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

PROGRAMME OF STUDY HANDBOOK

MA COACHING AND MENTORING

POSTGRADUATE DIPLOMA COACHING AND MENTORING

POSTGRADUATE CERTIFICATE COACHING AND MENTORING

Plus modular enrolment

Academic Discipline: Business

LEVEL 7

INSTITUTE OF MANAGEMENT AND HEALTH

2023-2024

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2023/24. 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 representative 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
MA Coaching and Mentoring Postgraduate Diploma Coaching and Mentoring Postgraduate Certificate Coaching and Mentoring	Julie Crossman	01267 225178	julie.crossman@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of academic 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.

ADMINISTRATIVE PROCEDURES

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the postgraduate student section on the University's VLE and / or on the University's intranet.

Contact details for the Institute office administrative lead for the programme of study:

Ann Beaumont
Administrative Officer
Wales Academy for Professional Practice and Applied Research
01267 676882 / a.beaumont@uwtsd.ac.uk

EXTERNAL EXAMINERS

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

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

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

The current External Examiners for the Programmes of Study are:

Programme of Study	**External Examiner for 2023/24 (forename/surname)**	**External Examiner for 2022/23 (if different to current)**
MA Coaching and Mentoring Postgraduate Diploma Coaching and Mentoring Postgraduate Certificate Coaching and Mentoring	Professor Narendra Gupta	Dr David Holifield

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 2023/24

The academic year 2023/24 will be divided up into two separate programmes of delivery. Sessions will be delivered one day every three or so weeks.

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement.

My Student Record / MyTSD

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

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

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

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

Please take time to check the enrolment information provided 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

Programme of Study (Course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. Study at Master's level is called Level 7 in the National Qualifications Framework. 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

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

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 Academic Office section 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 in Chapter 12 of the *Academic Quality Handbook*, and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

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

Assessment Regulations

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

Responsibilities of students in relation to the assessment process

You are responsible for ensuring that:

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

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

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb
   Access your Hwb dashboard either by logging into a campus PC and opening 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 Quick Links (top left side of screen) and then Moodle.
3. URL Input
   Open any browser on an internet-connected device and navigate to https://moodle.uwtsd.ac.uk/

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

If you are missing 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

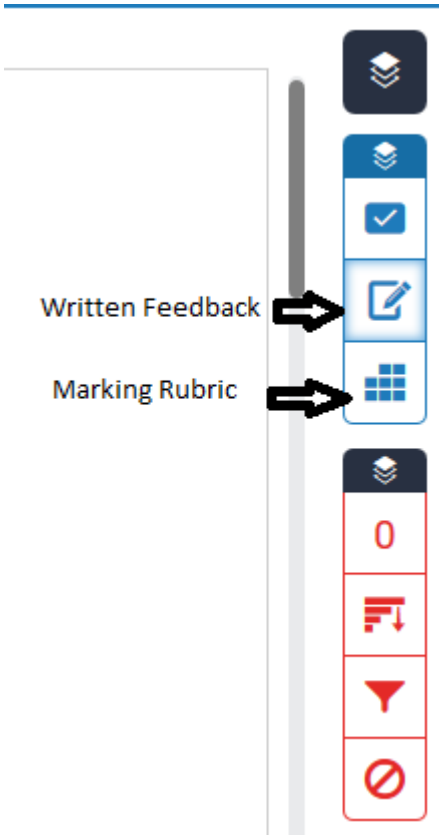
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

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) MA Coaching and Mentoring

Programme Learning Outcomes MA Coaching and Mentoring

The following level 7 Professional Practice learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark statement for Master's Degrees in Business and Management. The learning outcomes are categorised as follows: knowledge and understanding skills (KU), cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in coaching and mentoring, much of which is at, or informed by, the forefront of their professional practice.
KU2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship in their professional practice.
KU3	Conceptual understanding of principles, theories, techniques, models of practice and methodologies relevant to coaching and mentoring.
KU4	A systematic understanding of ethical principles and a comprehensive knowledge and coherent application of professional codes of conduct to the work/practice of themselves as coaching/mentoring practitioners and their organisations.
KU5	An advancement of their knowledge and understanding, and to develop new skills to achieve the breadth of credits for a **master's degree**.

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	Deal with complex issues within the context of coaching and mentoring applications both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS2	Evaluate critically current research and advanced scholarship in coaching and mentoring.
CS3	Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
CS4	Conduct a **major** Work-based Learning Project, demonstrating independent research and enquiry into issues relevant to their professional practice within coaching and mentoring through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.

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 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 knowledge in coaching and mentoring.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge including the development of information and digital literacy skills.

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

Key skills (KS)

KS1	The exercise of initiative and personal responsibility
KS2	Decision-making in complex and unpredictable situations
KS3	The independent learning ability required for continuing professional development based on critical reflection and analysis of personal motivations, aspirations and actions.

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

(2) Postgraduate Diploma Coaching and Mentoring

Programme Learning Outcomes Postgraduate Diploma Coaching and Mentoring

The following PGDip Professional Practice learning outcomes conform to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark statement for Master's Degrees in Business and Management. As the learning outcomes for the MA, the PGDip and the PGCert are all written at level 7, and thus develop the same level 7 skills, they are very similar, as one (and the QAA) would expect. The differentiating factor is the quantity of credits achieved for the differing level 7 awards. This PGDip is awarded to students who achieve 120 level 7 credits.

The learning outcomes are categorised as: knowledge and understanding skills (KU), cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS)

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline of coaching and mentoring.
KU2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship in coaching and mentoring.
KU3	Conceptual understanding of principles, theories, techniques, models of practice and methodologies relevant to coaching and mentoring.
KU4	A systematic understanding of ethical principles and a comprehensive knowledge and coherent application of professional codes of conduct to the work/practice of themselves as coaching/mentoring practitioners and their organisations.
KU5	An advancement of their knowledge and understanding, and to develop new skills to achieve the breadth of credits for a **postgraduate diploma**.

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)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to coaching and mentoring. Graduates will be able to:

CS1	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS2	Evaluate critically current research and advanced scholarship in Coaching and Mentoring.
CS3	Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
CS4	Conduct an **intermediate** Work-based Learning Project, demonstrating independent research and enquiry into issues relevant to Coaching and Mentoring in the workplace through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.

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 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 knowledge in Coaching and Mentoring
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge including the development of information and digital literacy skills.

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

Key skills (KS)

KS1	The exercise of initiative and personal responsibility
KS2	Decision-making in complex and unpredictable situations
KS3	The independent learning ability required for continuing professional development based on critical reflection and analysis of personal motivations, aspirations and actions.

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

(3) Postgraduate Certificate Coaching and Mentoring

Programme Learning Outcomes Postgraduate Certificate Coaching and Mentoring

The following PGCert Coaching and Mentoring learning outcomes conform to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark statement for Master's Degrees in Business and Management. This PGCert is awarded to students who achieve 60 level 7 credits.

The learning outcomes are categorised as before: knowledge and understanding skills (KU), cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline of coaching and mentoring.
KU2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship in coaching and mentoring.
KU3	Conceptual understanding of principles, theories, techniques, models of practice and methodologies relevant to coaching and mentoring.
KU4	A systematic understanding of ethical principles and a comprehensive knowledge and coherent application of professional codes of conduct to the work/practice of themselves as coaching/mentoring practitioners and their organisations.
KU5	An advancement of their knowledge and understanding, and to develop new skills to achieve the breadth of credits for a **postgraduate certificate**.

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	Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS2	Evaluate critically current research and advanced scholarship in Coaching and Mentoring.
CS3	Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
CS4	Conduct a **minor** Work-based Learning Project, demonstrating independent research and enquiry into issues relevant to Coaching and Mentoring in the workplace through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.

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 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 knowledge in Coaching and Mentoring
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge including the development of information and digital literacy skills.

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

Key skills (KS)

KS1	The exercise of initiative and personal responsibility
KS2	Decision-making in complex and unpredictable situations
KS3	The independent learning ability required for continuing professional development based on critical reflection and analysis of personal motivations, aspirations and actions.

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

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

NB: All modules listed are available for online delivery as well as on-campus delivery *(BMPF7303 is available online in English only)*			**Module type** **CR = Core** **CM = Compulsory** **O = Optional**		
Module Code Modules with a suffix D are available online. Modules with a suffix C are available in Welsh (as well as English).	**Module Title**	**Credits**	**MA Coaching and Mentoring**	**PGDip Coaching and Mentoring**	**PGCert Coating and Mentoring**
BMPF7100 BMPF7100D	Approaches to Research and Academic Communication	30	O	O	N/A
BMPF7303 BMPF7303D BMPF7303C	Coaching and Mentoring *Hyfforddi a Mentora*	30	O	O	O
BMPF7013 BMPF7013D	Independent Study Module (Extended)	30	O	O	N/A
BMPF7062 BMPF7062D	Organisational Context for Coaching and Mentoring	30	O	N/A	N/A
BMPF7000 BMPF7000D	Recognition and Accreditation of Learning (RAL)	20	O	O	N/A
BMPF7004 BMPF7004D	Research in Workplaces	10	N/A	N/A	O
BMPF7007 BMPF7007D	Work-based Learning Project (Minor)	20	N/A	N/A	CM
BMPF7008 BMPFD7008D	Work-based Learning Project (Intermediate)	30	N/A	CM	N/A
BMPF7010 BMPF7010D	Work-based Learning Project (Major)	60	CM	N/A	N/A

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.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event 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.

ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING

Candidates undertaking the MA/PGDip/PGCert Coaching and Mentoring frequently live some distance from UWTSD campuses, and hence need to make use of study by distance learning. This includes activities via the VLE, and also blogs, videos, and web-based seminars and tutorial sessions. Note that additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Learning Student Guide*.

More specific information related to particular modules will be provided by module tutors.

ASSESSMENT OF PART I

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

All work in Part I will normally be marked within the University's agreed 20 clear term-time working days turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

COURSEWORK DEADLINES

Coursework deadlines will be set by the module tutor on the first induction day.

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.

WORK-BASED PROJECT/PORTFOLIO PREPARATION AND ASSESSMENT

Each learner accepted into Part II will be required to submit a work-based project/portfolio not exceeding the word count specified in the module descriptor. The word limit does not include appendices (if any), essential footnotes, the formal declarations and statements or the bibliography and index. The appendices can act as a repository of raw data. It should be noted that examiners are not obliged to read the appendices when examining a piece of work.

If a piece of work is clearly above the indicated word limit, then the student should discuss editorial action with his/her supervisors before submission.

The module codes for the Work-Based Project/portfolio are:

BMPF7007/D; BMPF7008/D and BMPF7010/D (depending on the credit value required)

WORK-BASED LEARNING PROJECT (Part II)

It is expected that students reaching Part II of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

Projects must be submitted in accordance with the University's requirements as set out in the Guide to Postgraduate Taught Dissertations (Appendix GA29).
http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Please note that you must hand in your Work-Based Project and/or Independent Study at least 3 months before your intended graduation date e.g. if you would like to graduate in July, you should hand in your dissertation no later than 1 April in order to

make sure that all the marking and examination procedures are completed in good time. This work will normally be marked within the University's agreed 30 clear working days turn-around time.

Details of the responsibilities of the student and dissertation support entitlement can be found in the Supervision Policy for Taught Master's Students (Appendix GA30). http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Nature and demands of tutorial supervision for this Programme of Study

Students will be supported by the module leader for the work-based Project.

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.

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 referencing.

You can find all of the Referencing Handbooks here:
https://www.uwtsd.ac.uk/library/using-our-libraries/online-library/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 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.

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 Institute of Science and Art. 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 website.

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 website: http://www.uwtsd.ac.uk/library/. 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 Web Help Desk system.

To request IT Support, visit our Web Help Desk service. Alternatively, we also provide telephone support 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi

All students can access our eduroam wireless network on their laptop, mobile phone or tablet.

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

Open Access Computers & Booking Facilities

Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

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

Student IT Exclusives

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

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

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

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

Free Windows 10 & 11
We are able to provide all students with a license to use Microsoft's latest operating system for free from our On the Hub store.

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

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

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

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

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

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

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

STUDENT SERVICES

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

STUDY SKILLS

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

Topics covered include:

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

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

COMPLAINTS

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