



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

PROGRAMME OF STUDY HANDBOOK

YR ATHROFA: CENTRE FOR EDUCATION (PROFESSIONAL LEARNING AND LEADERSHIP)

LEVEL 7

INSTITUTE OF EDUCATION & HUMANITIES

2025-2026

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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 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
Postgraduate Certificate in Teaching in Higher Education	Mark Flagg	01792 483325	mark.flagg@uwtsd.ac.uk
MA Well-being, Learning and Professional Development	Sue James	01792 482010	sue.pellew-james@uwtsd.ac.uk
MA Education Studies	Sue James	01792 482010	sue.pellew-james@uwtsd.ac.uk
MA Education (Wales)	Nanna Ryder	01267 676795	n.ryder@uwtsd.ac.uk
MA Education (Wales) Additional Learning Needs	Nanna Ryder	01267 676795	n.ryder@uwtsd.ac.uk
MA Education (Wales) Curriculum	Nanna Ryder	01267 676795	n.ryder@uwtsd.ac.uk
MA Education (Wales) Equity in Education	Nanna Ryder	01267 676795	n.ryder@uwtsd.ac.uk
MA Education (Wales) Leadership	Nanna Ryder	01267 676795	n.ryder@uwtsd.ac.uk
MA Education	Gareth Evans	01267 676795	gareth.evans@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:

Lesley.morgan@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 2025/26 (forename/surname)	External Examiner for 2024/25 (if different to current)
Postgraduate Certificate in Teaching in Higher Education	Ellie Hill	Sarah Rhodes
MA Well-being, Learning and Professional Development	Carrie Weston	
MA Education Studies	Carrie Weston	
MA Education (Wales)	Arif Mahmud	
MA Education (Wales) Additional Learning Needs	Arif Mahmud	
MA Education (Wales) Curriculum	Arif Mahmud	
MA Education (Wales) Equity in Education	Arif Mahmud	
MA Education (Wales) Leadership	Arif Mahmud	
MA Education	Arif Mahmud	

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 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.

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 Academic Office section 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 in 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.

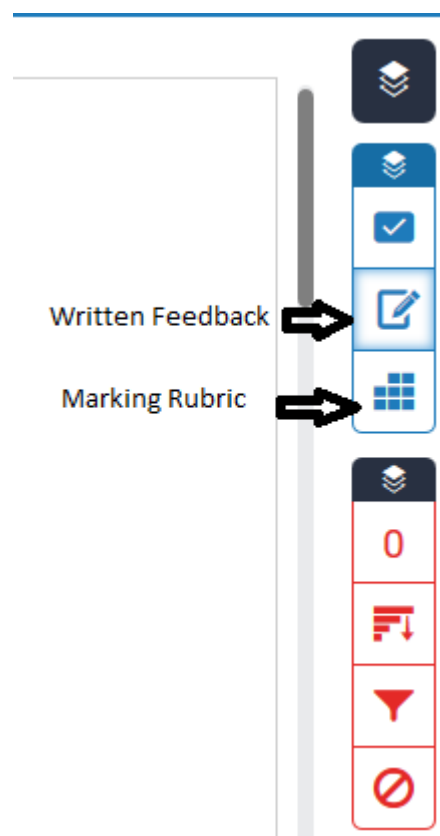
Written and audio feedback will comment on the overall work.

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) Postgraduate Certificate in Teaching in Higher Education

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Apply concepts that explain how students learn effectively, both generally and in their own disciplinary context and respecting the needs of individual learners and diverse groups.
KU2	Critically evaluate a wide range of appropriate methods for curriculum design, teaching, learning, assessment and student support suitable for different subject areas within HE, promoting engagement and equity of opportunity for all.

Cognitive (thinking) skills (CS)

CS1	Critically analyse a range of pedagogical models, analysing theory, scholarship and research evidence in relation to their own professional practice.
CS2	Critically reflect on their own professional practice, in order to understand it more deeply and aim to improve it whilst recognising the wider context in which higher education operates and the implications this has for practice.

Practical skills (PS)

PS1	Demonstrate through critically reflecting upon a series of teaching interventions effective application of practice in supporting student learning – including designing curriculum, teaching, assessing and giving feedback to learners and appropriate use of digital and/or other technologies, and resources for learning.
PS2	Collaborate with others to enhance practice and apply a range of self, peer and student monitoring and evaluation techniques to review the teaching and learning and to aid course review.

Key skills (KS)

KS1	Exercise initiative and personal responsibility; <u>including responsibilities in respect of quality assurance</u>
KS2	Effectively communicate results of research to participants and peers;
KS3	Reflect in an informed way on their own personal and professional practice and assess their own future development needs to secure ongoing improvement in their professional activity.

PROGRAMME STRUCTURE

Code	Title	Credits
Year 1		
Compulsory Modules		
UNHE7009	Effective Teaching and Assessment in Higher Education	30
Year2		
Compulsory Module		
UNHE7010	Advanced Teaching and Assessment in Higher Education	30

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

(2) MA Education Studies

Knowledge and understanding (KU)

KU1	to develop a systematic understanding of educational knowledge which draws upon the foundation disciplines of philosophy, psychology, sociology and history.
KU2	A critical awareness of contemporary issues and insight pertinent to education including policy, moral, religious and philosophical underpinnings and issues of social justice which is informed by research.
KU3	working effectively with children, young people and with adults
KU4	a conceptual understanding of educational processes which facilitate critical evaluation of current research and scholarship.

Cognitive (thinking) skills (CS)

CS1	to critically engage with complex issues in education both systematically and creatively
CS2	to design and evaluate educational research methodologies and develop critiques of them.
CS3	to critically analyse a range of issues and explain their applicability within contemporary educational contexts.
CS4	to make sound evaluative judgements on issues without the availability of complete data and communicate them effectively to specialist and non-specialist audiences.

Practical skills (PS)

PS1	to act autonomously in planning and implementing tasks relevant to the study of education at a professional or equivalent level.
PS2	to undertake empirical research in educational research and where applicable, develop skills in interviewing, observation, survey and/or experimentation design and data analysis.
PS3	to effectively communicate conclusions from educational research to specialist and non-specialist audiences
PS4	apply the results of reflection and development to own practice, including how you fulfil appropriate values and principles

Key skills (KS)

KS1	to critically reflect on the value systems of their own and others' when considering the variety and complexity of educational contexts and theoretical positions
KS2	to develop the independent learning ability required for continuing professional development within the education sector or associated fields.
KS3	to continue to advance knowledge and understanding of a issues and contexts and to develop new skills to a high level.

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:

Full-time

Code	Title	Credits
PART I		
Compulsory Modules		
ECWB7003	Transforming Education: Effective Change in Leadership and Management	20
ECWB7001	Introduction to Master's Study	20
ECES7004	Principles of Pedagogy, Teaching & Learning	30
ECGE7005P	The Philosophy and Practice of Social Research	30
ECWB7004	Global Citizenship and Sustainability	20
PART II		
Compulsory Module		
	Dissertation: Childhood, Youth and Education	60

Part-time

Code	Title	Credits
PART I		
Compulsory Modules		
ECES7004	Principles of Pedagogy, Teaching & Learning	30
ECGE7005P	The Philosophy and Practice of Social Research	30
PART II		
Compulsory Module		
	Dissertation: Childhood, Youth and Education	60

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

(3) MA Education (Wales)

Programme Learning Outcomes

Knowledge and Understanding

By the end of this programme students will demonstrate:

K1	An in-depth, systematic and advanced knowledge of the complexity and multifaceted nature of education, both in their own context and beyond.
K2	A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level
K3	A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
K4	A comprehensive, critical evaluation and synthesis of relevant literature.
K5	A critical evaluation of key methodological approaches applicable to professional enquiry.
K6	Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
K7	A systematic acquisition of a significant body of knowledge in their area of professional practice.
K8	The ability to communicate accurately and clearly to a wide range of audiences

Skills

Through the programme, students will learn to:

S1	Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
S2	Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
S3	Evaluate own learning needs in order to set and review own professional learning objectives.
S4	Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).

S5	Critically evaluate literature and evidence to progress their own skills of enquiry.
S6	Plan professional enquiry effectively and ethically.
S7	Carry out an extended enquiry project in relation to their own practice.
S8	Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
S9	Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others

The following level 7 benchmark statements have been mapped across modules:

B1	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 their academic discipline, field of study or area of professional practice.
B2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
B3	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 the discipline.
B4	Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
B5	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.
B6	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
B7	The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; the independent learning ability required for continuing professional development.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECEW7001	Advanced Research and Enquiry Skills	20
Optional Modules (choose two)		
ECEW7005	Emotional Health, Mental Health and Wellbeing	20
ECEW7008	Exploring Pedagogies	20
ECEW7009	Inclusive Classroom Practice	20
ECEW7011	Leading and Managing Education Professionals	20
ECEW7004	Curriculum Design and Realisation	20
ECEW7006	Equity and Diversity	20
ECEW7010	Leadership and Management of ALN	20
ECEW7012	Leading Organisational Change	20
ECEW7016	Curriculum Leadership and Innovation	20
ECEW7015	Responding to the effects of poverty and disadvantage in education	20
ECEW7014	Leading Within and Across Education Systems	20
ECEW7002	Additional Learning Needs- Excellence in Practice	20
PART II		
Compulsory Module		
	Dissertation	60

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

(4) MA Education (Wales) Additional Learning Needs

Programme Learning Outcomes

Knowledge and Understanding

By the end of this programme students will demonstrate:

K1	An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.
K2	A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.
K3	A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
K4	A comprehensive, critical evaluation and synthesis of relevant literature.
K5	A critical awareness of key methodological approaches applicable to professional enquiry.
K6	Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
K7	A systematic acquisition of a significant body of knowledge in their area of professional practice.
K8	The ability to communicate accurately and clearly to a wide range of audiences.

Skills

Students will learn to:

S1	Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
S2	Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
S3	Evaluate own learning needs in order to set and review own professional learning objectives.
S4	Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).

S5	Critically evaluate literature and evidence to progress their own skills of enquiry.
S6	Plan professional enquiry effectively and ethically.
S7	Carry out an extended enquiry project in relation to their own practice.
S8	Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
S9	Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

The following level 7 benchmark statements have been mapped across modules:

B1	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 their academic discipline, field of study or area of professional practice.
B2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
B3	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 the discipline.
B4	Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
B5	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.
B6	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
B7	The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; the independent learning ability required for continuing professional development.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECEW7001	Advanced Research and Enquiry Skills	20
Optional Modules (choose one)		
ECEW7009	Inclusive Classroom Practice	20
ECEW7010	Leadership and Management of ALN	20
ECEW7002	Additional Learning Needs- Excellence in Practice	20
PART II		
Compulsory Module		
	Dissertation	60

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

(5) MA Education (Wales) Curriculum

Programme Learning Outcomes

Knowledge and Understanding

By the end of this programme students will demonstrate:

K1	An in-depth, systematic and advanced knowledge of the complexity and multifaceted nature of education, both in their own context and beyond.
K2	A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.
K3	A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
K4	A comprehensive, critical evaluation and synthesis of relevant literature.
K5	A critical awareness of key methodological approaches applicable to professional enquiry.
K6	Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
K7	A systematic acquisition of a significant body of knowledge in their area of professional practice.
K8	The ability to communicate accurately and clearly to a wide range of audiences.

Skills

Students will learn to:

S1	Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
S2	Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
S3	Evaluate own learning needs in order to set and review own professional learning objectives.
S4	Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).

S5	Critically evaluate literature and evidence to progress their own skills of enquiry.
S6	Plan professional enquiry effectively and ethically.
S7	Carry out an extended enquiry project in relation to their own practice.
S8	Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
S9	Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

The following level 7 benchmark statements have been mapped across modules:

B1	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 their academic discipline, field of study or area of professional practice.
B2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
B3	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 the discipline.
B4	Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
B5	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.
B6	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
B7	The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; the independent learning ability required for continuing professional development.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECEW7001	Advanced Research and Enquiry Skills	20
Optional Modules (choose one)		
ECEW7008	Exploring Pedagogies	20
ECEW7004	Curriculum Design and Realisation	20
ECEW7016	Curriculum Leadership and Innovation	20
PART II		
Compulsory Module		
	Dissertation	60

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

(6) MA Education (Wales) Equity in Education

Programme Learning Outcomes

Knowledge and Understanding By the end of this programme students will demonstrate:

K1	An in-depth, systematic and advanced knowledge of the complexity and multifaceted nature of education, both in their own context and beyond.
K2	A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.
K3	A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
K4	A comprehensive, critical evaluation and synthesis of relevant literature.
K8	The ability to communicate accurately and clearly to a wide range of audiences.

Skills

Students will learn to:

S1	Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
S2	Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
S3	Evaluate own learning needs in order to set and review own professional learning objectives.
S4	Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).
S8	Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
S9	Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

The following level 7 benchmark statements have been mapped across modules:

B1	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 their academic discipline, field of study or area of professional practice.
B2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
B3	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 the discipline.
B4	Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
B5	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.
B6	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
B7	The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; the independent learning ability required for continuing professional development.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECEW7001	Advanced Research and Enquiry Skills	20
Optional Modules (choose one)		
ECEW7005	Emotional Health, Mental Health and Wellbeing	20
ECEW7006	Equity and Diversity	20
ECEW7015	Responding to the effects of poverty and disadvantage in education	20
PART II		
Compulsory Module		
	Dissertation	60

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

(7) MA Education (Wales) Leadership

Programme Learning Outcomes

Knowledge and Understanding

By the end of this programme students will demonstrate:

K1	An in-depth, systematic and advanced knowledge of the complexity and multifaceted nature of education, both in their own context and beyond.
K2	A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.
K3	A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
K4	A comprehensive, critical evaluation and synthesis of relevant literature.
K5	A critical awareness of key methodological approaches applicable to professional enquiry.
K6	Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
K7	A systematic acquisition of a significant body of knowledge in their area of professional practice.
K8	The ability to communicate accurately and clearly to a wide range of audiences

Skills

Students will learn to:

S1	Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
S2	Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
S3	Evaluate own learning needs in order to set and review own professional learning objectives.
S4	Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).
S5	Critically evaluate literature and evidence to progress their own skills of enquiry.

S6	Plan professional enquiry effectively and ethically.
S7	Carry out an extended enquiry project in relation to their own practice.
S8	Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
S9	Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

The following level 7 benchmark statements have been mapped across modules:

B1	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 their academic discipline, field of study or area of professional practice.
B2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
B3	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 the discipline.
B4	Conceptual understanding that enables the student: to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
B5	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.
B6	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
B7	The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; the independent learning ability required for continuing professional development.

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Code	Title	Credits
PART I		
Compulsory Modules		
ECEW7001	Advanced Research and Enquiry Skills	20
Optional Modules (choose one)		
ECEW7011	Leading and Managing Education Professionals	20
ECEW7012	Leading Organisational Change	20
ECEW7014	Leading Within and Across Education Systems	20
PART II		
Compulsory Module		
	Dissertation	60

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

(8) MA Education

Programme Learning Outcomes

Level 7 graduates should achieve the following outcomes referenced to the Qualification Framework for Higher Education (QAA 2014) and Master's Degree Characteristics (QAA 2015.)

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 their academic discipline, field of study or area of professional practice;
KU2	A comprehensive understanding of techniques applicable to their own research or advanced scholarship;
KU3	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 the discipline;
KU4	Conceptual understanding that enables the student: - To evaluate critically current research and advanced scholarship in the discipline; - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Cognitive (thinking) skills (CS)

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	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;
CS3	Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Practical skills (PS)

PS1	The exercise of initiative and personal responsibility;
PS2	Decision-making in complex and unpredictable situations;
PS3	The independent learning ability required for continuing professional development.

Key skills (KS)

KS1	Develop the qualities and transferable skills necessary for employment, requiring the exercising of initiative and personal responsibility, decision making in complex and unpredictable situations, and the independent learning ability needed for continuing professional development;
KS2	Be able to think creatively, holistically, and systemically and make critical judgments on issues;
KS3	Be able to develop a high level of self-reflection at a personal and professional level;

KS4	Be able to understand, critically evaluate and adopt thoughtfully sustainability values;
KS5	A competent ability to design and implement a research study within appropriate methodological frameworks and present data in a meaningful manner;
KS6	Be able to apply theory to practice and vice versa.

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

Code	Title	Credits
PART II		
Compulsory Module (pre 2023/24 registration on Part II)		
	Dissertation: Childhood, Youth and Education	60

Code	Title	Credits
PART II		
Compulsory Module (from 2023/24 registration on Part II)		
	Dissertation: Childhood, Youth and Education	60

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 confirmed with you by your programme manager.

Please note that for modules with multiple assessment deadlines and / or examinations, coursework deadlines and full information about examinations is given in the module information booklet handed to students at the start of the module.

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.

DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation/portfolio not exceeding 15,000 words or the equivalent. 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 their supervisors before submission.

DISSERTATION

It is expected that students reaching the dissertation stage 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.

Dissertations must be submitted in accordance with the University's requirements.

Please note that you must hand in your dissertation 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. Master's dissertations 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).

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

Master's Dissertation Repository

Eligibility

Master's dissertations that are awarded a distinction, or are otherwise awarded a pass and written in the Welsh language or in the academic disciplines of Welsh, Celtic Studies or Welsh history are archived to the University repository.

Master's dissertations that do not meet the above criteria, and undergraduate dissertations, are not held by Library and Learning Resources. Research degree theses are outside the scope of this document and are covered by the [electronic research theses submission process](#).

Print copies of dissertations and theses are no longer accepted by Library and Learning Resources. Historical printed dissertations and theses accepted prior to the implementation of the current policy will continue to be retained in LLR collections.

Master's dissertations accepted for archival in the repository will be electronically harvested by the National Library of Wales for the [Theses Collection Wales](#). Unlike research degree theses, UWTSD Master's dissertations are not archived by the British Library EThOS service or ProQuest.

Submitting to the repository

On submission of your dissertation for marking, you should also upload an additional PDF copy with the following form: <https://purl.org/uwtsd-llr/masters-dissertations>

- a. The form requests the data required for inclusion in the university repository, and the necessary copyright clauses.
- b. You will need to sign in to your UWTSD account before completing the form to act as a digital signature verification.
- c. You will be asked to upload your dissertation, and provide a personal email address to allow LLR to follow up any queries.
- d. The form includes a reference to the language of the dissertation and the subject matter to assess repository eligibility.
- e. Dissertations that are not eligible for inclusion will be removed from the repository.

Contacts

Queries over the submission process should be sent by email to the LLR repository team: openaccess@uwtsd.ac.uk

Information for students and staff is available on the LLR Open Access intranet pages: <https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/open-access-and-research/theses-and-dissertations>

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.

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 [HWPB](#).

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.

Skills Development

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

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

<https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources/academic-and-infoskills>.

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time 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 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 in 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>.