



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

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF CHILDHOOD, YOUTH AND EDUCATION

LEVEL 7

INSTITUTE OF EDUCATION AND 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
MA Equity and Diversity in Society	Jessica Pitman	01267 225127	j.pitman@uwtsd.ac.uk
MA Harmony in and sustainability: Theory and Practice	Jessica Pitman	01267 225127	j.pitman@uwtsd.ac.uk
Postgraduate Diploma Harmony and Sustainability: Theory and Practice			
Postgraduate Certificate Harmony and Sustainability: Theory and Practice			
MA Young People, Communities and Youth Work: Initial Qualifying Route	Angharad Lewis	01267 676949	angharad.lewis@uwtsd.ac.uk
MA Children's, Young People's and Community's Services	Alison Rees Edwards	01267 676615	a.rees-edwards@uwtsd.ac.uk
Professional Doctorate Children's, Young People's and Community's Services	Darrel Williams	01267 676808	d.g.williams@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:

Eiri Thomas eiri.thomas@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)
MA Equity and Diversity in Society	Bruce Marjoribanks	Katherine Friend
MA / PgDip/ PgCert Harmony in and sustainability: Theory and Practice	Bruce Marjoribanks (for dissertation – see Humanities external examiners for modules starting with HPCA)	Katherine Friend (for dissertation – see Humanities external examiners for modules starting with HPCA)
MA Young People, Communities and Youth Work: Initial Qualifying Route	Michael Conroy	Dr John Rose
Prof Doc/MA Children's, Young People's and Community's Services	Bruce Marjoribanks	

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.

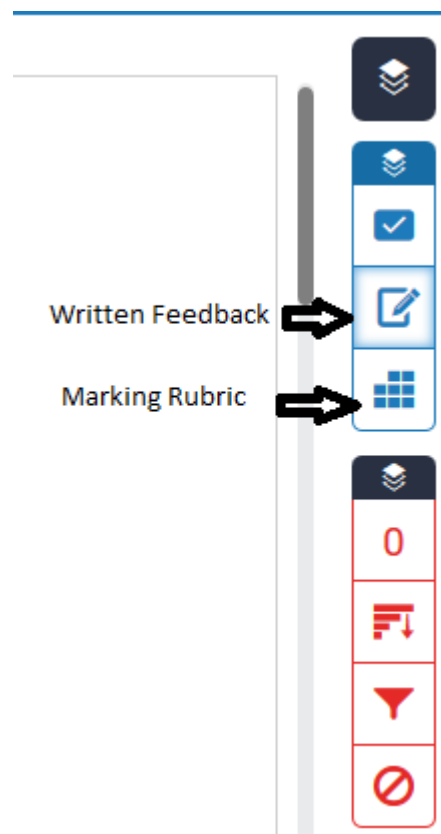
Written and audio feedback will comment on the overall work.

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) MA Equity and Diversity in Society Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	To critically engage with key concepts and theoretical approach's that have been developed and are delving within sociology (QAA S)
KU2	To critically reflect upon key thinkers in the area and the theoretical and conceptual ideas and principles driving the development of the subject (QAA SP)
KU3	To investigate and critique social diversity and inequalities (QAA S)
KU4	To critically engage with features of the interrelationships between social policies and differently placed communities, families and individuals (QAA SP)
KU5	To evaluate in depth issues and contemporary debates surrounding social, economic, environmental, cultural and political problems in the UK and beyond (QAA S; QAA SP)
KU6	To explore, in depth, the relationships between individuals, groups and social structures (QAA S)
KU7	To reflect deeply upon the importance of ethical issues in all forms of sociological data collection, analysis and argumentation (QAA S)

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	To further enhance their ability to judge and evaluate evidence and different value positions (QAA S; QAA SP)
CS2	To appreciate the complexity and diversity of social contexts (QAA S)
CS3	To assess the merits of competing theories and explanations (QAA S)
CS4	To clearly present complex reasoned and evidenced arguments (QAA S)
CS5	To recognise forms of prejudice and abuses of power; developing arguments and evidence to challenge these. (QAA S)
CS6	To become more critically reflexive about assumptions and the social processes and structures shaping forms of knowledge (QAA S)

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	To develop sensitivity to the values and interests of others: the teaching of social policy and sociology contributes to the development of students' capacity for self-reflection and, in particular, their ability to listen to, reflect on, and interact with the views and beliefs of others; and to take account of their own normative and moral positions in order to understand how human needs are experienced and met
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	(QAA SP; QAA S)
PS2	To develop information and communications technology skills including the internet and social media platforms, to access, search, store, transit and manipulate relevant information; and to conduct various forms of computer-based data analysis and presentation (QAA SP)
PS3	To further develop problem-solving skills through imagination and flexibility in seeking and evaluating alternative solutions, through critical reflection, to social problems (QAA SP; QAA S)
PS4	To develop the complex skills and knowledge to undertake a research project on a topic within the area of study (QAA MD)
PS5	To plan and undertake a research project on a topic within the area of interest that makes up the majority of an overall assessment (QAA MD)

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	To develop their written, visual and oral communication skills in a variety of contexts and to different types of audiences (QAA S; QAA SP)
KS2	To assess and understand their own strengths and weaknesses, and to take action to improve and enhance their capacities (QAA S)
KS3	To plan and manage their time effectively (QAA S)
KS4	To work independent and collaborative with groups (QAA S)
KS5	To apply information-retrieval skills in relation to primary and secondary sources of information (QAA S)

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

Part I

Full-time students must study 120 credits in a year.

Part-time students must study 60 credits in a year.

Part II

Having successfully completed Part I (120 credits), students will progress to Part II (Dissertation)

Code	Title	Credits
PART I		
Compulsory Module		
ECGE7008Q	The Philosophy and Practice of Social Research	30
Optional Modules		
ECED7007	Political: Influences on Inequality and Diversity	30
ECED7009	The Social (Re)Production of Inequality	30
ECGE7007Q	Sustainable Communities	30
ECED7008	Managing Professional Practice in Advocacy	30
ECED7005	Dismantling Barriers to Equality: Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups	30
PART II		
Compulsory Module		
ECED7010	Dissertation in the Social Sciences	60

For details of Postgraduate Certificate and Postgraduate Diploma intermediate awards, please see the Programme Grids on MyTSD.

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 Harmony and Sustainability: Theory and Practice

Programme Learning Outcomes Knowledge and understanding (KU)

KU1	To examine a range of data sources, research strategies and quantitative and qualitative methods and assess the appropriateness of their use within a range of multidisciplinary context
KU2	Critically examine and analyse the complex ways in which human beings shape and are shaped by social, cultural and environmental contexts.
KU3	To explore the ecological relationships of sustainability.
KU4	Examine, in-depth, the processes that underpins social change, conflict and social stability through linking theory to practice
KU5	Show an appreciation and understanding of the relationship between micro, meso and macro levels of social and cultural forms in relation to global processes and broader historical developments
KU6	Examine, in-depth, a range of key concepts and theoretical approaches within sustainability and harmony to evaluate their application and creatively use concepts in analysing social and global phenomenon or addressing social and global issues

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	To evaluate critically current research and advanced scholarship in Harmony and Sustainability and associated multi-disciplinary fields of study.
CS2	Critically explore systems and strategic thinking alongside engaging with critical self-awareness to solve a range of social problems.
CS3	Ability to deal with complex issues associated with their degree of study and link to the needs of their own learning journey/focus
CS4	Critical awareness of current problems through reflection and evaluation to explore possible solutions and and/or develop new insights
CS5	Critically assess and analyse the ethical implications of research and enquiry

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	Organise, plan and manage their time; write, edit, present evidence and justify their argument through using critical questions and key debates
PS2	Research, collect and critically analyse data
PS3	Undertake in-depth enquiry through engaging with an area of study and linking this to with real world problems

PS4	Conduct a research project through independent study
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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 ability to engage with in-depth arguments on the basis of evidence.
KS2	Engage and compare/contrast a variety of multidisciplinary theoretical debates.
KS3	Engage with the contentious and contested nature of knowledge in the ecological, social, public and civic fields
KS4	Conduct and communicate high quality research to explore theory and/or policy in practice.

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	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
PART I			
ECGE7008Q	The Philosophy and Practice of Social Research	Compulsory	30
HPCA7032	Harmony: Theory and Practice	Compulsory	30
HPCA7023	Ecology and Spirituality	Optional	30
HPCA7014	Sacred Geography	Optional	30
BMSP7001D	The Challenge of Sustainability	Optional	30
ECED7009	The Social (Re)Production of Inequality	Optional	30
ECGE7007Q	Sustainable Communities	Optional	30
PART I			
ECHA7001	Dissertation Project: Harmony in Practice	Compulsory	60

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

(3) MA Young People, Communities and Youth Work: Initial Qualifying Route

Programme Learning Outcomes

The aims and programme outcomes which follow have been referenced to the Youth and Community Work, QAA Benchmark Statement (QAA, 2019) and the Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019). whilst being mindful of the Master's Degree Characteristics (QAA, 2020).

At MA level the students will be expected to demonstrate the following attributes in relation to the subject knowledge and understanding within Youth and Community Work (QAA, 2019):

- i. 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;
- ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii. 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;
- iv. conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline;
- v. conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Main Award: MA Young People, Communities and Youth Work: Initial Qualifying Route

Knowledge and understanding (KU)

Subject knowledge and understanding is conceptualised here with four aspects, all of which contribute to the debate about the role and professional identity of the practitioner. It is by critical engagement in each of these areas that professional identities are formed and appropriate in-depth subject knowledge and the ability to apply originality in the application of knowledge is gained:

- working in and with communities;
- working with young people; working with adults;
- approaches to learning and development;
- developing community-based organisations.

The development of knowledge, skills and values are interconnected across these aspects by the attention which is paid throughout courses of study in this subject to the development of critical, reflective and autonomous practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

Knowledge and understanding (KU)

KU1	Working in and with communities • Appreciate the complex scope of professional practice which is community-based and is outside of formal learning and national courses of assessment in schools and colleges (though linked to them) and outside clinical or statutory practice in health and social care (though linked to them). • Explore in depth-studies studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations. • Understand critical theorisations of local society, civil society and of social capital. • Develop conceptual understanding of the relationship of young people to communities, and of people in different stages of their lives to one another in communities; the history of the development of community-based practice as distinct from state or market-based practice; critically analyse practices which challenge existing power relations such as those rooted in age-based discrimination, sexism, racism, sectarianism, and/or practices rooted in class privilege, which may lead to marginalization. • Gain a comprehensive understanding of social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression. • Explore in-depth networking as a significant aspect of practice; the study of coalitions and broad-based organizing; conflict and community-based practices and the role of alliances. • Gain a comprehensive understanding of the implications of collective action and social change, including enterprise and self-help strategies for addressing shared needs and aspirations, campaigning and the links to social movements. • Understand critical debates about citizenship, democracy, social justice and social value which may underpin practice. • Be able to critically analyse the impact of social policy discourses on the development of professional practice in youth and community work, including youth policy and comparative international and European social policy.
KU2	Working with young people: working with adults • Gain conceptual understanding of models and meanings of development through the life course, and the links between education and development; holistic approaches: the physical, mental, emotional and spiritual aspects of resourcefulness and resilience; critique of normative and deficit models of development. • Demonstrate self-direction and originality when engaging with young people and adults in communities in order to develop strategies for education and change. • Deal with complex issues when investigating models of work with young people and communities in the UK and globally, including those which may be controversial. • Demonstrate self-direction and originality in tackling and solving problems when investigating whether particular educational methods are more or less suitable for different stages or age groups. • A comprehensive understanding and ability to apply models of practice, including outreach work and detached work, project-based work, cultural

	work and sport, and participatory practice; evaluation of the impact of strategies and practices. • Engage critically with theories and practice in relation to children's, young people's and adults' health, safety and well-being. • Critically evaluate professional practice in relation to legal obligations and duties of care in safeguarding children, young people and vulnerable adults, including the role of other professionals and agencies. • Develop skills and take responsibility in promoting good mental and emotional health, and recognising and responding to breakdown. • Appreciate and implement autonomously informal education and support. • Critically evaluate the importance, and nature, of personal and professional boundaries, and the different boundary issues involved in work with young people and work with adults.
KU3	Approaches to learning and development • Engage with the complex areas of informal education, conversation, critical dialogue and experiential learning: situated learning: local, global and metaphysical, including global learning, environmental learning and theological or faith-sensitive learning. • Initiate and lead tasks and processes using characteristic methods of informal education, which require practitioners to locate their practice within a matrix of power dynamics across local, global, political and faith boundaries. • Reflect critically on citizenship learning, collaborative and open enquiry, and political education. • Evaluate in-depth exploration of culturally sensitive and culturally specific learning. • Engage, initiate and lead: Developmental group work: learning about personal development through group participation, social education and popular education. • Debates about peer education; volunteering and community activism as learning; open groups and closed/targeted groups in practice; exploration of group work based on affirmative action, for example, women's groups and disabled young people's groups. • Critically analyse the links between informal education, adventure education, and play and arts-based education. • Evaluate in-depth holistic approaches to learning, recognising the emotional and spiritual aspects of learning.
KU4	Developing community-based organisations • Gain conceptual understanding of organisations that enables the student to evaluate methodologies and develop critiques of them, and where appropriate to propose new hypotheses. • Critically explore agencies and workplaces in which community and youth workers are employed. • Gain conceptual understanding of the distinctive cultures of third sector organisations, including churches and faith communities, and cooperatives and social enterprises; the role of community organisations in contributing to cohesion and integration, contestation and change. • Critically evaluate strategies for anti-oppressive and anti-discriminatory practice at organisational level. • Critically reflect upon equality, diversity and interdependence in the workplace and beyond; human rights-based equality duties and non-discrimination legislation.

	• Appreciate the complexities of management and leadership in community-based projects: study of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals. • Gain in-depth understanding of financial planning, management and accountability, including models of social enterprise and social investment. • Gain a critical understanding of key roles and responsibilities including mentoring, supervision, staff development and training; the role of part-time workers and volunteers. • Gain applied experience of the safety and support for youth and community work practitioners. • Critically analyse the significance of measuring and evaluating the impact of projects. • Gain a comprehensive understanding of interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches. • Critically evaluate current professional context of integrated and non-integrated services and approaches. • Critical exploration of youth services in the context of integrated and non-integrated working. • Critically evaluate youth work in a variety of agency and multiagency contexts; universal provision and targeted provision; dedicated and distinct service provision. • Specific skills in working with other professionals in multidisciplinary teams, for example from education, health and social care or housing organisations. • Critical exploration of the links with other professions. • In-depth understanding of the nature of accountability in multidisciplinary teams.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

In summary, postgraduates should have developed an in-depth, comprehensive and critical understanding of the value-base of professional practice; be able to initiate and lead complex tasks and take professional responsibility; demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; identify their own learning needs; display creativity and work as critical, reflective and reflexive practitioners; and critically evaluate research in the field of study and to undertake exceptional participatory research studies with young people and community groups.

Subject Specific Skills (SSS)

Subject-specific and generic skills for youth and community work are constructed on a strong base of knowledge of theory and practice.

Postgraduates are able to demonstrate skills in the following areas:

SSS1	Understanding, developing and managing their professional role • Gain a comprehensive understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work.
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	• Develop an in-depth informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities. • Demonstrate substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and evaluation of impact of educational courses across a range of practice settings. • Gain critical ability to engage in systematic analysis of relevant concepts, theories and issues of policy, and their use in informing evidence-based practice. • Demonstrate substantial ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media. • Demonstrate substantial autonomy in the ability to make informed judgements on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice. • Evidence the ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours. • The ability to offer critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.
SSS2	Fostering Democratic and Inclusive Practice • Critically reflect on their ability to build trusting relationships as a foundation for learning. • Demonstrate the ability to foster participation and support for young people and adults in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them. • Evidence the ability to create inclusive environments and to identify and counter oppressive attitudes, behaviours and situations, at both interpersonal and systemic levels. • The capacity to build practice on an understanding of issues of power, empowerment and the complexity of voluntary relationships. • Evidence the capacity to promote, publicise and share good practice.
SSS3	Maintaining and developing organisations which support practice • Illustrate the ability to lead and promote the development of productive and sustainable responses and structures, including the support and management of community-based and young people's organisations. • Demonstrate skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks. • Critically reflect upon the capacity to lead and manage others in the workplace (volunteers, staff, the capacity to provide for support, safety and well-being of staff). • Demonstrate responsibility through context-appropriate leadership of individuals and groups. • Develop a high standard of financial and project management skills (planning, monitoring, evaluation, applications for funding, management of resources, policy development, understanding quality framework models).

SSS4	Facilitating personal and collective learning development and capacity building • Illustrate capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development. • Critically analyse complex policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them. • Demonstrate the ability to lead, support and develop a range of literacies, including emotional literacy. • The ability to design and implement initiatives, projects and programmes using appropriate professional frameworks and methods. • The ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques. • Develop exceptional evaluation tools so as to measure impact and effectiveness of their work and the work of community-based projects.
SSS5	Networking and Multi-agency working • Demonstrate their self-direction in building relationships and leading strategic partnerships with other professionals, in particular in education and in health and social care. • Demonstrate their self-direction in building and leading partnerships across community groups and young people's projects including young people and community members in partnerships. • Demonstrate substantial autonomy in involving, consulting with, and acknowledging accountability to stakeholders. • Creating effective alliances with other organisations, respecting alternative professional approaches while maintaining the values of youth and community work. • Creating networks and alliances among and across community groups and young people's projects. • Developing inclusive networks which promote inclusion, celebrate diversity, recognise interdependence and do not intensify marginalisation of small projects or minority groups. • Explore in-depth their skills in contributing to wider development of children and young people's services, including in a deregulated environment.

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

Generic Skills

GS	Generic Skills • Gain in-depth understanding and critical evaluation of research in the field and the ability to undertake small-scale participatory research projects. • Demonstrate substantial autonomy in their ability to use information and communication technologies. • Demonstrate comprehensive organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary. • Demonstrate substantial autonomy in self-management, including the organisation of an efficient and effective work pattern, and working to deadlines.
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	• In-depth ability to collect and apply numerical data, as appropriate. • Demonstrate critical ability to collect, analyse and interpret qualitative and quantitative data. • Demonstrate autonomy and in-depth ability to present data in different formats, including graphical and tabular. • Demonstrate comprehensive commitment to the improvement of their own learning and performance. • Understanding of their own approaches to learning. • Demonstrate self-direction and an ability to work on their own initiative and in cooperation with others. • Reflect critically on their ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject. • Demonstrate substantial skill in reflection on their own and others' value systems and the ability to explore such values in informal contexts, including an ability to constructively challenge the views of others and resolve conflict. • Demonstrate the ability to maintain effective communication using written, visual, electronic and oral means with individuals and groups, including presentations. • Demonstrate critical awareness of emotional literacy and personal resilience.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Youth Work National Occupational Standards Functional Map (CLD Standards Council Scotland, 2019)

MA Young People, Communities and Youth Work: Initial Qualifying Route

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
A: Work with young people and others	A1 Build professional relationships and engage with young people	YW 01	Initiate, build and maintain relationships with young people
		YW 02	Assist young people to learn and engage with the youth work process
		YW 03	Comply with legal, regulatory and ethical requirements when carrying out youth work
	A2 Build productive working relationships and multi-agency networks	YW 04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work
B: Facilitate learning and development of young people through planning and implementing learning activities in youth work	B1 Facilitate the personal, social, spiritual and educational development of young people	YW 05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW 06	Explore the concept of values and beliefs with young people
		YW 07	Apply youth work values and principles in group work
		YW 08	Engage with and empower young people to make use of digital media in their daily lives
	B2 Promote young people's self-awareness, confidence and participation	YW 09	Support young people to become responsible citizens through active involvement with youth work
		YW 10	Advocate with and on behalf of young people so that their interests are represented
	B3 Plan and implement learning activities in youth work	YW 11	Plan, prepare and facilitate learning activities with young people
		YW 12	Manage resources with young people for youth work activities
	B4 Provide access to information, support and guidance	YW 13	Access information with and for young people to inform decision making

C: Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW 14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and youth workers	YW 15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW 16	Equip young people with safeguarding techniques
		YW 17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW 18	Engage with young people to promote their emotional wellbeing and mental health
	C3 Promote inclusion, equity and the valuing of diversity	Sign post No. 26	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)
		YW 19	Develop a culture and ethos that promotes inclusion and values diversity
D: Plan and implement strategy and youth work activities for young people	D1 Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	YW 20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
		YW 21	Secure funding and resources for youth work
	D2 Influence, plan and implement youth work strategy	YW 22	Influence and develop youth work strategy
		YW 23	Engage young people in the strategic development of youth work
		Sign post No. 27	<i>Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS SFTA3)</i>
	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW 24	Monitor and evaluate the impact of youth work strategy and delivery
E: Develop, lead and		YW 25	Work as an effective and critically reflective youth work practitioner

manage self and others	E1 Manage and develop yourself	<i>Sign post No 28</i>	Develop your knowledge, skills and competence (<i>Management and leadership NOS CFAM&LAA2</i>)
	E2 Lead and manage others	<i>Sign post No. 29</i>	Lead your team (<i>Management and leadership NOS CFAM&LBA3</i>)
		<i>Sign post No. 30</i>	Allocate work to team members (<i>Management and leadership NOS CFAM&LDB2</i>)
		<i>Sign post No. 31</i>	Quality assure work in your team (<i>Management and leadership NOS CFAM&LDB3</i>)
		<i>Sign post No. 32</i>	Recruit, select and retain people (<i>Management and leadership NOS CFAM&LDA2</i>)
	E3 Develop colleagues	YW 26	Provide leadership to other youth workers and volunteers
		<i>Sign post No. 33</i>	Support individuals' learning and development (<i>Management and leadership NOS CFAM&LDC2</i>)
	E4 Maintain health and safety in the workplace	<i>Sign post No. 34</i>	<i>Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)</i>
		<i>Sign post No. 35</i>	Provide healthy, safe, secure and productive working environments and practices (<i>Management and leadership NOS CFAM&LEB1</i>)
F Work with Communities	F1 Encourage engagement of young people in their community	<i>Sign post no 36</i>	Work with the tensions inherent in community development practice (JETSCD02)
		<i>Sign post No 37</i>	Support inclusive and collective working (JETSCD06)
		<i>Sign post No 38</i>	Relate to different communities (JETSCD03)
	F2 Engage with communities to promote the voice and needs of young people	<i>Sign post No 39</i>	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)

PROGRAMME STRUCTURE

The table below shows the current composition of the programme:

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Part I			
ECYW7005	Insights into Adolescent Development	Compulsory	30
ECYW7006	Principles into Practice	Core	30
ECYW7007	Collaborative Leadership and Management	Compulsory	30
ECGE7005Q	The Philosophy and Practice of Social Research	Compulsory	30
Part II			
ECGE7006Q	Dissertation: Childhood, Youth and Education	Compulsory	60

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

(4) MA Children's, Young People's and Community's Services

Programme Learning Outcomes

Knowledge and Understanding skills

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.
KU5	In youth and community work builds on a long and well-established body of knowledge, theory and research concerning the nature of practice in this subject and the role of the educator in community settings and informal contexts
KU6	In Youth and Community work they are equipped to read and critically evaluate research in the field of study; to undertake small-scale participatory research studies with young people and community groups; and to evaluate the impact of interventions on young people and communities
KU7	In Early Childhood carry out empirical studies ethically, involving a variety of methods of data collection, including observations relating to early childhood in an ecological context analyses data relating to early childhood
KU8	In Early Childhood generate, define and refine questions and make critical judgements and evaluations engage with research and practice and the uncertainties of developing knowledge and understanding

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

Cognitive (thinking) skills (CS)

CS1	Deal with complex issues both systematically and creatively, make sound 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.

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	the exercise of initiative and personal responsibility
PS2	decision-making in complex and unpredictable situations
PS3	Reflective and reflexive 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 independent learning ability required for continuing professional development
KS2	An innovative approach to tackling and solving problems

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 MA Children's, Young People's and Community's Services programme:

2025/26

Code	Title	Credits
PART I		
Optional Modules		
ECCP7002	Critical perspectives in policy, planning and delivery	30
ECCP7003	Developing Professional Curiosity: A Critical Literature Review	30
ECCP7006	Well-being and belonging in the early years	30
ECCP7007	Children's learning	30
PART II		
Compulsory Module		
ECGE7006Q	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.

Module details are correct on 1 September 2025, and will not normally be changed during the year. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

(5) Professional Doctorate Children's, Young People's and Community's Services

Programme Learning Outcomes

Knowledge and understanding (KU)

Level 7

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.
KU5	In youth and community work builds on a long and well-established body of knowledge, theory and research concerning the nature of practice in this subject and the role of the educator in community settings and informal contexts
KU6	In Youth and Community work they are equipped to read and critically evaluate research in the field of study; to undertake small-scale participatory research studies with young people and community groups; and to evaluate the impact of interventions on young people and communities
KU7	In Early Childhood carry out empirical studies ethically, involving a variety of methods of data collection, including observations relating to early childhood in an ecological context analyses data relating to early childhood
KU8	In Early Childhood generate, define and refine questions and make critical judgements and evaluations engage with research and practice and the uncertainties of developing knowledge and understanding

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

Level 8

KU9	The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
KU10	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
KU11	The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems

KU12	A detailed understanding of applicable techniques for research and advanced academic enquiry.
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Cognitive (thinking) skills (CS)

Level 7

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.

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

Level 8

CS4	Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
CS5	Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

Practical skills (PS)

Level 7

PS1	The exercise of initiative and personal responsibility
PS2	Decision-making in complex and unpredictable situations
PS3	Reflective and reflexive practice

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

Level 8

PS4	The exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional environments.
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Key skills (KS)

Level 7

KS1	The independent learning ability required for continuing professional development
KS2	An innovative approach to tackling and solving problems

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

Level 8

KS3	The development of an individual's professional practice to support them in producing a contribution to professional and academic knowledge.
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Part-time study 2025/26

Module Code	Module Title	Module type (Component Pass, Core, Compulsory, Optional)	Credits
Part I			
ECCP7004	Research Design and Management for Professional Practice	Compulsory	30
ECCP7005	Future Focused: Impacting change and leading improvement through research	Compulsory	30
Part II			
ECCP8001	Practice-Based Research Thesis	Compulsory	360

ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING

MA Equity in Diversity in Society and MA Harmony and Sustainability: Theory and Practice offer blended/distance learning programmes and will be discussed in more depth with students when starting the course. We offer parity of experience for students taking this course through a range of offers, such as the IEH Learning Community on Moodle and group tutorials

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 discussed during your chosen programme.

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 (reference list) 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 as this will impact on your final mark.

The module code for the dissertation/portfolio changes depending on the choice of programme (see above)

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>

Nature and demands of tutorial supervision for this Programme of Study

In line with the Academic Quality Handbook supervision requirements and discussed in Dissertation lectures.

Dissertation Deadline

Will be provided by the programme manager at start of part II.

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 [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. 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>.