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

# PROGRAMME OF STUDY HANDBOOK

# ACADEMIC DISCIPLINE OF ARCHITECTURE, CONSTRUCTION AND THE ENVIRONMENT

# BSc/HND/HNC Environment, Sustainability and Climate Change

# LEVEL 4

# WALES INSTITUTE OF SCIENCE & ART

# 2024-2025

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## INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2024/25. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration.

## FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the academic representatives for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. Your opinion is valued.

## PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

| Programme of Study | Programme Manager | Tel. No. | E-mail |
|---|---|---|---|
| BSc/HND/HNC Environment, Sustainability and Climate Change | Lara Hopkinson | (+44)1792 481000 Ext 3271 | lara.hopkinson@uwtsd.ac.uk |

## SUPPORT DURING YOUR STUDIES

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

## EXTERNAL EXAMINERS

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

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

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

The current External Examiners for the Programmes of Study are:

| **Programme of Study** | **External Examiner for 2024/25 (forename/surname)** | **External Examiner for 2023/24 (if different to current)** |
|---|---|---|
| BSc/HND/HNC Environment, Sustainability and Climate Change | Richard Kotter | |

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 2024/25

The academic year 2024/25 will be divided up as follows:

| | |
|---|---|
| Semester 1: | 23/09/2024 - 24/01/2025 |
| Semester 2: | 27/01/2025 - 06/06/2025 |

## 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
- register to attend your graduation ceremony (when applicable)

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

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- not being able to borrow materials from the Library and Learning Resources; 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 Admissions Team. All DBS related queries should be directed to dbs@uwtsd.ac.uk.

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

## MODULAR TERMINOLOGY

*Level (of Study):*

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

**The level is not necessarily synonymous with a year**, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh 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 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 copies of all drafts of work presented or submitted for assessment wherever feasible.
x) You make your work available for sampling for external examining purposes.

**VIRTUAL LEARNING ENVIRONMENT (VLE)**

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

Some of Moodle's features allow students to:

- Access course materials
- 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 Microsoft Edge browser, or accessing https://hwb.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website - navigate to https://uwtsd.ac.uk/ and select Current Students (top right side of screen) and then Moodle.
3. URL Input - Open any browser on an internet-connected device and navigate to https://moodle.uwtsd.ac.uk

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

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

For any technical issues or error messages contact the **IT Service Desk** via:
Web: 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, and include screenshots of any error messages

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

**ASSESSMENT FEEDBACK VIA TURNITIN**

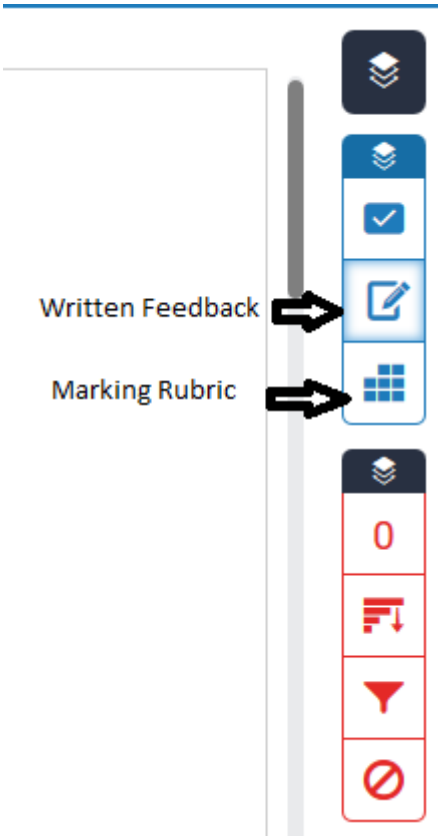
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

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/HND/HNC Environment, Sustainability and Climate Change

### Programme Aims

The programme has the following general educational and specific aims:

- Equip students with the knowledge and skills essential for assessment of anthropogenic environmental impact including understanding environmental issues, their causes and possible solutions
- Enable students to make judgements from ethical and other perspectives
  (scientific, legal, social, economic and political)
- Enhance analytical, decision-making, problem-solving skills and critical powers of judgement
- Develop the abilities and qualities necessary for effective graphical, oral and written communication, and being conversant in necessary IT methods including online and virtual means
- Equip students with the communication, creativity, entrepreneurial, organisational and planning skills need for future employment

### Programme Learning Outcomes

Programme Learning Outcomes (PLOs) have been written with reference to the Subject benchmarks for Earth Sciences, Environmental Science, and Environmental Studies (2019), but also encompassing the IEMA Graduate Standard Learning Outcomes, which cover core and technical knowledge and knowledge of skills.

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

### Knowledge and understanding (KU)

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **KU1** | Knowledge and understanding of subject specific theories, paradigms, concepts and principles | Explain the implications of global trends for the environment, for society, for the economy and for organisations |
| **KU2** | An ability to integrate evidence from a range of sources to test findings and hypotheses | Explain major & relevant tools, techniques, systems and practices, their application and how they can be used to develop sustainable products and services |
| **KU3** | An ability to consider issues from a range of interdisciplinary and multidisciplinary perspectives | Explain major policy & legislation and their implication for organisations, products and services |

| | | |
|---|---|---|
| **KU4** | An ability to analyse, synthesise, summarise and critically evaluate information | Explain sustainable business / governance models, their underlying principles and their relationships with organisations, products & services |
| **KU5** | An ability to define complex problems and to develop and evaluate possible solutions | Explain environmental principles and their relationship with organisations, products and services |
| **KU6** | A critical approach to academic literature, data and other sources of information. | Explain the role of innovation & other leading practices in developing sustainable products and services and providing sustainable solutions |

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

**Communication and Cognitive skills (CS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **CS1** | an ability to communicate effectively to a variety of audiences using a range of formats | Collect data, perform analysis and evaluate information |
| **CS2** | good interpersonal communication skills to enable effective team working | Research and plan to provide sustainable solutions |
| **CS3** | an ability to argue a case in an effective manner | Identify and propose ways to improve performance |
| | | A critical approach to academic literature, data and other sources of information |
| | | An ability to integrate evidence from a range of sources to test findings and hypotheses |

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

**Practical skills (PS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **PS1** | conduct fieldwork and laboratory investigations competently (as appropriate) | Outline tools and techniques that identify opportunities and risks |
| **PS2** | describe and record observations in the field and laboratory | Deliver effective communication and capture feedback |

| | | |
|---|---|---|
| **PS3** | interpret and evaluate practical results in a logical manner | Identify and engage with stakeholders |
| **PS4** | undertake laboratory and fieldwork ethically and safely | Support change and transformation to improve sustainability |
| **PS5** | plan, conduct and present an independent project with appropriate guidance | Plan, conduct & present an independent project with appropriate guidance |
| **PS6** | prepare, manipulate and interpret data using appropriate techniques | Use appropriate numerical and statistical techniques |
| **PS7** | use appropriate numerical and statistical techniques | |
| **PS8** | use appropriate technologies in addressing problems effectively | |

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

**Personal and Professional / Key Skills (KS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **KS1** | work effectively as a team member | Work effectively as a team member |
| **KS2** | recognise and respect the views of others | Develop an ability to identify and solve problems |
| **KS3** | demonstrate an awareness of the importance of risk assessment and relevant legislation | Be self-reflective regarding the process of learning and evaluate strengths and weaknesses |
| **KS4** | develop the skills for autonomous learning | Develop the skills for autonomous learning |
| **KS5** | identify and work towards targets for personal, career and academic development | Identify and work towards targets for personal, career and academic development |
| **KS6** | reflect on the process of learning and to evaluate personal strengths and weaknesses | |
| **KS7** | display an appreciation of developing their graduate skills relevant to career pathways. | |

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

**Intermediate Award 1: HND**
**Exit Award 1: DipHE**

**Knowledge and understanding (KU)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **KU1** | Knowledge and understanding of subject specific theories, paradigms, concepts and principles | Explain the implications of global trends for the environment, for society, for the economy and for organisations |
| **KU2** | An ability to integrate evidence from a range of sources to test findings and hypotheses | Explain major & relevant tools, techniques, systems and practices, their application and how they can be used to |
| | | develop sustainable products and services |
| **KU3** | An ability to consider issues from a range of interdisciplinary and multidisciplinary perspectives | Explain major policy & legislation and their implication for organisations, products and services |
| **KU4** | An ability to analyse, synthesise, summarise and critically evaluate information | Explain environmental principles and their relationship with organisations, products and services |

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

**Communication and Cognitive skills (CS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **CS1** | An ability to communicate effectively to a variety of audiences using a range of formats | Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions from this analysis |
| **CS2** | Good interpersonal communication skills to enable effective team working | Ability to evaluate critically the appropriateness of differing approaches to solving problems in a sustainable manner |
| **CS3** | An ability to argue a case in an effective manner. | Analysis of the limits of knowledge and how this influences analyses and interpretation based on this knowledge |
| **CS4** | | Identification of appropriate evidence and academic information |

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

**Practical skills (PS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **PS1** | Conduct fieldwork and laboratory investigations competently (as appropriate) | Effectively communicate information, arguments and analysis in a variety of forms to differing audiences |
| **PS2** | Describe and record observations in the field and laboratory | Undertake further training, develop existing skills and acquire new competencies |
| **PS3** | Interpret and evaluate practical results in a logical manner | Understand statistical techniques |
| **PS4** | Undertake laboratory and fieldwork ethically and safely | Sound understanding of the key stakeholders within the field |
| **PS5** | Plan, conduct and present an independent project with appropriate guidance | |

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

**Personal and Professional/Key skills (KS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **KS1** | Work effectively as a team member | Work effectively as a team member |
| **KS2** | Recognise and respect the views of others | Develop an ability to identify and solve problems |
| **KS3** | Demonstrate an awareness of the importance of risk assessment and relevant legislation | Reflect on the process of learning and evaluate personal strengths and weaknesses |
| **KS4** | Develop the skills for autonomous learning | Identify and work towards targets for academic progression |

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

**<u>Intermediate Award 2: HNC</u>**
**<u>Exit Award 2: CertHE</u>**

**Knowledge and understanding (KU)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **KU1** | Knowledge and understanding of subjectspecific theories, paradigms, concepts and principles | Sound knowledge of global trends for the environment, for society, for the economy and for organisations |
| **KU2** | An ability to integrate evidence from a range of sources to test findings and hypotheses | Sound knowledge of governance models, their underlying principles and their relationships with organisations, products and services |
| **KU3** | An ability to consider issues from a range of interdisciplinary and multidisciplinary perspectives | Explain environmental principles and their relationship with organisations, products and services |

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

**Communication and Cognitive (thinking) skills (CS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **CS1** | An ability to communicate effectively to a variety of audiences using a range of formats | Understand data collection methods |
| **CS2** | Good interpersonal communication skills to enable effective team working | Ability to present, evaluate and interpret qualitative data in order to develop lines of argument and make sound judgements |
| **CS3** | | Evaluate the appropriateness of differing approaches to solving problems |

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

**Practical skills (PS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **PS1** | Conduct fieldwork and laboratory investigations competently (as appropriate) | Communicate accurately using coherent arguments using a variety of media |
| **PS2** | Describe and record observations in the field and laboratory | Undertake training and develop new skills |
| **PS3** | Interpret and evaluate practical results in a logical manner | Understand numerical techniques |

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

**Personal and Professional/Key skills (KS)**

| | QAA Benchmark PLOs | IEMA Graduate Standard PLOs |
|---|---|---|
| **KS1** | Work effectively as a team member | Work effectively as a team member |
| **KS2** | Recognise and respect the views of others | Develop and ability to identify and solve problems |
| **KS3** | Demonstrate an awareness of the importance of risk assessment and relevant legislation | Reflect on the process of learning and evaluate personal strengths and weaknesses |

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

**Level 4**

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

**Modules**

**PROGRAMME STRUCTURE**

**Full-time Students**

| Module Code | Title | Module type (component pass, core, compulsory or optional) | Credits |
|---|---|---|---|
| **Year 1** | **Level 4** | **Semester 1 & 2** | **Sep to May** |
| ACNA4002 | Biodiversity and Ecosystem Services | Compulsory | 20 |
| ACNB4003 | Climate Change and Visual Activism | Compulsory | 20 |
| ACNA4004 | Contemporary Challenges: Making a difference | Compulsory | 20 |
| ACNB4005 | Field and Laboratory Skills | Compulsory | 20 |
| ACNA4006 | Learning in the Digital Era | Compulsory | 20 |
| ACNA4007 | Physical Landscape and the Geosphere | Compulsory | 20 |

**Part-time Students**

| Module Code | Title | Module type (component pass, core, compulsory or optional) | Credits |
|---|---|---|---|
| **Year 1** | **Level 4** | **Semester 1 & 2** | **Sep to May** |
| ACNA4003 | Climate Change and Visual Activism | Compulsory | 20 |
| ACNA4005 | Field and Laboratory Skills | Compulsory | 20 |
| ACNA4006 | Learning in the Digital Era | Compulsory | 20 |
| **Year 2** | **Level 4** | **Semester 1 & 2** | **Sep to May** |
| ACNA4002 | Biodiversity and Ecosystem Services | Compulsory | 20 |
| ACNA4004 | Contemporary Challenges: Making a difference | Compulsory | 20 |
| ACNA4007 | Physical Landscape and the Geosphere | Compulsory | 20 |

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

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

Note that on Programmes of Study offering a 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 2024, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

## UNIVERSITY ENGAGEMENT POLICY

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 engagement policy (see https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/);
- you are fully aware of procedures to follow in case of unexpected absences;
- you are aware that action will be taken for any sustained periods of unauthorised absence.

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

**Appeal against withdrawal due to lack of engagement**– Information on how to appeal against withdrawal due to lack of engagement is provided within the Engagement Policy.

## 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 INTEGRITY

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

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

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as '– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research'. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

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

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

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

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

How to avoid plagiarism:

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

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

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using **Harvard.**

You can find all of the Referencing Handbooks here:
https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/academic-and-infoskills/referencing-handbooks

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

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

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

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

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

How to avoid false authorship:

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

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

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

How to avoid collusion:

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

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

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

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

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases, you will be expected to submit both

hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

**Generative Artificial Intelligence Guidance**

As we embrace the future, it is important to understand the role of Generative Artificial Intelligence (Generative AI) in higher education. Generative AI is rapidly transforming industries, workplaces, and society at large. To prepare you for these changes, our University is committed to helping students and staff engage with Generative AI in effective, ethical, and appropriate ways.

Generative AI offers numerous benefits, from enhancing learning experiences to streamlining tasks. However, the fast pace of AI development means we need to stay informed and adaptable. That's why our University fosters open and honest discussions about AI among all stakeholders. We encourage everyone to learn about, adopt, and adapt to AI innovations, and even contribute to developing new AI solutions.

**Our Commitments:**

1. **Enhancement and Support**: We will explore and support the development and adoption of Generative AI tools to improve efficiency, access, and support for both students and staff.
2. **Learning Opportunities**: We offer educational resources to help you become AI literate, understand ethical considerations, and stay informed about AI's potential future developments and uses.
3. **Agility and Adaptation**: Our policies and procedures will evolve in response to the rapid development of AI tools, ensuring academic integrity and the ethical use of AI.
4. **Curriculum and Assessment**: We will consider and support changes to our curriculum and assessment methods to incorporate AI technology.
5. **Equity of Access**: We aim to provide equitable access to AI tools for all students and staff.

**Expectations for Students:**

1. **Engage in Learning Opportunities**: Participate in the educational opportunities we provide to enhance your AI literacy and understand the ethical implications and future uses of AI.
2. **Maintain Academic Integrity**: Ensure your work is original and ethically produced. Claiming AI-generated content as your own, unless specifically allowed, is considered academic misconduct.

**Use of Generative AI in Assessments:**

The level of use of Generative AI in assessments will be outlined in the assessment briefs for each individual module. It's important to read these briefs carefully to understand how and when you can use AI tools. This will help you adhere to the specific guidelines and ensure that your use of AI is appropriate and aligns with academic integrity standards.

By understanding and responsibly using Generative AI, you can significantly enhance your educational experience and prepare for a future where AI plays an integral role in various aspects of life and work.

## LIBRARY AND LEARNING RESOURCES

The Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the University. There are libraries at Swansea, Carmarthen, Lampeter, London and Birmingham campuses, providing access to a variety of welcoming and flexible learning spaces. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support and special collections and archives.

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

### Online Library

The LLR offers a wide range of printed and electronic resources for the programmes offered by the University. The LLR houses an extensive collection of online e-journals, e-books, and audio-visual material, with the electronic resources being available 24/7. Users may access a variety of e-resources, containing scholarly journals, newspapers, company reports and reference material.

### Skills Development

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

Academic Liaison Librarians also provide a wider InfoSkills programme focusing on transferable employability skills and academic skills. This includes advanced search skills, ethical use of information, referencing and managing your online identity. Support can be provided face-to-face or remotely; by email, over the phone or via Teams. Students can also book a one-to-one session directly with their librarian or digital skills advisor from the library website. Referencing guidance is also available from the LLR and can be accessed from the library intranet pages:
https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/academic-and-infoskills

### Digital Skills

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

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

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

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

**Further Information**
For recent service developments and updates please visit the LLR's intranet pages: https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources. This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Twitter and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

## 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 portal and live chat service.

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

**Wi-Fi**
All students can access our eduroam wireless network on their 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 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 https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing.

## STUDY SKILLS

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

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

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

## COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *Student Complaint Policy* associated with Chapter 12 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: https://www.uwtsd.ac.uk/academic-quality-handbook.