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

PROGRAMME OF STUDY HANDBOOK

SCHOOL OF PSYCHOLOGY AND COUNSELLING

LEVEL 5

FACULTY OF EDUCATION, COMMUNITY, AND CULTURE

2026-2027

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2026/27. 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.

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 academic representatives for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support 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. 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. 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
BSc (Hons) Psychology	Dr Kate Williams	01792 482107	Kate.williams@uwtsd.ac.uk
BSc (Hons) Psychology and Counselling	Dr Kate Williams	01792 482107	Kate.williams@uwtsd.ac.uk
BSc (Hons) Psychology and Criminology	Stacey Coleman	01792 482126	Stacey.coleman@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of 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.

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 2026/27 (forename/surname)**	**External Examiner for 2025/26 (if different to current)**
BSc (Hons) Psychology	Dr Alejandro Estudillo Dr Jessie Shephard	Dr Alejandro Estudillo Dr Jessie Shephard
BSc (Hons) Psychology and Counselling	Dr Alejandro Estudillo Dr Jessie Shephard	Dr Alejandro Estudillo Dr Jessie Shephard
BSc (Hons) Psychology and Criminology	Dr Alejandro Estudillo Dr Jessie Shephard	Dr Alejandro Estudillo Dr Jessie Shephard

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 2026/27

The academic year 2026/27 will be divided up as follows:

Semester 1:	21/09/26 - 24/01/27
Semester 2:	25/01/27 - 23/05/27

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 fully enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement. If your enrolment status is partially enrolled, this means that you have outstanding documents not provided to the University. Please log in to your MyTSD account to check for pending documents and submit the required items as early as possible. You can direct all enrolment related queries to enrolment@uwtsd.ac.uk. The non-completion of enrolment may lead to your withdrawal from the programme. Additionally, as outlined in the student agreement you must ensure that all relevant tuition fees are paid by the due date. Late or non-payment of fees may invoke sanctions from the University, up to and including the non-release of transcripts and withdrawal from the University.

My Student Record / MyTSD

You can view your personal details on MyTSD and make requests to amend data when your circumstances change. It is important to keep your personal details up to date. You can use MyTSD to:

- enrol for the new academic year
- generate a 'Confirmation of enrolment' letter
- generate a council tax exemption letter and/or bank letter
- view enrolment and module registration details
- amend your address
- check your financial information (e.g. fees due)
- submit a programme change request
- apply for 'Extenuating Circumstances'
- apply for student bursaries
- check your module results and examining board decision
- request to withdraw from your studies
- register to attend your graduation ceremony (when applicable)

Failure to keep your personal details up to date can result in a range of problems including:

- 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
- not being able to use the Information Technology services;
- potential non-compliance with visa regulations.

Please take time to check your enrolment details on MyTSD. The MyTSD portal home page will appear in the language you selected at enrolment (English or Welsh), but it is also possible to toggle to the other language once you have logged in to MyTSD, by clicking on the red button on the homepage.

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 Student Records and Enrolment Team. All DBS related queries should be directed to dbs@uwtsd.ac.uk.

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.

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 Government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

Module Credit Rating:

Each module has a credit rating, which indicates how significant it is to your degree. To pass a level of study and either continue or graduate, you need to complete a specific number of credits. A module's credit rating affects its assessment and the hours of learning required.

ASSESSMENT

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

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

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

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.

Submitting written work in Welsh

The University is committed to promoting the Welsh language and encourages its students to develop their bilingual skills. The University offers programmes through the medium of both English and Welsh. The University offers many Welsh-medium or bilingual courses, varying from whole courses, individual modules to bilingual provision across modules. By continuing to study your course completely or partly through the medium of Welsh, you will develop your skills in two languages, Welsh and English, which will open doors for you when you leave the University, as more employers than ever before are looking for staff with bilingual skills.

As a student at UWTSD you have a right to submit coursework and sit exams through the medium of Welsh, even if you've chosen to study through the medium of English. Your Programme Manager / Module Lead will ask you at the beginning of the module

whether you wish to submit in Welsh or English. Welsh language assignments will be assessed in exactly the same way as those written in English.

Academic Support Tutor
Some courses will offer an academic support tutor, and you have the right to express your choice to have a Welsh-speaking tutor to facilitate this. Should you wish to express this, contact the Programme Manager / Module Lead as soon as possible, to allow time for the Faculty to make the appropriate arrangements.

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 and forms part of the *Mitigating Circumstances Policy* associated with Chapter 12 of the Academic Quality Handbook:
https://www.uwtsd.ac.uk/academic-quality-handbook

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: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/disability-support

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
https://www.uwtsd.ac.uk/academic-quality-handbook

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:
https://www.uwtsd.ac.uk/academic-quality-handbook

Responsibilities of students in relation to the assessment process
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 academic misconduct 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 copies of all drafts of work presented or submitted for assessment wherever feasible.
x) You make your work available for sampling for external examining purposes.

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 such as video lectures, documents, resource / reading lists and participating in elearning activities
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks and collaborative learning activities.
- Take online assessments with automatic marking and feedback facilities
- Submit written assessments via Turnitin and video assessments via Panopto and receive grades and feedback
- Access academic skills development and digital content.

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Messaging student cohorts, and organising students into cohort groups
- Tracking student engagement and activity completion progress in modules.
- Administration of online surveys, such as module evaluation questionnaires.

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb - Access your Hwb dashboard either by logging into a campus PC and opening Microsoft Edge browser, or accessing https://hwb.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website - navigate to https://uwtsd.ac.uk/ and select Current Students (top right side of screen) and then Moodle.
3. URL Input - Open any browser on an internet-connected device and navigate to https://moodle.uwtsd.ac.uk

If you are already signed into the Hwb or Office 365 you should be automatically signed into Moodle when you connect; if not log in using your Network username and password which are the same as used to access a campus PC.

If you are missing any modules from your Moodle homepage, 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: ServiceNow
Tel: 0300 500 5055
Or visit https://www.uwtsd.ac.uk/it
In any correspondence, please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages

Further information on using online and digital resources can be found at https://digitallearning.uwtsd.ac.uk/

ASSESSMENT FEEDBACK VIA TURNITIN

For feedback provided through Turnitin, there are four areas to get your feedback: general comments in the comments box, audio feedback, in-line comments within the body of your written work, and the marking rubric.

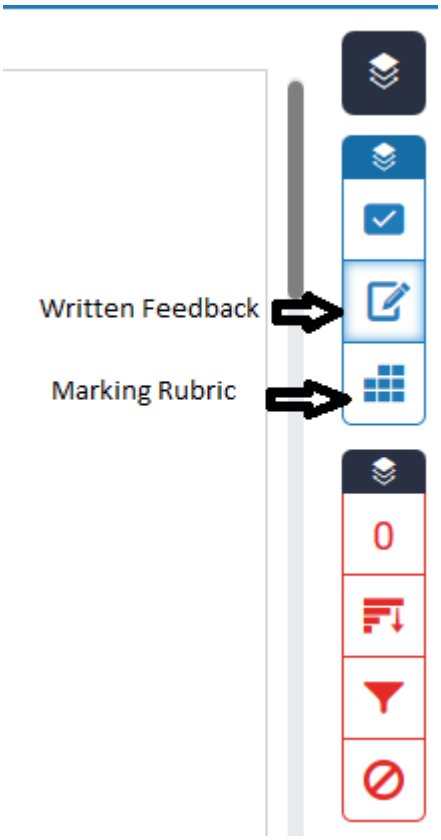
Written and audio feedback will comment on the overall work.

In-line comments provide feedback about specific elements within the body of the text.

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) BSc (Hons) Psychology

Programme Learning Outcomes

<u>Main Award: BSc Psychology</u>

Knowledge and understanding (KU)

KU1	The ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence, and applications
KU2	The ability to integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues
KU3	The ability to apply psychological knowledge ethically and safely to real world problems

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

Cognitive (thinking) skills (CS)

CS1	The ability to identify and evaluate patterns in behaviour, psychological functioning, and experience
CS2	The ability to generate and explore hypotheses and research questions drawing on relevant theory and research
CS3	The ability to employ evidence-based reasoning and examine practical, theoretical, and ethical issues associated with the range of methodologies
CS4	The ability to analyse, present and evaluate quantitative and qualitative data and evaluate research findings
CS5	The ability to critically evaluate psychological theory and research

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

Practical skills (PS)

PS1	The ability to carry out an extensive piece of empirical research that requires them individually to demonstrate a range of research skills including planning, considering, and resolving ethical issues, analysis and dissemination of findings
PS2	The ability to use a wide range of psychological tools, including specialist software, laboratory equipment and psychometric instruments

PS3	The ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying at the very least skill in the use of word processing, databases, and analytic software packages
KS4	The ability to retrieve and organise information effectively including advanced digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including effective personal planning, self-reflection, and project management skills

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

<u>Intermediate/Exit Awards</u>

<u>Intermediate/Exit Award 1: Certificate of Higher Education</u>

Knowledge and understanding (KU)

KU1	The ability to understand different psychological perspectives for explaining human behaviour and their historical context
KU2	The ability to understand simple research designs and associated ethical issues in psychological research
KU3	The ability to understand key academic, professional, and ethical standards in psychology
KU4	The ability to understand key concepts and debates in psychology and how they relate to real world issues

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

Cognitive (thinking) skills (CS)

CS1	The ability to describe human behaviour from multiple perspectives
CS2	The ability to identify and describe general patterns in behaviour, psychological functioning, and experience
CS3	The ability to identify and apply the basic principles of empirical research to simple research questions

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

Practical skills (PS)

PS1	The ability to carry out a small piece of empirical research that requires them to demonstrate basic research skills
PS2	The ability to use basic psychological tools, including some specialist software, laboratory equipment and psychometric instruments

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying basic skills in the use of word processing, databases, and analytic software packages
KS4	The ability to retrieve and organise information effectively including basic literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills, so they become more independent and pragmatic as learners.

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

<u>Exit Award 2 : Diploma of Higher Education</u>

Knowledge and understanding (KU)

KU1	The ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence, and applications
KU2	The ability to integrate ideas and findings across the multiple perspectives in Psychology and recognise psychological approaches to relevant issues
KU3	The ability to apply psychological knowledge ethically and safely to real world problems

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

Cognitive (thinking) skills (CS)

CS1	The ability to identify and evaluate patterns in behaviour, psychological functioning, and experience
CS2	The ability to generate and explore hypotheses and research questions drawing on relevant theory and research
CS3	The ability to evaluate practical, theoretical and ethical issues associated with the range of methodologies
CS4	The ability to analyse, present and evaluate quantitative and qualitative data and evaluate research findings
CS5	The ability to critically evaluate psychological theory and research

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

Practical skills (PS)

PS1	The ability to carry out a piece of empirical research that requires students to individually demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings
PS2	The ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
PS3	The ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups

KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying at the very least skill in the use of word processing, databases, and analytic software packages
KS4	The ability to retrieve and organise information effectively including a range of digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including evidence of emerging effective personal planning, self-reflection, and project management skills so they become more independent and pragmatic as learners

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.

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECPS5014	Developmental Psychology and Individual Differences	Compulsory	20
ECPS5016	Research in Action	Compulsory	20
ECPS5012	Organisational Psychology	Compulsory	20
ECPS5017	Social and Cultural Psychology	Compulsory	20
ECPS5018	The Brain: Biology and Cognition	Compulsory	20
ECPS5011	Research Methods II	Core	20

Structure: Part-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 3			
ECPS5018	The Brain: Biology and Cognition	Compulsory	20
ECPS5016	Research in Action	Compulsory	20
ECPS5017	Social and Cultural Psychology	Compulsory	20
Year 4			
ECPS5014	Developmental Psychology and Individual Differences	Compulsory	20
ECPS5012	Organisational Psychology	Compulsory	20
ECPS5011	Research Methods II	Core	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(2) BSc (Hons) Psychology and Counselling

Programme Learning Outcomes

<u>Main Award: BSc Psychology and Counselling</u>

Knowledge and understanding (KU)

KU1	The ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications
KU2	The ability to integrate ideas and findings across the multiple perspectives in Psychology and Counselling and recognise distinctive psychological approaches to relevant issues
KU3	The ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups
KU4	The ability to apply relevant knowledge ethically and safely to real world problems

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

Cognitive (thinking) skills (CS)

CS1	The ability to identify and evaluate patterns in behaviour, psychological functioning and experience
CS2	The ability to generate and explore hypotheses and research questions drawing on relevant theory and research
CS3	The ability to employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies and counselling approaches
CS4	The ability to analyse, present and evaluate quantitative and qualitative data and evaluate research findings
CS5	The ability to critically evaluate theory and research in the areas of counselling and psychology

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

Practical skills (PS)

PS1	The ability to carry out an extensive piece of empirical research that requires students to individually demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings
PS2	The ability to use a wide range of psychological tools, including specialist software, laboratory equipment and psychometric instruments

PS3	The ability to demonstrate the application of a range of appropriate counselling skills in different contexts

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying at the very least skill in the use of word processing, databases and analytic software packages
KS4	The ability to retrieve and organise information effectively including a range of advanced digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills so they become more independent and pragmatic as learners

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

Intermediate/Exit Awards

Intermediate/Exit Award 1: Certificate of Higher Education

Knowledge and understanding (KU)

KU1	The ability to understand different psychological perspectives for explaining human behaviour and their historical context
KU2	The ability to understand simple research designs and associated ethical issues in psychological research
KU3	The ability to understand key academic, professional and ethical standards in Psychology and Counselling
KU4	The ability to understand key concepts and debates in Psychology and Counselling and how they relate to real world issues

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

Cognitive (thinking) skills (CS)

CS1	The ability to describe human behaviour from multiple perspectives

CS2	The ability to identify and describe general patterns in behaviour, psychological functioning, and experience
CS3	The ability to identify and apply the basic principles of empirical research to simple research questions

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

Practical skills (PS)

PS1	The ability to carry out a small piece of empirical research that requires them to demonstrate basic research skills
PS2	The ability to use basic psychological tools, including some specialist software, laboratory equipment and psychometric instruments
PS3	The ability to demonstrate basic counselling skills in an appropriate context

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying basic skills in the use of word processing, databases and analytic software packages
KS4	The ability to retrieve and organise information effectively including basic digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills so they become more independent and pragmatic as learners

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

<u>Exit Award 2 : Diploma of Higher Education</u>

Knowledge and understanding (KU)

KU1	The ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications

KU2	The ability to integrate ideas and findings across the multiple perspectives in Psychology and Counselling and recognise psychological approaches to relevant issues
KU3	The ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups
KU4	The ability to apply relevant knowledge ethically and safely to real world problems

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

Cognitive (thinking) skills (CS)

CS1	The ability to identify and evaluate patterns in behaviour, psychological functioning and experience
CS2	The ability to generate and explore hypotheses and research questions drawing on relevant theory and research
CS3	The ability to evaluate practical, theoretical and ethical issues associated with the range of methodologies and counselling approaches
CS4	The ability to analyse, present and evaluate quantitative and qualitative data and evaluate research findings
CS5	The ability to critically evaluate theory and research in Psychology and Counselling

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

Practical skills (PS)

PS1	The ability to carry out a piece of empirical research that requires them to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings
PS2	The ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
PS3	The ability to demonstrate appropriate counselling skills in a specific context

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills

KS3	The ability to be computer literate, displaying at the very least skill in the use of word processing, databases and analytic software packages
KS4	The ability to retrieve and organise information effectively including a range of digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills

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.

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECPS5014	Developmental Psychology and Individual Differences	Compulsory	20
ECPS5013	Counselling Theory and Approaches	Compulsory	20
ECPS5015	Further Counselling Skills	Compulsory	20
ECPS5017	Social and Cultural Psychology	Compulsory	20
ECPS5018	The Brain: Biology and Cognition	Compulsory	20
ECPS5011	Research Methods II	Core	20

Structure: Part-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 3			
ECPS5018	The Brain: Biology and Cognition	Compulsory	20
ECPS5015	Further Counselling Skills	Compulsory	20
ECPS5017	Social and Cultural Psychology	Compulsory	20
Year 4			
ECPS5014	Developmental Psychology and Individual Differences	Compulsory	20
ECPS5013	Counselling Theory and Approaches	Compulsory	20
ECPS5011	Research Methods II	Core	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

(3) BSc (Hons) Psychology and Criminology

Programme Learning Outcomes

<u>Main Award: BSc Psychology and Criminology</u>

Knowledge and understanding (KU)

KU1	The ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence, and applications
KU2	The ability to integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues
KU3	The ability to apply psychological knowledge ethically and safely to real world problems
KU4	Alternative theoretical approaches within criminology, and contemporary debates about the content and scope of criminology
KU5	How crime, deviance and victimisation are socially and legally constructed
KU6	Trends in crime, harm and victimisation
KU7	The philosophy and politics of criminalisation, victimisation, criminal justice and modes of punishment
KU8	The use of discretion in relation to justice processes, including issues of discrimination and diversity

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

Cognitive (thinking) skills (CS)

CS1	The ability to identify and evaluate patterns in behaviour, psychological functioning, and experience
CS2	The ability to generate and explore hypotheses and research questions drawing on relevant theory and research
CS3	The ability to employ evidence-based reasoning and examine practical, theoretical, and ethical issues associated with the range of methodologies
CS4	The ability to analyse, present and evaluate quantitative and qualitative data and evaluate research findings
CS5	The ability to critically evaluate psychological theory and research
CS6	The ability to source, evaluate and comment upon particular aspects of current research, or equivalent advanced scholarship, in law and criminology, with an appreciation of the uncertainty, ambiguity and limits of 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 (PS)

PS1	The ability to carry out an extensive piece of empirical research that requires students to individually demonstrate a range of research skills including planning, considering, and resolving ethical issues, analysis and dissemination of findings
PS2	The ability to use a wide range of psychological tools, including specialist software, laboratory equipment and psychometric instruments
PS3	The ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying at the very least skill in the use of word processing, databases, and analytic software packages
KS4	The ability to retrieve and organise information effectively including advanced digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including effective personal planning, self-reflection, and project management skills, so they become more independent and pragmatic as learners

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

<u>Intermediate/Exit Awards</u>

Exit Award 1: Diploma of Higher Education

Knowledge and understanding (KU)

KU1	The ability to apply multiple perspectives to psychological issues, recognising that Psychology involves a range of research methods, theories, evidence, and applications
KU2	The ability to integrate ideas and findings across the multiple perspectives in Psychology and recognise distinctive psychological approaches to relevant issues
KU3	The ability to apply psychological knowledge ethically and safely to real world problems
KU4	Alternative theoretical approaches within criminology, and contemporary debates about the content and scope of criminology
KU5	How crime, deviance and victimisation are socially and legally constructed
KU6	Trends in crime, harm and victimisation
KU7	The philosophy and politics of criminalisation, victimisation, criminal justice and modes of punishment
KU8	The use of discretion in relation to justice processes, including issues of discrimination and diversity

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

Cognitive (thinking) skills (CS)

CS1	The ability to identify and evaluate patterns in behaviour, psychological functioning, and experience
CS2	The ability to generate and explore hypotheses and research questions drawing on relevant theory and research
CS3	The ability to evaluate practical, theoretical and ethical issues associated with the range of methodologies
CS4	The ability to analyse, present and evaluate quantitative and qualitative data and evaluate research findings
CS5	The ability to critically evaluate psychological theory and research
CS6	Source, evaluate and comment upon particular aspects of current research, or equivalent advanced scholarship, in law and criminology, with an appreciation of the uncertainty, ambiguity and limits of 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 (PS)

PS1	The ability to carry out a piece of empirical research that requires them to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings

PS2	The ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
PS3	The ability to carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying at the very least skill in the use of word processing, databases, and analytic software packages
KS4	The ability to retrieve and organise information effectively including a range of digital literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard
KS6	The ability to take responsibility for their own learning and skill development; including evidence of emerging effective personal planning, self-reflection, and project management skills

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

Intermediate/Exit Award 2: Certificate of Higher Education

Knowledge and understanding (KU)

KU1	The ability to understand different psychological perspectives for explaining human behaviour and their historical context
KU2	The ability to understand simple research designs and associated ethical issues in psychological research
KU3	The ability to apply psychological knowledge ethically and safely to real world problems
KU4	The ability to understand key concepts and debates in psychology and how they relate to real world issues
KU5	How crime, deviance and victimisation are socially and legally constructed
KU6	Trends in crime, harm and victimisation

KU7	The philosophy and politics of criminalisation, victimisation, criminal justice and modes of punishment
KU8	The use of discretion in relation to justice processes, including issues of discrimination and diversity

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

Cognitive (thinking) skills (CS)

CS1	The ability to describe human behaviour from multiple perspectives
CS2	The ability to identify and describe general patterns in behaviour, psychological functioning, and experience
CS3	The ability to identify and apply the basic principles of empirical research to simple research questions
CS4	The ability to evaluate the underlying concepts and principles associated with law and criminology and interpret these within that context

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

Practical skills (PS)

PS1	The ability to carry out a small piece of empirical research that requires them to demonstrate basic research skills
PS2	The ability to use basic psychological tools, including some specialist software, laboratory equipment and psychometric instruments

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

Key skills (KS)

KS1	The ability to communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups
KS2	The ability to demonstrate numerical reasoning skills
KS3	The ability to be computer literate, displaying basic skills in the use of word processing, databases, and analytic software packages
KS4	The ability to retrieve and organise information effectively including basic literacy skills
KS5	The ability to recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard

KS6	The ability to take responsibility for their own learning and skill development; this will include effective personal planning, self-reflection and project management skills, so they become more independent and pragmatic as learners

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.

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
ECPS5014	Developmental Psychology and Individual Differences	Compulsory	20
BMLC5014	Social Inclusion, Victimisation and Welfare	Compulsory	20
BMLC5005	Gateway to Employment	Compulsory	20
BMLC5016	Understanding Crime, Justice and Punishment	Compulsory	20
ECPS5018	The Brain: Biology and Cognition	Compulsory	20
ECPS5011	Research Methods II	Core	20

Structure: Part-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 3			
ECPS5018	The Brain: Biology and Cognition	Compulsory	20
BMLC5014	Social Inclusion, Victimisation and Welfare	Compulsory	20
BMLC5005	Gateway to Employment	Compulsory	20
Year 4			
ECPS5014	Developmental Psychology and Individual Differences	Compulsory	20
BMLC5016	Understanding Crime, Justice and Punishment	Compulsory	20
ECPS5011	Research Methods II	Core	20

Please note that delivery schedules/timetabling can be found by accessing your personalised timetable via the My Timetable tile on the Student Hwb.

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 number of options, timetable constraints will inevitably mean that not all combinations of options will be possible. In addition, a minimum viable number of students must normally be reached for a module to run.

Module details are correct on 1 September 2026, 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.

UNIVERSITY ENGAGEMENT POLICY

All students should familiarise themselves with the engagement policy and understand their responsibilities in relation to engaging with their course (https://www.uwtsd.ac.uk/academic-quality-handbook).

Student Responsibilities in relation to attendance and engagement are:

- To engage with all scheduled and asynchronous learning in their programme/module(s);
- Attend punctually and completely all scheduled and timetabled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances;
- To engage as appropriate with the University's support mechanisms, according to their specific needs;
- To inform their Academic Support Tutor (or other member of staff identified by the Faculty) of any issues that affect or are expected to affect their engagement with their course;
- To engage proactively with all university procedures in support of their learning, including probation, action plans, etc.

This is particularly important for **international students with a Student Visa.** Failure to adhere to the requirements and conditions of the Engagement Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your student visa sponsorship.

Appeal against withdrawal due to lack of engagement
Information on how to appeal against withdrawal due to lack of engagement is provided within the Engagement Policy which is published alongside Chapter 12 of the Academic Quality Handbook.

Withdrawal
Students who have decided they do not wish to continue their programme of study, must complete a formal University withdrawal form which is available on MyTSD. (Please access the form under the 'Data Changes and Forms' tab on the 'Forms' menu). Withdrawal from a programme may have implications for student finance and this should be understood by the student prior to submitting the form.

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/student-charter).

The University also has Support for Study and Fitness to Practise Policies (see https://www.uwtsd.ac.uk/academic-quality-handbook).

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 ACADEMIC INTEGRITY

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- writing your own answers in unseen exams without consulting with others or using online or printed materials;
- formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- formally acknowledging any and all uses of Artificial Intelligence tools;
- ensuring that you get ethical approval for your research where necessary;
- and many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as '– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research'. Committing academic misconduct 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 academic misconduct 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).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy, which you can find here: https://www.uwtsd.ac.uk/academic-quality-handbook.

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

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 APA.

You can find all of the Referencing Handbooks here:
Referencing and Plagiarism | Digital Services | University of Wales Trinity Saint David

If you are uncertain which handbook is for your subject, do ask your Programme Manager or Academic Tutor.

Self-plagiarism is when you are reusing material that you have created yourself.
How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software, unless you have been allowed to do so by the module tutor.
5. Use Generative Artificial Intelligence tools only as allowed in the assessment specification for any given assessment, and acknowledge their use as appropriate.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together, or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

You can access training on Academic Integrity through the Library and Learning Resources Info Skills programme.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and manually for academic misconduct. 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.

UWTSD has published specific guidance as to the allowable uses of Artificial Intelligence in assessment, as well as the appropriate acknowledgement of use. You should ensure that you are fully aware of the allowable uses of AI in each individual assessment you attempt. General advice and guidance is available on HWB.

LIBRARY AND LEARNING RESOURCES

The Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the University. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support and special collections and archives.

The LLR is a full member of WHELF (Wales Higher Education Libraries Forum) and is also a member of the SCONUL Access (Society of College, National and University Libraries) scheme, which is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Librarians are welcomed to Staff / Student Committees and other relevant Faculty meetings where invited, including Faculty Boards.

Information Skills

Academic Liaison Librarians are the main point of contact for staff and students, and contribute to teaching and learning by helping students to develop the skills required to find, use and evaluate information sources within the subject areas taught by the Faculty. All new students receive a basic skills session and a referencing session during the first term, followed by more in-depth sessions throughout their studies.

Academic Liaison Librarians also provide a wider InfoSkills programme focusing on transferable employability skills and academic skills. This includes advanced search skills, AI literacy, ethical use of information, referencing and managing your online identity. Support can be provided face-to-face or remotely; by email, over the phone or via Teams. Students can also book a one-to-one session directly with their librarian or digital skills advisor from the library website. Referencing guidance is also available from the LLR and can be accessed from the library pages:
Finding and Using Information | Digital Services | University of Wales Trinity Saint David

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time via the DigiCentre. Many of our courses are from LinkedIn Learning, and as a member of staff or student, you have free access. Students can gain a range of digital badges to demonstrate their knowledge and digital capabilities, and enhance their employability.

Other Specialist Support
The LLR offers access to a wide range of information sources in varied and accessible formats, ensuring equality of provision and access to learning materials. A designated member of staff can help and advise students with disabilities or specific learning requirements. Specialist support on copyright, referencing, and research activities is also provided. This includes advice on Research Data Management, using referencing software, Open Access requirements, setting up your ORCID ID and measuring the impact of research, advanced literature searching and accessing other academic and research libraries.

The Need More? Service
The LLR provides a Need More? service which takes an innovative approach to resource delivery, providing a one-stop shop for all learning resource needs. If a book, journal or other resource is needed and is not in library stock, it may be purchased, borrowed from another library or rented as an e-book. The service also provides a referral mechanism so that students are introduced to their Academic Liaison Librarian to ensure they are getting the most out of existing resources or where they are working on a specialist project. More details at Need More? | Digital Services | University of Wales Trinity Saint David

Learning Spaces
Students are welcome to use any UWTSD libraries, regardless of the subject of their study. As well as collections, the libraries provide a variety of flexible spaces, reflecting the way students work e.g. group study spaces and quiet areas, as well as IT facilities, WiFi, photocopying, scanning and printing facilities, and excellent customer service.

Further Information
For recent service developments and updates please visit the LLR's pages:
Library & Learning Services at UWTSD This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Bluesky and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide range of models, approaches, technologies, and services, making it a crucial component of modern education. The growing reliance on digital tools has highlighted the need for high-quality online teaching and learning resources, ensuring an equitable experience for both in-person and remote learners.

In addition, immersive learning approaches, such as virtual reality (VR), augmented reality (AR), simulations, and interactive environments, are increasingly enhancing digital learning by enabling students to engage in experiential, practice-based activities that deepen understanding and support real-world application of knowledge.

A well-developed package of digital learning materials can:
- Improve learning experience
- Support active, experiential learning through immersive environments
- Widen participation and collaboration
- Improve accessibility
- Develop key employability skills

IT SERVICE DELIVERY

IT support is available through our IT Service Desk who are available to help and assist you over the phone, in person or via our online portal and live chat service.

Telephone support is available 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi
All students can access our eduroam wireless network on their laptops, mobile phones, or tablets.

Eduroam is the wireless network available to use across all campuses. Eduroam also provides you with Wi-Fi access at any other eduroam enabled institution across the world.

Open Access Computers & Booking Facilities
Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

- PCs connected to the University's data network
- Usually a multifunctional device (MFD) offering colour and black and white printing, copying and scanning or a colour laser printer
- May also contain wireless access and more specialised equipment such as plotters, Sports Analysis Equipment and audio-visual equipment
- Long opening hours with many of them open 24/7
- Ability to pre-book a PC to use remotely to make sure you have access at the time you need to study.

Student IT Exclusives
We provide students with access to free or heavily discounted software and computer solutions through our Student IT Exclusives offers.

Free Microsoft Office 365
As a UWTSD student, you can download Microsoft Office 365 Pro Plus including Word, Excel and PowerPoint to use for free for the duration of your studies at UWTSD.

Adobe Creative Cloud
Students studying on eligible courses are able to access Adobe Creative Cloud suite for free which can be installed on your personal device during your studies.

You can also purchase a copy of Adobe Creative Cloud directly from Adobe's Website and save over 65% discount paying on a monthly basis.

Free Windows 11
We are able to provide all students with a license to use Microsoft's latest operating system for free.

Software Discounts
We've created an online store where all students can download a huge range of free or heavily discounted software for use at home.

The EDU store
Discounts are available for students on a range of products including the Microsoft Surface, Apple devices, Phones & Smart Watches. Free 4-year warranty on all Apple products & free next day delivery on all orders.

Select Easy Upgrade
Get the Apple Product you want right now. Spread the cost with low monthly payments, upgrade to the latest device at the end of the plan or pay off the balance with the Easy Upgrade Store.

Apple's Education store
You can get great Apple education pricing by visiting the Apple Education Store.

Free Autodesk
Download a range of Autodesk software including Fusion 360, Inventor Professional, Revit, AutoCAD, 3ds Max & Maya.

Print, Copy & Scan
Students have access to print, copy and scanning services which are available across all University Library & Learning Resource Centres as well as specific computer rooms and open access areas.

UWTSD use Multi-Functional Devices (MFDs) which all have print, copy and scan functions available in full colour or black and white.

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, Well-being Support, Counselling Service and support for students from a care background.

The Student Hwb team is on hand to help to answer any query you may have concerning your studies. You can access support from the Hwb via hwb@uwtsd.ac.uk, by calling 0300 131 3030, or via the online portal: Student Portal - Gwasanaethau Cwsmeriaid. Please make sure you have also downloaded the UWTSD Hwb app, which includes direct links to and information about all student facing services at the University.

The quickest way to access Wellbeing Support is by submitting a Support Request Form: UWTSD Wellbeing Service.

If you are worried about the health and wellbeing of another student you can let the Wellbeing Team know by filling in a Cause for Concern form: UWTSD Wellbeing Service.

For further details about Student Services see https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing.

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

https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

Topics covered include:
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

CAREERS

All students have access to MyCareer, the University's online careers platform. You need to register for an account, which you can do here: Welcome to MyCareer.

MyCareer includes specialist tools like a jobs board, career planner, automated CV360 checker, Interview 360 and more, you can start preparing for your future on your own terms.

The University's Careers Service is on hand to help you find work experience, paid placements or a part-time job. Throughout your studies you will have access to opportunities to build your career skills and confidence. Find out more via: Careers Service | University of Wales Trinity Saint David

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 *Student Complaint Policy* associated with Chapter 12 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: https://www.uwtsd.ac.uk/academic-quality-handbook.