

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF CENTRE FOR CHILDHOOD, YOUTH AND EDUCATION

LEVEL 5

INSTITUTE OF Education and Humanities

2020-2021

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2020/21. Module descriptors are presented in the accompanying Module Directory document.

Because of the ongoing Covid-19 situation, the University has made a number of changes for the 2020/21 academic year, e.g. in relation to how you can access facilities on our campuses, and how your programme will be delivered.

The University will operate a tiered system regarding access to its physical facilities which is led by Government and Public Health advice. The University's current status and the framework can be viewed here: <https://uwtsd.ac.uk/coronavirus/>. Please make sure that you read the Student Bulletin for essential updates as a change in status may affect how your programme is delivered.

As a result of these circumstances, most programmes will be delivered through blended online and in-person delivery. You can be reassured that our blended approach to learning and teaching will ensure a seamless transition from online delivery to face-to-face as future circumstances dictate ensuring that you are able to complete your studies. This approach will work to ensure that if you are shielding or self-isolating you will still be able to access your studies. If you have any specific needs arising from the current circumstances, we ask that you make Student Services and your programme team aware so that we can work to support you.

Additionally, a number of changes have been made across the curriculum to ensure that you can successfully complete your studies. These changes take into account the lessons learnt since the advent of the coronavirus. This should ensure that there are no changes to the assessment format that you are informed about at the start of the module. All assessments now have been considered through the University's formal review processes as to how they can be delivered in all modes of delivery.

The University has enhanced its guidance on contact hours and now includes some of the active learning activities that take place within an online environment which will give you more flexibility in how you can engage with your studies.

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 student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal 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.

EARLY YEARS

Programme of Study	Programme Manager	Tel. No.	E-mail
BA Early Years Education and Care: Early Years Practitioner Status (3 year)	Gwyneth Davies/Alison Rees Edwards	01267 676916	g.m.davies@uwtsd.ac.uk a.rees-edwards@uwtsd.ac.uk
BA Early Years Education and Care: (3 year)	Gwyneth Davies/Alison Rees Edwards	01267 676916	g.m.davies@uwtsd.ac.uk a.rees-edwards@uwtsd.ac.uk
BA Early Years Education and Care: Early Years Practitioner Status (2 year)	Natalie MacDonald	01267 676602	Natalie.macdonald@uwtsd.ac.uk
BA Early Years Education and Care: (2 year)	Natalie MacDonald	01267 676602	Natalie.macdonald@uwtsd.ac.uk

EDUCATION STUDIES

Programme of Study	Programme Manager	Tel. No.	E-mail
BA (Hons) Education Studies: Primary	Laura Hutchings	01792 482099	Laura.hutchings@uwtsd.ac.uk
BA (Hons) Education Studies	Laura Hutchings	01792 482099	Laura.hutchings@uwtsd.ac.uk
BA (Hons) Education Studies: Additional Learning Needs and Inclusion	Laura Hutchings	01792 482099	Laura.Hutchings@uwtsd.ac.uk
BA (Hons) Education Studies: International Perspectives	Laura Hutchings	01792 482099	Laura.hutchings@uwtsd.ac.uk

INCLUSIVE EDUCATION

Programme of Study	Programme Manager	Tel. No.	E-mail
Foundation Degree in Inclusive Education	Cindy Hunt	01267 676726	c.hunt@uwtsd.ac.uk

YOUTH AND COMMUNITY WORK

Programme of Study	Programme Manager	Tel. No.	E-mail
BA Youth Work and Social Education	Angharad Lewis	01267 676949	angharad.lewis@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.

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:

EARLY YEARS

Programme of Study	External Examiner for 2020/21 (forename/surname)	External Examiner for 2019/20 (if different to current)
BA Early Years Education and Care: Early Years Practitioner Status (3 year)	Maggie Crowley	Alison Prowle
BA Early Years Education and Care: (3 year)	Maggie Crowley	Alison Prowle
BA Early Years Education and Care: Early Years Practitioner Status (2 year)	Maggie Crowley	Alison Prowle
BA Early Years Education and Care: (2 year)	Maggie Crowley	Alison Prowle

EDUCATION STUDIES

Programme of Study	External Examiner for 2020/21 (forename/surname)	External Examiner for 2019/20 (if different to current)
BA (Hons) Education Studies: Primary	Dr. Robert Baker	
BA (Hons) Education Studies	Dr. Robert Baker	
BA (Hons) Education Studies: Additional Learning Needs and Inclusion	Dr. Robert Baker	
BA (Hons) Education Studies: International Perspectives	Dr. Robert Baker	

INCLUSIVE EDUCATION

Programme of Study	External Examiner for 2020/21 (forename/surname)	External Examiner for 2019/20 (if different to current)
Foundation Degree in Inclusive Education	Ms Jo Dallal	

YOUTH AND COMMUNITY WORK

Programme of Study	External Examiner for 2020/21 (forename/surname)	External Examiner for 2019/20 (if different to current)
BA Youth Work and Social Education	Sue Payne (Academic)	n/a
	Sue Payne (Fieldwork) <i>awaiting approval</i>	Hefin Lloyd (Fieldwork)

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 2020/21

The academic year 2020/21 will be divided up as follows:

Induction	21/09/20 - 25/09/20
Semester 1:	21/09/20 - 22/01/21
Exam Period 1:	06/01/21 - 15/01/21
Examining Boards:	01/02/21 - 12/02/21
Semester 2:	25/01/21 - 09/07/21
Exam Period 2:	05/05/21 - 19/05/21
Examining Boards:	01/06/21 - 17/06/21
Re-sit Period:	19/07/21 - 23/07/21

Please note that dates are subject to change depending upon developments relating to the Coronavirus/Covid-19 pandemic.

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. You should use MyTSD to keep your personal details up to date or to request a programme change. 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;
- clashes on your examination timetable;
- 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 your enrolment details on MyTSD.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Programme Manager.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Manager immediately of any change to their criminal convictions' status.

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

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

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

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 Progression / Award Examining Board are provisional.

(1) Extenuating Circumstances

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

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

(2) 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/>

(3) Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 13 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.

(4) 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/>

(5) 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 and for archiving.

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
- 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 Internet Explorer, 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 <http://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 <http://moodle.uwtsd.ac.uk>

Log in using your Network username and password which are the same used to access campus PC.

If you are missing courses/modules in the **My Courses** block 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.

ASSESSMENT FEEDBACK VIA TURNITIN

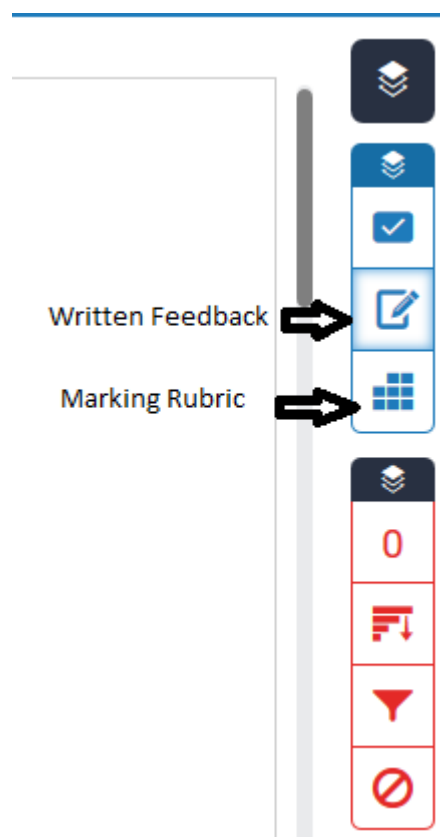
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

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

EARLY YEARS

(1) BA (Hons) Early Years Education and Care: Early Years Practitioner Status – 3 year programme

Programme Learning Outcomes

Students should:

- be able to present relevant information at an appropriate level and in an appropriate manner;
- have a sound understanding of the ethical issues relating to young children and their families;
- be able to research, select and understand appropriate resources, literature and policies; relevant to early years;
- be able to analyse and demonstrate critical understanding of literature, research and issues relating to early childhood;
- be able to work autonomously, independently and within a team;
- have a clear understanding of the concepts of child citizenship and view children as capable and confident learners.

Level 5

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

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students – 3 year route

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECEY5001	Research methods in early years education and care	Compulsory	20
EAEE5004	Language and literacy in the early years	Compulsory	20
EAEE5002	Reflections on early years provision	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
EAEE5003	Well-being, care and healthy living	Compulsory	20
ECEY5002	Safeguarding in the early years	Compulsory	20
EAEE5005	Learning environments: indoors and out	Compulsory	20

(2) BA (Hons) Early Years Education and Care – 3 year programme

Programme Learning Outcomes

Students should:

- be able to present relevant information at an appropriate level and in an appropriate manner;
- have a sound understanding of the ethical issues relating to young children and their families;
- be able to research, select and understand appropriate resources, literature and policies; relevant to early years;
- be able to analyse and demonstrate critical understanding of literature, research and issues relating to early childhood;
- be able to work autonomously, independently and within a team;
- have a clear understanding of the concepts of child citizenship and view children as capable and confident learners.

Level 5

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

PROGRAMME STRUCTURE

Structure: Full-time Students – 3 year route

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECEY5001	Research methods in early years education and care	Compulsory	20
EAAE5004	Language and literacy in the early years	Compulsory	20
EAAE5002	Reflections on early years provision	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
EAAE5003	Well-being, care and healthy living	Compulsory	20
ECEY5002	Safeguarding in the early years	Compulsory	20
EAAE5005	Learning environments: indoors and out	Compulsory	20

(3) BA Early Years Education and Care: Early Years Practitioner Status – 2 year (FTF) programme

Programme Learning Outcomes

Students should:

- be able to present relevant information at an appropriate level and in an appropriate manner;
- have a sound understanding of the ethical issues relating to young children and their families;
- be able to research, select and understand appropriate resources, literature and policies; relevant to early years;
- be able to analyse and demonstrate critical understanding of literature, research and issues relating to early childhood;
- be able to work autonomously, independently and within a team;
- have a clear understanding of the concepts of child citizenship and view children as capable and confident learners.

Level 5

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

PROGRAMME STRUCTURE

Structure: Full-time Students – 2 year FTF route

Term 3

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECEY5001	Research methods in early years education and care	Compulsory	20
EAAE5002	Reflections on early years provision	Compulsory	20
EAAE5003	Well-being, care and healthy living	Compulsory	20

Term 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
EAAE5005	Learning environments: indoors and out	Compulsory	20
EAAE5004	Language and literacy in the early years	Compulsory	20
ECEY5002	Safeguarding in the early years	Compulsory	20

(4) BA (Hons) Early Years Education and Care – 2 year (FTF) programme

Programme Learning Outcomes

Students should:

- be able to present relevant information at an appropriate level and in an appropriate manner;
- have a sound understanding of the ethical issues relating to young children and their families;
- be able to research, select and understand appropriate resources, literature and policies; relevant to early years;
- be able to analyse and demonstrate critical understanding of literature, research and issues relating to early childhood;
- be able to work autonomously, independently and within a team;
- have a clear understanding of the concepts of child citizenship and view children as capable and confident learners.

Level 5

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

PROGRAMME STRUCTURE

Structure: Full-time Students – 2 year FTF route

Term 3

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECEY5001	Research methods in early years education and care	Compulsory	20
EAAE5002	Reflections on early years provision	Compulsory	20
EAAE5003	Well-being, care and healthy living	Compulsory	20

Term 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
EAAE5005	Learning environments: indoors and out	Compulsory	20
EAAE5004	Language and literacy in the early years	Compulsory	20
ECEY5002	Safeguarding in the early years	Compulsory	20

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Manager.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

EDUCATION STUDIES

Level 5

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

(5) BA (Hons) Education Studies

Programme Learning Outcomes

Knowledge and understanding

On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:

1. the underlying values, theories and concepts relevant to education
2. the diversity of learners and the complexities of the education process
3. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
4. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

Application

On graduating with an honours degree in education studies, students should be able to demonstrate the ability to

5. analyse educational concepts, theories and issues of policy in a systematic way
6. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
7. accommodate new principles and understandings
8. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
9. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice
10. demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed (SP 5.4.4).

Reflection

On graduating with an honours degree in education studies, students should be able to demonstrate:

11. the ability to reflect on their own and others' value systems
12. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
13. an understanding of the significance and limitations of theory and research.

Transferable and generic skills

On graduating with an honours degree in education studies, students should be able to:

14. organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
15. use technology effectively to enhance critical and reflective study.
16. collect and apply numerical data, as appropriate; present data in a variety of formats including graphical and tabular; analyse and interpret both qualitative and quantitative data.
17. have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
18. articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
19. process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.
20. demonstrate creative and independent reasoning: the ability to develop a reasoned and substantiated argument using appropriate evidence and critical judgement. (SP 5.9.4)

PROGRAMME STRUCTURE

Structure: Full-time Students

Education Studies

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE5001P	Change Makers	Compulsory	20
ECES5006	All Means All	Compulsory	20
M5X02165	Culture, Identity and Education	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE5002P	Change Makers	Compulsory	20
M5X02164	Philosophy of Education	Compulsory	20
M5X02166	The Enquiring Mind	Compulsory	20

(6) BA Education Studies: International Perspectives

Knowledge and understanding

On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:

1. the underlying values, theories and concepts relevant to education

2. the diversity of learners and the complexities of the education process
3. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
4. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
5. demonstrate a knowledge and understanding of the origins, evolution and contemporary dynamics of the international system and the challenges to it
6. apply concepts, theories and methods used in the study of politics to the analysis of political ideas, institutions and practices, relative to the historical and contemporary context

Application

On graduating with an honours degree in education studies, students should be able to demonstrate the ability to

7. analyse educational concepts, theories and issues of policy in a systematic way
8. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
9. accommodate new principles and understandings
10. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
11. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice
12. demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed (SP 5.4.4).
13. apply concepts, theories and methods used in the study of international relations to the analysis of political ideas, practices and issues in the international system.

Reflection

On graduating with an honours degree in education studies, students should be able to demonstrate:

14. the ability to reflect on their own and others' value systems
15. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
16. an understanding of the significance and limitations of theory and research.

Transferable and generic skills

On graduating with an honours degree in education studies, students should be able to:

17. organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
18. use technology effectively to enhance critical and reflective study.
19. collect and apply numerical data, as appropriate; present data in a variety of formats including graphical and tabular; analyse and interpret both qualitative and quantitative data.
20. have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
21. articulate their own approaches to learning and organise an effective work

pattern including working to deadlines.

22. process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

23. demonstrate creative and independent reasoning: the ability to develop a reasoned and substantiated argument using appropriate evidence and critical judgement. (SP 5.9.4)

BA Education Studies: International Perspectives

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE5001P	Change Makers	Compulsory	20
ECES5006	All Means All	Compulsory	20
M5X02165	Culture, Identity and Education	Compulsory	20

(1)

(2) Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE5002P	Change Makers	Compulsory	20
ECES5001	Comparative Education	Compulsory	20
M5X02166	The Enquiring Mind	Compulsory	20

(7) BA Education Studies: Additional Learning Needs & Inclusion

Knowledge and understanding

On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:

1. the underlying values, theories and concepts relevant to education
2. the diversity of learners and the complexities of the education process
3. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
4. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
5. how welfare institutions operate within broader welfare systems

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6. where and in what ways individual and social well-being is not being achieved;

Application

On graduating with an honours degree in education studies, students should be able to demonstrate the ability to

7. analyse educational concepts, theories and issues of policy in a systematic way
8. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
9. accommodate new principles and understandings
10. select a range of relevant primary and secondary sources, including theoretical

and research-based evidence, to extend their knowledge and understanding

11. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice

12. demonstrate sensitivity to the values and interests of others and appreciate the diversity of human needs and how they can be addressed (SP 5.4.4).

13. demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being.

14. Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them.

Reflection

On graduating with an honours degree in education studies, students should be able to demonstrate:

15. the ability to reflect on their own and others' value systems

16. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject

17. an understanding of the significance and limitations of theory and research.

Transferable and generic skills

On graduating with an honours degree in education studies, students should be able to:

18. organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.

19. use technology effectively to enhance critical and reflective study.

20. collect and apply numerical data, as appropriate; present data in a variety of formats including graphical and tabular; analyse and interpret both qualitative and quantitative data.

21. have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.

22. articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

23. process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

24. demonstrate creative and independent reasoning: the ability to develop a reasoned and substantiated argument using appropriate evidence and critical judgement. (SP 5.9.4)

Level 5

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

Education Studies: Additional Learning Needs

(3) Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE5001P	Change Makers	Compulsory	20
ECES5006	All Means All	Compulsory	20
M5X02165	Culture, Identity and Education	Compulsory	20

(4)

(5) Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE5002P	Change Makers	Compulsory	20
ECES5002	Supporting and Developing learners	Compulsory	20
M5X02166	The Enquiring Mind	Compulsory	20

INCLUSIVE EDUCATION

(8) Foundation Degree in Inclusive Education

Level 5

Programme Aims and Learning Outcomes

Programme Aims

The main educational aims of the programme are to enable students to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of the issues of Inclusive Studies and the contexts in which this take place.
- Engage with a broad and balanced knowledge and understanding of the principal features of Inclusive Studies in contexts in Wales and beyond.
- Acknowledge, accept and understand the values, interests and moral positions of others.
- Engage with fundamental research concerning the aims and values of the role of professionals within a variety of learning environments.
- Appreciate the challenging nature of social theory, policy and practice linked to a sustainable, inclusive environment.
- Adopt appropriate problem solving skills which enables them to assess outcomes of interventions used to tackle issues relating to Inclusion.

Programme Learning Outcomes

The Learning Outcomes of the modules in the programme will enable students to demonstrate:

(i) Knowledge and understanding of the field

- an understanding of the underlying values and principles relevant to Inclusive Studies;
- knowledge of the contemporary activities and organisation of the main institutions of the UK welfare system, including the provision, financing and regulation of education;
- the diversity of learners and the complexities of the education process;
- the complexity of the interaction between learning and contexts, and the range of ways in which participants can influence the learning process;
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

(ii) Application

- successful application in the workplace of the range of knowledge and skills learnt through the programme;
- a basic ability to analyse concepts, theories and issues of policy in a systematic way;
- a developing ability to identify and reflect on potential connections between each of the aspects of subject knowledge and their application in policies and contexts;
- an ability to accommodate new principles and understandings;
- select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding;
- qualities and transferable skills necessary for employment and progression to other qualification requiring the exercise of personal responsibility and decision making;

(iii) Reflection

- an ability to reflect on their own and others' value system;
- an ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject;
- an understanding of the significance and limitations of theory and research;

(iv) Transferable Skills

- the ability to communicate in speech and writing using relevant specialist vocabulary;
- an ability to use ICT for their study and other appropriate situations;
- an ability to interpret graphical and tabular presentation of data and to collate and present numerical data;
- an ability to work collaboratively and plan as part of a team, carrying out allocated roles and fulfilling agreed responsibilities;
- an understanding of and an ability to articulate their own approaches to learning styles and organise an effective work pattern including working to deadlines; an ability to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

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

PROGRAMME STRUCTURE

Structure: Part-time Students

Year 3
LEVEL 5 PART 2

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
SJIE5003	Social Inclusion in Practice	Compulsory	20
SJIE5004	Celebrating Language and Cultural-Belonging to Wales	Compulsory	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
SJIE5005	Children and Young People's Mental Health and Wellbeing	Compulsory	20
SJIE5006	Keeping Our Children Safe	Compulsory	20

YOUTH AND COMMUNITY WORK

(9) BA Youth Work and Social Education (ETS Endorsed)

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).

The Learning Outcomes of the modules in the programme will enable students to demonstrate (QAA, 2019):

Main Award: BA (Hons) Youth Work and Social Education (ETS Endorsed)

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 engagement in each of these areas that professional identities are formed and appropriate subject 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 and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

KU1: Working in and with communities

- the community-based context for practice
- the 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)
- iii studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations' theorisations of local society, civil society and of social capital
- iv the relationship of young people to communities, and of people in different stages of their lives to one another in communities
- v the history of the development of community-based practice as distinct from state or market-based practice.
- partnership, power, empowerment and democratic learning
- the analysis of 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
- social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression
- networking as a significant aspect of practice
- the study of coalitions and broad-based organising
- conflict and community-based practices and the role of alliances

- collective action and social change, including enterprise and self-help strategies for addressing shared needs and aspirations, campaigning and the links to social movements
- debates about citizenship, democracy, social justice and social value which may underpin practice
- analysis of 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

- 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;
- Engaging with young people and adults in communities in order to develop strategies for education and change
- investigations of models of work with young people and communities in the UK and globally, including those which may be controversial
- investigation of whether particular educational methods are more or less suitable for different stages or age groups
- models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice iv evaluation of the impact of strategies and practices.
- Children's, young people's and adults' health, safety and well-being: 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
- promoting good mental and emotional health, and recognising and responding to breakdown;
- informal education and support;
- 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

- 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;
- 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;
- citizenship learning, collaborative and open enquiry, and political education;
- exploration of culturally sensitive and culturally specific learning.
- 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.
- the links between informal education, adventure education, and play and arts-based education;
- holistic approaches to learning, recognising the emotional and spiritual aspects of learning.

KU4: Developing community-based organisations

- Understanding organisations: studies of the agencies and workplaces in which community and youth workers are employed
- 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
- strategies for anti-oppressive and anti-discriminatory practice at organisational level
- equality, diversity and interdependence in the workplace and beyond
- human rights-based equality duties and non-discrimination legislation.
- Management and leadership in community-based projects: study of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals
- financial planning, management and accountability, including models of social enterprise and social investment
- mentoring, supervision, staff development and training iv the role of part-time workers and volunteers
- safety and support for youth and community work practitioners
- measuring and evaluating the impact of projects.
- Interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches
- current professional context of integrated and non-integrated services and approaches
- youth services in the context of integrated and non-integrated working
- 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
- exploration of the links with other professions
- nature of accountability in multidisciplinary teams.

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

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.

Graduates are able to demonstrate skills in the following areas.

SSS1: Understanding, developing and managing their professional role

- an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work
- an informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities
- 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

- systematic analysis of relevant concepts, theories and issues of policy, and their use in informing evidence-based practice
- the ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media
- 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
- the ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours
- critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.

SSS2: Fostering Democratic and Inclusive Practice

- the ability to build trusting relationships as a foundation for learning;
- 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;
- 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;
- the capacity to promote, publicise and share good practice.

SSS3: Maintaining and developing organisations which support practice

- 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
- skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks
- the capacity to lead and manage others in the workplace (volunteers, staff, the capacity to provide for support, safety and well-being of staff)
- context-appropriate leadership of individuals and groups
- 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

- the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development;
- the ability to analyse 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;
- the ability to 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;

- skill in evaluation of the impact and effectiveness of their work and the work of community-based projects;

SSS5: Networking and Multi-agency working

- Building relationships and leading strategic partnerships with other professionals, in particular in education and in health and social care
- building and leading partnerships across community groups and young people's projects including young people and community members in partnerships
- 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
- contributing to wider development of children and young people's services, including in a deregulated environment.

Generic Skills

- understanding and critical evaluation of research in the field and the ability to undertake small-scale participatory research projects
- an ability to use information and communication technologies
- organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary
- self-management, including the organisation of an efficient and effective work pattern, and working to deadlines
- an ability to collect and apply numerical data, as appropriate
- an ability to collect, analyse and interpret qualitative and quantitative data
- an ability to present data in different formats, including graphical and tabular
- commitment to the improvement of their own learning and performance
- understanding of their own approaches to learning
- an ability to work on their own initiative and in cooperation with others
- an ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- 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
- effective communication using written, visual, electronic and oral means with individuals and groups, including presentations
- emotional literacy and personal resilience

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

BA Youth Work and Social Education (ETS Endorsed)

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	YW04	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	YW05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW06	Explore the concept of values and beliefs with young people
		YW07	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	YW09	Support young people to become responsible citizens through active involvement with youth work
		YW10	Advocate with and on behalf of young people so that their interests are represented
	B3 Plan and implement learning activities in youth work	YW11	Plan, prepare and facilitate learning activities with young people

		YW12	Manage resources with young people for youth work activities
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making
Key Area C Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
		YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
	C2 Safeguard the health and welfare of young people and youth workers	YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW18	Engage with young people to promote their emotional wellbeing and mental health
	C3 Promote inclusion, equity and the valuing of diversity	Signpost No. 26	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)
		YW19	Develop a culture and ethos that promotes inclusion and values diversity
Key Area 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	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
		YW21	Secure funding and resources for youth work
	D2 Influence, plan and implement youth work strategy	YW22	Influence and develop youth work strategy
		YW23	Engage young people in the strategic development of youth work

		<i>Signpost No. 27</i>	<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	YW24	Monitor and evaluate the impact of youth work strategy and delivery

Key Area E Develop, lead and manage self and others	E1 Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
		<i>Signpost No 28</i>	<i>Develop your knowledge, skills and competence (Management and leadership NOS CFAM&LAA2)</i>
	E2 Lead and manage others	<i>Signpost No. 29</i>	<i>Lead your team (Management and leadership NOS CFAM&LBA3)</i>
		<i>Signpost No. 30</i>	<i>Allocate work to team members (Management and leadership NOS CFAM&LDB2)</i>
		<i>Signpost No. 31</i>	<i>Quality assure work in your team (Management and leadership NOS CFAM&LDB3)</i>
		<i>Signpost No. 32</i>	<i>Recruit, select and retain people (Management and leadership NOS CFAM&LDA2)</i>
	E3 Develop colleagues	YW26	Provide leadership to other youth workers and volunteers
		<i>Signpost No. 33</i>	<i>Support individuals' learning and development (Management and leadership NOS CFAM&LDC2)</i>
	E4 Maintain health and safety in the workplace	<i>Signpost No. 34</i>	<i>Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)</i>
		<i>Signpost No. 35</i>	<i>Provide healthy, safe, secure and productive working environments and practices (Management and leadership NOS CFAM&LEB1)</i>

Key Area F Work with Communities	F1 Encourage engagement of young people in their community	<i>Signpost no 36</i>	Work with the tensions inherent in community development practice (JETSCD02)
		<i>Signpost No 37</i>	Support inclusive and collective working (JETSCD06)
		<i>Signpost No 38</i>	Relate to different communities (JETSCD03)

	F2 Engage with communities to promote the voice and needs of young people	<i>Signpost No 39</i>	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)
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Exit Award 1: DipHE Youth Work and Social Education

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 engagement in each of these areas that professional identities are formed and appropriate subject 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 and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

KU1: Working in and with communities

- Understand the community-based context for practice
- Understand the 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)
- Critically analyse studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations
- Explore theorisations of local society, civil society and of social capital
- Understand the relationship of young people to communities, and of people in different stages of their lives to one another in communities
- Examine the history of the development of community-based practice as distinct from state or market-based practice.
- Explore social, as distinct from medical, models of social issues such as disability discrimination or sexuality-based oppression
- networking as a significant aspect of practice
- engage in debates about citizenship, democracy, social justice and social value which may underpin practice
- analysis of 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

- Explore 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;
- Engaging with young people and adults in communities in order to develop strategies for education and change
- investigations of models of work with young people and communities in the UK and globally, including those which may be controversial

- investigation of whether particular educational methods are more or less suitable for different stages or age groups
- Examine 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.
- Understand children's, young people's and adults' health, safety and well-being:
- 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
- promoting good mental and emotional health, and recognising and responding to breakdown;
- explore informal education and support;
- understand 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

- 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;
- 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;
- Examine citizenship learning, collaborative and open enquiry, and political education;
- Exploration of culturally sensitive and culturally specific learning.
- Understand 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.
- Explore the links between informal education, adventure education, and play and arts-based education;
- Examine holistic approaches to learning, recognising the emotional and spiritual aspects of learning.

KU4: Developing community-based organisations

- Understanding organisations
- Studies of the agencies and workplaces in which community and youth workers are employed
- Study the distinctive cultures of third sector organisations, including churches and faith communities, and cooperatives and social enterprises
- Examine the role of community organisations in contributing to cohesion and integration, contestation and change
- Explore equality, diversity and interdependence in the workplace and beyond
- Examine human rights-based equality duties and non-discrimination legislation.
- Management and leadership in community-based projects: study of inter-professional and interdisciplinary working
- mentoring, supervision, staff development and training
- safety and support for youth and community work practitioners
- Measuring and evaluating the impact of projects.

- Interdisciplinary and collaborative working: exploration of the nature of inter-professional and interdisciplinary approaches, including the possibility of trans-professional approaches
- current professional context of integrated and non-integrated services and approaches
- youth services in the context of integrated and non-integrated working
- youth work in a variety of agency and multiagency contexts
- Identify 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, exploration of the links with other professions, nature of accountability in multidisciplinary teams.

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

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.

Graduates are able to demonstrate skills in the following areas.

SSS1: Understanding, developing and managing their professional role

- Demonstrate an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work; an informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities
- 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
- the ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media
- 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
- the ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours
- critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.

SSS2: Fostering Democratic and Inclusive Practice

- Demonstrate the 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;
- Demonstrate the capacity to promote, publicise and share good practice.

SSS3: Maintaining and developing organisations which support practice

- exhibit skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks
- context-appropriate leadership of individuals and groups.

SSS4: Facilitating personal and collective learning development and capacity building

- the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development;
- the ability to analyse 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;
- the ability to 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;
- skill in evaluation of the impact and effectiveness of their work and the work of community-based projects;

SSS5: Networking and Multi-agency working

- Building and leading partnerships across community groups and young people's projects
- including young people and community members in partnerships
- involving, consulting with, and acknowledging accountability to stakeholders
- contributing to wider development of children and young people's services, including in a deregulated environment.

Generic Skills

- an ability to use information and communication technologies
- organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary
- self-management, including the organisation of an efficient and effective work pattern, and working to deadlines
- an ability to collect and apply numerical data, as appropriate
- commitment to the improvement of their own learning and performance
- understanding of their own approaches to learning
- an ability to work on their own initiative and in cooperation with others
- an ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- 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
- effective communication using written, visual, electronic and oral means with individuals and groups, including presentations
- emotional literacy and personal resilience

Youth Work National Occupational Standards Functional Map (CLD Standards Council Scotland, 2019): DipHE Youth Work and Social Education

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	YW04	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	YW05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW06	Explore the concept of values and beliefs with young people
		YW07	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	YW09	Support young people to become responsible citizens through active involvement with youth work
		YW10	Advocate with and on behalf of young people so that their interests are represented
	B3 Plan and implement learning activities in youth work	YW11	Plan, prepare and facilitate learning activities with young people

		YW12	Manage resources with young people for youth work activities
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making
Key Area C Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and youth workers	YW15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW18	Engage with young people to promote their emotional wellbeing and mental health
	C3 Promote inclusion, equity and the valuing of diversity	Signpost No. 26	Promote equality of opportunity, diversity and inclusion (Management and leadership NOS CFAM&LBA7)
		YW19	Develop a culture and ethos that promotes inclusion and values diversity
Key Area 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	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community

	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW24	Monitor and evaluate the impact of youth work strategy and delivery
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Key Area E Develop, lead and manage self and others	E1 Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
		<i>Signpost No 28</i>	Develop your knowledge, skills and competence (<i>Management and leadership NOS CFAM&LAA2</i>)
	E4 Maintain health and safety in the workplace	<i>Signpost No. 34</i>	<i>Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)</i>
		<i>Signpost No. 35</i>	Provide healthy, safe, secure and productive working environments and practices (<i>Management and leadership NOS CFAM&LEB1</i>)

Key Area F Work with Communities	F1 Encourage engagement of young people in their community	<i>Signpost no 36</i>	Work with the tensions inherent in community development practice (JETSCD02)
		<i>Signpost No 37</i>	Support inclusive and collective working (JETSCD06)
		<i>Signpost No 38</i>	Relate to different communities (JETSCD03)

	F2 Engage with communities to promote the voice and needs of young people	<i>Signpost No 39</i>	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)
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Exit Award 2: CertHE Youth Work and Social Education

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 engagement in each of these areas that professional identities are formed and appropriate subject 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 and reflective practitioners who are able to act as leaders in their professional environment, bringing about change for individuals and communities.

KU1: Working in and with communities

- the 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)
- studies of public services such as the youth services, adult and community education centres, support and guidance services, and third sector organisations
- theorisations of local society, civil society and of social capital
- 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.
- networking as a significant aspect of practice
- debates about citizenship, democracy, social justice and social value which may underpin practice

KU2: Working with young people: working with adults

- 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;
- Engaging with young people and adults in communities in order to develop strategies for education and change
- investigation of whether particular educational methods are more or less suitable for different stages or age groups
- models of practice, including outreach work and detached work, project-based work, cultural work and sport, and participatory practice
- Children's, young people's and adults' health, safety and well-being: 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
- informal education and support;

- 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

- Informal education, conversation, critical dialogue and experiential learning:
- 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.
- the links between informal education, adventure education, and play and arts-based education;
- holistic approaches to learning, recognising the emotional and spiritual aspects of learning.

KU4: Developing community-based organisations

- Understanding organisations
- equality, diversity and interdependence in the workplace and beyond
- human rights-based equality duties and non-discrimination legislation.
- safety and support for youth and community work practitioners
- measuring and evaluating the impact of projects.
- 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
- exploration of the links with other professions

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

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.

Graduates are able to demonstrate skills in the following areas.

SSS1: Understanding, developing and managing their professional role

- an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth and community work
- an informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities
- the ability to maintain professional boundaries in voluntary relationships and in informal contexts, including the appropriate use of information technology and social media
- 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
- the ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours

- critical reflection upon, and commitment to, their continuing personal and professional development and evolving their own practice.

SSS2: Fostering Democratic and Inclusive Practice

- the ability to build trusting relationships as a foundation for learning;
- 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;

SSS3: Maintaining and developing organisations which support practice

- skill in safeguarding the health and welfare of individuals and communities through the understanding and implementation of legal and regulatory frameworks

SSS4: Facilitating personal and collective learning development and capacity building

- the capacity to engage with young people and community groups, build relationships and facilitate young people and adults' individual and collective learning and development;
- the ability to analyse 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;
- the ability to support and develop a range of literacies, including emotional literacy;

SSS5: Networking and Multi-agency working

- including young people and community members in partnerships
- contributing to wider development of children and young people's services, including in a deregulated environment.

Generic Skills

- an ability to use information and communication technologies
- organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary
- self-management, including the organisation of an efficient and effective work pattern, and working to deadlines
- an ability to collect and apply numerical data, as appropriate
- commitment to the improvement of their own learning and performance
- understanding of their own approaches to learning
- an ability to work on their own initiative and in cooperation with others
- effective communication using written, visual, electronic and oral means with individuals and groups, including presentations
- emotional literacy and personal resilience

**Youth Work National Occupational Standards Functional Map (CLD Standards Council Scotland, 2019):
CertHE Youth Work and Social Education**

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		YW06	Explore the concept of values and beliefs with young people
		YW07	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	YW09	Support young people to become responsible citizens through active involvement with youth work
	B4 Provide access to information, support and guidance	YW13	Access information with and for young people to inform decision making

Key Area C Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing.	C1 Promote the rights of young people	YW14	Assist young people to recognise, realise and defend their rights
	C2 Safeguard the health and welfare of young people and youth workers	YW15	~~Assist young people to assess risk and make informed choices in the management of their health and well-being~~
		YW16	Equip young people with safeguarding techniques
		YW17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self

Key Area 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	YW20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
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Key Area E Develop, lead and manage self and others	E1 Manage and develop yourself	YW25	Work as an effective and critically reflective youth work practitioner
		<i>Signpost No 28</i>	Develop your knowledge, skills and competence (<i>Management and leadership NOS CFAM&LAA2</i>)
	E4 Maintain health and safety in the workplace	<i>Signpost No. 34</i>	<i>Make sure your own actions reduce risks to health and safety (Health and Safety NOS PROHSS1)</i>
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		<i>Signpost No 37</i>	Support inclusive and collective working (JETSCD06)

		<i>Signpost No 38</i>	Relate to different communities (JETSCD03)
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Level 5

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

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECYW5002	Supervision, Leadership and Management for Professionals	Compulsory	20
ECYW5004	Young People and Society 2: Mental Health, Well-being and Adverse Childhood Experiences	Compulsory	20

Semester 1 & 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECYW5005	Youth Work Practice 2: Developing Practice	Core	40

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECYW5001	Social Research for Professional Practice	Compulsory	20
ECYW5003	No one is too small to make a difference: Working with young people to create a climate of change	Compulsory	20

Structure: Part-time Students

Level 5 Part 2

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECYW5002	Supervision, Leadership and Management for Professionals	Compulsory	20

Semester 1 & 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECYW5005	Youth Work Practice 2: Developing Practice	Core	40

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECYW5001	Social Research for Professional Practice	Compulsory	20

Module details are correct on 1 September 2020, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

UNIVERSITY ATTENDANCE 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 attendance policy relevant to you (see <https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>);
- you are fully aware of procedures to follow in case of unexpected absences;
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI Tier 4 Visa**. Failure to adhere to the requirements and conditions of the Attendance Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your Tier 4 visa sponsorship.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal due to poor attendance is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

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 Fitness to 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 MISCONDUCT AND PLAGIARISM

The University defines academic misconduct as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...’. 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).

Plagiarism is one type of academic misconduct. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. 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.

(10) Plagiarism: Regulations, Procedure and Penalties

Full details of the University’s procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook* and the associated *Academic Misconduct Policy*, which can be seen on the University website or obtained from the Institute Offices.

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

(11) Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. 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. The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> or in print from the Library and Learning Resources. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

(12) Other types of Academic Misconduct

There are other types of academic misconduct, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of academic misconduct.

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives.

The library prioritises the purchase of e-books over print wherever possible and loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. It is expected that at least all Essential reading list items are available from the library. The LLR follows a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is

not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <https://uwtsd.ac.uk/library/need-more/>.

Learning Spaces

There are six libraries across the Carmarthen, Lampeter, London and Swansea campuses. As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7 providing access to scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

InfoSkills

All students are provided with a library tour, a Basic Skills session and a Referencing Essentials session in the first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered throughout the year to help students develop their Information Skills further to support their academic success and employability. These include sessions on identifying fake news, using statistics, commercial awareness, managing the information about them that is available online and accessing information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, and also attend other relevant Institute meetings where invited, including the Institute Board. For further information on InfoSkills provision go to: <https://www.uwtsd.ac.uk/library/infoskills/>

Special Collections and Archives

The Library is also home to the Special Collections of UWTSD, including the University's oldest printed books, manuscripts and archives. The Special Collections include over 35,000 printed works, 8 medieval manuscripts, around 100 post medieval manuscripts, and 69 incunables. Material from the Archives includes the institutional archive of St David's College, later The University of Wales, Lampeter, and Trinity College Carmarthen, both constituent members of the University of Wales Trinity Saint David. Students are encouraged to use these wonderful resources as part of their studies, regardless of discipline. Visits and workshops are often arranged within the purpose-built reading rooms in the Lampeter campus library and there is a regular programme of exhibitions across the campuses and online.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources on Facebook, Instagram or Twitter for up-to-date news, service developments and information on new services and resources: @UWTSDLib

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, 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 on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. 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 Chapter 13 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/>