



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

PROGRAMME OF STUDY HANDBOOK

For new students starting in 2022-23

BSc (Hons) Health and Social Care
Diploma of Higher Education Health and Social Care
Certificate of Higher Education Health and Social Care

BSc (Hons) Health and Care Management
Diploma of Higher Education Health and Care Management
Certificate of Higher Education Health and Care Management

BSc (Hons) Health and Care of Children and Young People
Diploma of Higher Education Health and Care of Children and Young People
Certificate of Higher Education Health and Care of Children and Young People

For returning students enrolled prior to 2022-23 ('teach-out' programmes)

HND Health and Social Care
BSc (Hons) Health and Social Care

HND Health Management
BSc (Hons) Health Management

DHE Health and Care for Children and Young People
BSc (Hons) Health and Care for Children and Young People

LEVEL 4 - 6

ACADEMIC DISCIPLINE: Digital Health and Care

INSTITUTE OF MANAGEMENT AND HEALTH

2022-2023

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2022/23. 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	Name	Tel. No.	E-mail
BSc (Hons) Health and Social Care DipHE Health and Social Care CertHE Health and Social Care	Programme Manager Tania Davies	+44(0)1792 481196 (Ext. 4196)	tania.davies@uwtsd.ac.uk
BSc (Hons) Health and Care Management DipHE Health and Care Management CertHE Health and Care Management			
BSc (Hons) Health and Care of Children and Young People DipHE Health and Care of Children and Young People CertHE Health and Care of Children and Young People			

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.

Programme of Study	Student Experience	Tel. No.	E-mail
Health Portfolio	Amanda Owens	+44(0)1267 225117(Ext.5117)	amanda.owens@uwtsd.ac.uk

EXTERNAL EXAMINERS

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

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

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

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2022/23 (forename/surname)	External Examiner for 2021/22 (if different to current)
BSc (Hons) Health and Social Care DipHE Health and Social Care CertHE Health and Social Care	<i>Levels 4 and 5:</i> Ms Ann Whitehouse <i>Level 6:</i> Ms Deborah Nye	No change.
BSc (Hons) Health and Care Management DipHE Health and Care Management CertHE Health and Care Management		
BSc (Hons) Health and Care of Children and Young People DipHE Health and Care of Children and Young People CertHE Health and Care of Children and Young People		

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 2022/23

The academic year 2022/23 will be divided up as follows:

Induction	26/09/22 - 30/09/22
Semester 1:	26/09/22 - 27/01/23
Exam Period 1:	04/01/23 - 13/01/23
Examining Boards:	30/01/23 - 10/02/23
Semester 2:	30/01/23 - 14/07/23
Exam Period 2:	03/05/23 - 17/05/23
Examining Boards:	30/05/23 - 15/06/23
Re-sit Period:	17/07/23 - 21/07/23

Please note that dates are subject to change depending upon developments relating to the Coronavirus/Covid-19 pandemic.

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 and that you read and agree to the Enrolment Agreement.

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'
- check your module results and examining board decision
- request to withdraw from your studies

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; and
- 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.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

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

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

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

MODULAR TERMINOLOGY

Level (of Study):

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

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

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

ASSESSMENT

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

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

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

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

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the University's website and forms part of the *Mitigating Circumstances Policy*:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

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

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' 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:

<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

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 a copy of work presented 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
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- 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 Hwb - Access your Hwb dashboard either by logging into a campus PC and opening Internet Explorer, 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 Quick Links (top left 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 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.

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

ASSESSMENT FEEDBACK VIA TURNITIN

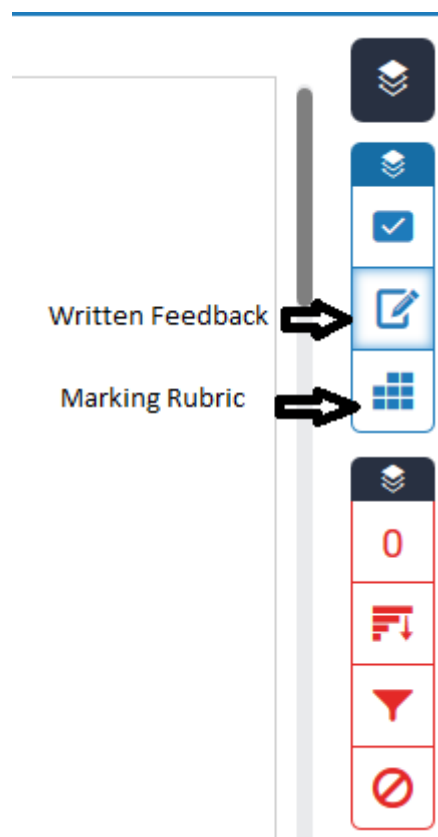
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

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

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

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



PROGRAMMES OF STUDY

(1) BSc (Hons) Health and Social Care

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of key aspects of health and social care, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
KU2	Ability to apply underlying concepts and principles outside the health and social care context in which they were first studied, including, where appropriate, the application of those principles in an employment context
KU3	Ability to draw upon the lived experience of health, well-being and illness
KU4	Knowledge and understanding of the diversity of the experience of health and well-being, and the diversity of values associated with health and well-being
KU5	Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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	An ability to critically evaluate and interpret cognitive skills within the context of health and social care
CS2	Critical analysis of health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
CS3	Development of an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria
CS4	Identification and proposition of solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
CS5	Ability to show decision-making in complex and unpredictable contexts

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	Effective communication skills when relaying the results of their study/work accurately and reliably, and with structured and coherent arguments
PS2	Ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
PS3	Ability to use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task

PS4	Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
PS5	An ability to deploy accurately established techniques of analysis and enquiry within a discipline
PS6	Ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in the discipline
PS7	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

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	Display the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
KS2	Ability to effectively use appropriate academic conventions in the production and presentation of work
KS3	Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
KS4	Ability to critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.
KS5	Ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
KS6	Ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

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

Level 6

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

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability.

Full-time study: BSc (L4 – L6), DipHE (L4, L5), CertHE (L4)

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
BMHP4023	Introduction to Public Health and Wellbeing	Compulsory	20
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
BMHP4025	Psychology in Health and Social Care	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20
BMHP4021	Counselling, Communication, and the Therapeutic Relationship	Compulsory	20
BMHP4025	Psychology in Health and Social Care	Compulsory	20
Year 1	Level 4	Semester 1 & 2	Sept. to May
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20

Part-time study: BSc (L4 – L6), DipHE (L4, L5), CertHE (L4)

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
BMHP4021	Counselling, Communication, and the Therapeutic Relationship	Compulsory	20
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
Year 2	Level 4	Semester 1	Sept. to Feb.
BMHP4025	Psychology in Health and Social Care	Compulsory	20
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20
Year 2	Level 4	Semester 2	Feb. to May
BMHP4023	Introduction to Public Health and Wellbeing	Compulsory	20

Full time study: CHE Health and Social Care (January intake only – Wales only)

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 2	Feb. to May
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20
BMHP4023	Introduction to Public Health and Wellbeing	Compulsory	20
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
Year 1	Level 4	Semester 3	May to July
BMHP4021	Counselling, Communication, and the Therapeutic Relationship	Compulsory	20
BMHP4025	Psychology in Health and Social Care	Compulsory	20
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20

LEVEL 5 & 6

Level 5 and 6 are being taught out and will follow the structure below:

LEVEL 5

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP5015 <i>BMHP5015C</i>	Changemakers: Building your Personal Brand for Sustainable Employment <i>Ysgogwyr newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy</i>	Compulsory	20
BMHP5004	Children Young People and Families	Compulsory	20
BMHP5005	Introduction to Research	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP5014 <i>BMHP5014C</i>	Changemakers: Creativity and Value Creation <i>Ysgogwyr newid: Creadigrwydd a Chreu Gwerth</i>	Compulsory	20
BMHP5003	Introduction to Physiology	Compulsory	20
BMHP5016	Principles of Health and Social Care Practice	Compulsory	20

LEVEL 6**Semester 1**

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6021	Health, Wellbeing and Sustainable Development	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6009	Living With Care: The Older Person	Compulsory	20
BMHP6022	Community Care and Development	Compulsory	20
BMHP6006	Mental Disorders and Psychopathology	Compulsory	20

Semester 1 and 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6020 <i>BMHP6020C</i>	Independent Project <i>Prosiect Annibynnol</i>	Compulsory	40

(2) DipHE Health and Social Care

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Knowledge and a critical understanding of well-established principles associated with health, inter-professional and multi-agency approaches to health, and of the way in which those principles have developed.
KU2	Knowledge and a critical understanding of well-established principles associated with of the structure and function of the human body.
KU3	Knowledge and a critical understanding of well-established principles associated with health and social care philosophy, policy, ethical principles, digital health, wellbeing and evidence-based practice.
KU4	Knowledge and a critical understanding of the role of health care practitioners in the promotion of health and health education.
KU5	Knowledge and a critical understanding of the legislation and professional and statutory codes of conduct for health and social care practice.
KU6	Knowledge of the main methods of enquiry in the subject(s) relevant to health and care.

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	Use a range of established techniques to gather, initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
CS2	Critically evaluate the appropriateness of different approaches to solving health and care problems, based on knowledge of the main methods of enquiry and research.
CS3	Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Practical skills (PS)

PS1	Apply underlying concepts and principles in different nursing studies and health contexts including, where appropriate, the application of those principles in an authentic organisational or employment context.
PS2	Use quantitative skills to manipulate data, evaluate, estimate and model health and care problems, functions and phenomena.
PS3	Effectively communicate information, arguments and analysis to both specialist and non-specialist audiences.
PS4	Ability to apply the principles and practice of confidentiality.
PS5	Conduct appropriate activities in accordance with evidence-based practice

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

Key skills (KS)

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

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

(3) CertHE Health and Social Care

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Knowledge and understanding of the underlying concepts and principles associated with health, inter-professional and multi-agency approaches to health.
KU2	Knowledge and understanding of the underlying concepts and principles associated with the structure and function of the human body.
KU3	Knowledge and understanding of the underlying concepts and principles associated with health and social care philosophy, policy, ethical principles and evidence-based practice.
KU4	Knowledge and understanding of the role of health care practitioners in the promotion of health and health education.
KU5	Knowledge and understanding of the legislation and professional and statutory codes of conduct for health and social care practice.
KU6	Knowledge and understanding of the main methods of enquiry in the subject(s) relevant to health and care studies.

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

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	Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.
PS2	Apply the principles and practice of confidentiality.
PS3	Conduct routine health and care activities in accordance with evidence-based practice

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

Key skills (KS)

KS1	The exercise of some initiative and personal responsibility.
KS2	Fitness to practice, further training and to develop new skills within a structured and managed environment.

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

(4) BSc Health and Care Management

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of key aspects of health and social care, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
KU2	Ability to apply underlying concepts and principles outside the health and care management context in which they were first studied, including, where appropriate, the application of those principles in an employment context
KU3	Ability to draw upon the lived experience of health, well-being and illness
KU4	Knowledge and understanding of the diversity of the experience of health and well-being, and the diversity of values associated with health and well-being
KU5	Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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	An ability to critically evaluate and interpret cognitive skills within the context of health and social care management
CS2	Critical analysis of health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
CS3	Development of an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria
CS4	Identification and proposition of solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
CS5	Ability to show decision-making in complex and unpredictable contexts

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	Effective communication skills when relaying the results of their study/work accurately and reliably, and with structured and coherent arguments
PS2	Ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
PS3	Ability to use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task
PS4	Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

PS5	An ability to deploy accurately established techniques of analysis and enquiry within a discipline
PS6	Ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in the discipline
PS7	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

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	Display the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
KS2	Ability to effectively use appropriate academic conventions in the production and presentation of work
KS3	Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
KS4	Ability to critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.
KS5	Ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
KS6	Ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

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

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability.

Full-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
BMHP4023	Introduction to Public Health and Wellbeing	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20
BMHP4021	Counselling, Communication, and the Therapeutic Relationship	Compulsory	20
BMHP4025	Psychology in Health and Social Care	Compulsory	20
Year 1	Level 4	Semester 1 & 2	Sep. to May
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20

Part-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
BMHP4021	Counselling, Communication, and the Therapeutic Relationship	Compulsory	20
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
Year 2	Level 4	Semester 1	Sept. to Feb.
BMHP4025	Psychology in Health and Social Care	Compulsory	20
Year 2	Level 4	Semester 2	Feb. to May
BMHP4023	Introduction to Public Health and Wellbeing	Compulsory	20
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20

LEVEL 5 & 6

Level 5 and 6 are being taught out and will follow the structure below:

LEVEL 5

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP5015 <i>BMHP5015C</i>	Changemakers: Building your Personal Brand for Sustainable Employment <i>Ysgogwyr newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy</i>	Compulsory	20
BMHP5005	Introduction to Research	Compulsory	20
BMHP5007	Leading and Managing Health and Social Care Teams	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP5014 <i>BMHP5014C</i>	Changemakers: Creativity and Value Creation <i>Ysgogwyr newid: Creadigrwydd a Chreu Gwerth</i>	Compulsory	20
BMHP5008	Health Economics	Compulsory	20
BMHP5016	Principles of Health and Social Care Practice	Compulsory	20

LEVEL 6

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6021	Health, Wellbeing and Sustainable Development	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6013	Facilitating Change and Managing Quality	Compulsory	20
BMHP6014	Coaching, Mentoring and Team Work in Health and Social Care	Compulsory	20
BMHP6022	Community Care and Development	Compulsory	20

Semester 1 and 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6020 <i>BMHP6020C</i>	Independent Project <i>Prosiect Annibynnol</i>	Compulsory	40

(5) DipHE Health and Care Management

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Knowledge and a critical understanding of well-established principles associated with health, inter-professional and multi-agency approaches to health, and of the way in which those principles have developed.
KU2	Knowledge and a critical understanding of well-established principles associated with the care and management of others.
KU3	Knowledge and a critical understanding of well-established principles associated with health and social care philosophy, policy, ethical principles, digital health, wellbeing and evidence-based practice.
KU4	Knowledge and a critical understanding of the role of health care practitioners in the promotion of health and care management.
KU5	Knowledge and a critical understanding of the legislation and professional and statutory codes of conduct for health and social care practice.
KU6	Knowledge of the main methods of enquiry in the subject(s) relevant to health and care.

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	Use a range of established techniques to gather, initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
CS2	Critically evaluate the appropriateness of different approaches to solving health and care problems, based on knowledge of the main methods of enquiry and research.
CS3	Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Practical skills (PS)

PS1	Apply underlying concepts and principles in different nursing studies and health contexts including, where appropriate, the application of those principles in an authentic organisational or employment context.
PS2	Use quantitative skills to manipulate data, evaluate, estimate and model health and care problems, functions and phenomena.
PS3	Effectively communicate information, arguments and analysis to both specialist and non-specialist audiences.
PS4	Ability to apply the principles and practice of confidentiality.
PS5	Conduct appropriate activities in accordance with evidence-based practice

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

Key skills (KS)

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

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

(6) CertHE Health and Care Management

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Knowledge and understanding of the underlying concepts and principles associated with health, inter-professional and multi-agency approaches to health and care management
KU2	Knowledge and understanding of the underlying concepts and principles associated with the management of others.
KU3	Knowledge and understanding of the underlying concepts and principles associated with health and social care philosophy, policy, ethical principles and evidence-based practice.
KU4	Knowledge and understanding of the role of health care practitioners in the promotion of health and care management.
KU5	Knowledge and understanding of the legislation and professional and statutory codes of conduct for health and care management.
KU6	Knowledge and understanding of the main methods of enquiry in the subject(s) relevant to health and care management.

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

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	Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.
PS2	Apply the principles and practice of confidentiality.
PS3	Conduct routine health and care activities in accordance with evidence-based practice

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

Key skills (KS)

KS1	The exercise of some initiative and personal responsibility.
KS2	Fitness to practice, further training and to develop new skills within a structured and managed environment.

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

(7) BSc Health and Care of Children and Young People

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of key aspects of health and social care, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
KU2	Ability to apply underlying concepts and principles outside the health, care and education of children and young people context in which they were first studied, including, where appropriate, the application of those principles in an employment context
KU3	Ability to draw upon the lived experience of health, well-being and illness
KU4	Knowledge and understanding of the diversity of the experience of health and well-being, and the diversity of values associated with health and well-being
KU5	Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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	An ability to critically evaluate and interpret cognitive skills within the context of health, care and education of children and young people
CS2	Critical analysis of health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
CS3	Development of an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria
CS4	Identification and proposition of solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
CS5	Ability to show decision-making in complex and unpredictable contexts

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	Effective communication skills when relaying the results of their study/work accurately and reliably, and with structured and coherent arguments
PS2	Ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
PS3	Ability to use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task
PS4	Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
PS5	An ability to deploy accurately established techniques of analysis and enquiry within a discipline

PS6	Ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in the discipline
PS7	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects

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	Display the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
KS2	Ability to effectively use appropriate academic conventions in the production and presentation of work
KS3	Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
KS4	Ability to critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.
KS5	Ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
KS6	Ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

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

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability.

Full-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
BMHP4020	Children and Young People's Development and Wellbeing	Compulsory	20
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20
BMHP4025	Psychology in Health and Social Care	Compulsory	20
BMHP4022	Equality, Inclusion and Digital Equity	Compulsory	20
Year 1	Level 4	Semester 1 & 2	Sept. to May
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20

Part-time study

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Year 1	Level 4	Semester 1	Sept. to Feb.
BMHP4020	Children and Young People's Development and Wellbeing	Compulsory	20
BMHP4017 BMHP4017C	Learning in the Digital Era <i>Dysgu yn yr Oes Ddigidol</i>	Compulsory	20
Year 1	Level 4	Semester 2	Feb. to May
BMHP4024	Management, Organisational Behaviour and Digital Change	Compulsory	20
Year 2	Level 4	Semester 1	Sept. to Feb.
BMHP4025	Psychology in Health and Social Care	Compulsory	20
Year 2	Level 4	Semester 2	Feb. to May
BMHP4022	Equality, Inclusion and Digital Equity	Compulsory	20
BMHP4018 BMHP4018C	Contemporary Challenges: Making a Difference <i>Heriau Cyfoes: Gwneud Gwahaniaeth</i>	Compulsory	20

LEVEL 5 & 6

Level 5 and 6 are being taught out and will follow the structure below:

LEVEL 5

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP5015 <i>BMHP5015C</i>	Changemakers: Building your Personal Brand for Sustainable Employment <i>Ysgogwyr newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy</i>	Compulsory	20
BMHP5004	Children Young People and Families	Compulsory	20
BMHP5005	Introduction to Research	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP5014 <i>BMHP5014C</i>	Changemakers: Creativity and Value Creation <i>Ysgogwyr newid: Creadigrwydd a Chreu Gwerth</i>	Compulsory	20
BMHP5017	Children and Young People's Health, Wellbeing and Resilience	Compulsory	20
BMHP5016	Principles of Health and Social Care Practice	Compulsory	20

LEVEL 6

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6021	Health, Wellbeing and Sustainable Development	Compulsory	20
BMHP6018	Emerging Issues	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6019	Children, Young People and the Media	Compulsory	20
BMHP6022	Community Care and Development	Compulsory	20

Semester 1 and 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMHP6020 <i>BMHP6020C</i>	Independent Project <i>Prosiect Annibynnol</i>	Compulsory	40

(8) DipHE Health and Care of Children and Young People

Knowledge and understanding (KU)

KU1	Knowledge and a critical understanding of well-established principles associated with health, inter-professional and multi-agency approaches to health, and of the way in which those principles have developed.
KU2	Knowledge and a critical understanding of well-established principles associated with of the health, care and education of children and young people.
KU3	Knowledge and a critical understanding of well-established principles associated with health and social care philosophy, policy, ethical principles, digital health, wellbeing and evidence-based practice.
KU4	Knowledge and a critical understanding of the role of health care practitioners in the promotion of health, care and education of children and young people.
KU5	Knowledge and a critical understanding of the legislation and professional and statutory codes of conduct for health and social care practice.
KU6	Knowledge of the main methods of enquiry in the subject(s) relevant to the health, care and education of children and young people.

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	Use a range of established techniques to gather, initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
CS2	Critically evaluate the appropriateness of different approaches to solving health and care problems, based on knowledge of the main methods of enquiry and research.
CS3	Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Practical skills (PS)

PS1	Apply underlying concepts and principles in different nursing studies and health contexts including, where appropriate, the application of those principles in an authentic organisational or employment context.
PS2	Use quantitative skills to manipulate data, evaluate, estimate and model health and care problems, functions and phenomena.
PS3	Effectively communicate information, arguments and analysis to both specialist and non-specialist audiences.
PS4	Ability to apply the principles and practice of confidentiality.
PS5	Conduct appropriate activities in accordance with evidence-based practice

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

Key skills (KS)

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

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

(9) CertHE Health and Care of Children and Young People

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Knowledge and understanding of the underlying concepts and principles associated with health, inter-professional and multi-agency approaches to health, care and education of children and young people.
KU2	Knowledge and understanding of the underlying concepts and principles associated with the health, care and education of children and young people.
KU3	Knowledge and understanding of the underlying concepts and principles associated with health and social care philosophy, policy, ethical principles and evidence-based practice.
KU4	Knowledge and understanding of the role of health care practitioners in the promotion of health and health education.
KU5	Knowledge and understanding of the legislation and professional and statutory codes of conduct for health and social care practice.
KU6	Knowledge and understanding of the main methods of enquiry in the subject(s) relevant to health and care studies.

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	Evaluate the underlying concepts and principles associated with health, care and education of children and young people and health and interpret these within that context.
CS2	Evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of health and care.
CS3	Evaluate the appropriateness of different approaches to solving problems related to health and care studies.

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	Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.
PS2	Apply the principles and practice of confidentiality.
PS3	Conduct routine health and care activities in accordance with evidence-based practice

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

Key skills (KS)

KS1	The exercise of some initiative and personal responsibility.
KS2	Fitness to practice, further training and to develop new skills within a structured and managed environment.

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

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

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

Module details are correct on 1 September 2022, 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 ATTENDANCE POLICY

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

- you familiarise yourself with the attendance policy relevant to you (see <https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>);
- you are fully aware of procedures to follow in case of unexpected absences;
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI student Visa**. Failure to adhere to the requirements and conditions of the Attendance 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 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/>).

CODES OF CONDUCT

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

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

The University also has Support for Study and Fitness to Practise Policies (see <https://www.uwtsd.ac.uk/academic-office/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 MISCONDUCT AND PLAGIARISM

The University defines academic misconduct as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...’. 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).

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

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

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

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

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

Plagiarism: Regulations, Procedure and Penalties

Full details of the University’s procedures and penalties for dealing with issues of plagiarism can be found in Chapter 12 of the *Academic Quality Handbook* and the associated *Academic Misconduct Policy*, which can be seen on the University website or obtained from the Institute Offices.

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

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously, you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles.

For your programme of study, you should be using Harvard Referencing. 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 Academic Misconduct

There are other types of academic misconduct, 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 academic misconduct.

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with library services available at Birmingham, Carmarthen, Lampeter, London and Swansea including 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: <https://uwtsd.ac.uk/library/need-more/>.

Learning Spaces

As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library

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

InfoSkills

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

Special Collections and Archives

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

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

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide variety of learning models and approaches, digital technologies, and services, therefore, playing a vital role in how content is delivered and how students learn. The current Covid situation has been a catalyst to elevating

the significance of high-quality digital teaching and learning resources, and also the importance of ensuring parity for both face-to-face and remote learning experiences.

A well-developed package of digital learning materials can:

- Improve learning experience
- 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 Web Help Desk system.

To request IT Support, visit our [Web Help Desk](#) service. Alternatively, we also provide telephone support 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 laptop, mobile phone or tablet.

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 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 10 & 11

We are able to provide all students with a license to use Microsoft's latest operating system for free from our On the Hub store.

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 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. 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 online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *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:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>