



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

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF PSYCHOLOGY AND COUNSELLING

LEVEL 7

INSTITUTE OF EDUCATION AND HUMANITIES

2023-2024

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2023/24. Module descriptors are presented in the accompanying Module Directory document.

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

FEEDBACK

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

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

Programme of Study	Programme Manager	Tel. No.	E-mail
MA Advanced Counselling Theory and Research	Ruth Groff	01792 482106	ruth.groff@uwtsd.ac.uk
MA Psychotherapeutic Practice: Humanistic	Catherine Slade	01792 483319	catherine.slade@uwtsd.ac.uk
MA Children and Young People's Mental Health	Dr Charlotte Greenway	01267 676923	c.greenway@uwtsd.ac.uk
MSc Applied Psychology	Dr Ceri Phelps	01792 482084	ceri.phelps@uwtsd.ac.uk
MSc Psychology of Prejudice and Discrimination	Dr Paul Hutchings	01792 482080	paul.hutchings@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:

PsychologyCounselling@uwtsd.ac.uk

EXTERNAL EXAMINERS

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

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

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

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2023/24 (forename/surname)	External Examiner for 2022/23 (if different to current)
MA Advanced Counselling Theory and Research	Dr John Hills	
MA Psychotherapeutic Practice: Humanistic	Dr Gary Shepherd	
MA Children and Young People's Mental Health	Dr Karen McInnes	
MSc Applied Psychology	Dr Shelley M. Kemp	Dr Manpal Bhogal
MSc Psychology of Prejudice and Discrimination	Dr Shelley M. Kemp	

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR 2023/24

The academic year 2023/24 will be divided up as follows:

Semester 1: 25/09/23 - 26/01/24

Semester 2: 29/01/24 - 13/07/24

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

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

My Student Record / MyTSD

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

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

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

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

Please take time to check the enrolment information provided on MyTSD.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the Admissions Team. All DBS related queries should be directed to dbs@uwtsd.ac.uk.

You will also be asked to complete a formal self declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status.

MODULAR TERMINOLOGY

Programme of Study (Course)

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

Module

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

Module Credit Rating

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

Level of Study

A level is assigned to each module to define the standard of its academic demand. Study at Master's level is called Level 7 in the National Qualifications Framework. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

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

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Manager about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website and forms part of the *Mitigating Circumstances Policy*:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with in Chapter 12 of the *Academic Quality Handbook*, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

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

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website:

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

Responsibilities of students in relation to the assessment process

You are responsible for ensuring that:

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

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

Moodle can be used for administration tasks such as:

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

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb
Access your Hwb dashboard either by logging into a campus PC and opening Microsoft Edge browser, or accessing <https://hwb.uwtsd.ac.uk> from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website
Navigate to <https://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.
3. URL Input
Open any browser on an internet-connected device and navigate to <https://moodle.uwtsd.ac.uk/>

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

If you are missing any modules from your Moodle homepage, please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages.

Further information on using online and digital resources can be found at <https://digitallearning.uwtsd.ac.uk/>

ASSESSMENT FEEDBACK VIA TURNITIN

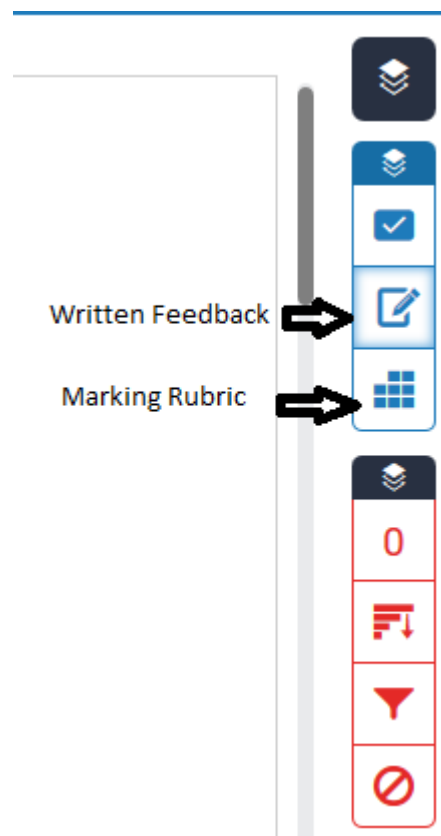
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

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

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

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



PROGRAMMES OF STUDY

(1) MA Advanced Counselling Theory and Research

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of counselling
KU2	A comprehensive understanding of research design, analysis and ethics applicable to counselling
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 counselling
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in counselling
KU5	Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new research questions.

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	Ability to deal with complex issues in relation to counselling both systematically and creatively, and communicate these academic arguments clearly to specialist and non-specialist audiences
CS2	Ability to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS3	Demonstration of self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
CS4	Ability to advance their knowledge and understanding through self-study and to develop new skills to a high level
CS5	Ability to recognise the ethical, moral and professional issues in counselling and psychology and propose appropriate solutions

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	Ability to conduct a systematic review of literature and to manage the collection and storage of associated information in a highly organised manner
PS2	Ability to select, design and evaluate appropriate research materials for a variety of quantitative research questions and research designs
PS3	Ability to select, design and evaluate appropriate research materials for a variety of qualitative research questions and research designs
PS3	Ability to create an ethically and scientifically robust research proposal within the constraints of the proposal's remit.

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	Ability to exercise initiative and personal responsibility in the production and management of workload
KS2	Ability to engage in teamwork and to reflect upon this process.
KS3	Ability to present work to both academic and lay audiences in an appropriate manner
KS4	Independent learning ability required for continuing professional development
KS5	Ability to present work appropriately through different media to a high standard

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:

Code	Title	Credits
PART I		
Compulsory Modules		
ECAC7004	Advanced Research Methods in Counselling	30
ECAC7001	Contemporary Counselling Theory	30
Optional Modules (choose 2)		
ECAS7003	Behaviour change in context	30
ECAC7002	Human Flourishing & Resilience	30
ECAS7002	Professional Research Skills	30
ECAS7006	Ethical and professional challenges	30
PART II		
Compulsory Module		
ECAS7007	Applied Research 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.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

(2) MA Psychotherapeutic Practice: Humanistic

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	recognise the social and cultural context of their practice (3)
KU2	recognise responsibilities to the client, employers, the counselling and psychotherapy professions and to society at large (9)
KU3	recognise their own professional limitations, making referrals where appropriate (11)
KU4	respect the role of supervision as an essential aspect of clinical practice (12)
KU5	be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy (29)
KU6	recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being (30)
KU7	apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice (33)
KU8	recognise that specific knowledge and skills are required to work with particular client groups, for example children and young people (34)
KU9	whether the type of counselling and psychotherapy that can be offered is suitable for particular clients (36)
KU10	understand and manage the impact of diversity and difference on the therapeutic relationship (41)
KU11	recognise the importance of preparing clients for endings (51)
KU12	identify some of the philosophical assumptions underpinning the practice of counselling and psychotherapy (55)
KU13	recognise the potential importance of diversity in the therapeutic relationship (59)
KU14	reflect on the role and function of counselling and psychotherapy in society (60)
KU15	recognise that power relationships and dynamics within groups and organisations have the potential to impact on therapy (62)
KU16	be familiar with the legal and ethical framework in which the therapy takes place (65)

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	recognise potential limitations of their preferred theoretical model or models in work with specific clients (4)
CS2	analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses (13)
CS3	work with managers and clients in the delivery, monitoring and evaluation of services (16)

CS4	recognise the implicit power imbalance in the counselling/psychotherapy relationship (26)
CS5	utilise research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients (27)
CS6	recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others (31)
CS7	recognise the potential for physical signs and symptoms to accompany, mimic or be indicative of severe forms of psychological distress and respond appropriately (32)
CS8	assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements (37)
CS9	recognise ways in which the relationship is conceptualised in a range of different theoretical models (43)
CS10	be able to comply with professional requirements for record-keeping (52)
CS11	appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice (56)
CS12	appraise the range of psychological services and interventions available to clients
CS13	recognise ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being (61)

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	ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice (5)
PS2	recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies (6)
PS3	recognise the need for, and engage with, their own personal support and/or therapy as appropriate (7)
PS4	recognise and cope with uncertainty, responding therapeutically while maintaining firm boundaries (8)
PS5	respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist (15)
PS6	build and sustain professional relationships and work collaboratively, as appropriate to the work context (17)
PS7	make use of supervision to develop their understanding about clinical work and to enhance and protect their well-being (19)
PS8	establish and maintain a secure frame for therapeutic work (20)
PS9	maintain clear professional boundaries in all relationships with clients (21)
PS10	summarise the client's difficulties, as perceived by the therapist, and articulate the ways in which counselling/psychotherapy can address them (22)
PS11	implement an appropriate strategy for assessing potential clients using appropriate consultation where necessary, which may include risk assessment (23)
PS12	make informed decisions about referral to appropriate agencies (24)

PS13	negotiate an appropriate therapeutic contract using all available information (25)
PS14	openly and freely discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem (28)
PS15	demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs, while maintaining an awareness of other assessment strategies (35)
PS16	be able to communicate the scope and limits of confidentiality clearly and ethically to clients (38)
PS17	set and maintain appropriate professional boundaries (39)
PS18	establish and sustain a therapeutic alliance (40)
PS19	recognise and manage difficulties and ruptures in the therapeutic alliance (44)
PS20	recognise and manage distortions in the client's perception of the therapist and of their experience of therapy (45)
PS21	draw on a range of therapeutic responses, strategies and interventions to inform practice(46)
PS22	manage problematic situations, including violation of the therapeutic contract (47)
PS23	adapt responses and strategies to open-ended or time-limited contracts (48)
PS24	apply appropriate strategies and interventions in work with specific client populations and client issues (49)
PS25	work with the constraints of the therapeutic contract (50)
PS26	manage contact with external agencies and professionals, as appropriate to the interest of the client (53)
PS27	interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies (57)
PS28	deliver the counselling/psychotherapy services with due regard to the practice setting (66)

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 award holder will have the relevant professional knowledge and skill to: maintain the ethical principles that underpin counselling and psychotherapy
KS2	integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination (2)
KS3	recognise and respect inter-professional and multi-agency approaches to mental health (10)
KS4	take account of diversity issues and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs (14)
KS5	critically appraise a range of theoretical approaches to practice (18)
KS6	use research literature on the impact of the therapeutic alliance to enhance relationships with clients (42)
KS7	critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice (63)

KS8	implement methodologies to audit and evaluate the process and outcome of therapy (64)
KS9	Knowledge base extends to a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of counselling/psychotherapy (67)
KS10	Show a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy (68)
KS11	An appropriate methodology can be identified for dealing with complex problems or those of an unfamiliar or unpredictable nature (69)
KS12	Critical discussion and analysis of complex concepts and work is carried out independently and with some originality (70)
KS13	Ability to successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline (71)

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:

Code	Title	Credits
PART I		
Core Modules		
ECPR7001	Framing Therapeutic Practice	30
ECPR7002	Therapy and Context	30
ECPR7003	Professional Practice and Therapist Competencies	30
ECPR7004	Research Methods and Practice	30
PART II		
Compulsory Module		
ECPR7005	Psychotherapy and Counselling 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.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

(3) MA Children and Young People's Mental Health

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of children and young people's mental health.
KU2	A comprehensive understanding of research design, analysis and ethics applicable to children and young people's mental health.
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 children and young people's mental health.
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in children and young people's mental health.
KU5	Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
KU6	A critical understanding of how to integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues in the area of children's mental health

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	Ability to deal with complex issues in relation to children and young people's mental health both systematically and creatively, and communicate these academic arguments clearly to specialist and non-specialist audiences.
CS2	Ability to make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.
CS3	Demonstration of self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
CS4	Ability to recognise the ethical, moral and professional issues in children and young people's mental health and propose appropriate solutions.
CS5	Ability to reason clearly, critically engage with the role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject area of children's mental health.
CS6	Ability to critically understand the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data.

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	Ability to conduct a systematic review of literature and to manage the collection and storage of associated information in a highly organised manner.
PS2	Ability to identify, conduct and report an advanced range of research analyses using appropriate data formats.
PS3	Ability to select, design and evaluate appropriate research materials for a variety of qualitative research questions and research designs.
PS4	Ability to create an ethically and scientifically robust research proposal within the constraints of the proposal's remit.
PS5	Demonstration of critically reflexive evaluation of the methods required for systematic study and research relative to children and childhood.
PS6	Demonstrate an excellent ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, wellbeing, protection and safety, and the conditions that enable them to flourish

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	Ability to exercise initiative and personal responsibility in the production and management of workload.
KS2	Ability to engage in teamwork and to reflect upon this process.
KS3	Ability to present work to both academic and lay audiences in an appropriate manner, and to present work appropriately through different media to a high standard
KS4	Independent learning ability required for continuing professional development and to advance their knowledge and understanding through self-study and to develop new skills to a high level.
KS5	Demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using different ideas and techniques, some of which are at the forefront of children's mental health
KS6	Ability to present detailed and accurate knowledge of a wide range of theoretical positions and be able to articulate and justify a well-informed and insightful point of view engage with a wide range of sources of information critically and with insight.

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:

Code	Title	Credits
PART I		
Compulsory Modules		
ECCY7005	ADHD: Research and Practice	30
ECCY7007	Understanding trauma and the mental health needs of the child	30
ECCY7006	Research methods for children and young people	30
ECCY7008	Therapeutic and nature-based play	30
PART II		
Compulsory Module		
ECAS7007	Applied Research 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.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

(4) MSc Applied Psychology

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of applied psychology.
KU2	A comprehensive understanding of research design, analysis and ethics applicable to applied psychology.
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 applied psychology
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in applied psychology
KU5	Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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	Ability to deal with complex issues in relation to applied psychology both systematically and creatively, and communicate these academic arguments clearly to specialist and non-specialist audiences
CS2	Ability to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS3	Demonstration of self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
CS4	Ability to advance their knowledge and understanding through self-study and to develop new skills to a high level
CS5	Ability to recognise the ethical, moral and professional issues in applied psychology and propose appropriate solutions

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	Ability to conduct a systematic review of literature and to manage the collection and storage of associated information in a highly organised manner
PS2	Ability to identify, conduct and report an advanced range of statistical analyses using appropriate data formats
PS3	Ability to select, design and evaluate appropriate research materials for a variety of quantitative research questions and research designs
PS4	Ability to select, design and evaluate appropriate research materials for a variety of qualitative research questions and research designs
PS5	Ability to create an ethically and scientifically robust research proposal within the constraints of the proposal's remit.

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	Ability to exercise initiative and personal responsibility in the production and management of workload
KS2	Ability to engage in teamwork and to reflect upon this process.
KS3	Ability to present work to both academic and lay audiences in an appropriate manner
KS4	Independent learning ability required for continuing professional development
KS5	Ability to present work appropriately through different media to a high standard

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:

Code	Title	Credits
PART I		
Compulsory Modules		
ECAS7001	Applied Research Design & Analysis	30
ECAS7002	Professional Research Skills	30
ECAS7003	Behaviour change in context	30
ECAS7006	Ethical and professional challenges	30
PART II		
Compulsory Module		
ECAS7007	Applied Research 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.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

(5) MSc Psychology of Prejudice and Discrimination

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in the psychology of prejudice and discrimination
KU2	A comprehensive understanding of research design, analysis and ethics applicable to the psychology of prejudice and discrimination
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 psychology of prejudice and discrimination
KU4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in prejudice and discrimination
KU5	Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new research questions

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	The ability to deal with complex issues in relation to the psychology of prejudice and discrimination both systematically and creatively, and communicate these academic arguments clearly to specialist and non-specialist audiences
CS2	The ability to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
CS3	Self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
CS4	The ability to advance their knowledge and understanding through self-study and to develop new skills to a high level
CS5	The ability to recognise the ethical, moral and professional issues in the psychology of prejudice and discrimination and propose appropriate solutions

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 ability to conduct a systematic review of literature and to manage the collection and storage of associated information in a highly organised manner
PS2	The ability to select, design and evaluate appropriate research materials for a variety of quantitative research questions and research designs
PS3	The ability to select, design and evaluate appropriate research materials for a variety of qualitative research questions and research designs
PS4	The ability to create an ethically and scientifically robust research proposal within the constraints of the proposal's remit

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 exercise initiative and personal responsibility in the production and management of workload
KS2	The ability to engage in teamwork and to reflect upon this process
KS3	The ability to present work to both academic and lay audiences in an appropriate manner
KS4	An independent learning ability required for continuing professional development
KS5	The ability to present work appropriately through different media to a high standard

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:

Code	Title	Credits
PART I		
Compulsory Modules		
ECAS7001	Applied Research Design & Analysis	30
ECPD7001	Exploring Conscious and Unconscious Bias	30
ECPD7002	Genocide and Intergroup Conflict	30
ECPD7003	Solutions: Critical approaches and dilemmas	30
PART II		
Compulsory Module		
ECAS7007	Applied Research 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.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

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

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.

The module code for the dissertation/portfolio is:

ECAS7007 / ECPR7005

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).
<http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

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 web pages: <https://www.uwtsd.ac.uk/library/open-access-and-research/>

UNIVERSITY ENGAGEMENT POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the engagement policy (see <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>);
- you are fully aware of procedures to follow in case of unexpected absences.
- you are aware that action will be taken for any sustained periods of unauthorised absence.

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.

CODES OF CONDUCT

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

The University expects all students to abide by the Student Code of Conduct (see <https://www.uwtsd.ac.uk/studentcharter/>).

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

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

ABOUT ACADEMIC INTEGRITY

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

- Writing your own answers in unseen exams without consulting with others or using online or printed materials;
- Formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- Ensuring that you get ethical approval for your research where necessary;
- And many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as ‘– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research’. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the [UWTSD Academic Misconduct Policy](#).

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using the American Psychological Association (APA) referencing, 7th edition.

You can find all of the Referencing Handbooks here:

<https://www.uwtsd.ac.uk/library/using-our-libraries/online-library/referencing-handbooks/>

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

Self-plagiarism is when you are reusing material that you have created yourself.

How to avoid self-plagiarism:

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

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

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

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software or Artificial Intelligence Generators, unless you have been allowed to do so by the module tutor.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK

Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

LIBRARY AND LEARNING RESOURCES

The Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the University. There are libraries at Swansea, Carmarthen, Lampeter, London and Birmingham campuses, providing access to a variety of welcoming and flexible learning spaces. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support and special collections and archives.

The LLR is a full member of WHELF (Wales Higher Education Libraries Forum) and is also a member of the SCONUL Access (Society of College, National and University Libraries) scheme, which is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Librarians are welcomed to Staff / Student Committees and other relevant Institute meetings where invited, including Institute Boards.

Online Library

The LLR offers a wide range of printed and electronic resources for the programmes offered by the Institute of Science and Art. The LLR houses an extensive collection of online e-journals, e-books, and audio-visual material, with the electronic resources being available 24/7. Users may access a variety of e-resources, containing scholarly journals, newspapers, company reports and reference material.

Skills Development

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

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

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time. Many of our courses are from LinkedIn Learning, and as a member of staff or student, you have free access. Students can gain a range of digital badges to demonstrate their knowledge and digital capabilities.

Other Specialist Support

The LLR offers access to a wide range of information sources in varied and accessible formats, ensuring equality of provision and access to learning materials. A designated member of staff can help and advise students with disabilities or specific learning requirements. Specialist support on copyright, referencing, and research activities is also provided. This includes advice on Research Data Management, using referencing software, Open Access requirements, setting up your ORCID ID and measuring the impact of research, advanced literature searching and accessing other academic and research libraries.

The Need More? Service

The LLR provides a Need More? service which takes an innovative approach to resource delivery, providing a one stop shop for all learning resource needs. If a book, journal or other resource is needed and is not in library stock, it may be purchased, borrowed from another library or rented as an e-book. The service also provides a referral mechanism so that students are introduced to their Academic Liaison Librarian to ensure they are getting the most out of existing resources or where they are working on a specialist project.

Learning Spaces

Students are welcome to use any UWTSD libraries, regardless of the subject of their study. As well as collections, the libraries provide a variety of flexible spaces, reflecting the way students work e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities, and excellent customer service.

Further Information

For recent service developments and updates please visit the LLR's website: <http://www.uwtsd.ac.uk/library/>. This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Twitter and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide variety of learning models and approaches, digital technologies, and services, therefore, playing a vital role in how content is delivered and how students learn. The current Covid situation has been a catalyst to elevating the significance of high-quality digital teaching and learning resources, and also the importance of ensuring parity for both face-to-face and remote learning experiences.

A well-developed package of digital learning materials can:

- Improve learning experience
- Widen participation and collaboration
- Improve accessibility
- Develop key employability skills

IT SERVICE DELIVERY

IT support is available through our [IT Service Desk](#) who are available to help and assist you over the phone, in person or via our online Web Help Desk system.

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

Wi-Fi

All students can access our [eduroam wireless network](#) on their laptop, mobile phone or tablet.

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

Open Access Computers & Booking Facilities

Students can access general IT facilities through our [open access computer areas](#) across our University campuses.

What do computer rooms offer?

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

Student IT Exclusives

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

Free Microsoft Office 365

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

Adobe Creative Cloud

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

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

Free Windows 10 & 11

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

Software Discounts

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

The EDU store

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

Select Easy Upgrade

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

Apple's Education store

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

Free Autodesk

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

Print, Copy & Scan

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

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

STUDENT SERVICES

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

STUDY SKILLS

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

Topics covered include:

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

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

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *Student Complaint Policy* associated with in Chapter 12 of the *Academic Quality Handbook* and in supporting documentation published on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>