



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

PROGRAMME OF STUDY HANDBOOK

WALES ACADEMY FOR PROFESSIONAL PRACTICE AND APPLIED RESEARCH

LEVEL 4-6

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2019-2020. 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 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 Programme Manager, through focus groups 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.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

Programme of Study	Programme Manager	Tel. No.	E-mail
Certificate in Higher Education in Professional Practice	Lowri Harris	01267 676775	l.m.harris@uwtsd.ac.uk
Foundation Degree in Professional Practice			
BA (Honours) in Professional Practice			
Graduate Certificate in Professional Practice			
Graduate Diploma in Professional Practice			

SUPPORT DURING YOUR STUDIES

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

MODULE LEAD CONTACT DETAILS

Lecturer	Area(s)	Tel. No.	E-mail
Sarah Loxdale	Recognition and Accreditation of Prior Learning	01267 225120	s.loxdale@uwtsd.ac.uk
Christine Davies	Research Methods	01267 225148	Christine.davies@uwtsd.ac.uk
Nick Samuel	Work-based Learning Project Social Housing/ Sustainable Tenancies	01267 676654	n.samuel@uwtsd.ac.uk
Julie Crossman	Learning Plan Coaching and Mentoring	01267 225178	julie.crossman@uwtsd.ac.uk
Mair O'Connor	Marketing Human Resources Management Addiction, Dependency, and Recovery	01267 225174	m.oconnor@uwtsd.ac.uk
Steve Darnell	Leadership Police Apprenticeship	01267 225184	s.darnell@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 Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2019/20 (forename/surname)	External Examiner for 2018/19 (if different to current)
Certificate in Higher Education in Professional Practice	Prof Ruth Helyer	
Foundation Degree in Professional Practice		
BA (Honours) in Professional Practice		
Graduate Certificate in Professional Practice		
Graduate Diploma in Professional Practice		

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 2019/2020

The academic year 2019/2020 will be divided up as follows:

Semester 1:	23/09/19 - 24/01/20
Semester 2:	27/01/20 - 10/07/20
Examination Boards:	07/11/19, 19/02/20, 20/05/20

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 update your profile on MyTSD (your online student portal) of any changes in this respect can result in a range of problems including:

- lack of access to important online learning tools, including Moodle (Virtual Learning Environment) and MyTSD;
- delays in obtaining your student loan;
- failure to contact you in an emergency;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services;
- failure to inform you of important information regarding your programme of study such as learning dates or release of marks; or
- failure to contact you with official results following an Examining Board.

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 Programme Manager.

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

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

MODULAR TERMINOLOGY

Level (of Study):

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

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

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 (an online submission portal, which is accessed via Moodle); alternative instructions will be provided by the Programme Manager 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 Manager 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 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/>

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 Chapter 7 of the Academic Quality Handbook, you are responsible for ensuring that:

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

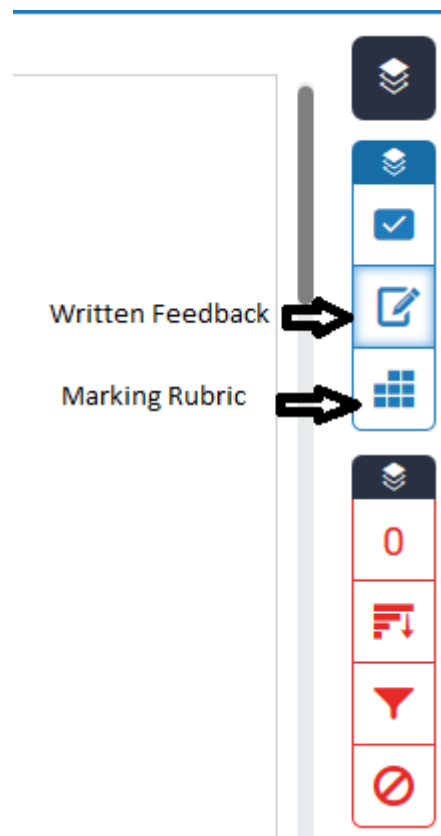
For feedback provided through Turnitin (an online submission portal, which is accessed via Moodle), there are two areas to get your feedback: written feedback, and the marking rubric.

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) BA in Professional Practice

Programme Learning Outcomes

The following level 6 Professional Practice learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA subject benchmark for Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Graduates of the programme will be able to demonstrate:

- KU1 A systematic understanding of key aspects of their professional practice, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the professional practice discipline.
- KU2 Knowledge of the main methods of enquiry in the subject(s) relevant to their professional practice.

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

Cognitive Skills

Graduates of the programme will be able to:

- CS1 Source, evaluate and comment upon particular aspects of current research, or equivalent advanced scholarship, in their professional practice, with an appreciation of the uncertainty, ambiguity and limits of knowledge.
- CS2 Demonstrate conceptual and critical thinking, analysis, synthesis and evaluation of assumptions, abstract concepts and data (that may be incomplete).
- CS3 Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the professional practice discipline.

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

Professional practice degrees provide a clear link between the development of relevant skills and employability/career progression of graduates. Graduates of the programme will be able to:

- PS1 Deploy accurately established techniques of analysis and enquiry relating to their professional practice to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
- PS2 Use quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.
- PS3 Communicate information, ideas, problems and solutions to both 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).

Key Skills

Graduates of the programme will be able to demonstrate the qualities and transferable skills necessary for employment requiring:

- KS1 The exercise of initiative and personal responsibility.
- KS2 Decision-making in complex and unpredictable contexts.
- KS3 A continuing appetite for development and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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

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- CS2 Demonstrate conceptual and critical thinking, analysis, synthesis and evaluation of assumptions, abstract concepts and data (that may be incomplete).
- CS3 Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the professional practice discipline.

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- KS1 The exercise of initiative and personal responsibility.
- KS2 Decision-making in complex and unpredictable contexts.
- KS3 A continuing appetite for development and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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

Level 6

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

Modules

The programme structure (the modules) is identified in the Programme Summary table below.

For the BA (Hons) in Professional Practice it is recommended that learners wishing to gain an award rather than modular credit should normally commence with a Planning for Work Based Learning module (20 credits). In addition to planning their programme of learning this also identifies prior learning for which credit may be claimed. Learners can then proceed to the Recognition and Accreditation of Learning Module (RAL) through which they can claim the credit for learning and 20 additional credits for their supplementary reflective review. It is highly recommended that learners undertake the Research Methods for Work-based Learning module prior to their compulsory Work-based Learning Project module. Depending on the amount of credit claimed within the RAL process there are a range of modules which may be undertaken in order to achieve the appropriate credits required for an award.

Learners can change their modular journey through the programme through negotiation with their Programme Adviser and amendment of the Learning Pathway Document. Learners can opt to exit early from their planned programme through the DipHE or Certificate of Higher Education.

Below is the typical delivery schedule, the delivery pattern of option may vary depending on staff availability and learner numbers.

PROGRAMME STRUCTURE

Module Code	Title	Module type (core, compulsory option or optional)	Credits
Year 1, Semester 1			
BMPF4001	Preparing for Work Based Learning (Minor)	Optional	20
BMPF4002	Preparing for Work Based Learning (Standard)	Optional	30
Year 1, Semester 2/3			
BMPF4000	RAL with RPEL/RPCL (Recognition of Prior Experiential Learning / Recognition of Prior Certificated Learning)	Optional	20 (+ 40- to 80-credit claim)
BMPF4015	Coaching in the Workplace	Optional	20
BMPF4014	An Introduction To Mentoring In The Workplace	Optional	20
BMPF4016	Introduction to Coaching and Mentoring	Optional	30
BMPF4018	An Introduction to Workplace Project Management	Optional	30
BMPF4041	Applying Number in the Workplace	Optional	10
BMPF4042	Essential Skills Portfolio: Communication	Optional	10
BMPF4043	Improving Own Learning and Performance	Optional	10
Year 2, Semester 4			
BMPF4020	HR for non-HR Professionals	Optional	20
BMPF4021	An Introduction to the Leadership Role	Optional	30
BMPF4022	An Introduction To The Leading Workplace Planning And Motivation	Optional	30
BMPF4023	An Introduction to Leadership and Change	Optional	30
BMPF4024	An introduction to Leading in times of Crisis	Optional	30
BMPF4019	Introduction to Digital Marketing	Optional	20
BMPF4035	Competency –Based Portfolio (Minor)	Optional	20
BMPF4036	Competency- Based Portfolio (Standard)	Optional	40
BMPF4037	Competency-Based Portfolio (Major)	Optional	60
BMPF4011	Independent Study (Minor)	Optional	10
BMPF4012	Independent Study (Standard)	Optional	20
BMPF4013	Independent Study (Major)	Optional	30

BMPF4007	Work-based Learning Project (Minor)	Optional	20
BMPF4008	Work-based Learning Project (intermediate)	Optional	30
BMPF4009	Work-based Learning Project (Standard)	Optional	40
BMPF4010	Work-based Learning Project (Major)	Optional	60
Year 3, Semester 5			
BMPF5000	RAL with RPEL/RPCL (Recognition of Prior Experiential Learning / Recognition of Prior Certificated Learning)	Optional	20 +(40-160 credit claim)
BMPF5001	Planning for Work Based learning in Context	Optional	20
BMPF5004	An introduction to Research in the Workplace	Optional	10
BMPF5006	Introduction to Work-based Research Methods	Optional	20
BMPF5016	Coaching and Mentoring	Optional	30
Year 4, Semester 6/7			
BMPF5007	Work-based Learning Project (Minor)	Compulsory Option	20
BMPF5009	Work-based Learning Project (Standard)	Compulsory Option	40
BMPF5010	Work-based Learning Project (Major)	Compulsory Option	60
BMPF5011	Independent Study (Minor)	Compulsory Option	10
BMPF5012	Independent Study (Standard)	Compulsory Option	20
BMPF5013	Independent Study (Major)	Compulsory Option	30
BMPF6000	RAL with RPEL/RPCL (Recognition of Prior Experiential Learning / Recognition of Prior Certificated Learning)	Optional	20 (+ 80-credit claim)
Year 4 Semester 8			
BMPF6016	Coaching and Mentoring	Optional	30
BMPF6004	Research in the Workplace	Optional	10
BMPF6001	Planning for Work Based Learning	Optional	20
BMPF6006	Work-based Research Methods	Optional	20
Year 5, Semester 9/10			
BMPF6011	Independent Study (Minor)	Compulsory Option	10
BMPF6012	Independent Study (Standard)	Compulsory Option	20
BMPF6013	Independent Study (Major)	Compulsory Option	30
BMPF6007	Work-based Learning Project (Minor)	Compulsory Option	20
BMPF6009	Work-based Learning Project (Standard)	Compulsory Option	40

BMPF6011	Work-based Learning Project (Major)	Compulsory Option	60
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(2) Diploma of Higher Education learning outcomes (Level 5 exit award)

Programme Learning Outcomes

The following level 5 Professional Practice learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA subject benchmark for Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Successful candidates of the programme will be able to demonstrate:

- KU1 Knowledge and a critical understanding of well-established principles of their professional practice, and of the way in which those principles have developed.
- KU2 Knowledge of the main methods of enquiry in the subject(s) relevant to their professional practice.

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

Cognitive Skills

Diplomates of the programme will be able to:

- CS1 Use a range of established professional practice techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- CS2 Evaluate critically the appropriateness of different approaches to solving professional practice problems, based on knowledge of the main methods of enquiry and research.
- CS3 Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Professional practice awards provide a clear link between the development of relevant skills and the employability/career progression of graduates. Diplomates of the programme will be able to:

- PS1 Apply underlying concepts and principles in different professional practice contexts including, where appropriate, the application of those principles in an authentic organisational or employment context.
- PS2 Use quantitative skills to manipulate data, evaluate, estimate and model professional practice problems, functions and phenomena.
- PS3 Effectively communicate information, arguments and analysis to both 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)

Key Skills

Diplomates of the programme will be able to demonstrate the qualities and transferable skills necessary for employment requiring:

- KS1 The exercise of personal responsibility.
- KS2 Decision-making in authentic contexts.
- KS3 A continuing appetite for development and the learning ability needed to acquire new competences that will enable them to assume significant responsibility within organisations.

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

Level 5

All Level 5 students must normally pursue 120 credits at Level 5. The credit rating of each module is specified in the module details.

(3) Certificate in Higher Education in Professional Practice

Programme Learning Outcomes

Programme Learning Outcomes

The following level 4 Professional Practice learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA subject benchmark for Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and Understanding Skills

Successful candidates of the programme will be able to demonstrate:

- KU1 Knowledge of the underlying concepts and principles associated with their professional practice.
- KU2 Knowledge of the main methods of enquiry in the subject(s) relevant to their professional practice.
- KU3 An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Cognitive Skills

Successful candidates of the programme will be able to:

- CS1 Evaluate the underlying concepts and principles associated with their professional practice and interpret these within that context.
- CS2 Evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their professional practice.
- CS3 Evaluate the appropriateness of different approaches to solving problems related to their professional practice.

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

Professional practice awards provide a clear link between the development of relevant skills and employability/career progression of learners. Successful candidates of the programme will be able to:

- PS1 Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.

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

Successful candidates of the programme will be able to demonstrate the qualities and transferable skills necessary for employment requiring:

- KS1 The exercise of some initiative and personal responsibility.
- KS2 Further training and to develop new skills within a structured and managed environment.

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

Level 4

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

(4) Graduate Diploma in Professional Practice

Programme Learning Outcomes

The programme learning outcomes of the Graduate Diploma Professional Practice mirror those of the level 6 BA (Hons) Professional Practice as specified in Section 2.2.4.

The programme learning outcomes of the exit award, the Graduate Certificate Professional Practice also mirror those of the BA (Hons) Professional Practice as specified in Section 2.2.4. The level of study is the same (level 6) but the quantity of credits (fewer in this instance) justifies the different award titles.

Level 6

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

PROGRAMME STRUCTURE

The programme structure (the modules) is identified in the Programme Summary table in Section 2.1. Given the flexible, negotiated and personalised nature of the programme, including the optional structure and the study pattern, it is not possible to describe precisely the delivery plan as it could be different for each learner. An overview of the management of the non-standard delivery and intakes has been included in section 2, page 9; Management of Delivery and Multiple Entry Points.

There is the additional recommendation that learners wishing to gain an award rather than modular credit are expected to commence with a Planning for Work-based Learning module (20 credits). In addition to planning their programme of learning this also identifies prior learning for which credit may be claimed. Depending on the amount of credit claimed within the RAL process there are a range of modules which may be undertaken in order to achieve the appropriate credits required for an award. Learners can change their modular journey through the programme through negotiation with their learning advisor and amendment of the Learning Pathway Document. Below is the typical programme structure for the Graduate Diploma.

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 Manager.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

Module details are correct on 1 September 2019, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

Module Code	Title	Module type (core, compulsory or optional)	Credits
Year 1, Semester 1			
BMPF6001	Planning for Work Based Learning (Minor)	Optional	20
BMPF6000	RAL with RPEL/RPCL (Recognition of Prior Experiential Learning / Recognition of Prior Certificated Learning)	Optional	20 +(80 credit claim)
Year 1, Semester 2			
BMPF6016	Coaching and Mentoring	Optional	30
BMPF6004	Research in the Workplace	Optional	10
BMPF6001	Planning for Work Based Learning	Optional	20
BMPF6006	Work-based Research Methods	Optional	20
Year 2, Semester 3/4			
BMPF6011	Independent Study (Minor)	Optional	10
BMPF6012	Independent Study (Standard)	Optional	20
BMPF6013	Independent Study (Major)	Optional	30
BMPF6007	Work-based Learning Project (Minor)	Optional	20
BMPF6009	Work-based Learning Project (Standard)	Optional	40
BMPF6011	Work-based Learning Project (Major)	Optional	60

(5) Graduate Certificate in Professional Practice

The programme learning outcomes of the Graduate Certificate Professional Practice mirror those of the BA (Hons) Professional Practice as specified in Section 2.2.4. The level of study is the same (level 6) but the quantity of credits (fewer in this instance) justifies the different award titles.

Level 6

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

PROGRAMME STRUCTURE

Module Code	Title	Module type (core, compulsory option or optional)	Credits
Year 1, Semester 1			
BMPF6001	Planning for Work Based Learning (Minor)	Optional	20
BMPF6000	RAL with RPEL/RPCL (Recognition of Prior Experiential Learning / Recognition of Prior Certificated Learning)	Optional	20 +(20 credit claim)
Year 1, Semester 2			
BMPF6016	Coaching and Mentoring	Optional	30
BMPF6004	Research in the Workplace	Optional	10
BMPF6001	Planning for Work Based Learning	Optional	20
BMPF6006	Work-based Research Methods	Optional	20
Year 2, Semester 3			
BMPF6011	Independent Study (Minor)	Optional	10
BMPF6012	Independent Study (Standard)	Optional	20
BMPF6013	Independent Study (Major)	Optional	30
BMPF6007	Work-based Learning Project (Minor)	Optional	20
BMPF6009	Work-based Learning Project (Standard)	Optional	40
BMPF6011	Work-based Learning Project (Major)	Optional	60

UNIVERSITY ATTENDANCE POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance.

The University's attendance policy can be found here:
<https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see <https://www.uwtsd.ac.uk/studentcharter/>).

The University also has Fitness to Study and Fitness to Practise Policies (see <https://uowtsd.sharepoint.com/student-info/SitePages/Regulations.aspx>).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate 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. Normally, 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 Institute 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**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. **For your programme of study, you should be using Harvard Referencing Style.** 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 providing access to 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, and also attend other relevant Institute meetings where invited, including the Institute 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.

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

One to one appointments are available on the Carmarthen and Swansea campuses – appointments are 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/>.

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/>