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

PROGRAMME OF STUDY HANDBOOK

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

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

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

LEVEL 4-6

ACADEMIC DISCIPLINE: Digital Health and Care

INSTITUTE OF MANAGEMENT AND HEALTH

2025-2026

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 2025/26 4

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED 4

MODULAR TERMINOLOGY 5

ASSESSMENT 5

- Submitting written work in Welsh 5
- Academic Support Tutor 6
- Extenuating Circumstances 6
- Additional needs in terms of assessment 6
- Academic Appeals 6
- Assessment Regulations 6
- Responsibilities of students in relation to the assessment process 6

VIRTUAL LEARNING ENVIRONMENT (VLE) 8

ASSESSMENT FEEDBACK VIA TURNITIN 9

PROGRAMMES OF STUDY 10

(1) BSc (Hons) Health and Social Care 10
(2) DipHE Health and Social Care 12
(3) CertHE Health and Social Care 14
(4) BSc Health and Care Management 15
(5) DipHE Health and Care Management 17
(6) CertHE Health and Care Management 19
(7) BSc Health and Care of Children and Young People 20
(8) DipHE Health and Care of Children and Young People 22
(9) CertHE Health and Care of Children and Young People 24

UNIVERSITY ENGAGEMENT POLICY 27

CODES OF CONDUCT 27

ABOUT ACADEMIC INTEGRITY 28

LIBRARY AND LEARNING RESOURCES 30
DIGITAL CREATIVITY AND LEARNING (DCL) 31
IT SERVICE DELIVERY 31
STUDENT SERVICES.....33
STUDY SKILLS.....33
CAREERS.....34
COMPLAINTS.....34

INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2025/26. Module descriptors are presented in the accompanying Module Directory document.

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

FEEDBACK

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

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

Programme of Study	Name	Tel. No.	E-mail
BSc (Hons) Health and Social Care DipHE Health and Social Care CertHE Health and Social Care	Corey Edwards		corey.edwards@uwtsd.ac.uk
BSc (Hons) Health and Care Management DipHE Health and Care Management CertHE Health and Care Management	Corey Edwards		corey.edwards@uwtsd.ac.uk
BSc (Hons) Health and Care of Children and Young People DipHE Health and Care of Children and Young People CertHE Health and Care of Children and Young People	Corey Edwards		corey.edwards@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 2025/26 (forename/surname)**	**External Examiner for 2024/25 (if different to current)**
BSc (Hons) Health and Social Care DipHE Health and Social Care CertHE Health and Social Care	Angela Bonehill	*No change*
BSc (Hons) Health and Care Management DipHE Health and Care Management CertHE Health and Care Management	Klara Brittes da Silva	
BSc (Hons) Health and Care of Children and Young People DipHE Health and Care of Children and Young People CertHE Health and Care of Children and Young People	Klara Brittes da Silva	

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 2025/26

The academic year 2025/26 will be divided up as follows:

Semester 1:	22/09/25 - 23/01/26
Semester 2:	26/01/26 - 22/05/26

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
- 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

Module Credit Rating:

Each module has a credit rating, which indicates how significant it is to your degree. To pass a level of study and either continue or graduate, you need to complete a specific number of credits. A module's credit rating affects its assessment and the hours of learning required.

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.

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.

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.

Submitting written work in Welsh

The University is committed to promoting the Welsh language and encourages its students to develop their bilingual skills. The University offers programmes through the medium of both English and Welsh. The University offers many Welsh-medium or bilingual courses, varying from whole courses, individual modules to bilingual provision across modules. By continuing to study your course completely or partly through the medium of Welsh, you will develop your skills in two languages, Welsh and English, which will open doors for you when you leave the University, as more employers than ever before are looking for staff with bilingual skills.

As a student at UWTSD you have a right to submit coursework and sit exams through the medium of Welsh, even if you've chosen to study through the medium of English. Your Programme Manager / Module Lead will ask you at the beginning of the module

whether you wish to submit in Welsh or English. Welsh language assignments will be assessed in exactly the same way as those written in English.

Academic Support Tutor
Some courses will offer an academic support tutor, and you have the right to express your choice to have a Welsh-speaking tutor to facilitate this. Should you wish to express this, contact the Programme Manager / Module Lead as soon as possible, to allow time for the Institute to make the appropriate arrangements.

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
- Submit written assessments via Turnitin and video assessments via Panopto and receive grades and feedback
- Access academic skills development content.

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- 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: ServiceNow
Tel: 0300 500 5055
Or visit https://www.uwtsd.ac.uk/it
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 four areas to get your feedback: general comments in the comments box, audio feedback, in-line comments within the body of your written work, and the marking rubric.

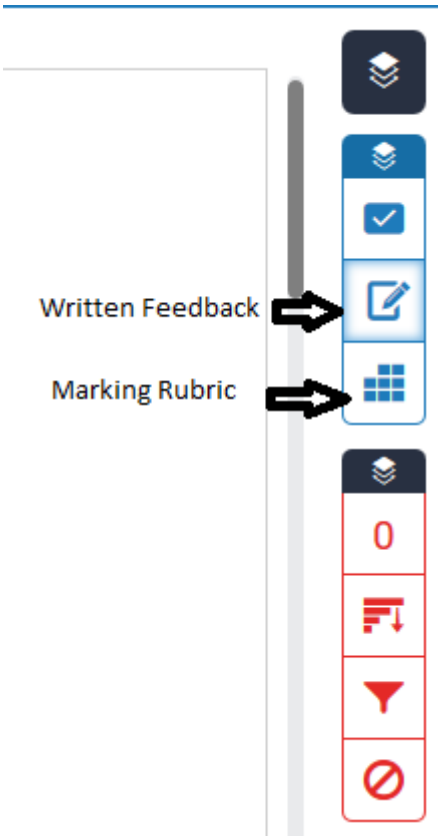
Written and audio feedback will comment on the overall work.

In-line comments provide feedback about specific elements within the body of the text.

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

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

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



PROGRAMMES OF STUDY

(1) BSc (Hons) Health and Social Care

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	An ability to critically evaluate and interpret cognitive skills within the context of health and social care
CS2	Critical analysis of health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
CS3	Development of an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria
CS4	Identification and proposition of solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
CS5	Ability to show decision-making in complex and unpredictable contexts

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

Practical skills (PS)

PS1	Effective communication skills when relaying the results of their study/work accurately and reliably, and with structured and coherent arguments
PS2	Ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
PS3	Ability to use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task

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

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

Key skills (KS)

KS1	Display the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
KS2	Ability to effectively use appropriate academic conventions in the production and presentation of work
KS3	Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
KS4	Ability to critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.
KS5	Ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
KS6	Ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

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

Level 4, 5 & 6

All students must normally pursue 120 credits at Level 4, 5 & 6. The credit rating of each module is specified in the module details.

(2) DipHE Health and Social Care

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	Use a range of established techniques to gather, initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
CS2	Critically evaluate the appropriateness of different approaches to solving health and care problems, based on knowledge of the main methods of enquiry and research.
CS3	Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Practical skills (PS)

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

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

Key skills (KS)

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

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

(3) CertHE Health and Social Care

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	Evaluate the underlying concepts and principles associated with nursing studies and health and interpret these within that context.
CS2	Evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of nursing studies and health.
CS3	Evaluate the appropriateness of different approaches to solving problems related to health and care studies.

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

Practical skills (PS)

PS1	Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.
PS2	Apply the principles and practice of confidentiality.
PS3	Conduct routine health and care activities in accordance with evidence-based practice

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

Key skills (KS)

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

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

(4) BSc Health and Care Management

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	An ability to critically evaluate and interpret cognitive skills within the context of health and social care management
CS2	Critical analysis of health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
CS3	Development of an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria
CS4	Identification and proposition of solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
CS5	Ability to show decision-making in complex and unpredictable contexts

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

Practical skills (PS)

PS1	Effective communication skills when relaying the results of their study/work accurately and reliably, and with structured and coherent arguments
PS2	Ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
PS3	Ability to use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task
PS4	Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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

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

Key skills (KS)

KS1	Display the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
KS2	Ability to effectively use appropriate academic conventions in the production and presentation of work
KS3	Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
KS4	Ability to critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.
KS5	Ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
KS6	Ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

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

(5) DipHE Health and Care Management

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	Use a range of established techniques to gather, initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
CS2	Critically evaluate the appropriateness of different approaches to solving health and care problems, based on knowledge of the main methods of enquiry and research.
CS3	Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Practical skills (PS)

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

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

Key skills (KS)

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

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

(6) CertHE Health and Care Management

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	Evaluate the underlying concepts and principles associated with nursing studies and health and interpret these within that context.
CS2	Evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of nursing studies and health.
CS3	Evaluate the appropriateness of different approaches to solving problems related to health and care studies.

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

Practical skills (PS)

PS1	Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.
PS2	Apply the principles and practice of confidentiality.
PS3	Conduct routine health and care activities in accordance with evidence-based practice

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

Key skills (KS)

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

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

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

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	An ability to critically evaluate and interpret cognitive skills within the context of health, care and education of children and young people
CS2	Critical analysis of health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
CS3	Development of an appreciation of how organisations and businesses within the sector operate and consider the relevance of national employability skills criteria
CS4	Identification and proposition of solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues
CS5	Ability to show decision-making in complex and unpredictable contexts

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

Practical skills (PS)

PS1	Effective communication skills when relaying the results of their study/work accurately and reliably, and with structured and coherent arguments
PS2	Ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
PS3	Ability to use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task
PS4	Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
PS5	An ability to deploy accurately established techniques of analysis and enquiry within a discipline

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

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

Key skills (KS)

KS1	Display the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
KS2	Ability to effectively use appropriate academic conventions in the production and presentation of work
KS3	Critical evaluation of arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
KS4	Ability to critically reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.
KS5	Ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
KS6	Ability to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline

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

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

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	Use a range of established techniques to gather, initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
CS2	Critically evaluate the appropriateness of different approaches to solving health and care problems, based on knowledge of the main methods of enquiry and research.
CS3	Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

Practical skills (PS)

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

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

Key skills (KS)

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

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

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

Programme Learning Outcomes

Knowledge and understanding (KU)

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

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

Cognitive (thinking) skills (CS)

CS1	Evaluate the underlying concepts and principles associated with health, care and education of children and young people and health and interpret these within that context.
CS2	Evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of health and care.
CS3	Evaluate the appropriateness of different approaches to solving problems related to health and care studies.

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

Practical skills (PS)

PS1	Communicate and present the results of their study/work accurately and reliably, and with structured and coherent arguments.
PS2	Apply the principles and practice of confidentiality.
PS3	Conduct routine health and care activities in accordance with evidence-based practice

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

Key skills (KS)

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

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

PROGRAMME STRUCTURE

Module Code 1. Specify language of delivery if not English. 2. Specify mode of study if modules are not all the same mode.	Module Title	Credits	Module status CR = Core CM = Compulsory O = Optional Health and Social Care	Health and Care Management	Health and Care of Children and Young People
Level 4 – BSc, DipHE, CertHE					
BMHP4020	Children and Young People's Development and Wellbeing	20	N/A	N/A	CM
BMHP4018 *BMHP4018C*	Contemporary Challenges: Making a Difference *Heriau Cyfoes: Gwneud Gwahaniaeth*	20	CM	CM	CM
BMHP4021	Counselling, Communication, and the Therapeutic Relationship	20	CM	CM	N/A
BMHP4022	Equality, Inclusion and Digital Equity	20	N/A	N/A	CM
BMHP4023	Introduction to Public Health and Wellbeing	20	CM	CM	N/A
BMHP4017 *BMHP4017C*	Learning in the Digital Era *Dysgu yn yr Oes Ddigidol*	20	CM	CM	CM
BMHP4024	Management, Organisational Behaviour and Digital Change	20	CM	CM	CM
BMHP4025	Psychology in Health and Social Care	20	CM	CM	CM
Level 5 – BSc, DipHE					
BMHP5015 *BMHP5015C*	Changemakers: Building your Personal Brand for Sustainable Employment *Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy*	20	CM	CM	CM
BMHP5014 *BMHP5014C*	Changemakers: Creativity and Value Creation *Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth*	20	CM	CM	CM
BMHP5018	Children and Young People's Health, Wellbeing and Community Engagement	20	N/A	N/A	CM
BMHP5022	Health Economics	20	N/A	CM	N/A
BMHP5019	Introduction to Independent Research Skills	20	CM	CM	CM
BMHP5023	Introduction to Physiology	20	CM	N/A	N/A
BMHP5020	Leading and Managing Health and Care Teams	20	N/A	CM	N/A
BMHP5016	Principles of Health and Social Care Practice	20	CM	CM	CM
BMHP5021	Protecting and Supporting Families in Health and Care	20	CM	N/A	CM
Level 6 - BSc					
BMHP6023	Children, Young People and Emerging Technologies	20	N/A	N/A	CM
BMHP6024	Coaching, Mentoring and Professional Development in Health and Care	20	N/A	CM	N/A
BMHP6025	Contemporary Impacts in Supporting Young People	20	N/A	N/A	CM
BMHP6026	Digital Transformation in the Health and Care Professions	20	CM	CM	CM
BMHP6027	Empowering the Older Person	20	CM	N/A	N/A
BMHP6028	Facilitating Change and Managing Quality Outcomes in Health Ecosystems	20	N/A	CM	N/A
BMHP6030	Health, Wellbeing and Sustainable Development	20	CM	CM	CM
BMHP6029	Psychopathological Classifications and Provisions	20	CM	N/A	N/A
BMHP6020 *BMHP6020C*	Independent Project *Prosiect Annibynnol*	40	CM	CM	CM

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 number of options, timetable constraints will inevitably mean that not all combinations of options will be possible. In addition, a minimum viable number of students must normally be reached for a module to run.

Module details are correct on 1 September 2025, 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 which is published alongside Chapter 12 of the Academic Quality Handbook.

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/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;
- formally acknowledging any and all uses of Artificial Intelligence tools;
- 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 referencing.

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

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

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

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

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

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

How to avoid false authorship:

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

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.

You can access training on Academic Integrity through the Library and Learning Resources Info Skills programme.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and manually 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.

UWTSD has published specific guidance as to the allowable uses of Artificial Intelligence in assessment, as well as the appropriate acknowledgement of use. You should ensure that you are fully aware of the allowable uses of AI in each individual assessment you attempt. General advice and guidance is available on HWB.

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. 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.

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, AI literacy, 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 via the DigiCentre. 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, and enhance their employability.

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, WiFi, photocopying, scanning 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, Bluesky and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide range of models, approaches, technologies, and services, making it a crucial component of modern education. The growing reliance on digital tools has highlighted the need for high-quality online teaching and learning resources, ensuring an equitable experience for both in-person and remote learners.

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 for 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 Library & 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.

The Student Hwb team is on hand to help to answer any query you may have concerning your studies. You can access support from the Hwb via hwb@uwtsd.ac.uk, by calling 0300 131 3030, or via the online portal: Student Portal - Gwasanaethau Cwsmeriaid. Please make sure you have also downloaded the UWTSD Hwb app, which includes direct links to and information about all student facing services at the University.

The quickest way to access Wellbeing Support is by submitting a Support Request Form: UWTSD Wellbeing Service.

If you are worried about the health and wellbeing of another student you can let the Wellbeing Team know by filling in a Cause for Concern form: UWTSD Wellbeing Service.

For further details about Student Services 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.

CAREERS

All students have access to MyCareer, the University's online careers platform. You need to register for an account, which you can do here: Welcome to MyCareer.

MyCareer includes specialist tools like a jobs board, career planner, automated CV360 checker, Interview 360 and more, you can start preparing for your future on your own terms.

The University's Careers Service is on hand to help you find work experience, paid placements or a part-time job. Throughout your studies you will have access to opportunities to build your career skills and confidence. Find out more via: Careers Service | University of Wales Trinity Saint David

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.