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

# PROGRAMME OF STUDY HANDBOOK

## Yr Athrofa: Initial Teacher Education

## LEVEL 5

## YR ATHROFA

## 2018-2019

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## INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, in the academic year 2018-2019. Module descriptors are presented in the accompanying Module Directory document.

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

## FEEDBACK

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

## WELCOME MESSAGE FROM THE HEAD OF SCHOOL

Welcome to Yr Athrofa: Institute of Education, University of Wales Trinity Saint David, one of Wales' four accredited providers for Initial Teacher Education. We congratulate you on attaining your place and look forward to seeing you develop as a learner and succeed in becoming a teacher. The journey will be demanding and at times challenging but we believe that pupils in every classroom deserve the very best teachers and our aim is to support you in becoming a successful part of the teaching profession.

Education in Wales is undergoing a period of sustained and widespread evolution. The change will continue considerably over the coming months and years as Welsh Government seek to deliver our shared National Mission and collective goal of raising standards for all. As a newly qualified teacher entering the profession, you will be ready to embrace this climate of change and be a part of a new education landscape in Wales.

The reform agenda outlined in the Welsh Government's action plan for 2017-2021, *Education in Wales: Our National Mission* builds on the publication of *Successful Futures* with its aim to create a new curriculum that educates learners who are:

- Ambitious capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical informed citizens of Wales and the world;
- And, healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

It is with this in mind that Yr Athrofa delivers its programmes of Initial Teacher Education (ITE) in partnership with a wide range of schools where mentors and senior mentors will support your development. It is in school that you will evidence the knowledge and skills needed to meet the standards required for the award of Qualified Teacher Status.

Good teachers value learning and the programme will help you develop the skills needed to reflect, question and research your practice so that you can motivate and inspire learning in young people. This will take hard work, commitment and enthusiasm and you will need a sense of determination to keep going through the 'ups and downs' of life in school.

Becoming a teacher is an exciting and rewarding journey and is one that requires your commitment and engagement in all aspects of the programme. You can then go forward in preparing children and young people in Wales to thrive and be successful in a rapidly changing world.

You can be that teacher who believes that education has the power to transform lives.

## PROGRAMMES OF STUDY AND YR ATHROFA ITE STAFF

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

BA Primary Education with Qualified Teacher Status

| | | |
|---|---|---|
| Director of Academic Discipline | Elaine Sharpling<br>elaine.sharpling@uwtsd.ac.uk | |
| Assistant Director of Academic Discipline | Catharine Bleasdale<br>c.bleasdale@uwtsd.ac.uk | |
| Assistant Director of Academic Discipline | Mathew Jones<br>m.jones@uwtsd.ac.uk | |
| AoLE/Early Years/ Cross-Curricular/ Research | Lead | Team |
| Mathematics and Numeracy | Rachel Wallis<br>Rachel.wallis@uwtsd.ac.uk | Libby Chancer<br>Libby.chancer@uwtsd.ac.uk<br><br>Helen Denny<br>Helen.denny@uwtsd.ac.uk<br><br>Nerys Defis<br>Nerys.Defis@uwtsd.ac.uk |
| Humanities | David Stacey<br>David.stacey@uwtsd.ac.uk | Stephen Hadley<br>Stephen.hadley@uwtsd.ac.uk<br><br>Sioned Hughes<br>Nerys.Defis@uwtsd.ac.uk<br><br>Rachel Bendall<br>Rachel.bendall@uwtsd.ac.uk |
| Language, Literacy and Communication | Angella Cooze<br>Angella.cooze@uwtsd.ac.uk | Sian Brookes<br>Sian.brookes@uwtsd.ac.uk<br><br>Linda Davies<br>l.davies@uwtsd.ac.uk<br><br>Natalie Griffiths<br>Natalie.griffiths@uwtsd.ac.uk<br><br>Ishmael Lewis<br>Ishmael.lewis@uwtsd.ac.uk<br><br>Catherine Morgan<br>c.morgan@uwtsd.ac.uk |

| | | |
|---|---|---|
| | | Jayne Morgan<br>Jayne.morgan@uwtsd.ac.uk<br><br>Diane Thomas<br>d.b.thomas@uwtsd.ac.uk<br><br>Aled Williams<br><br>aled.p.williams@uwtsd.ac.uk |
| Expressive Arts | Shan Samuel-Thomas<br>shan.samuel-thomas@uwtsd.ac.uk | Iwan Ellis-Williams<br>I.Ellis-Williams@uwtsd.ac.uk |
| Science and Technology | | Hilary Chivers<br>Hilary.chivers@uwtsd.ac.uk<br><br>Ceri Lewis<br>c.j.lewis@uwtsd.ac.uk<br><br>Peter Lloyd<br>Peter.lloyd@uwtsd.ac.uk<br><br>Alun Thomas<br>a.thomas@uwtsd.ac.uk |
| Health and Wellbeing | Heddwen Davies<br>Heddwen.Davies@uwtsd.ac.uk | Iwan Ellis-Williams<br>I.Ellis-Williams@uwtsd.ac.uk |
| Early Years | Carys Jennings<br>c.jennings@uwtsd.ac.uk | Gail Parker<br>Gail.parker@uwtsd.ac.uk |
| Creativity, Innovation and Enterprise | Tom Cox<br>t.cox@uwtsd.ac.uk<br><br>Alison Evans<br>Alison.evans2@uwtsd.ac.uk | |
| Additional Learning Needs | Nanna Ryder<br>n.ryder@uwtsd.ac.uk | |
| Close to practice research and enquiry | Jan Barnes<br>Heddwen.Davies@uwtsd.ac.uk<br><br>Helen Lewis<br>H.E.Lewis@uwtsd.ac.uk | |

## PASTORAL SUPPORT

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

## EXTERNAL EXAMINERS

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

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

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

The current External Examiners for the Programmes of Study are:

| **Programme of Study** | **External Examiner for 2018/19 (forename/surname)** | **External Examiner for 2017/18 (if different to current)** |
|---|---|---|
| BA PRIMARY EDUCATION WITH QUALIFIED TEACHER STATUS (SINGLE HONOURS) | Stephanie Evans | |

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

## ACADEMIC YEAR 2018/2019

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

| | |
|---|---|
| Induction | 24/09/18 - 28/09/18 |
| Semester 1: | 24/09/18 - 25/01/19 |
| Exam Period 1: | 09/01/19 - 18/01/19 |
| Mid-sessional Boards: | 04/02/19 - 15/02/19 |
| Semester 2: | 28/01/19 - 12/07/19 |
| Exam Period 2: | 08/05/19 - 21/05/19 |
| Examining Boards: | 03/06/19 - 20/06/19 |
| Re-sit Period: | 22/07/19 - 26/07/19 |

## INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

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

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- clashes on your examination timetable;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services.

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

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

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

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

## MODULAR TERMINOLOGY

*Level (of Study):*

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

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

## ASSESSMENT

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

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

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

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

### Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

### Additional needs in terms of assessment

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

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

### Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

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

### Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

### Responsibilities of students in relation to the assessment process

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

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

## VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

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

Moodle can be used for administration tasks such as:

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

**How to Access**:

You can access Moodle in 3 different ways:

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

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

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

For any technical issues or error messages contact the **IT Service Desk** via:
Web: https://webhelp.uwtsd.ac.uk
Tel: 0300 500 5055
Or email: ITServiceDesk@uwtsd.ac.uk
In any correspondence please include your name and username (your student number) together with details of your issue.

**ASSESSMENT FEEDBACK VIA TURNITIN**

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

Written feedback will comment on the overall work.

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

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

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



**PROGRAMMES OF STUDY**

**BA Primary Education with Qualified Teacher Status**

**Programme Learning Outcomes**

**Knowledge and understanding**

On graduating with an honours degree, students should demonstrate a critical understanding of:

1. the underlying values, theories and concepts relevant to education;
2. the diversity of learners and the complexities of the education process including an excellence understanding of child development in social, emotional, cognitive and physical domains;
3. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process;
4. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

**Application**

On graduating with an honours degree, students should be able to demonstrate the ability to;

5. analyse and apply educational concepts, theories and issues of policy in a systematic way an inform professional practice
6. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and practical contexts
7. accommodate new principles and understandings
8. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
9. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.

**Reflection**

On graduating with an honours degree, students should be able to demonstrate:

10. the ability to reflect on their own and others' value systems
11. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
12. an understanding of the significance and limitations of theory and research.

**Transferable and generic skills**

On graduating with an honours degree in education studies, students should be able to:

13. organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
14. use technology effectively to enhance critical and reflective study.
15. collect and apply numerical data, as appropriate; present data in a variety of formats including graphical and tabular; analyse and interpret both qualitative and

quantitative data.
16. have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
17. articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
18. process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

**Level 4**

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

**Modules**

**PROGRAMME STRUCTURE**

**Semester 1 & 2**

| Module Code | Title | Module type (core, compulsory or optional) | Credits |
|---|---|---|---|
| ECAD5001 | Pedagogy in Practice 2: Developing Assessment for Learning | Core | 20 |
| ECAD5002C | Yr Iaith Ar Daith 2 | Compulsory | 20 |
| ECAD5003 | The Rights of the Child: Inclusion and Diversity | Compulsory | 20 |
| ECAD5004 | Teaching Language and Mathematics | Compulsory | |

**Semester 1**

| Module Code | Title | Module type (core, compulsory or optional) | Credits |
|---|---|---|---|
| ECAD5005 | The Visual and Expressive Arts in Wales | Compulsory | 20 |

**Semester 2**

| Module Code | Title | Module type (core, compulsory or optional) | Credits |
|---|---|---|---|
| ECAD5006 | Enquiry-Based Learning | Compulsory | 20 |

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

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

## UNIVERSITY ATTENDANCE POLICY

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

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

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

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

### International Students with a UKVI Tier 4 Visa

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

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

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

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

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

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

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

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

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

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

Should a student be absent for any reason from sessions in university or during professional teaching experience s/he should inform the following designated person(s) giving a reason for the absence:
The PGCE office on 01792 482111
P_PGCE@uwtsd.ac.uk and the PTE tutor

During Professional Teaching Experience, trainees should **also** follow the guidance in the Professional Teaching Experience Guidance Handbook in terms of informing the placement school/college about their absence and maintaining a record of attendance.

## SCHOOL AND FACULTY POLICIES

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

## ABOUT UNFAIR PRACTICE AND PLAGIARISM

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

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

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

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

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

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

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

### Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – 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 X. The handbooks can be found online: https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/ or in print from the Library and Learning Resources. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*

- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*

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

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

The golden rule is; **`*if in doubt, provide references'*** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

**Other types of Unfair Practice**

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

## LIBRARY AND LEARNING RESOURCES

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

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

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

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

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

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

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

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

## STUDENT SERVICES

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

## STUDY SKILLS

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

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

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

## GRADUATE SKILLS FOR EMPLOYMENT

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

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

## COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/