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

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF ART & MEDIA

BA/DipHE/CertHE Fine Art: Studio, Site and Context
BA (Hons) Photography in the Arts
BA (Hons) Documentary Photography and Visual Activism

LEVEL 6

WALES INSTITUTE OF SCIENCE & ART

2024-2025

CONTENTS PAGE

Page No

INTRODUCTION 1

FEEDBACK 1

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS 2

SUPPORT DURING YOUR STUDIES 2

EXTERNAL EXAMINERS 3

ACADEMIC YEAR 2024/25 4

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED 4

MODULAR TERMINOLOGY 6

ASSESSMENT 6

- Extenuating Circumstances 6
- Additional needs in terms of assessment 6
- Academic Appeals 7
- Assessment Regulations 7
- Responsibilities of students in relation to the assessment process 7

VIRTUAL LEARNING ENVIRONMENT (VLE) 8

ASSESSMENT FEEDBACK VIA TURNITIN 9

PROGRAMMES OF STUDY 10

- (1) BA/DipHE/CertHE Fine Art: Studio, Site and Context 10
- (2) BA (Hons) Photography in the Arts 15
- (3) BA (Hons) Documentary Photography and Visual Activism 20

UNIVERSITY ENGAGEMENT POLICY 27

CODES OF CONDUCT 27

ABOUT ACADEMIC INTEGRITY 28

LIBRARY AND LEARNING RESOURCES 31

DIGITAL CREATIVITY AND LEARNING (DCL) 32

IT SERVICE DELIVERY 32

STUDENT SERVICES 34

STUDY SKILLS 34

COMPLAINTS 34

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
BA/DipHE/CertHE Fine Art: Studio, Site and Context	Sue Williams	+441792481000 x3347	sue.williams@uwtsd.ac.uk
BA (Hons) Photography in the Arts	Ryan Moule	+44 (0) 1792 481285	ryan.moule@uwtsd.ac.uk
BA (Hons) Documentary Photography and Visual Activism	Ryan Moule	+44 (0) 1792 481285	ryan.moule@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)**
BA/DipHE/CertHE Fine Art: Studio, Site and Context	Dr Paul Jones	
BA (Hons) Photography in the Arts	Prof Sri-Kartini Leet	
BA (Hons) Documentary Photography and Visual Activism	Prof Sri-Kartini Leet	

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

Additional needs in terms of assessment

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

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

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

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

Responsibilities of students in relation to the assessment process
You are responsible for ensuring that:

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

- Access course materials
- 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

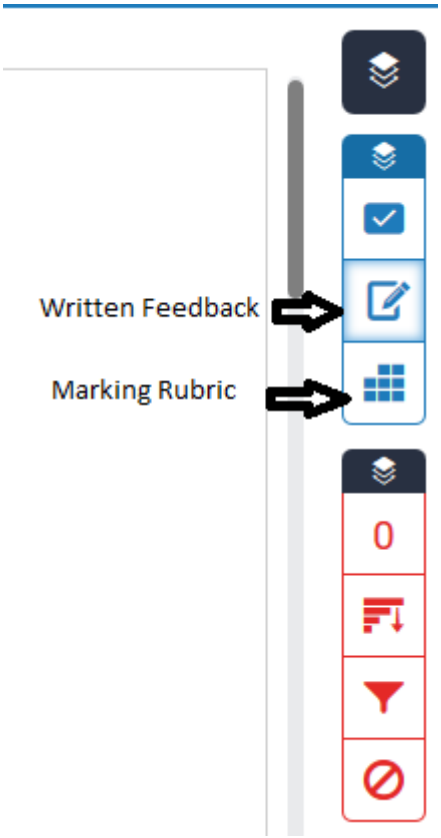
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

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) BA/DipHE/CertHE Fine Art: Studio, Site and Context

The programme has the following general educational and specific aims:

- To develop student's individual creative potential and personal voice on an equal and equitable basis
- To enable students, to contribute to the shaping of their learning experience through effective visual literacy, aesthetic and conceptual engagement
- To support students in obtaining extensive real-world skills both physical and virtual within the field of Fine Art practice and related fields
- To challenge the students in embracing a range of environmental, political, philosophical, and sustainable topics within the context of Fine Art professional practice
- To acquire a systematic understanding of fine art practice incorporating conceptual, theoretical, and speculative thinking, experimentation, visual analysis and practical deployment of materials and methods, leading to a public output.

Programme Learning Outcomes

Main Award: BA (Hons) Fine Art: Studio, Site and Context

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
KU2	Demonstrate an understanding of the significance of the work of professional historical and contemporary practitioners in the discipline of Fine Art.
KU3	Apply information skills to navigate, retrieve and manage information from a variety of sources.
KU4	An understanding of the issues which arise from the artist's or curator's relationship with audiences, clients, markets, users, consumers, and/or participants.
KU5	Describe the potential for Fine Art practice to interconnect with other disciplines or areas of expertise and make creative leaps forward.

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	Apply, consolidate, and extend their learning in different contextual frameworks and situations both within and beyond the field of Fine Art.
CS2	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
CS3	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.

CS4	Critical, contextual, historical, conceptual, and ethical dimensions of Fine Art practice.
CS5	Analyse information and experiences, formulate independent judgement, and articulate reasoned arguments through reflection, review and evaluation.

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	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.
PS2	Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments.
PS3	Communicate ideas and information in visual, oral and written forms.
PS4	Present ideas and work to their audiences through a considered curatorial knowledge.
PS5	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into Fine Art practice and the motivation to sustain it.
KS2	Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
KS3	Develop an awareness of sustainability in an environmental and ethical context.
KS4	Effectively engage with real-life problems relevant to sustainable development.
KS5	Demonstrate responsibility exercising broad autonomy and judgement in selecting, planning and implementing tasks.

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

<u>Intermediate/Exit Awards</u>

Intermediate/Exit Award 1: DipHE Fine Art: Studio, Site and Context

Knowledge and understanding (KU)

KU1	Manage opportunities for experimentation with a high level of skill and critical thinking and facilitate development in the light of evaluated initial results.
KU2	Acquire expertise within Fine Art practice incorporating, conceptual, theoretical and speculative thinking, experimentation, visual analysis and practical deployment of materials and methods, leading to a public output.

KU3	Acquire a knowledge of selected media and practice both physical and virtual.

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	Critically analyse, interpret and evaluate complex information related to Fine Art concepts, and theories and produce modified conceptions.
CS2	Critically analyse and interpret research, through the development of personal creative strategies, leading to the creation of a substantial body of a considered Fine Art practice.

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

Practical skills (PS)

PS1	Demonstrate responsibility exercising broad autonomy and judgement in selecting, planning and implementing tasks.
PS2	Communicate conceptual ideas effectively with colleagues and a wider audience, in a variety of media and practices.
PS3	Demonstrate the ability to work with both physical and virtual platforms, individually and together.

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	Actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment.
KS2	Demonstrate a critical understanding of the micro and macro socio-economic, political and aesthetic implications of site, location and context relating to the display and creation of artworks through pedagogical means.
KS3	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret methods of visual communication.

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

Intermediate/Exit Award 2: CertHE Fine Art: Studio, Site and Context

Knowledge and understanding (KU)

KU1	Manage opportunities for experimentation with a good and basic level of skill and critical thinking whilst using a range of selected media and practices.
KU2	Acquire a level of expertise within Fine Art practice incorporating, conceptual, theoretical and speculative thinking, experimentation, visual analysis and practical deployment of materials and methods.

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	Analyse, interpret and evaluate complex information related to Fine Art concepts and theories.
CS2	Analyse and interpret research, through the beginnings of a development of a personal creative journey.
CS3	Demonstrate the conceptual development of personal expression by testing knowledge and experience.

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	Demonstrate responsibility when exercising broad autonomy and judgement in implementing tasks.
PS2	Communicate an understanding of basic conceptual ideas effectively with colleagues and a wider audience, in a variety of media and practices.
PS3	Demonstrate a clear understanding of Studio Site and Context.

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

Key skills (KS)

KS1	Demonstrate an understanding of aesthetic implications of material and context relating to the notion of deconstruction and reconstruction.
KS2	Demonstrate a clearer understanding of site-specific concepts and an understanding of the holistic necessity of socio-economic, political and aesthetic influences upon personal practice.
KS3	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret methods of visual communication.

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

Level 6

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

Modules

PROGRAMME STRUCTURE

Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 3	**Level 6**	**Semester 1**	**Sep to Feb**
ADAA6000	Independent Project	Compulsory	40
ADAA6001	Advanced Creative Enquiry	Compulsory	20
Year 3	**Level 6**	**Semester 2**	**Feb to May**
ADDA6007	Major Project	Compulsory	60

Part-Time Students

Students studying the CertHE finish after completing level 4, while those studying the DipHE complete after studying level 5.

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 5	**Level 6**	**Semester 1 & 2**	**Sep to May**
ADAA6000	Independent Project	Compulsory	40
Year 5	**Level 6**	**Semester 1**	**Sep to Feb**
ADAA6001	Advanced Creative Enquiry	Compulsory	20
Year 6	**Level 6**	**Semester 1 & 2**	**Feb to May**
ADDA6007	Major Project	Compulsory	60

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

(2) BA (Hons) Photography in the Arts

The programme has the following general educational and specific aims:

- Effective visual literacy. The programme encourages students to develop a critical awareness and understanding of the impact of photography as a visual medium on society and communities, and its historic and contemporary role in visual culture.
- Effective visual communication. The programme encourages students to be aesthetically and conceptually engaging, and supports students with the development of original photographic art concepts through experimentation.
- Personal Development. The programme enables and supports students to develop professional skills with a focus on independent learning through research and practice, developing critical analysis skills, the ability to initiate original project ideas and managing their own workloads.
- Extensive real-world skills. The programme provides experience of and the opportunity to work with other artists on cross-disciplinary collaborative projects, developing personal communication and negotiation skills and an awareness of ethical and moral responsibility.

Programme Learning Outcomes

Main Award: BA (Hons) Photography in the Arts

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
KU2	Observe sound and ethical working practices, and professional/legal responsibilities relating to the subject, alongside demonstrating knowledge of the significance of the work of other practitioners in their discipline.
KU3	Apply information skills to navigate, retrieve and manage information from a variety of sources.
KU4	Demonstrate an understanding of the issues which arise from the photographer's, artist's, curator's, editor's and subject's relationship with audiences, clients, markets, users, consumers, and/or participants, including representation, diversity and inclusion.
KU5	Describe the potential for photography to interconnect with other disciplines or areas of expertise and make creative leaps forward.

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	Apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of art and design.

CS2	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
CS3	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.
CS4	Engage with appropriate related theories within global, historical/contemporary, cultural/environmental and socio-political settings which inform that context and add purpose to their activity.
CS5	Analyse information and experiences, formulate independent judgement, and articulate reasoned arguments through reflection, review and evaluation

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	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.
PS2	Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments.
PS3	Communicate ideas and information in visual, oral and written forms.
PS4	Present ideas and work to their audiences.
PS5	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into photography and its relationship with society, and the motivation to develop a sustained practice.
KS2	Anticipate and accommodate change, and work positively within contexts of ambiguity, uncertainty and unfamiliarity.
KS3	Develop an awareness of the ethical and socio-political connotations of visual language and relate these to contemporary contexts.
KS4	Effectively engage with real-life problems relevant to sustainable development.
KS5	Demonstrate responsibility exercising broad autonomy and judgement in selecting, planning and implementing tasks.

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

Intermediate/Exit Awards

<u>Intermediate/Exit Award 1: DipHE Photography in the Arts</u>

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently and/or collaboratively in response to set briefs and/or as selfinitiated activity.
KU2	Observe sound and ethical working practices, alongside demonstrating knowledge of the significance of the work of other practitioners in their discipline.
KU3	Develop information skills to navigate, retrieve and manage information from a variety of sources.
KU4	Develop an understanding of the issues which arise from the photographer's, artist's, curator's, editor's and subject's relationship with audiences, clients, markets, users, consumers, and/or participants, including representation, diversity and inclusion.

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)

CS2	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
CS3	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.
CS4	Demonstrate an awareness of appropriate related theories within global, historical/contemporary, cultural/environmental and socio-political settings which inform that context and add purpose to their activity.

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	Demonstrate a level of proficiency in observation, investigation, enquiry, visualisation and/or making.
PS2	Communicate ideas and information in visual, oral and written forms.
PS3	Present ideas and work to their audiences.
PS4	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into photography and its relationship with society.
KS2	Anticipate and accommodate change, and work positively within contexts of ambiguity, uncertainty and unfamiliarity.
KS3	Develop an awareness of the ethical and socio-political connotations of visual language and relate these to contemporary contexts.
KS4	Engage with real-life problems relevant to sustainable development.

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

Intermediate/Exit Award 2: CertHE Photography in the Arts

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently in response to set briefs and/or as self-initiated activity.
KU2	Observe sound and ethical working practices, relating to the subject, alongside demonstrating knowledge of the significance of the work of other practitioners in their discipline.
KU3	Demonstrate an awareness of the issues which arise from the photographer's, artist's, curator's, editor's and subject's relationship with audiences, clients, markets, users, consumers, and/or participants, including representation, diversity and inclusion.

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	Apply learning in different contextual frameworks and situations within the field of art and design.
CS2	Engage with appropriate related theories within global, historical/contemporary, cultural/environmental and socio-political settings which inform that context and add purpose to their activity.
CS3	Analyse information and experiences, formulate independent judgement, and articulate reasoned arguments through reflection, review and evaluation

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	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.
PS2	Communicate ideas and information in visual, oral and written forms.
PS3	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into photography and its relationship with society, and the motivation to develop a sustained practice.
KS3	Develop an awareness of the ethical and socio-political connotations of visual language and relate these to contemporary contexts.
KS4	Effectively engage with real-life problems relevant to sustainable development.

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

Level 4

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

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 3	**Level 6**	**Semester 1**	**Sep to Feb**
ADAA6001	Advanced Creative Enquiry	Compulsory	20
ADAA6000	Independent Project	Compulsory	40
Year 3	**Level 6**	**Semester 2**	**Feb to May**
ADDA6007	Major Project	Compulsory	60

Part-Time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 5	**Level 6**	**Semester 1**	**Sep to Feb**
ADAA6001	Advanced Creative Enquiry	Compulsory	20
Year 5	**Level 6**	**Semester 1 & 2**	**Sep to May**
ADAA6000	Independent Project	Compulsory	40
Year 6	**Level 6**	**Semester 1 & 2**	**Sep to May**
ADAA6007	Major Project	Compulsory	60

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

(3) BA (Hons) Documentary Photography and Visual Activism

The programme has the following general educational and specific aims:

- The programme enables students to contribute to the shaping of their learning experience, through real life experiences of activism which feed into personal learning and development.
- The programme emphasises the importance of visual literacy in contemporary culture, and encourages students to be aesthetically, journalistically and conceptually engaging through the development of contemporary documentary and visual activism approaches, alongside developing the ability to appropriately contextualise their work.
- Students will develop professional skills that will enable them to pursue eventual career paths within the ever increasing scope of visual activism and socially engaged creative practice with confidence.
- The programme will provide an environment which encourages and supports individual and original directions of documentary photography and visual activism
- Students will develop a professional and sustainable work ethic. The programme embraces a range of environmental, societal and sustainable topics to challenge visual activism students to consider these contexts within the editorial, commercial and public sectors.

The course embraces a range of environmental, societal and sustainable topics to challenge students to consider these contexts within the editorial, commercial and public sectors.

Programme Learning Outcomes

Main Award: BA (Hons) Documentary Photography & Visual Activism

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently and/or collaboratively in response to set briefs and/or as selfinitiated activity.
KU2	Observe sound and ethical working practices, and professional/legal responsibilities relating to the subject, alongside demonstrating knowledge of the significance of the work of other practitioners in their discipline.
KU3	Apply information skills to navigate, retrieve and manage information from a variety of sources.
KU4	Demonstrate an understanding of the issues which arise from the photographer's, artist's, curator's, editor's and subject's relationship with audiences, clients, markets, users, consumers, and/or participants, including representation, diversity and inclusion.
KU5	Describe the potential for photography to interconnect with other disciplines or areas of expertise and make creative leaps forward.

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	Apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of art and design.
CS2	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
CS3	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.
CS4	Engage with appropriate related theories within global, historical/contemporary, cultural/environmental and socio-political settings which inform that context and add purpose to their activity.
CS5	Analyse information and experiences, formulate independent judgement, and articulate reasoned arguments through reflection, review and evaluation

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	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.
PS2	Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments.
PS3	Communicate ideas and information in visual, oral and written forms.
PS4	Present ideas and work to their audiences.
PS5	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into photography and its relationship with society, and the motivation to develop a sustained practice.
KS2	Anticipate and accommodate change, and work positively within contexts of ambiguity, uncertainty and unfamiliarity.
KS3	Develop an awareness of the ethical and socio-political connotations of visual language and relate these to contemporary contexts.
KS4	Effectively engage with real-life problems relevant to sustainable development.
KS5	Demonstrate responsibility exercising broad autonomy and judgement in selecting, planning and implementing tasks.

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

Intermediate/Exit Awards

Intermediate/Exit Award 1: DipHE Documentary Photography & Visual Activism

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently and/or collaboratively in response to set briefs and/or as selfinitiated activity.
KU2	Observe sound and ethical working practices, alongside demonstrating knowledge of the significance of the work of other practitioners in their discipline.
KU3	Develop information skills to navigate, retrieve and manage information from a variety of sources.
KU4	Develop an understanding of the issues which arise from the photographer's, artist's, curator's, editor's and subject's relationship with audiences, clients, markets, users, consumers, and/or participants, including representation, diversity and inclusion.

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)

CS2	Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
CS3	Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.
CS4	Demonstrate an awareness of appropriate related theories within global, historical/contemporary, cultural/environmental and socio-political settings which inform that context and add purpose to their activity.

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	Demonstrate a level of proficiency in observation, investigation, enquiry, visualisation and/or making.
PS2	Communicate ideas and information in visual, oral and written forms.
PS3	Present ideas and work to their audiences.
PS4	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into photography and its relationship with society.
KS2	Anticipate and accommodate change, and work positively within contexts of ambiguity, uncertainty and unfamiliarity.
KS3	Develop an awareness of the ethical and socio-political connotations of visual language and relate these to contemporary contexts.
KS4	Engage with real-life problems relevant to sustainable development.

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

Intermediate/Exit Award 2: CertHE Documentary Photography & Visual Activism

Knowledge and understanding (KU)

KU1	To present evidence that demonstrates ability to generate ideas independently in response to set briefs and/or as self-initiated activity.
KU2	Observe sound and ethical working practices, relating to the subject, alongside demonstrating knowledge of the significance of the work of other practitioners in their discipline.
KU3	Demonstrate an awareness of the issues which arise from the photographer's, artist's, curator's, editor's and subject's relationship with audiences, clients, markets, users, consumers, and/or participants, including representation, diversity and inclusion.

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	Apply learning in different contextual frameworks and situations within the field of art and design.
CS2	Engage with appropriate related theories within global, historical/contemporary, cultural/environmental and socio-political settings which inform that context and add purpose to their activity.
CS3	Analyse information and experiences, formulate independent judgement, and articulate reasoned arguments through reflection, review and evaluation

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	Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.

PS2	Communicate ideas and information in visual, oral and written forms.
PS3	Exercise self-management skills in managing their workloads and meeting deadlines.

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	Demonstrate an enthusiasm for enquiry into photography and its relationship with society, and the motivation to develop a sustained practice.
KS3	Develop an awareness of the ethical and socio-political connotations of visual language and relate these to contemporary contexts.
KS4	Effectively engage with real-life problems relevant to sustainable development.

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

Level 4

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

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 3	**Level 6**	**Semester 1**	**Sep to Feb**
ADAA6001	Advanced Creative Enquiry	Compulsory	20
ADAA6000	Independent Project	Compulsory	40
Year 3	**Level 6**	**Semester 2**	**Feb to May**
ADDA6007	Major Project	Compulsory	60

Part-time Students

Module Code	Title	Module type (component pass, core, compulsory or optional)	Credits
Year 5	**Level 6**	**Semester 1**	**Sep to Feb**
ADAA6001	Advanced Creative Enquiry	Compulsory	20
Year 5	**Level 6**	**Semester 2**	**Feb to May**
ADAA6000	Independent Project	Compulsory	40
Year 6	**Level 6**	**Semester 1**	**Sep to Feb**
ADDA6007	Major Project	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

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

Student Responsibilities in relation to attendance and engagement are:

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

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

Appeal against withdrawal due to lack of engagement

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

Withdrawal

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

CODES OF CONDUCT

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

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/about/governance-and-management/student-charter).

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

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT ACADEMIC INTEGRITY

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

- writing your own answers in unseen exams without consulting with others or using online or printed materials;
- formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- 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

The 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 or Artificial Intelligence Generators, unless you have been allowed to do so by the module tutor.

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.