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

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF HUMANITIES AND SOCIAL SCIENCES

(DISTANCE LEARNING)

LEVEL 4

INSTITUTE OF EDUCATION AND HUMANITIES

2024-2025

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2024/25. Module descriptors are presented in the accompanying Module Directory document.

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

FEEDBACK

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

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

Programme of Study	Programme Manager	Tel. No.	E-mail
Foundation Year in Humanities	Dr Jessica Keady		j.keady@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

EXTERNAL EXAMINERS

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

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

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

The current External Examiners for the Programmes of Study are:

Programme of Study	**External Examiner for 2024/25 (forename/surname)**	**External Examiner for 2023/24 (if different to current)**
BA (Hons) Conflict, War and Society	Dr Samantha Knapton	
BA (Hons) Celtic Studies BA (Hons) Celtic and Medieval Studies	Dr Emma Cavell Dr Marion Loeffler	
BA (Hons) Philosophy, Religion and Ethics	Professor Wendy Dossett Dr Craig Bourne	Suzanne Owen/Katie Cross
BA (Hons) Bible and Theology GradDip Bible and Theology	Dr Katie Cross	
BA (Hons) Liberal Arts	Various module external examiners	

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 2024/25

The academic year 2024/25 will be divided up as follows:

BA (Hons) Celtic Studies	2 semesters
BA (Hons) Bible and Theology	3 semesters
BA (Hons) Philosophy, Religion and Ethics	3 semesters
BA (Hons) Conflict, War and Society	3 semesters
BA (Hons) Celtic Studies and Medieval Studies	2 semesters
BA (Hons) Liberal Arts	3 semesters

Semester Dates	Start of teaching
SEM1 – 01/10/2024 – 10/01/2025	07/10/2024
SEM2 – 01/02/2025 – 23/05/2025	03/02/2025
SEM3 – 01/06/2025 – 29/08/2025	02/06/2025

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

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

My Student Record / MyTSD

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

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

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

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

Please take time to check your enrolment details on MyTSD.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

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

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

MODULAR TERMINOLOGY

Level (of Study):

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

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website: https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

ASSESSMENT

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

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

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

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

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

Additional needs in terms of assessment
If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/disability-support

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
https://www.uwtsd.ac.uk/academic-quality-handbook

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

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
https://www.uwtsd.ac.uk/academic-quality-handbook

Responsibilities of students in relation to the assessment process
You are responsible for ensuring that:

i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
iii) You attempt every assessment component of a module.
iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral

examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.

v) You submit work for assessment as required and in accordance with the required format and deadline.

vi) You inform your Programme Manager or Student Services of any disability or long-term impairment which might require special provisions for assessment.

vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.

viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.

ix) You keep copies of all drafts of work presented or submitted for assessment wherever feasible.

x) You make your work available for sampling for external examining purposes.

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

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

Moodle can be used for administration tasks such as:

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

How to Access:

You can access Moodle in 3 different ways:

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

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

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

For any technical issues or error messages contact the **IT Service Desk** via:
Web: https://webhelp.uwtsd.ac.uk
Tel: 0300 500 5055
Or email: ITServiceDesk@uwtsd.ac.uk
In any correspondence please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages

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

ASSESSMENT FEEDBACK VIA TURNITIN

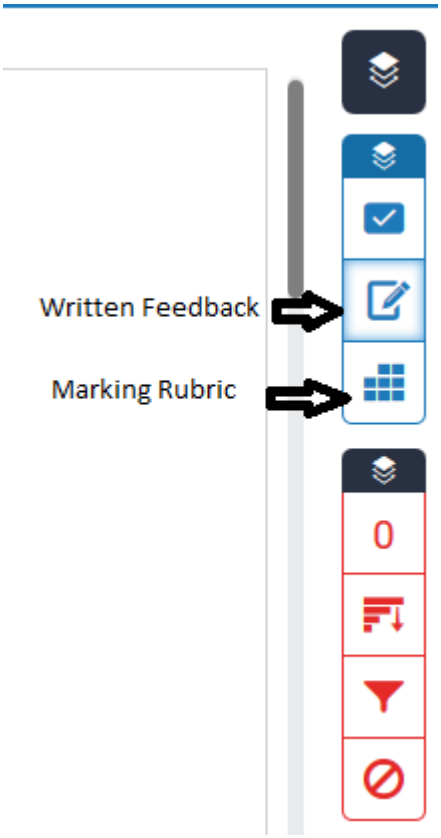
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

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

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

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



PROGRAMMES OF STUDY

(1) BA (Hons) Celtic Studies

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1 Students should demonstrate a basic understanding of the structure of the Celtic languages and literatures and their characteristics, similarities and differences.
KU2 Students should demonstrate the ability to understand how people have existed, acted and thought in the always different context of the past.
KU3 Students should demonstrate that they know how to treat works of literature critically using technical vocabulary where appropriate and discuss their content from the point of view of comprehension and imagination, linguistic and stylistic features and craftsmanship.
KU4 Students should demonstrate an understanding of the problems inherent in the historical record itself, an awareness of a range of viewpoints and the ways of coping with this.
KU5 Students should demonstrate a knowledge of the Celtic regions from a number of disciplinary and interdisciplinary approaches, for example, history, literature, linguistics, archaeology, cultural studies and religious studies.

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

Cognitive (thinking) skills (CS)

CS1 Students should be able to identify and resolve problems.
CS2 Students should be able to engage in analytical and evaluative thinking. CS3 Students should be able to read and use materials both incisively and with sensitivity to compare and contrast ideas and concepts found within different disciplinary and geographical contexts.
CS4 Students should be able to analyse issues proficiently in the light of evidence and argument.
CS5 Students should be able to synthesise information, adopt critical appraisals and develop reasoned argument based on such appraisals.
CS6 Students should be able to demonstrate an appreciation of internal diversity and transcultural connectedness.
CS7 Students should demonstrate the ability to ask and answer cogent and focused questions about the past and to pursue these questions through structured enquiry, selecting and interrogating an appropriate range of materials.
CS8 Students should be able to demonstrate advanced critical thinking in relation to the texts, sources or periods studied.

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

Practical skills (PS)

PS1 Students should be able to work with a significant amount of independence, demonstrated in self-direction, self-management and intellectual initiative in learning and studying and in time management.
PS2 Students studying Welsh should demonstrate an ability to use Welsh for purposes of understanding, expression and communication.
PS3 Students should be able to write and think under pressure and meet deadlines. PS4 Students should be able to frame consistent, coherent arguments in a convincing fashion.
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1 Students should be able to take accurate and effective notes and summarise material.
KS2 Students should be able to access and use digital resources appropriately.
KS3 Students should be able to demonstrate skills in the construction of bibliographies, library and internet research skills.
KS4 Students should be able to demonstrate an awareness of the ethical issues and responsibilities that arise from research in the past and the reuse of the research and writing of others.
KS5 Students should be able to formulate and execute an extended, independent study
of a specialist subject of their choice in the field of Celtic Studies

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

PROGRAMME STRUCTURE

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

Full Time Students are required to complete 120 credits per academic year.
Part Time Students are required to complete 60 credits per academic year.

Structure: Full-time and Part-time Students

Module Code	Title	Semester	Module type (component pass, core, compulsory or optional)	Credits
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPCS4002	Introduction to Celtic	Semester 2	Compulsory	20

	Languages			
HPCS4010	Welsh Language Skills	Semester 1 and 2	Compulsory	20
HPCS4003	The Early Celts	Semester 1	Compulsory	20
HPCS4008	An Introduction to Celtic Literatures	Semester 2	Compulsory	20
HPCS4009	Introduction to Celtic Art	Semester 2	Compulsory	20

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

(2) BA (Hons) Bible and Theology

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: demonstrate comprehension of and engagement with the Judeo-Christian tradition in its varied and central forms.
KU2: describe, discuss and demonstrate critical comprehension of some of the following: the political, social, textual, philosophical, historical, theological, ritual, practical, ethical, institutional or aesthetic expressions of the religion(s) studied KU3: discuss and demonstrate, where appropriate, critical comprehension of the religion's or religions' classic sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings
KU4: evaluate and critically analyse primary and secondary sources, including materials, where appropriate, from related disciplines.
KU5: demonstrate comprehension of and analyse a range of themes, debates and methods within Theology and where appropriate from related subjects and evaluate a range of associated critical scholarship
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1: present arguments for their own views while acknowledging and representing fairly the views of others
CS2: demonstrate with sensitivity awareness of the conviction and claims to certainty that may arise in religious traditions, with their positive and negative effects
CS3: demonstrate sophisticated understanding of the multi-faceted complexity of religions, for example, in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, norms, aesthetics and aspirations
CS4: demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, systematic, dogmatic, exegetical, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological, practical, pastoral
CS5: demonstrate awareness of and critical assessment of religious contributions to debate in the public arena concerning, for example, values, truth, beauty, identity, health, peace and justice
CS6: demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both positive and negative effects, and how important such identities are
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1: communicate information, ideas, arguments, principles and theories, and develop
an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented
PS2: communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience

PS3: identify, gather and analyse primary data and source material, whether through textual studies or fieldwork
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1: attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others
KS2: engage with empathy, integrity and critical reflection with the convictions and behaviours of others
KS3: work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively
KS4: undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner KS5: make discriminating use of a full range of resources in order to identify
appropriate source material, compile bibliographies, inform research and enhance presentations
KS6: use technology and computer skills to identify appropriate source material and data, support research, and enhance presentations
KS7: show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

PROGRAMME STRUCTURE

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

Structure: Full-time Students

Module Code	Title	Semester	Module type (component pass, core, compulsory or optional)	Credits
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPRS4904	Introduction to the New Testament	Semester 1	Compulsory	20
HPRS4901	Introduction to the	Semester 2	Compulsory	20

	Study of Religion			
HPRS4903	Intro to Theology	Semester 2	Compulsory	20
HPRS4902	Introduction to Christian Ethics	Semester 3	Compulsory	20
HPRS4905	Hebrew Bible	Semester 3	Compulsory	20

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

(3) BA (Hons) Philosophy, Religion and Ethics

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1: Demonstrate knowledge and understanding of some the central theories and arguments in the fields of Moral, Political, or Social Philosophy, Logic, Metaphysics, Epistemology, or Philosophy of Mind, broadly understood.
KU2: Demonstrate knowledge and understanding of the ideas and arguments of some of the major philosophers in the history of the subject, encountered in their own writings.
KU3: Demonstrates an awareness of major issues currently at the frontiers of philosophical debate and research.KU4: Demonstrate knowledge and understanding of some the central theories and
arguments in the field of ethics.
KU5: Demonstrate the capacity to think critically and independently about ethical considerations.
KU6: demonstrate comprehension of and engagement with at least one religious tradition in its varied and central forms
KU7: describe, discuss and demonstrate critical comprehension of some of the following: the political, social, textual, philosophical, historical, theological, ritual, practical, ethical, institutional or aesthetic expressions of the religion(s) studied
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

CS1: Demonstrate the ability to see difficulties in what, at first sight, seems unproblematic, to identify shared assumptions that are behind apparently irresolvable disagreement.
CS2: Demonstrate the ability to give close attention to linguistic clarity and precision, leading to valuable skills in noticing potential ambiguities and the ability to say precisely what you mean and mean exactly what you say.
CS3: Demonstrate the ability to think in abstract and formal terms, and to identify basic concepts and principles that are often buried or hidden within debate and argument. CS4: Demonstrate an appreciation of the history and development of ethics and the differing methods of analysis that have been and are used by ethicists.
CS5: demonstrate with sensitivity awareness of the conviction and claims to certainty that may arise in religious traditions, with their positive and negative effects
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

PS1: Demonstrate the ability to retrieve, sift and select information from a variety of sources through advanced library and IT searches.
PS2: Demonstrate the ability to plan, undertake and report a bibliographically-based piece of research.
PS3: Demonstrate the ability to apply key methods and concepts of applied, literary and critical analysis.
PS4: Demonstrate the ability to write clearly showing an understanding of the key principles and theories relating to social theory.Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

KS1: attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others
KS2: engage with empathy, integrity and critical reflection with the convictions and behaviours of others
KS3: work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively
KS4: undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner KS5: make discriminating use of a full range of resources in order to identify
appropriate source material, compile bibliographies, inform research and enhance presentations
KS6: use technology and computer skills to identify appropriate source material and data, support research, and enhance presentations
KS7: show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.
Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

PROGRAMME STRUCTURE

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

Full Time Students are required to complete 120 credits per academic year.
Part Time Students are required to complete 60 credits per academic year.

Structure: Full-time & Part-time Students

Module Code	Title	Semester	Module type (component pass, core, compulsory or optional)	Credits
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPPH4901	Introduction to	Semester 1	Compulsory	20

	Metaphysics and Epistemology			
HPPH4902	Introduction to Ethics	Semester 2	Compulsory	20
HPRS4901	Introduction to the Study of Religion	Semester 2	Compulsory	20
HPHI4904	Power and Inequality	Semester 3	Compulsory	20
HPRS4902	Introduction to Christian Ethics	Semester 3	Compulsory	20

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

(4) BA (Hons) Conflict, War and Society

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Command of a substantial body of historical knowledge
KU2	Show an awareness of continuity and change over extended time spans
KU3	Display a critical understanding of the development of history and other humanities subjects as academic disciplines and an awareness of relevant theories and methodologies
KU4	Offer comparative perspectives, which may include the ability to compare the histories of different nations, societies, or cultures
KU5	Show an appreciation of the complexity of reconstructing the past, the problematic and varied nature of historical evidence
KU6	Display an understanding of the varieties of approaches to understanding, constructing, and interpreting past and present societies; and, where relevant, a knowledge of concepts and theories derived from the humanities and social sciences

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

Cognitive (thinking) skills (CS)

CS1	Develop and sustain arguments in a variety of written and oral formats, formulating appropriate questions and utilising relevant evidence
CS2	Read, analyse and reflect critically and contextually upon contemporary texts and other primary sources
CS3	Read, analyse and reflect critically and contextually upon secondary evidence, including the interpretations of historians
CS4	Analyse and reflect critically upon historical problems and contemporary issues related to conflict and war in depth, involving the use of primary sources and advanced secondary literature
CS5	Appreciate the complexity of reconstructing the past, and the problematic and varied nature of historical evidence

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

Practical skills (PS)

PS1	Identify, gather and analyse primary data and source material, whether through textual studies or fieldwork
PS2	Communicate information, ideas, arguments, principles and theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented

PS3	Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience
PS4	Use IT and computer skills to gather and present evidence and data to find, retrieve, sort and exchange new information
PS5	Design and present a sustained and independently-conceived piece of writing and research

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

Key skills (KS)

KS1	Attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others
KS2	Engage with empathy, integrity and critical reflection with the convictions and behaviours of others
KS3	Work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilised effectively
KS4	Undertake independent or self-directed study or learning (including time management) and reflect on one's strengths and weaknesses as a learner=
KS5	Make discriminating use of a full range of resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations
KS6	Use technology and computer skills to identify appropriate source material and data, support research, and enhance presentations
KS7	Show independence in thought, and critical self-awareness about one's own outlook, commitments and prejudices.

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

PROGRAMME STRUCTURE

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

Full Time Students are required to complete 120 credits per academic year.
Part Time Students are required to complete 60 credits per academic year.

Structure: Full-time & Part-time Students

Module Code	Title	Semester	Module type (component pass, core, compulsory or optional)	Credits
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPHI4901	Conflict and War: Theory, Ethics and	Semester 1	Compulsory	20

	Practice			
HPHI4903	Pathways to Evils: Genocide History, Theory and Denial	Semester 2	Compulsory	20
HPPH4902	Introduction to Ethics	Semester 2	Compulsory	20
HPHI4904	Power and Inequality	Semester 3	Compulsory	20
HPHI4902	Age of Extremes: A World at War 1914-1991	Semester 3	Compulsory	20

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

(5) BA (Hons) Celtic Studies and Medieval Studies (including CertHE)

Programme Learning Outcomes

BA (Hons) Celtic Studies and Medieval Studies

Knowledge and understanding (KU)

KU1	Students should demonstrate a basic understanding of the structure of the Celtic languages and literatures and their characteristics, similarities and differences.
KU2	Students should demonstrate the ability to understand how people have existed, acted and thought in the always different context of the past.
KU3	Students should demonstrate that they know how to treat works of literature critically using technical vocabulary where appropriate and discuss their content from the point of view of comprehension and imagination, linguistic and stylistic features and craftsmanship.
KU4	Students should demonstrate an understanding of the problems inherent in the historical record itself, an awareness of a range of viewpoints and the ways of coping with this.

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

Cognitive (thinking) skills (CS)

CS1	Students should be able to identify and resolve problems.
CS2	Students should be able to engage in analytical and evaluative thinking.
CS3	Students should be able to read and use materials both incisively and with sensitivity to compare and contrast ideas and concepts found within different disciplinary and geographical contexts.
CS4	Students should demonstrate the ability to ask and answer cogent and focused questions about the past and to pursue these questions through structured enquiry, selecting and interrogating an appropriate range of materials

CS5	Students should be able to demonstrate advanced critical thinking in relation to the texts, sources or periods studied.

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

Practical skills (PS)

PS1	Students should be able to work with a significant amount of independence, demonstrated in self-direction, self-management and intellectual initiative in learning and studying and in time management.
PS2	Students should be able to write and think under pressure and meet deadlines
PS3	Students should be able to frame consistent, coherent arguments in a convincing fashion.

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

Key skills (KS)

KS1	Students should be able to take accurate and effective notes and summarise material.
KS2	Students should be able to access and use digital resources appropriately.
KS3	Students should be able to demonstrate skills in the construction of bibliographies, library and internet research skills.
KS4	Students should be able to demonstrate an awareness of the ethical issues and responsibilities that arise from research in the past and the reuse of the research and writing of others.
KS5	Students should be able to formulate and execute an extended, independent study of a specialist subject of their choice in the field of either Medieval or Celtic Studies

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

<u>Certificate of Higher Education Celtic Studies and Medieval Studies</u>

Knowledge and understanding (KU)

KU1	Students should demonstrate a basic understanding of the structure of the Celtic languages and literatures and their characteristics, similarities and differences.
KU2	Students should demonstrate the ability to understand how people have existed, acted and thought in the always different context of the past.
KU3	Students should demonstrate that they know how to treat works of literature critically using technical vocabulary where appropriate and discuss their content from the point of view of comprehension and imagination, linguistic and stylistic features and craftsmanship.

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

Cognitive (thinking) skills (CS)

CS1	Students should be able to identify and resolve problems.
CS2	Students should be able to engage in analytical and evaluative thinking.
CS3	Students should be able to read and use materials both incisively and with sensitivity to compare and contrast ideas and concepts found within different disciplinary and geographical contexts.

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

Practical skills (PS)

PS1	Students should be able to work with a significant amount of independence, demonstrated in self-direction, self-management and intellectual initiative in learning and studying and in time management.
PS2	Students should be able to write and think under pressure and meet deadlines
PS3	Students should be able to frame consistent, coherent arguments in a convincing fashion.

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

Key skills (KS)

KS1	Students should be able to take accurate and effective notes and summarise material.
KS2	Students should be able to access and use digital resources appropriately.
KS3	Students should be able to demonstrate skills in the construction of bibliographies, library and internet research skills.

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

PROGRAMME STRUCTURE

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

Full Time Students are required to complete 120 credits per academic year.
Part Time Students are required to complete 60 credits per academic year.

Structure: Full-time & Part-time Students

Module Code	Title	Semester	Module type (component pass, core, compulsory or optional)	Credits
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPCS4002	Introduction to Celtic Languages	Semester 2	Compulsory	20
HPHI4906	The Medieval World	Semester 1	Compulsory	20
HPCS4003	The Early Celts	Semester 1	Compulsory	20
HPCS4008	An Introduction to Celtic Literatures	Semester 2	Compulsory	20
HPHI4905	Crusading in the Middle Ages	Semester 2	Compulsory	20

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

(6) BA (Hons) Liberal Arts / BA (Hons) Liberal Arts with Foundation Year

Programme Learning Outcomes

Knowledge and understanding (KU)

KU1	Demonstrate comprehension of and intelligent engagement with the richness of academic debate as it is experienced and defined according to a recognised discipline;
KU2	State clearly, discuss and demonstrate critical comprehension of aspects of culture as it is expressed in some of the following: political, social, textual, intellectual, historical, theological, ritual, ethical, institutional and aesthetic expressions of human experience
KU3	Discuss and demonstrate, where appropriate, critical comprehension of the variety of human cultures as expressed in classical and canonical sources as well as articulated by subsequent interpreters of tradition(s) in different historical periods, and in different social or geographical settings;
KU4	understand the theoretical and methodological perspectives in relevant subject areas and demonstrate a critical awareness of current key issues in that particular field of study

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

Cognitive (thinking) skills (CS)

CS1	Evaluate and critically analyse a diversity of primary and secondary sources including materials from different disciplines;

CS2	Demonstrate comprehension and critical analysis of a range of themes, debates and methods of the discipline and, where appropriate, related disciplines from, for example, the humanities or the social sciences and evaluate a range of critical scholarship associated with those disciplines.
CS3	deal with complex issues systematically, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

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

Practical skills (PS)

PS1	demonstrate self-direction in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
PS2	demonstrate knowledge and understanding of relevant subjects in the Humanities and the ability to apply that knowledge and understanding to a variety of tasks.
PS3	Demonstrate the ability to make use of library resources in order to identify appropriate material and to compile bibliographies.

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

Key skills (KS)

KS1	exercise initiative and personal responsibility;
KS2	make decisions in complex and unpredictable situations;
KS3	organise their own learning and manage time effectively in relation to diverse tasks and deadlines.
KS4	Demonstrate the ability to find and process complex information from a variety of sources and communicate those findings

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

PROGRAMME STRUCTURE

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

Full Time Students are required to complete 120 credits per academic year.
Part Time Students are required to complete 60 credits per academic year.

Structure: Full-time & Part-time Students

Module Code	Title	Semester	Module type (component pass, core, compulsory or optional)	Credits
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPHI4906	The Medieval World	Semester 1	Compulsory	20
HPCS4003	The Early Celts	Semester 1	Compulsory	20
HPHP4902	Academic Skills	Semester 1	Compulsory	20
HPHI4901	Conflict and War: Theory, Ethics and Practice	Semester 1	Compulsory	20
HPPH4901	Introduction to Metaphysics and Epistemology	Semester 1	Compulsory	20
HPRS4904	Introduction to the New Testament	Semester 1	Compulsory	20
HPCS4003	The Early Celts	Semester 1	Compulsory	20
HPCS4010	Welsh Language Skills	Semester 1 and 2	Compulsory	20
HPCS4002	Introduction to Celtic Languages	Semester 2	Compulsory	20
HPCS4008	An Introduction to Celtic Literatures	Semester 2	Compulsory	20
HPHI4905	Crusading in the Middle Ages	Semester 2	Compulsory	20
HPHI4903	Pathways to Evils: Genocide History, Theory and Denial	Semester 2	Compulsory	20
HPPH4902	Introduction to Ethics	Semester 2	Compulsory	20
HPPH4902	Introduction to Ethics	Semester 2	Compulsory	20
HPRS4901	Introduction to the Study of Religion	Semester 2	Compulsory	20
HPRS4901	Introduction to the Study of Religion	Semester 2	Compulsory	20
HPRS4903	Intro to Theology	Semester 2	Compulsory	20
HPCS4002	Introduction to Celtic Languages	Semester 2	Compulsory	20
HPCS4008	An Introduction to Celtic Literatures	Semester 2	Compulsory	20
HPCS4009	Introduction to Celtic Art	Semester 2	Compulsory	20
HPHI4904	Power and Inequality	Semester 3	Compulsory	20
HPHI4902	Age of Extremes: A World at War 1914-1991	Semester 3	Compulsory	20
HPHI4904	Power and Inequality	Semester 3	Compulsory	20
HPRS4902	Introduction to Christian Ethics	Semester 3	Compulsory	20

HPRS4902	Introduction to Christian Ethics	Semester 3	Compulsory	20
HPRS4905	Hebrew Bible	Semester 3	Compulsory	20

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

UNIVERSITY ENGAGEMENT POLICY

All students should familiarise themselves with the engagement policy and understand their responsibilities in relation to engaging with their course (https://www.uwtsd.ac.uk/academic-quality-handbook).

Student Responsibilities in relation to attendance and engagement are:

- To engage with all scheduled and asynchronous learning in their programme/module(s);
- Attend punctually and completely all scheduled and timetabled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances;
- To engage as appropriate with the University's support mechanisms, according to their specific needs;
- To inform their Academic Support Tutor (or other member of staff identified by the Institute) of any issues that affect or are expected to affect their engagement with their course;
- To engage proactively with all university procedures in support of their learning, including probation, action plans, etc.

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

Appeal against withdrawal due to lack of engagement

Information on how to appeal against withdrawal due to lack of engagement is provided within the Engagement Policy.

Withdrawal

Students who have decided they do not wish to continue their programme of study, must complete a formal University withdrawal form which is available on MyTSD. (Please access the form under the 'Data Changes and Forms' tab on the 'Forms' menu). Withdrawal from a programme may have implications for student finance and this should be understood by the student prior to submitting the form.

CODES OF CONDUCT

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

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/about/governance-and-management/student-charter).

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

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

ABOUT ACADEMIC INTEGRITY

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

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

Breaches of Academic Integrity are called Academic Misconduct.

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

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

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy, which you can find here: https://www.uwtsd.ac.uk/academic-quality-handbook.

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

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

How to avoid plagiarism:

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

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

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using Harvard unless advised otherwise by your tutor.

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

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

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

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

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

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

How to avoid false authorship:

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

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

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

How to avoid collusion:

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

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

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

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

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases, you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

LIBRARY AND LEARNING RESOURCES

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

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

Online Library

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

Skills Development

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

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

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

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

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

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

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

Further Information
For recent service developments and updates please visit the LLR's intranet pages: https://intranet.uwtsd.ac.uk/departments/library-and-learning-resources. This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Twitter and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

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

A well-developed package of digital learning materials can:

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

IT SERVICE DELIVERY

IT support is available through our IT Service Desk who are available to help and assist you over the phone, in person or via our online portal and live chat service.

Telephone support is available 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi

All students can access our eduroam wireless network on their laptop, mobile phone or tablet.

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

Open Access Computers & Booking Facilities

Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

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

Student IT Exclusives

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

Free Microsoft Office 365

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

Adobe Creative Cloud

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

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

Free Windows 11
We are able to provide all students with a license to use Microsoft's latest operating system for free from our On the Hub store.

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

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

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

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

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

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

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

STUDENT SERVICES

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

STUDY SKILLS

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

Topics covered include:
Developing effective study strategies
Planning and writing assignments

Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support.

COMPLAINTS

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