips to places such as the National Library of Wales and The National Wool Museum will also be undertaken to help support cultural understanding. Summative written assessments based on these experiences are completed following the residential element.

ASSESSMENT

12 minute general oral discussion on the field trips. (50%)
2 written assignments of 750 words each based on linguistic patterns and grammar studied in the residential session. (50%)

Example assignment:

The production of detailed written answers to a series of grammatically varied questions about the National Welsh Wool Museum

BIBLIOGRAPHY

Essential

Jones, C. M. & Brake, J. *World Cultures: Wales*, London: Hodder & Stoughton, 2004
Jones, C. M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
Jones, C. M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010

Recommended

Griffiths, H. *Welsh Rules,* Talybont: Y Lolfa, 2003
King, G. *A Comprehensive Welsh Grammar,* London and New York: Routledge, 2003

Websites

http://www.acen.co.uk/cy/dysgu/gwers-yr-wythnos/ymadrodd-y-dydd.html
http://www.bbc.co.uk/wales/learning/learnwelsh/
http://www.geiriadur.net
http://www.learnons4c.co.uk/
www.llgc.org.uk
www.museumwales.ac.uk/en/wool/
http://www.s4c.co.uk/dysgwyr/

MODULE CODE:	**CYPW4004**
TITLE:	**Ymarfer Ysgrifennu: Foundation**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Gwen Davies**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Tutorial support 10%** **Directed learning 90%**
JACS CODE:	**Q560**

AIM(S)

- To enhance basic knowledge of written Welsh language skills.
- To provide an opportunity to reflect on and consolidate their understanding of the Welsh language and Welsh culture and society.

LEARNING OUTCOMES

By the end of this module students should be able to:

- translate simple passages from Welsh-English and from English-Welsh demonstrating a basic understanding of Welsh grammar, syntax and lexis;
- express themselves effectively using a range of vocabulary and a variety of structures as appropriate to the level;
- demonstrate an enhanced understanding of Welsh culture;
- compose extended pieces of simple Welsh prose.

CONTENT

- This module encourages students to apply and expand their knowledge of Welsh grammar, syntax and lexis. The first section focuses on reviewing and consolidating existing knowledge of Welsh verbs and is assessed through the translation of a series of short pieces from Welsh to English. The second section places emphasis on the syntactical differences between English and Welsh and students' understanding and interpretation of these is assessed through translations from English to Welsh. The final section looks in general at styles and registers and this involves a number of extended written tasks on a range of general topics. As well as strengthening students' understanding of Welsh grammar, thereby ensuring effective communication, the module also introduces aspects of Welsh culture through the translation pieces and vidcasts on the website Group participation is encouraged through the grammar forum on Moodle.

ASSESSMENT

Submission of translations and written exercises equivalent to 3,000 words
Assignment 1 (30%)
Assignment 2 (30%)
Assignment 3 (40%)

Example assignment:

Translation of an article in *Lingo Newydd* into English.

BIBLIOGRAPHY

Essential

Gruffudd, H. *Welsh Rules,* Talybont: Y Lolfa, 2000
Jones, C. M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
King, G. *A Comprehensive Welsh Grammar,* London: Routledge, 2003
King, G. *The Pocket Modern Welsh Dictionary*, Oxford: OUP, 2000
Lewis, G. *Y Llyfr Berfau,* Llandysul: Gwasg Gomer, 2000

Recommended

All volumes in the series *Cip ar Gymru : Wonder Wales*, Llandysul, Gwasg Gomer, 2008
Jones, C. M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
Jones, C. M. & Brake, J. *World Cultures: Wales*, London: Hodder & Stoughton, 2004
Lewis, D. G. *Y Treigladur*, Llandysul: Gomer, 1993

Websites

http://www.geiriadur.net
www.llgc.org.uk
www.museumwales.ac.uk/en/wool/

MODULE CODE:	**CYPW4005**
TITLE:	**Camu at y Gymraeg: Intermediate Welsh 1**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Dr Christine Jones**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Tutorial support 10%** **Directed learning 90%**
JACS CODE:	**Q560**

AIM(S)

- To enhance communicative skills through the medium of Welsh, enabling students to communicate both orally and on paper with increasing confidence in a range of everyday situations and contexts.
- To consolidate and further develop a knowledge of Welsh grammar, syntax and lexis.

LEARNING OUTCOMES

By the end of the module, students should be able to:

- demonstrate the ability to use a broad base of general listening, speaking and writing skills commensurate with the level;
- demonstrate the ability to select appropriate information from a range of sources which use fairly common, every-day language;
- display a wide vocabulary base and a sound understanding of the major grammatical and syntactical constructions of the Welsh language;
- apply that which they have learnt, using information technology to do so, where appropriate.

CONTENT

- This module enables students to develop a range of production and comprehension Welsh language skills at intermediate level. Students have the opportunity to increase their fluency in every-day usage, whilst revising and extending their understanding and appreciation of grammatical structures, thereby broadening their vocabulary base. Video and sound files together with electronic self-assessment tests in Moodle are used to strengthen communicative skills and provide formative assessment between summative assignments. Along with a range of grammar and comprehension exercises, students are also required to submit short prose compositions on familiar topics or topics of personal interest.

ASSESSMENT

3 written linguistic assignments (equivalent to 1,800 words (60%)
10 minute general oral examination (30%)
5 minute oral role play (10%)

Example assignments:

Compose a blog extract to a friend describing a recent visit to Paris.

Role play: Ask your line manager (the tutor) for an afternoon off work to take your daughter to hospital.

BIBLIOGRAPHY

Essential

Brake, P. *Cymraeg Graenus,* Llandysul: Gwasg Gomer, 1998
Griffiths, B. & Jones, D. G. *Geiriadur yr Academi*, Caerdydd: GPC, 1995
Gruffudd, H. *Cymraeg Da,* Talybont: Y Lolfa, 2000
Hughes, J. E. *Canllaw Iaith a Chymorth Sillafu*, Llandysul: Gwasg Gomer 1998
Jones, C. M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
Lewis, D. G. *Y Llyfr Berfau,* Llandysul: Gwasg Gomer, 2005

Recommended

Jones, C. M. & Brake, J. The Complete Welsh Course, London: Hodder & Stoughton, 2010
King, G. A Comprehensive Welsh Grammar, London: Routledge, 2003
Lewis, D .G. Y Treigladur, Llandysul: Gwasg Gomer, 1993
Lewis, D. G. Y Geiriau Lletchwith, Llandysul: Gwasg Gomer, 1995
Thorne, D. A. Gafael mewn Gramadeg, Llandysul: Gwasg Gomer, 2000

Magazines

Golwg, Bwlch Post 4, Llanbedr Pont Steffan Ceredigion SA48 7LX
Lingo Newydd, Bwlch Post 4, Llanbedr Pont Steffan, Ceredigion SA48 7LX

Websites

http://www.bbc.co.uk/wales/learning/learnwelsh
http://www.geiriadur.net
http://www.golwg360.com
http://www.ngfl-cymru.org.uk
http://techiaith.bangor.ac.uk/GeiriadurAcademi

MODULE CODE:	**CYPW4006**
TITLE:	**Camu at y Gymraeg: Intermediate Welsh 2**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Dr Christine Jones**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Tutorial support 10%** **Directed learning 90%**
JACS CODE:	**Q560**

AIM(S)

- To further enhance communicative skills, enabling students to communicate both orally and on paper with confidence in a range of situations relevant to the home and the workplace.
- To reinforce and extend students' knowledge of Welsh grammar, syntax and lexis.

LEARNING OUTCOMES

By the end of the module, students should be able to:

- demonstrate competence in a broad base of listening, speaking and writing skills commensurate with the level;
- demonstrate the ability to select appropriate information from a range of texts which use everyday and job-related language;
- display an extended vocabulary base and a solid understanding of key grammatical and syntactical features;
- apply that which they have learned, using information technology to do so, where appropriate.

CONTENT

- This module concentrates on strengthening a range of production and comprehension language skills in the spoken and written language at intermediate level. Students have the opportunity to increase their fluency with regard to day-to-day matters, while revising and developing their understanding and application of grammatical structures and increasing their vocabulary base, particularly in relation to the world of work. Video and sound files together with self-assessment tests in Moodle, will be used to strengthen communicative skills and grammatical understanding and provide formative assessments between assignments. Tutor led group communicative tasks on Moodle will further support independent learning. The module also includes the reading of more complex texts, the completion of a range of grammar and translation exercises based on the grammatical content of the module and the writing of short prose pieces on topics relevant to the home and the workplace.

ASSESSMENT

3 written linguistic assignments equivalent to 1,800 words (60%)
15 minute oral discussion of a seen article (40%)

Example assignments:

Compose a press release to launch a local campaign.
Discussion of an article in *Golwg* made available 30 minutes prior to the oral.

BIBLIOGRAPHY

Essential

Brake, P. *Cymraeg Graenus,* Llandysul: Gwasg Gomer, 1998
Griffiths, B. & Jones, D. G. *Geiriadur yr Academi*. Caerdydd: GPC, 1995
Gruffudd, H. *Cymraeg Da,* Talybont: Y Lolfa, 2000
Hughes, J. E. *Canllaw Iaith a Chymorth Sillafu*, Llandysul Gwasg Gomer 1998
Jones, C. M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
Lewis, D. G. *Y Llyfr Berfau,* Llandysul: Gwasg Gomer, 2005

Recommended

Jones, C. M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
King, G. *A Comprehensive Welsh Grammar,* London: Routledge, 2003
Lewis, D. G. *Y Treigladur,* Llandysul: Gwasg Gomer, 1993
Lewis, D. G. *Y Geiriau Lletchwith*, Llandysul: Gwasg Gomer, 1995
Thorne, D. A. *Gafael mewn Gramadeg*, Llandysul: Gwasg Gomer, 2000

Magazines

Golwg, Bwlch Post 4, Llanbedr Pont Steffan Ceredigion SA48 7LX
Lingo Newydd, Bwlch Post 4, Llanbedr Pont Steffan, Ceredigion SA48 7LX

Websites

http://www.bbc.co.uk/wales/learning/learnwelsh
http://www.geiriadur.net
http://www.golwg360.com
http://www.ngfl-cymru.org.uk
http://techiaith.bangor.ac.uk/GeiriadurAcademi

MODULE CODE:	**CYPW4007**
TITLE:	**Cyfoethogi'r Cyfathrebu: Intermediate**
DATED:	**05/07/2012**
MODULE CO-ORDINATOR:	**Dr Christine Jones**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Practical sessions 20%** **Tutorial support 5%** **Field Trips 5%** **Directed learning 70%**
JACS CODE:	**Q560**

AIM(S)

- To enhance students' communicative skills and understanding and application of Welsh grammar through an intense period of concentrated study.
- To foster an understanding and appreciation of contemporary Welsh culture.

LEARNING OUTCOMES

By the end of the module, students should be able to:

- demonstrate enhanced productive and receptive language skills in order to meet the needs of different situations including more formal individual presentations;
- apply the grammatical and stylistic knowledge they have learnt in a range of communicative and written tasks commensurate with the level;
- demonstrate through their communicative skills, an informed awareness of contemporary Welsh culture.

CONTENT

- This module enables students to consolidate and deepen their knowledge and understanding of the Welsh language through a five day period of concentrated residential study. Emphasis is placed on spoken Welsh with the practical sessions focusing on a mixture of structured individual, pair and team activities to nurture and sustain oral confidence over extended periods. These practical sessions also aim to consolidate writing, reading and listening skills appropriate to the level, through the use of video clips and aural material, building upon preparatory work undertaken prior to attendance at the residential. Authentic written texts on themes which develop understanding of contemporary Welsh culture are also used. Command of grammar, stylistics and vocabulary is strengthened through both the practical residential and field trips which further expose students to cultural aspects of Welsh life. Summative written assessments based on these experiences are completed following the residential element of the module.

ASSESSMENT

10 minute powerpoint presentation (35%)
10 minutes of questions on the presentation (35%)
2 written linguistic tasks of 500 words each based on the practical sessions and field trips (30%)

Example assignments

Presentation: Should Saint David's Day be a Bank Holiday?
Compose a 500 word article for a *Papur Bro* describing the work of the National Library of Wales.

BIBLIOGRAPHY

Essential

Brake, P. *Cymraeg Graenus,* Llandysul: Gwasg Gomer, 1998
Griffiths, B. & Jones, D. G. *Geiriadur yr Academi*. Caerdydd: GPC, 1995
Gruffudd, H. *Cymraeg Da,* Talybont: Y Lolfa, 2000
Hughes, J. E. *Canllaw Iaith a Chymorth Sillafu*, Llandysul: Gwasg Gomer 1998
Jones, C. M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
Jones, C. M. & Brake, J. *World Cultures: Wales*, London: Hodder & Stoughton, 2004
Lewis, D. G. *Y Llyfr Berfau,* Llandysul: Gwasg Gomer, 2005
Stevens, C. *Tipyn o'n Hanes: Stori'r Gymraeg,* Llandysul: Gwasg Gomer, 2009

Recommended

All volumes in the series *Cip ar Gymru : Wonder Wales*, Llandysul, Gwasg Gomer, 2008
All volumes in the series *Mynediad i Gymru*. Llandysul, Gwasg Gomer, 2005-10
Jones, C. M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
King, G. *A Comprehensive Welsh Grammar,* London: Routledge, 2003
Lewis, D. G. *Y Treigladur,* Llandysul: Gwasg Gomer, 1993
Lewis, D. G. *Y Geiriau Lletchwith*, Llandysul: Gwasg Gomer, 1995
Thorne, D. A. *Gafael mewn Gramadeg*, Llandysul: Gwasg Gomer, 2000

Magazines

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Websites

http://www.bbc.co.uk/wales/learning/learnwelsh
http://www.geiriadur.net
http://www.golwg360.com
www.llgc.org.uk
www.museumwales.ac.uk/en/**wool**/
http://www.ngfl-cymru.org.uk
http://techiaith.bangor.ac.uk/GeiriadurAcademi

MODULE CODE:	**CYPW4008**
TITLE:	**Ymarfer Ysgrifennu: Intermediate**
DATED:	**15/05/2013**
MODULE CO-ORDINATOR:	**Dr Christine Jones**
LEVEL:	**4**
CREDITS:	**20**
TEACHING METHODS:	**Tutorial support 10%** **Directed learning 90%**
JACS CODE:	**Q560**

AIM(S)

- To enable students to consolidate and strengthen their understanding of Welsh grammar.
- To promote an understanding of variation in register and style enabling students to write effectively for different purposes.

LEARNING OUTCOMES

By the end of the module, students should be able to:

- recognise and rectify common place grammatical errors;
- demonstrate a detailed understanding of key aspects of Welsh grammar and the ability to apply this knowledge through a range of translation tasks;
- display an appreciation of different written registers and styles and the ability to use these with increasing awareness and confidence in a selection of prose pieces.

CONTENT

- In this intermediate level module students have the opportunity to consolidate their knowledge of major grammatical constructions, through a range of written tasks. The module is divided into three sections, the first section discusses common linguistic errors and interactive exercises in Moodle are used to help students recognise and rectify such errors, together with a short summative assignment. The second part of the module moves on to graded translation pieces focusing on consolidating different grammatical points and introducing different registers. This is assessed by the submission of a second written assignment. The final section of the module looks at styles and registers in greater detail through printed matter and video/audio clips. Extended writing tasks (letters, speeches, soliloquies etc) enable students to display their understanding of such styles together with their knowledge of Welsh grammar. Group participation is encouraged through a grammar forum on Moodle.

ASSESSMENT

Three written assignments equivalent to 3,000 words consisting of a range of linguistic tasks.
Assignment 1 - (20%)
Assignment 2 - (30%)
Assignment 3 - (50%)

Example assignment

Compose a 600 word letter protesting against the closure of your local swimming pool.

BIBLIOGRAPHY

Essential

Brake, P. *Cymraeg Graenus,* Llandysul: Gwasg Gomer, 1998
Griffiths, B. & Jones, D. G. *Geiriadur yr Academi*, Caerdydd: GPC, 1995
Gruffudd, H. *Cymraeg Da,* Talybont: Y Lolfa, 2000
Hughes, J. E. *Canllaw Iaith a Chymorth Sillafu*, Gwasg Gomer 1998
Ifans, Rh. *Y Golygiadur,* Aberystwyth: Cymdeithas Llyfrau Ceredigion, 2006
Jones, C.M. *Essential Welsh Grammar,* London: Hodder & Stoughton, 2010
Lewis, D.G. *Pa Arddodiad?* Llandysul: Gwasg Gomer, 2003
Lewis, D. G. *Y Llyfr Berfau,* Llandysul: Gwasg Gomer, 2005
Lewis, D.G. *Y Treigladur,* Llandysul: Gwasg Gomer, 2011
Thomas, G. *Ymarfer Ysgrifennu Cymraeg*, Talybont: Y Lolfa, 2012

Recommended

Charles, R. Alun *Cant y Cant- i ddysgwyr*, Llandysul: Gwasg Gomer, 2010
Jones, C. M. & Brake, J. *The Complete Welsh Course,* London: Hodder & Stoughton, 2010
Jones, Cyril, *Dysgu trwy lenyddiaeth*, Caerdydd: CBAC, 2010
King, G. *A Comprehensive Welsh Grammar,* London: Routledge, 2003
Lewis, D .G. *Y Treigladur,* Llandysul: Gwasg Gomer, 1993
Lewis, D. G. *Y Geiriau Lletchwith*, Llandysul: Gwasg Gomer, 1995
Thorne, D.A. *Gafael mewn Gramadeg*, Llandysul: Gwasg Gomer, 2000
Williams, C. *Cymraeg Clir,* Bangor: Canolfan Bedwyr, 1999

Magazines

Golwg, Bwlch Post 4, Llanbedr Pont Steffan Ceredigion SA48 7LX
Lingo Newydd, Bwlch Post 4, Llanbedr Pont Steffan, Ceredigion SA48 7LX

Websites

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http://www.geiriadur.net
www.llgc.org.uk
www.museumwales.ac.uk/en/wool/
http://www.ngfl-cymru.org.uk
http://techiaith.bangor.ac.uk/GeiriadurAcademi

POLICIES

University Attendance Policy

All students are required to attend scheduled classes and Faculties will record 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.

After three consecutive missed contacts, the Faculty will write to the student and ask him/her to meet with the appropriate programme representative.

If a student has two further consecutive missed contacts the student will be sent a final warning by the Faculty.

Students who have a legitimate reason for absence (including the instance of illness or injury) must produce evidence. Authorised absence will not be counted against the student. The confirmation of the authorised absence will be lodged on the student record in the Registry.

If a student does not provide any reasonable justification for absence and/or the student fails to attend after receiving a final warning then the Faculty will ask the Registry to withdraw the student within two months of the last recorded date of attendance.

Each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and if poor attendance continues this may lead to the individual being withdrawn from the programme.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students with a UKVI Tier 4 visa.

If an international student misses 10 consecutive contact points without any form of authorisation, the student will be reported to Registry. Registry will inform the UKVI that the student's Tier 4 sponsorship is withdrawn.

In addition, international students with a Tier 4 visa will be required to attend two compulsory re-registration points held in January and May.

If an international student fails to attend a re-registration point or has missed 10 consecutive contact points, the student will be reported to Registry. Registry will inform the UKVI that the student's Tier 4 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 produce evidence. Students must get permission to travel abroad prior to leaving. Authorised absence will not be counted against the student. The confirmation of the authorised absence will be lodged on the student record in the Registry.

Each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and if poor attendance continues this may lead to the individual being withdrawn from the programme and to withdrawal of his/her Tier 4 visa.

Any international student with a Tier 4 visa whose cumulative attendance falls below 50% for the academic year will be withdrawn from the programme and the Registry will inform the UKVI that his/her Tier 4 sponsorship is withdrawn.

Whilst in the case of this online course, the attendance policy regarding lectures may appear relevant, it is of key importance that students inform staff if they are unable to submit the various exercises at key stages of the modules, as set by the individual module tutors, so that an application can be made to the Extenuating Circumstances Panel. Module tutors cannot provide extensions. **All units of assessment in a module must be attempted or a result of Fail will be awarded for that particular module.** The attendance policy regarding lectures does of course apply to the residential module as do the statements regarding external visits.

School Attendance Policy and Ethics Statement

Ysgol y Gymraeg ac Astudiaethau Dwyieithrwydd

Attendance Policy

Attendance and punctuality are aspects which effect a student's success on a module and therefore, although attendance at lectures is not generally compulsory, staff in the School strongly urge students to attend them. As a result, attendance is monitored and staff will complete registers at the start of every lecture. If a student is absent for three consecutive lectures or has erratic attendance, s/he will be formally contacted by letter and will be invited for interview with the Programme Coordinator or Head of School. This is done in order to ascertain whether or not the student has difficulties with which the School could assist.

If students know beforehand that they will not be attending a session on a particular day, they must inform the lecturer in advance, noting the reason for their absence. It is not sufficient to ask a friend to excuse them on their behalf, efforts must be made to contact the lecturer directly. It is also a requirement that students ensure that any work or tasks missed are completed by the time of the next lecture.

External Visits

The School of Welsh and Bilingual Studies arranges occasional visits to places of historical/cultural significance, usually related to specific modules. These are an important and enriching part of the student experience. The School subsidises most of these visits only charging a nominal fee. Students will sometimes be asked to give a small deposit to ensure that they are guaranteed a place on the bus and to enable the School to make appropriate arrangements. Students who do not then take up their place, will forfeit the deposit. Non attendance on a trip will be considered as an absence.

Placements

Some of the postgraduate modules delivered by the School of Welsh and Bilingual Studies include a placement activity. For successful completion of these modules, the placement must be undertaken. This means that students studying these modules will have their placement attendance recorded. If a student is absent from their placement without authorisation, or has erratic attendance, s/he will be formally contacted by letter and will be invited for interview with the Programme Coordinator /Head of School.

If students know beforehand, that they will not be attending a placement on a particular day, they are asked to inform the module tutor with the reasons for their absence. They should also inform their placement contact directly.

Attendance records are used to inform student references at all levels.

Revised January 2012

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 is acceptable to use dictionaries when translating individual words in assignments, but the use of translation technology, such as Google Translate is not permissible.** This procedure is classed as unfair practice as is re-submitting work that has already been submitted for a different assessment task without noting that this is the case (self-plagiarism) and both 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 registering 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 – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

Avoiding Plagiarism

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

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

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*

- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

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

Other types of Unfair Practice

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

LIBRARY AND LEARNING RESOURCES

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

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

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

Staying Legal

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

Organising and managing your information

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

Assistant / Subject Librarians

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

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

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business School Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from Student Services.

Topics covered include:

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

Drop-in study skills sessions are available on both the Carmarthen and Lampeter 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 webpages for further details:
http://www.uwtsd.ac.uk/student-services/

GRADUATE SKILLS FOR EMPLOYMENT

Upon graduation most students will begin the process of looking for paid employment. At one level, and a very important one, your University career should be seen as preparing you 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 you are able to reflect upon and analyse, your 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 for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

define and identify the core of a problem
investigate what resources are available to solve it
enquire of, and research into, the available resources
assess the relevance of data/information
analyse data/information
evaluate data/information
display independent judgement of data/information
relate data/information to a wider context
data appreciation: draw conclusions from complex arrays of data
organise and synthesise complex and disparate data
apply knowledge and theories
consider alternative strategies
show flexibility/versatility in approach
use observational/perceptive skills
show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

identify which items need to be done and the time scales involved
evaluate each item
formulate objectives, bearing in mind those evaluations
plan work to achieve objectives/targets
carry out work required
cope and deal with change, i.e. new items
withstand and deal with pressures
ensure appropriate resources are available
organise resources available
show initiative
demonstrate sustained effort

make quick, appropriate decisions
show personal motivation
execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

listen to others
be aware of one's own performance
observe others' performance, and use perceptions gained
show assertiveness (set own agenda)
co-operate with others
constructively criticise
produce new ideas or proposals
clarify, test or probe others' ideas or proposals
elaborate on own/others' ideas or proposals
summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

explain clearly
deal effectively with conflicting points of view
develop a logical argument
present data clearly and effectively
take account of audience/reader in speech/writing
show evidence of having marshalled facts
give appropriate examples
show enthusiasm and interest
show critical reasoning
use appropriate presentation techniques
compare and contrast effectively
listen and query where necessary
discuss ideas, taking alternatives into account

EXTERNAL EXAMINER

All taught Programmes of Study which lead to a Higher Education award of the University or the University of Wales 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 Examiner for this Programme of Study is:

Name: Miss Eleri Hughes

Institution: Bangor University

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

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/