



**Ysgol Addysg a Dysgu Gydol Oes**  
**School of Education and Lifelong Learning**



# **HANDBOOK FOR**

# **PART-TIME STUDENTS**

**PART ONE**

Updated January 2011

## Topics

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## **Introduction**

Welcome to the School of Education and Lifelong Learning at Aberystwyth University, and to our programme of Certificates and Diplomas of Higher Education.

These handbooks are designed to provide you with important information, which will be of use to you throughout your period of study.

There are **two** handbook sections: this, the first, is relevant to all learners and gives you general information about the School and accessing resources within the University; the second gives details specific to the scheme on which you are registered.

Please keep the handbooks in a safe place for future reference. It cannot, of course, answer every question, or, issue which may arise; if you have a problem, or query which the handbook does not address, please consult your course tutor or subject coordinator. You are also welcome to contact the School itself at any time.

### ***The School of Education and Lifelong Learning, Aberystwyth University***

The School's teaching takes place across the University. We also organize educational provision across a very wide geographical region (which corresponds to roughly half of Wales). We are here to respond to your needs. If you are interested in returning to learn, but are unsure about what might be available, or suitable, then please contact the relevant subject co-coordinator, or the School. In addition, subject to there being suitable facilities and equipment, we may be able to offer existing courses at times and locations to suit existing groups. In such cases we need a guarantee of at least eight potential participants.

### ***Quality Assurance: Academic Programmes - Our Objectives***

We aim to maximize the use of our pool of expertise through flexible use of staff to provide a rich and stimulating learning experience for students. We are committed to developing innovative study schemes which are relevant to the needs and aspirations of students, as well as the communities of rural Wales, in order to encourage participation in higher education.

By integrating lifelong learning courses with mainstream education, access to lifelong learning opportunities will be enhanced. We will keep our study schemes under continuous review through a range of quality assurance mechanisms, updating and developing them to keep pace with the demands of an ever changing society. We will seek opportunities to develop innovative programmes that will be attractive to international markets.

### ***Standards of Awards:***

We will promote excellence in learning and teaching. We will ensure that all our study schemes address relevant aspects of the QAA Subject Benchmark Statements and the Statutory Requirements as required by the National Assembly for Wales. For all study schemes, learning outcomes will be clearly defined and students appropriately assessed against them. At all levels, assessment procedures will ensure that marking against explicit criteria is the norm. We will undertake to monitor student learning in appropriate ways and provide students with constructive feedback in order to aid their learning. We will strive for explicit enunciations of the standards of our awards and of the requirements placed upon students to help them achieve the highest level of which they are capable.

### **Who's who**

In most cases your first point of contact will be the tutor who teaches your course. However, in the background are many staff based in Old College. If there is something your tutor can't help you with, then it is probably best, in first instance, to contact the Subject Coordinator for your particular area. The following is a list of key contacts in the School.

Dr. Malcolm Thomas	Director of the School	<a href="mailto:mlt@aber.ac.uk">mlt@aber.ac.uk</a>	622114
Liz Jones	Humanities Coordinator	<a href="mailto:lzj@aber.ac.uk">lzj@aber.ac.uk</a>	622683
<u><a href="#">Alison Pierse*</a></u>	Art and Design Coordinator	<a href="mailto:chp@aber.ac.uk">chp@aber.ac.uk</a>	622742
<u><a href="#">Antonio Barriga Rubio</a></u>	Modern Languages Coordinator	<a href="mailto:aob@aber.ac.uk">aob@aber.ac.uk</a>	622093
<u><a href="#">Paula Hughes*</a></u>	Social Science & Science Coordinator	<a href="mailto:Pah15@aber.ac.uk">Pah15@aber.ac.uk</a>	622682
<u><a href="#">Marie Lewis</a></u>	Director of External Affairs and Programme Administrator	<a href="mailto:mgl@aber.ac.uk">mgl@aber.ac.uk</a>	622854
<u><a href="#">Marc Richards</a></u>	Finance Administrator	<a href="mailto:dmr@aber.ac.uk">dmr@aber.ac.uk</a>	622745
<u><a href="#">Annette Davies</a></u>	School Administrator and Student Records Administrator	<a href="mailto:amd@aber.ac.uk">amd@aber.ac.uk</a>	628512
<u><a href="#">Lucy Anne Dolloway-Dumbrill</a></u>	Secretary/Outreach venue booking	<a href="mailto:Lad14@aber.ac.uk">Lad14@aber.ac.uk</a>	622677
<u><a href="#">Bethany Freeman</a></u>	Secretary/Outreach venue booking	<a href="mailto:learning@aber.ac.uk">learning@aber.ac.uk</a>	621580
<u><a href="#">Janet Nichols</a></u>	Secretary/ fee waiver administrator	<a href="mailto:jqm@aber.ac.uk">jqm@aber.ac.uk</a>	621598

All numbers are in Aberystwyth and should be prefixed by 01970 if dialed from outside the area. If you have a query and are uncertain about to whom to contact, then write to the School at the address below, or, e-mail [learning@aber.ac.uk](mailto:learning@aber.ac.uk) , or telephone 01970 621580 or fax us on 01970 622686.

\*Please note that these members of staff work part-time, so you may find it easier to contact them in writing as follows.

The postal address of the School is:

School of Education & Lifelong Learning  
Aberystwyth University  
Old College, King St,  
Aberystwyth,

Ceredigion SY23 2AX

## ***Listening to your voice***

### ***Your feedback***

We value your thoughts on the modules offered by the School. We also want to ensure that we respond quickly to any of your concerns and make every effort to ensure that you have the best learning experience whilst in our care. Some of the ways by which you can communicate with us are shown below.

### **Formative Evaluation**

Between the first and third week of your course your tutor will give you a form to complete. This is your opportunity to alert the tutor to any difficulty you might be having with the course, or the venue. You are not required to sign this document unless you wish the tutor to respond directly to you on the matter of concern. The tutor is required to address any issues raised on these evaluation forms and take appropriate action. They are also required to send a report into the relevant subject coordinator to identify what, if any, issues were raised and how they resolved the problem.

### **Summative Evaluation**

When you have completed a course, please make the effort to fill in one of our (pink) feedback forms. If you aren't given one by your tutor you can request one from reception or, should you wish to remain anonymous, you can download a version from: [http://www.aber.ac.uk/sell/download\\_docs/Evaluation%20Form%20Template2006.pdf](http://www.aber.ac.uk/sell/download_docs/Evaluation%20Form%20Template2006.pdf). and leave it at reception.

Other comments can be routed through the Staff–Student Consultative Committee, (representative contact details are on interim evaluation form and in LLL brochure), your subject coordinator, or to the Director of LLL on [ggh@aber.ac.uk](mailto:ggh@aber.ac.uk) 01970 622683

### **Complaints**

If you need advice, you should contact any member of staff who you think may be likely to help you, or the Staff / Student Consultative Committee (see below). Any complaints or grievances which you may have can also be discussed through the same contacts. If you wish to make a complaint or lodge an appeal, you should contact the relevant LLL Subject Coordinator in the first instance. If the Coordinator is part of your complaint, you should contact the Director of Lifelong Learning. If the Director LLL is also part of your complaint, you should contact the Director of the School.

If you feel that an item of coursework has not been marked fairly in accordance with the published criterion/ criteria, then the following procedures must be followed:

1. You should first seek feedback and clarification from the tutor who marked the work. This must be initiated within seven days of the work being returned.
2. If, following this meeting with the marker, you still feel that the mark awarded is unfair, then you have the right to lodge a formal complaint indicating how the assessment criteria have not been properly applied to the item of coursework

3. This appeal, indicating the grounds for appeal, must be sent to the Director of Lifelong Learning within seven days of meeting the marker. Complaints will not be accepted after this period.
4. Your written appeal will be considered by the Director of LLL and the Director of Learning & Teaching. If one of these was involved in the marking of the work, then the Director of the School will be brought in to avoid any conflict of interest.
5. If both the Directors feel that there is *prime facie* case of inadequate or incorrect application of the assessment criteria, then they will ask another person within the School (who is likely to be the person who moderated a sample of coursework from the module/course) to re-consider the marked coursework.
6. This second marker's decision, which could lead to the lowering or raising of the original mark, is deemed to be final.
7. In the case of expertise not being available in the School to second mark the coursework then the External Examiner may be asked to comment.
8. You will be informed as soon as possible of the appeal outcome. Additionally, a written report by the second marker will be submitted to the relevant Examination Board.

This internal appeals procedure does not prevent you from pursuing University of Wales' appeals procedure.

### ***Staff student Consultative Committee***

The Student–Staff Committee: Lifelong Learning provides a formal channel of communication between students and the School and it is an essential part of it. Students from the different LLL subject areas are represented on this committee.

The Committee provides an important forum for staff and students to discuss any problems and issues that may arise. Discussions may cover the content and organization of academic programmes, timetabling, resources, communications, social events and issues raised by students of the School with respect to all aspects of the students' experience. Although the Committee does not have formal policy-making powers, its advisory role is taken very seriously by the School and the participation of all students is encouraged. The Committee also has a social role and can take initiatives in proposing and organising social events.

Details of current membership of the committee can be found at:

<http://www.aber.ac.uk/sell/currentstu/stusupport/lll/staffstud.htm>

If you have an issue that you wish to raise with the committee, or wish to volunteer to become a member, you can write to: Student–Staff Committee: Lifelong Learning, School of Education and Lifelong Learning, Old College, Aberystwyth SY23 2AX; or e-mail [learning@aber.ac.uk](mailto:learning@aber.ac.uk). Individual members (students or staff) can be contacted via the web page above.

## Enrolment and regulations of Aberystwyth University

### Enrolment

You can enrol on any individual LLL module using the standard enrolment form, available from the School, from inside brochure, or downloadable from the school website. <http://www.aber.ac.uk/sell/courses/lllearn/index.html>

To secure your place on the course[s] of your choice, you need to complete the [green] enrolment form and return it with your fee, by post or in person, to our main reception in Old College, King Street, Aberystwyth SY23 2AX. Fees can be paid in cash, by cheque [payable to Aberystwyth University, credit card on phone, or with gift vouchers.

Places are limited on many courses and are allocated on a first-come-first-served basis, so to ENSURE your place, prior enrolment is essential for ALL our courses. In some cases it is necessary to enrol up to two weeks in advance of the course start date – this is so that the tutor can order the necessary materials for the course.

Your place on a course can only be guaranteed once we have received your completed enrolment form and fee. If a minimum number of enrolled students is not achieved one week before the course start date, the School reserves the right to cancel that course. Enrolled students will be notified if this happens.

### Guidance on under 16s in classes

Although there are no specific age limits, (lower or upper) for our courses, the nature of the content, academic expectations, or, teaching methods, may make some courses unsuitable for under-18s.

Please note that the Welsh Assembly government intends holding consultation meetings shortly with universities in Wales, regarding the issue of under 16's admission to Higher Education classes. Therefore in the future the regulations and guidelines may change, however, the following is a statement of policy as it stands as of now.

The following outlines our procedures adopted for accepting students who are 16 into Lifelong Learning and Welsh for Adults classes.

- Students who are 16 and under may attend LLL and WfA classes only if accompanied by a parent, guardian or designated adult. In the case of the last category, the tutor must receive, in writing, details of the designated adult **prior** to the student being accepted on to the course. **The University does not act *in loco parentis*.**

However some classes may be unsuitable for a young adult to attend from a health and safety aspect, or because of the explicit nature of the course. In these cases the University reserves the right to exclude the student, as the course may have been designated as unsuitable for this age group. The university reserves the right to add to this list as more courses are developed which may be unsuitable. The list of current exemption courses are shown below;

### Art & Design

Life Painting, Life Drawing , Naked and the Nude, Abstracting the Figure, Drawing on the imagination, Wood Engraving, Painting Interiors Painting Gardens, Figures in Landscape

## **Modern Languages**

All advanced courses

## **Social Science**

Forensic Psychology, Introduction to Child Psychology, Psychology and Addiction, Dealing With Conflict, Counseling skills, Understanding Child Sexual Abuse for Counselors and other Professionals

Further exceptions to admission:

- Students 16 and under will only be accepted if they are there for educational reasons.
- Children accompanying adults for reasons of child-care **will not be accepted**.
- If a student is following a course of study at school or a college of further education, the main tutor will normally be required to submit a letter supporting the student's attendance at the class.
- The adult must be present at all classes attended by the student (i.e. if the adult is unable to attend, the student will not be accepted in to the class).
- In activities in the class involving group-work, the student will be in the same group as the parent/guardian/adult.
- It is the responsibility of the parent/guardian/adult to ensure that the student remains supervised.
- No responsibility can be taken by the tutor of the University for the behavior of other participants in the class.
- In addition please note that we do not carry out Criminal Record Bureau checks on our tutors, so it is assumed that parents of children attending courses are in possession of this information and accept any inherent risk.

## ***Financial Matters***

### ***Early bird discounts available on course fees***

You can now get discount off stated fee when you pre enrol by certain dates prior to the start of each term. The course fee and the amount of discount you can claim is shown along with the other details at the top of your chosen course description.

To find out the discount date deadlines relevant to the year/ term of your study you can either look in the LLL brochure , consult the School office, 01970 621560, or your subject coordinator. You can pay by cash, credit card on phone, cheque, or by gift vouchers

## **FEES**

There are concessionary fees available for those in receipt of certain state benefits, or full-time students. Various schemes are also available to help meet costs, including the Student Hardship



Fund and the Disabled Student's Allowance. Further information can be found at <http://www.aber.ac.uk/studentfinance/>.

### **FEE Waiver**

We also run a Fee Waiver scheme. If you do not already have a degree and are in receipt of certain benefits, or on a low income, you may be eligible to have your fees waived under the Part-time, Undergraduate Fee Waiver scheme. This scheme is discretionary; qualification does not mean that a Fee Waiver will automatically be granted. Also you should be aware that you will be required to sign a document agreeing to all fee waiver terms and condition. The main one being that you must complete and submit all course assignments. Fee Waivers cover the cost of the course, but do not cover course materials, which learners must pay for themselves. For more information phone 01970 621598

Fee waivers can take up to a month to be processed and must be obtained before the start of any module. Fee waivers apply to all courses taken in the academic year in which you apply, and you must apply for a new one each year. **For successful candidates, we reserve the right to impose a fee retrospectively if you enrol for a course and fail to turn up without notifying us beforehand, or, fail to complete the assignments for the course**

### ***Genesis Cymru Wales provides:***

- Support and information if you wish to enter training, employment or further education
- Childcare to attend community events/training
- Free or subsidised childcare
- Confidence building and fun days out - with free childcare available
- A mobile crèche team to provide flexible, local childcare

To find out more, or the contact details of your area coordinator, please phone Anna, Tracy, or June on 01545 572 721 or, email [annar@ceredigion.gov.uk](mailto:annar@ceredigion.gov.uk)

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## **YOUR LEARNING**

### ***Registering for a .Certificate or Diploma***

The School has a range of Certificates and Diplomas of Higher Education across the LLL subject areas. By registering for one of these, you provide yourself with focus, and a clear route for study, but you also will end up with a nationally recognized qualification, and in some cases a guaranteed progression route into full-time higher education.

It costs nothing to register on any of our Certificates in Higher Education or the Diploma in Higher Education. Once you've registered for a particular certificate, you simply pay the fee for each module as and when you enrol on them. Registration couldn't be easier, just complete the 'Study Scheme Registration form' [separate to the course enrolment form] available from the School office, or in LLL brochure and return it in person or by post to : Study Scheme Registration, Lifelong Learning Office, Aberystwyth University , Old College, King St,

Aberystwyth, Ceredigion SY23 2AX. If you live some distance from Aberystwyth, please just ring the office 01970 621580 and we will post a form out to you. You can also download a form from the School Website [All enrolling on a Modern Languages course will automatically be registered for the Certificate in Higher Education: Modern Languages]

## National Qualifications Framework What Level is a Lifelong Learning course?

All accredited qualifications are awarded a National Qualifications Framework (NQF) level, endorsed by the Qualifications, Curriculum and Assessment Authority for Wales. The framework aims to help you make informed decisions about the qualifications you would like to gain. The table below will help you to relate the level of the courses offered by Lifelong Learning to any previous course you might have done. Remember,

- 🕒 You don't necessarily have to have studied at levels 1-3 to take a course with Lifelong Learning. However, if you haven't studied for a while we do recommend that you take up our study support programme as you start your first course.
- 🕒 The table below only shows some common examples of qualifications at the different levels. You might have taken other accredited courses. If you want to check the level of other courses you can look at the National Database of Accredited Qualifications at [www.qca.org.uk/openquals](http://www.qca.org.uk/openquals).
- 🕒 Lifelong Learning courses are called 'Level 1' courses because they are equivalent to level 1 of a three-year degree. They are at level 4 of the NQF.

<i>NQF Level</i>	<i>Example of qualification at this level</i>
8	Doctorate (PhD)
7	Masters degree (eg MA; MSc)
6	Degree
5	Diploma of Higher Education HND (Higher National Diploma)
4	<b>Certificate of Higher Education – first year of a degree</b> <b>Level 1 modules with Lifelong Learning</b>
3	<b>Introductory courses (Level 0 courses) with Lifelong Learning</b> A level NVQ level 3
2	CGSE grades 1-C NVQ level 2 OCN level 3
1	CGSE grades D-G NVQ level 1 OCN level 1
Entry	Entry level OCN (Open College Network)

## Returning To Learning

If you are returning to learning after a break, for whatever reason, you may lack confidence about your ability to study.

If this is the case, the university can supply you will information and support on the following;

- understanding what is required at the undergraduate level of study
- organizing your study
- use of study tips for reading and note-taking
- tackle assignments like essays and reports
- think about your own strengths and areas for development
- make the best use of the library and online information
- access individual Careers Advice if you wish
- find out about wider student support including welfare, & disability support

The Effective Study Collection

(<http://www.inf.aber.ac.uk/academicliaison/study/howtostudy.asp>) in the Hugh Owen Library also contains lots of useful information, advice and resources; this web page also has links to lots of useful on-line resources.

## Accreditation Of Prior Learning (APL)

If you have studied at another Higher Education institution, it may be possible to transfer some of the credits towards one of our schemes. Circumstances vary so, in the first instance, you should discuss this with the relevant Subject Coordinator.

It may also be possible to be exempted from certain aspects of a scheme because you have relevant experience, but not formal qualifications. This is known as Accreditation of Prior Experiential Learning (APEL). It is likely that, should you wish to pursue this, you will be asked to submit a portfolio of work to demonstrate that you have already achieved the learning outcomes associated with the module(s) you wish to be exempted from. Every case will be different, so you should approach the relevant Subject Coordinator to discuss your situation. A fee is payable for APEL, to cover administrative costs.

## Our commitment to you as a student

The course tutor will be expected to:

- Inform the student at an early stage in order to discuss the nature of the programme of study and make recommendations where necessary.
- Outline the overarching aims and learning outcomes of the course.
- Provide students with copies of assessment criteria and marking scheme at the point of introducing the course and its assessment requirements.
- Direct the student to appropriate key texts, resource materials and research developments (where appropriate) in the proposed field of study.
- Utilize any feedback from interim and summative evaluation forms for course enhancement
- Emphasize the role and importance of assessment in supporting learning and the achievement of learning outcomes
- Formalise an action plan with the student, clearly setting out agreed targets and

completion dates.

- Provide students with detailed written feedback by utilising a marking scheme pro forma that indicates how assessment criteria have been addressed and marks awarded.
- Support and enhance students' learning by providing constructive written feedback with clear targets for improvement.
- Ensure fair and consistent marking of students' work..
- Guide the student throughout the period of study.
- Consider and comment upon the draft versions of submitted work, and give guidance to the student as necessary.
- Work with students to ensure that each piece of work is completed and submitted within the set time limit.
- Report to the course/scheme coordinator and programme director any problems that may prevent the student completing his/her work on time.

### **Your commitment as a student to the University**

We hope to provide you with an environment in which learning can be as enjoyable and easy as possible. We have a commitment to provide this by dedicated teaching, by facilitating two-way participation, and by respecting your wishes as far as they are consistent with the aims of the course, the needs of others involved in it, and the responsibilities of the institution.

In return, we expect you, as a student on this course:

- To inform us of your additional needs
- To show commitment to the course
- To be a willing contributor to all group work and discussions
- To be punctual and regular in attendance and in written work
- To complete the required course assignment tasks
- To avoid any behavior which might disrupt other students' learning
- To be respectful of the views and opinions of other class members
- To do 5 to 8 hours of private study per 10 credit course per week
- To use the interim and summative evaluation forms to constructively appraise the courses being taken

### ***Studying***

Always **try to keep up with your studies**, since falling behind in background reading and workshops will lead to unnecessary pressure.

Advice from tutors on the best methods of studying will form part of your course. Please take full advantage of this help. The establishment of regular study time in a suitable place is important to your course. You will need to be self-disciplined and organised.

### ***Attendance***

It is expected that you will attend all sessions, although we understand that this is not always possible. The work done in workshops and lectures invariably covers the groundwork for the assignments. By missing them you not only risk being marked down but will probably miss vital information too, so if you do miss any classes, please discuss them with your tutor and ensure that you have all the handouts or assignments from them.

Team work can be an important component of some of the modules, so absence of a team

member causes problems. If there is a good reason, (eg illness, lack of transport), it will be understood and allowances will be made. If absences seem to have no real cause, however, it can lead to bad feeling as the absentee is letting down the rest of the group.

## **Flexible**

### **Learning, Short Intensive, residential and non residential courses**

Some of our courses give you more flexibility in regard to where and how you study. These courses may be taken from home completely, with built in tutor support throughout, or, combine home study with tutor led day schools and workshops. Look out for the Flexible symbol against course details. We also offer short, intensive courses, residential and non residential. You may wish to consider these if you have problems with attendance.

### **Course Credits**

Each module has a 'credit value'. This represents the number of credits available for that module and its 'level'. The number of credits is based on the notional time it takes to complete a unit of learning. Level 1 is equivalent to the first year of a three-year undergraduate course and level 2 to the second year. There are also some 'foundation' modules at level 0.

As you complete and pass individual modules, you will be awarded credit for those. As a result, if you have to leave the course for any reason, you may be able to transfer all the credits that have been awarded to date to another college. Alternatively, you may return and complete your studies at Aberystwyth at a later date. You may also be able to use your credit to claim exemption within appropriate degree schemes, but you would need to take professional advice about where and how this is possible.

The scheme details will guide you regarding which modules are 'core', and therefore compulsory, and which modules may be optional.

Following the completion of each academic year, and confirmation of results by the relevant Faculty Exam Boards (which usually take place in September), you will be issued with a Credit Transcript. This document lists the modules that you have successfully completed during the academic year, and can be used as evidence of successful study.

### **Methods of Teaching and Learning**

A variety of teaching and learning methods are used across LLL. These are designed to be appropriate to the needs and interests of adult learners. But please remember that this is a two-way process and that we expect adult learners to take a high level of responsibility for their learning. The following outlines just some of the activities we use:

- Seminars
- Workshops
- Lectures
- Practical classes
- Discussion sessions
- Field trips
- Tutorials
- Project work (both individual and in groups)
- Distance learning via *Blackboard*
- Day schools
- Summer schools

## How To Make The Most Of Your Learning

If you are not confident about studying, speak to your tutor. You may also consider downloading information from University website as shown below.

The Effective Study Collection

(<http://www.inf.aber.ac.uk/academicliaison/study/howtostudy.asp>) in the Hugh Owen

Library also contains lots of useful information, advice and resources; this web page also has links to lots of useful on-line resources.

## MAKING NOTES

Although you may be very impressed by a particular book or lecture, unless you make notes it is unlikely that you will be able to remember much about it for very long. Making notes is a good way of recording not only what you read, or hear, but also your reactions to the material. Avoid passive note-taking – try to think as you write, recording your own responses. Good note-making does not mean that you have to write down everything that is said. Try to get the main arguments and always take down the publication details of each work you read.

### Assessment

Assessment is an important part of the learning process – it gives you the opportunity to consolidate what you have learnt, or research new areas. It also provides you with a way to review your progress, and for us to identify any areas where you might need some help and where we can improve our teaching. A great deal of assessment is embedded into the learning, so that you won't feel that it is anything other than part of the whole learning process. This is what two of our students had to say about it:

*I found doing the assessment enjoyable and a positive learning experience While the assessments took some time to complete, they stimulated private study and reinforced material learned during the field work*

A variety of forms of assessment will be used on your course; these are designed to be appropriate to the subject and to part-time students. Usually a 40% pass mark is required for each module to enable the student to progress to the next part of the course. Under special circumstances a student may be allowed to resit with the permission of Faculty and LLL Examination Boards.

The following points about types of assessment and some assessment techniques are intended to be helpful to you, but are obviously only general guidelines. For details of the assessment for each module, see the subject-specific guidance that is provided, or discuss them with your tutor.

### Oral assessment

In many courses oral assessment contributes to the overall module mark. This does not mean that you should talk as much as possible! It is intended to encourage the development of effective oral skills. The emphasis is likely to be different according to the subject you are studying – if you are enrolled on a language course, oral assessment is intended to demonstrate your vocabulary, grammar and sentence construction, if you are studying a science subject you are more likely to be engaged in a discussion to demonstrate your ideas and knowledge of a subject.

### **What is an academic poster?**

At university, students are often assessed on poster design. Posters are an effective way of communicating concisely, visually and attractively, and can be a powerful way of getting information across. Academic posters summarise information or research concisely and attractively, to help publicise it and generate discussion.

Academic posters are widely used in the academic community, and most conferences include poster presentations in their programme. Research posters can reach a wide audience as they may be displayed for several hours or days, at national or international conferences. They may then be published online as part of conference proceedings, becoming part of a permanent record of research activity.

An effective poster can make a strong impact, so it's worth developing your poster planning skills.

### **Posters as assessment**

At university, you will often find that one of your course assessments requires you to produce a poster, either individually or in a group. The criteria used to assess your poster will be weighted differently depending on your discipline.

In some courses, content and structure may be weighted at 60%, with visual organisation and presentation weighted at 40% - check your guidelines to find out how your own assessment will be weighted.

Assessment criteria are likely to focus on features such as:

1. Content
2. Structure
3. Visual impact
4. Clarity

You might use PowerPoint or other software to produce your poster, or you might produce it by hand, perhaps using marker pens or poster paper.

Remember: Follow the guidelines given by your lecturer.

### **What is good poster design?**

However you produce it, an effective academic poster should be well researched and effectively organised. It should also be attractively presented.

### **How do I plan an academic poster?**

An academic poster is designed to communicate clearly, concisely, and visually. It should also be self-explanatory. You shouldn't need notes to understand it!

It takes skill to summarise a complex topic without losing some meaning or connections. What do you need to think about first? How might you use images or diagrams to help communicate?

## **Planning content**

Since a poster must communicate so concisely, you will need to spend some time identifying your key points.

Decide what you need to communicate, and how. What is your main message? What does your viewer need to know? Identify the key points, always keeping your topic or task in mind.

Once you've decided on the main content, make a rough draft of the information you need.

- Decide on the main title.
- Note the graphics you might need, such as photos, diagrams, graphs or charts.

Remember: Academic posters need to show evidence of reading and research, so you must always include references.

Like other types of academic writing, an academic poster should be well organised, with clear headings and subheadings. The structure you choose depends on the task you have been given.

### **1. Reporting on research**

If you are reporting on a piece of research, your structure will be similar to a research report:

1. Title
2. Introduction
3. Methods
4. Results
5. Discussion
6. Conclusion
7. References

### **2. Reporting on a solution to a problem**

If you are illustrating how a particular problem was solved, or how a challenge was addressed, the structure might be:

1. Title
2. Background
3. Definition of problem
4. Possible solutions
5. Rationale for choice of one solution
6. Implementation
7. Evaluation

Remember: The structure depends on your content, and what you need to communicate.



## Key steps in poster planning

Remember: However you produce your poster, the same general rules for planning and design apply.

### *How do I design a poster?*

Once you've identified your main content and structure, you need to identify the graphics and formatting which will communicate your message best. How will you organise your content visually? How might you use colour and type to enhance visual impact?

It's usually best to design from the outside in, thinking about the general purpose before the details.

Remember: It's important to be very clear about the purpose of your poster. Keep returning to this as you plan your design.

### Visual impact

Posters are designed to convey a message quickly and efficiently. What should your viewer see and understand first?

- Think what will communicate your key points most clearly.
- Find a focal point that will help draw your viewers in. This might be a key flowchart or diagram, or simply a clear main title.
- Make sure important graphics or information stand out clearly in your design.
- Remember, you may not need graphics if words are more powerful.

Tip: In an academic poster, the priority is to be clear, concise and professional.

### Layout

What visual arrangement will suit your content best, and how will you lead the reader through it?

- Try to provide a clear entry point for readers, and a logical visual flow.
- Group related information.
- Use numbering or arrows if linked content should be read in a particular order.
- Avoid either oversimplifying (too little useful information) or overcomplicating (too much information).
- Use 'negative' space and margins to give your content room to breathe. Once the basic layout is planned you can consider graphic and text formatting in more detail.

### Use of text

An academic poster needs to be clear and legible from a distance. How might you format the text? What size should it be?

- A poster should be legible from about one meter, and attract interest from about five meters.
- Aim for a word count of about 300 to 800 words. 300 words leaves plenty of room for graphics, while 800 words would be more text heavy.
- For clarity, use a sans-serif font like Arial or Helvetica. Make sure there is good contrast between text and background.
- To be legible at a distance, the main title should be around 70-100 pts, subheadings around 40 pts, body text around 24 pts.
- Format headings and subheadings consistently. This helps structure your information visually.

### Use of graphics

An academic poster should be both professional and concise, so a general rule is *only* to include graphics that really support your content.

- Use diagrams, graphs or flowcharts to help explain complex information visually.
- Try not to use too many different or strongly contrasting colours. A limited colour palette can be very effective.
- Avoid using unnecessary and distracting background textures or decoration.
- If your topic has a central statement, graphic or diagram, make this prominent in your design. Don't hide it in a corner!
- Every graphic should have a purpose.

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### Written assignments

Doing the work requested by your tutors should be one of the most effective ways of learning and consolidating the material that you have acquired during the learning activities that make up the course. Providing written work is an effective way of testing yourself and clarifying your ideas. Such assignments can take various forms – essays, diaries, reports, portfolios etc. Your tutors are aware that writing comes more easily to some people than to others, and will allow you time to develop your writing skills. The following will help you to get on the right lines from the start:

#### How to start

Where you have a choice, select the best question to answer. Ask yourself: have you understood what the tutor is looking for in setting the title? If not, ask the tutor! Make sure you have read widely around the subject before attempting the essay. Do not just absorb your reading, think critically about it. You may not always agree with the viewpoint of the authors; if this is the case, you should think hard about *how* and *why* you disagree. Tutors will be looking for the way in which you interpret and develop what you have read.

Don't put off writing for too long. You can always improve on an essay after the first draft (this is easier if you word process it), so don't think that you have to produce a perfect piece of work straight away.

## Planning

Before you start your assignment, make a plan in which you lay out your work in a logical, sequential fashion. Think about the framework before you start the final version, such as by noting headings for each paragraph or section. (This process can be more flexible if you use a word processor, but it is still essential to have a logical framework in mind at the beginning). It may be useful to show your plan to your tutor before you start writing.

If you are writing an essay then remember that it requires:

- an **introduction**, in which you will indicate the way in which you have interpreted the question and how you intend to structure your arguments
- the **main body of the essay** where you will answer the question and provide relevant evidence for your views, putting each main point into a paragraph
- and a **conclusion** where you clearly answer the question and remind the reader of the evidence which you have used in support of your argument.

## ***Presenting assignments and other written work***

Try to ensure that your work is well-presented and easy to read. This is an important transferable skill which will be of use to you in all aspects of your life, so it is worthwhile taking some time and trouble over it. You will not be penalised for submitting hand-written work (except in an information technology module) provided that it is tidy and legible. If the tutor or examiner cannot read it, then inevitably you will lose marks.

If you have the opportunity to develop word-processing skills and to present your written work in that format, by all means take advantage of it. You may also find that word-processed material is better for revision purposes. These skills can be gained by registering on the course *IT skills to help you learn*.

## **Acknowledging sources**

It is very important to acknowledge the sources which you use in your writing. Using the ideas or words of another person without acknowledgement is **plagiarism** which could result in disciplinary action under the terms of our Unfair Practice Procedure. Plagiarism can occur unintentionally through borrowing the work of other students, or by being careless in your note-taking when reading a book, or through reproducing *verbatim* the content of a lecture. All quotations or references to other people's work must be clearly marked and attributed. If you are unsure about how to do this then ask your tutor. The University's statement on plagiarism is available on the internet, from: <http://www.aber.ac.uk/en/student/handbook/section-13/>

However you cannot have enough information on this subject and we acknowledge that the following advice and information on referencing and plagiarism has been taken from guides, statements and handbooks provided by several Higher Education institutions, namely Aberystwyth University, Bournemouth University and University of Leeds. Permission has been sought for their use. We hope it covers anything you might encounter...

## With Reference to.....

### This guide will:

- Explain Plagiarism and how to avoid it
- Explain what referencing is and the importance of it.
- Show you how to reference using the Harvard system.
- Provide examples of useful online guides to citing references.

### Why bother to reference your work?

Put at its simplest to avoid being accused of plagiarism

### What is plagiarism ?

#### Aberystwyth University statement on plagiarism – a summary

Plagiarism is the act of using someone else's work with an intent to deceive. In academic contexts, the point of the deception is normally to obtain higher marks than you think you would get for your own unaided efforts. There are several ways of going about this. You might decorate your written work with some choice expressions from some other source(s), without making it clear that you have done this. You might take substantial chunks. You might copy from notes or essays written by fellow students or even taken from the Internet. In more extreme cases, students might actually submit work to which they have contributed nothing at all, something that is entirely the work of another mind.

Sometimes the motives [for plagiarism] can be very complex. Whatever they are, plagiarism is intellectual dishonesty.

### What is referencing?

When you write your assignment or dissertation you are required to refer to the work of other authors. Each time you do so, it is necessary to identify their work by making reference to it - both in the text of your assignment and in a list at the end of your assignment (called a Bibliography). This practice of acknowledging authors is known as 'referencing'.

References must be provided whenever you use someone else's opinions, theories, data or organisation of material. You need to reference information from books, articles, videos, web sites, images, computers and any other print or electronic sources. A reference is required if you:

- **paraphrase** (use someone else's ideas in your own words)
- **summarise** (use a brief account of someone else's ideas)
- **quote** (use someone else's exact words)
- **copy** (use someone else's figures, tables or structure)

### Why should you reference?

Apart from committing a serious offence.....

References enhance your writing and assist your reader by:

- **showing the breadth of your research**
- **strengthening your academic argument**
- **showing the reader the source of your information**
- **allowing the reader to consult your sources independently**
- **allowing the reader to verify your data**

## Overview of the Harvard System

The Harvard system is an established method of referencing and has advantages of flexibility, simplicity, clarity and ease of use both for author and reader.

There are two parts to referencing using the Harvard System:

- **Citing in the text of your work** - this means acknowledging, within your text, the sources that you have used.
- **Full bibliographic citations** - these are the details of the sources you have used. You list them in alphabetical order at the end of your work. This is your reference list.

## Definition of cite , citing, citation

- To quote, name, refer to.....

Now read on .....

### The Harvard System (Author Date Method)

All statements, opinions, conclusions etc. taken from another writers work should be cited, whether the work is directly **quoted, paraphrased or summarised**.

In the Harvard System cited publications are referred to in the text by giving the authors surname and the year of publication (see **Citation in the text**) and are listed in a bibliography at the end of the text

## Citation in the text

Quotations – as a general rule in the University, if the quote is less than a line it may be included in the body of the text in quotation marks. Longer quotations are indented and single-spaced, quotation marks are not required. For citations of particular parts of the document the page numbers etc. **should** be given after the year in parentheses.

Summaries or paraphrases – give the citation where it occurs naturally or at the end of the relevant piece of writing.

Diagrams, illustrations – should be referenced as though they were a quotation if they have been taken from a published work.

If details of particular parts of a document are required, eg page numbers, they should be given after the year within the parentheses.

Rules for citation in text for printed documents also apply to electronic documents except where pagination is absent. If an electronic document does not include pagination or an equivalent internal referencing system, the extent of the item may be indicated in terms such as the total number of lines, screens, etc., eg "[35 lines]" or "[approx. 12 screens]".

## Examples

i) If the authors name occurs naturally in the sentence, the year is given in parentheses:- eg In a popular study Harvey (1992) argued that we have to teach good practices...

eg As Harvey (1992, p.21) said, "good practices must be taught" and so we...

ii) If the name does not occur naturally in the sentence, both name and year are given in parentheses:-

eg A more recent study (Stevens 1998) has shown the way theory and practical work interact. eg Theory rises out of practice, and once validated, returns to direct or explain the practice (Stevens 1998).

iii) When an author has published more than one cited document in the same year, these are distinguished by adding lower case letters (a,b,c, etc.) after the year and within the parentheses:-

eg Johnson (1994a) discussed the subject...

iv) If there are two authors the surnames of both should be given:-

eg Matthews and Jones (1997) have proposed that...

v) If there are more than two authors the surname of the first author only should be given, followed by et al.:-

eg Office costs amount to 20% of total costs in most business (Wilson et al.

1997) (A full listing of names should appear in the bibliography.)

vi) If the work is anonymous then "Anon." should be used:-

eg In a recent article (Anon. 1998) it was stated that...

vii) If it is a reference to a newspaper article with no author the name of the paper can be used in place of "Anon.":-

eg More people than ever seem to be using retail home delivery (The Times 1996) (You should use the same style in the bibliography.)

viii) If you refer to a source directly quoted in another source you cite both in the text:-

eg A study by Smith (1960 cited Jones 1994) showed that...

(You should list only the work you have read, i.e. Jones, in the bibliography.) ix)

If you refer to a contributor in a source you cite just the contributor:-

eg Software development has been given as the cornerstone in this industry (Bantz 1995).

See Section 2 below for an explanation of how to list contributions (chapters in books, articles in journals, papers in conference proceeding) in the bibliography.

x) If you refer to a person who has not produced a work, or contributed to one, but who is quoted in someone else's work it is suggested that you should mention the person's name and you must cite the source author:-

eg Richard Hammond stressed the part psychology plays in advertising in an interview with Marshall (1999).

eg "Advertising will always play on people's desires", Richard Hammond said in a recent article (Marshall 1999, p.67).

(You should list the work that has been published, i.e. Marshall, in the bibliography.)

### **Personal communications:-**

Taken from: APA, 1983. Publication Manual of the American Psychological Association. 3rd ed. Washington: APA.

They do not provide recoverable data and so are not included in the reference list.

Cite personal communications in the text only. Give initials as well as the surname of the communicator and provide as exact a date as possible.

eg Many designers do not understand the needs of disabled people according to J. O. Reiss (personal communication, April 18, 1997).

### **References at the end of a piece of work**

At the end of a piece of work list references to documents cited in the text. This list may be called a Bibliography or References.

In the Harvard System, the references are listed in alphabetical order of authors names. If you have cited more than one item by a specific author they should be listed chronologically (earliest first), and by letter (1993a, 1993b) if more than one item has been published during a specific year.

Whenever possible, elements of a bibliographical reference should be taken from the title page of the publication.

For place of publication give the city. If more than one town/city is listed give the first one or the location of the publishers head office. If the town/city is not well known, you may in addition add a county, region or state. Note that in the United States of America states are denoted by a two letter code, for example Hillsdale, NJ.: For the publishers name omit superfluous terms such as Publishers, Co, or Inc. Always retain the words Books or Press. Where the publisher is a university and the place or location is included in the name of the university, do not include the place of publication.

Where authorship is attributed to an organisation or corporation instead of an individual author, eg BBC, ascribe authorship to the smallest identifiable organisational unit. Give the author as it is written eg BBC, Training and Development or UNESCO.

Each reference should use the elements and punctuation given in the following examples for the different types of published work you may have cited. Underlining is an acceptable alternative to italics when bibliographies are hand written.

### **References at the end of a piece of work).**

**Originators/authors:** name(s) of the person or organisation shown most prominently in the source as responsible for the content in its published form should be given. For anonymous works use Anon. instead of a name. For certain kinds of work, eg dictionaries or encyclopaedias, or if an item is the co-operative work of many individuals, none of whom have a dominant role, eg videos or films, the title may be used instead of an originator or author.

**Dates:** if an exact year or date is not known, an approximate date preceded by ca. may be supplied and given in square brackets. If no such approximation is possible, that should be stated, eg [ca.1750] or [no date].

### **EXAMPLES**

#### **Reference to a book**

Authors Surname, INITIALS., (Year of publication) .*Title*. Edition (if not the first). Place of publication: Publisher.

eg Mercer, P.A. and Smith, G. (1993). *Private view data in the UK*. 2nd ed. London: Longman.

#### **Reference to a contribution in a book**

Contributing authors Surname, INITIALS., (Year of publication). *Title of contribution*. Followed by In: Surname, INITIALS., of author or editor of publication followed by ed. or eds. if relevant. Title of book. Place of publication: Publisher, Page number(s) of contribution.

eg Bantz, C.R., (1995). *Social dimensions of software development*. In: Anderson, J.A., ed. Annual review of software management and development. Newbury Park, CA: Sage, 502-510.

#### **Reference to an article in a journal**

Authors Surname, INITIALS., (Year of publication). 'Title of article.' *Title of journal*, Volume number and (part number), Page numbers of contribution.

eg Evans, W.A. ( 1994). "Approaches to intelligent information retrieval". *Information processing and management*, 7 (2), 147-168.

#### **Reference to a newspaper article**

Authors Surname, INITIALS., (or Newspaper Title,) Year of publication. Title of article. Title of newspaper, Day and month, Page number/s and column number.

eg Independent, 1992. Picking up the bills. Independent, 4 June, p.28a.

### **Reference to a map**

Originators Surname, first name or initials, (may be cartographer, surveyor, compiler, editor, copier, maker, engraver, etc.) year of publication. Title, Scale. (should be given normally as a ratio) Place of publication: Publisher.

eg Mason, James, 1832. Map of the countries lying between Spain and India, 1:8,000,000. London: Ordnance Survey.

### **Reference to a conference paper**

Contributing authors Surname, INITIALS., Year of publication. Title of contribution. Followed by In: Surname, INITIALS., of editor of proceedings (if applicable) followed by ed or eds if relevant. Title of conference including date and place of conference. Place of publication: Publisher, Page numbers of contribution.

eg Silver, K., 1991. Electronic mail: the new way to communicate. In: Raitt, D.I., ed. 9th international online information meeting, 3-5 December 1990 London. Oxford: Learned Information, 323-330.

### **Reference to a report from a corporate author**

(eg a government department or other organisation).

Name of Issuing Body, Year of publication. Title of publication. Place of publication: Publisher, Report Number (where relevant).

eg UNESCO, 1993. General information programme and UNISIST. Paris: Unesco, PGI-93/WS/22.

### **Reference to a thesis**

Authors Surname, INITIALS. Year of publication. Title of thesis. Designation, (and type). Name of institution to which submitted.

eg Agutter, A.J., 1995. The linguistic significance of current British slang. Thesis, (PhD). Edinburgh University.

### **Reference to a patent**

Originator, (name of applicant), Year of publication. Title of patent. Series designation which may include full date.

eg Philip Morris Inc., 1981. Optical perforating apparatus and system. European patent application 0021165 A1. 1981-01-07.

### **Reference to a translation**

Authors Surname, INITIALS., Year. Title. Translated from given language by Translator. Place of publication: Publisher (Originally published in given year).

eg Kotler, P. 2003. Les clés du marketing. Translated from English by Marie-France Pavillet. Paris: Village Mondial (Originally published in 2003).

### **Reference to a video, film or broadcast**

Title, Year. (For films the preferred date is the year of release in the country of production.) Material designation. Subsidiary originator. (Optional but director is preferred) Production details – place: organisation.

eg Macbeth, 1948. Film. Directed by Orson Welles. USA: Republic Pictures.

eg Birds in the garden, 1998. Video. London: Harper Videos.

Programmes and series: the number and title of the episode should normally be given, as well



as the series title, the transmitting organisation and channel, the full date and time of transmission.

eg Yes, Prime Minister, Episode 1, The Ministerial broadcast, 1986. TV, BBC2. 1986 Jan 16.

eg News at ten, 2001. Jan 27. 2200 hrs.

Contributions: individual items within a programme should be cited as contributors. eg

Blair, Tony, 1997. Interview. In: Six o'clock news. TV, BBC1. 1997 Feb 29. 1823 hrs.

### **Electronic Material – Following the Harvard System**

The recommendations here follow best practice in referencing electronic resources.

If you are certain that the copy you find on a database is identical to the printed version you may omit the URL and reference as a printed book or journal. If you are in any doubt you should use the methods below.

When giving an internet address (URL) for a journal article or book located in a database, give the internet address of the source database eg <http://www.sciencedirect.com> or <http://site.ebrary.com/lib/Bournemouth>, not the full internet address of the individual item.

### **Reference to a book located in a database**

Authors /Editors Surname, INITIALS., (Year). Title. (Edition). Place of publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

eg Moloney, K., (2000). Rethinking public relations: the spin and the substance. London: Routledge. Available from: <http://site.ebrary.com/lib/bournemouth> [Accessed 22 May 2006].

### **Reference to a journal article located in a database**

Authors Surname, INITIALS., (Year). Title. Journal Title, volume (issue), page numbers (if available). Available from: URL [Accessed Date].

eg Mcfall, R., 2005. Electronic textbooks that transform how textbooks are used. Electronic Library, 6 (15). Available from: <http://www.emeraldinsight.com> [Accessed 20 May 2006].

### **Reference to web pages and e-books**

Authors /Editors Surname, INITIALS., (Year). Title. (Edition). Place of publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

eg National Centre for Social Research, (2006) . Qualitative research. London: National Centre for Social Research. Available from:

[http://www.natcen.ac.uk/natcen/pages/hw\\_qualitative.htm](http://www.natcen.ac.uk/natcen/pages/hw_qualitative.htm) [Accessed 14 August 2006].

### **Reference to e-journals**

Authors Surname, INITIALS., (Year). 'Title'. *Journal Title*, volume (issue), page numbers (if available). Available from: URL [Accessed Date].

eg Korb, K.B., (1995). 'Persons and things: book review of Bringsjord on Robot-Consciousness'. *Psychology*, 6 (15). Available from: <http://psycprints.ecs.soton.ac.uk/archive/00000462/> [Accessed 20 May 2004].

### **Reference to a conference paper from the Internet**

Contributing authors Surname, INITIALS., (Year of publication). Title of contribution.

Followed by In: Surname, INITIALS., of editor of proceedings (if applicable) followed by ed or eds if relevant. Title of conference including date and place of conference. Place of publication: Publisher (if ascertainable). Available from: URL [Accessed Date].

eg Wilde, E., (2006). 'Merging trees: file system and content integration'. In: 15th international conference on World Wide Web, WWW 2006, May 23-26, 2006, Edinburgh, Scotland, UK. Available from: <http://dret.net/netdret/docs/wilde-www2006-fsx.pdf> [Accessed 29 June 2007].

### **Reference to a Blog**

Authors Surname, INITIALS., Day Month Year. Subject of message. Blog Title. Available from: list e-mail address [Accessed Date].

eg Schofield, J., 20 May 2006. Yahoo is winning in the portal wars. GU technologyblog. Available from: <http://blogs.guardian.co.uk/technology/> [Accessed 22 May 2006].

### **Reference to JISCMail/listserv e-mail lists**

Authors Surname, INITIALS., Day Month Year. Subject of message. Discussion List. Available from: list e-mail address [Accessed Date].

eg Brack, E.V., 2 May 2004. Re: Computing short courses. Lis-link. Available from: [jiscmail@jiscmail.ac.uk](mailto:jiscmail@jiscmail.ac.uk) [Accessed 17 Jun 2004].

eg Jensen, L.R., 12 Dec 1999. Recommendation of student radio/tv in English. IASTAR. Available from: [listserv@ftp.nrg.dtu.dk](mailto:listserv@ftp.nrg.dtu.dk) [Accessed 29 Apr 2004].

It should be noted that items may only be kept on discussion group servers for a short time and hence may not be suitable for referencing. A local copy could be kept by the author who is giving the citation, with a note to this effect.

### **Reference to personal electronic communications (e-mail)**

Senders Surname, INITIALS. (Senders e-mail address), Day Month Year. Subject of Message. e- Mail to Recipients SURNAME, INITIALS., (Recipients e-mail address).

eg Lowman, D. (deborah\_lowman@pbsinc.com), 4 Apr 2000. RE: ProCite and Internet Refere. e- mail to Cross, P., (pcross@bournemouth.ac.uk).

### **Reference to CD-ROMs and DVDs**

This example refers to CD-ROMs and DVDs which are works in their own right and not a video, film, or bibliographic database.

Authors Surname, INITIALS., Year. Title [type of medium, eg CD-ROM]. (Edition). Place of publication: Publisher (if ascertainable). Available from: Supplier/Database identifier or number (optional) [Accessed Date] (optional).

eg Hawking, S.W., 1994. A brief history of time: an interactive adventure. [CD-ROM]. London: Crunch

### **Reference to photographs/images on the Internet**

Photographer/Artists Surname, INITIALS., Year of publication. Title of image [type of medium photograph/image]. Place of publication: Publisher (of online image) if ascertainable. Available from: URL [Accessed Date].

eg Sweetman, E. A., 1935. The Square and Compass Inn, Worth Matravers [photograph]. Bournemouth, Dorset Coast Digital Archive. Available from: [http://www.dca.org.uk/images/jpg600/dcm\\_pht\\_11442d3.jpg](http://www.dca.org.uk/images/jpg600/dcm_pht_11442d3.jpg) [Accessed 22 May 2006]

### **Reference to a computer program**

Author/s Surname, INITIALS., (if given, see also advice on using corporate authors). Date (if given). Title of program. Version (in brackets) [type of medium eg computer program]. Place of Publication: Publisher.

eg Thomson ResearchSoft, EndNote. (9.0.1) [computer program]. Stamford, Conn.: Thomson ResearchSoft.

### **Further Reading/Website**

Pears, Richard. (2005) *Cite them right: the essential guide to referencing and plagiarism*. Newcastle: Pear Tree Books

**University College of London - Citing electronic sources**

<http://www.ucl.ac.uk/Resources/Searching/citing.htm>

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### **Reviewing your work**

Always check through your assignment after you have finished it. For a written assignment, make sure that it reads well and correct any mistakes with spelling, references or punctuation.

### **Assessment in Welsh**

All students of the College are entitled to submit work for assessment through the medium of Welsh, even if the language that the class is delivered in is English. If you intend to take advantage of this, please notify the School within the first two weeks of the course to ensure that arrangements can be made.

### **Examinations**

A limited number of our modules have examinations. It is your responsibility to attend examinations. If you know that you will be absent, you must give written notice to the Subject Coordinator beforehand. If you are unable to attend through illness, you should provide a medical certificate as soon as possible. If you have a satisfactory explanation for your absence, you may be permitted to resit, subject to the permission of the relevant Examination Board.

### ***Special needs for examinations and other forms of assessment***

If you are dyslexic or have other special needs which may affect your assessed work, please discuss these with your tutor. You may be asked to see the College's medical adviser who will ensure that appropriate arrangements are made.

### **Ensuring quality**

#### ***Assessment criteria***

Assignments are marked using *Assessment Criteria*, this means that the tutor is looking for certain attributes within your work. The tutor will give you guidance on the criteria that are being assessed, and will provide you with a copy of these when the assignment is set, if you do not already have a copy in the subject-specific part of your learners' handbook. If you do not receive a copy, make sure that you ask for one.

#### ***Moderation***

In order to ensure the quality and consistency of marking, and that markers are not showing any bias, assessed work is moderated. This means that it is passed on to an independent person who checks whether the assessment criteria are being adhered to and that the tutor is not marking too strictly or too leniently. Moderation means that there can be a delay in you getting your work back, but it should not prevent you getting feedback about the work from your tutor.

(in many cases you will receive a written feedback sheet).

### **External examiners**

In addition to our internal procedures, each subject area has an external examiner. This is someone from another institution, with experience in the relevant field, who looks at a sample of assessed work to ensure that it is set and marked at an appropriate level and that we are following our own procedures. External examiners also comment on things like handbooks (for tutors and learners) and assessment criteria.

### **Accreditation Of Prior Learning (APL)**

If you have studied at another Higher Education institution, it may be possible to transfer some of the credits towards one of our schemes. Circumstances vary so, in the first instance, you should discuss this with the relevant Subject Coordinator.

It may also be possible to be exempted from certain aspects of a scheme because you have relevant experience, but not formal qualifications. This is known as Accreditation of Prior Experiential Learning (APEL). It is likely that, should you wish to pursue this, you will be asked to submit a portfolio of work to demonstrate that you have already achieved the learning outcomes associated with the module(s) you wish to be exempted from. Every case will be different, so you should approach the relevant Subject Coordinator to discuss your situation. A fee is payable for APEL, to cover administrative costs.

## **Student Support**

### **Childcare**

For details of childcare facilities, contact the Childcare Manager, Glenview, Brynymor Road, Aberystwyth SY23 2HX; 01970 623325, and see <http://www.aber.ac.uk/childcare/>.

### **The Students' Union**

As a student at Aberystwyth University, you are automatically a member of the Students' Union (<http://www.aberguild.co.uk/>) and are entitled to an NUS Card. This can be obtained from the reception in the Union Building on Penglais campus (next to the Arts Centre). Aber Guild of Students is independent from the University, although they do receive a financial grant at the beginning of every year that provides for core services such as Welfare provision. For further details, please contact the Union directly: 01970 621700.

The School of Education and Lifelong Learning regards student support and guidance as an essential part of our relationship with our students, through tutorial modules, contact with tutors and the relevant subject co-ordinators. In terms of more general support, our office staff will be able to help with most queries regarding specific courses and can refer students to specialist staff who can offer further advice and guidance.

Details of Student Support Services can be found at:

<http://www.aber.ac.uk/welfare-disability/> They can provide advice on support for disabled students. Their Director of Student Support Services can be contacted on 01970 622955

The Aberystwyth Guild of Students <http://www.aberguild.co.uk/> also provides counseling and advice services. You can contact them by e-mail: [union.welfare@aber.ac.uk](mailto:union.welfare@aber.ac.uk) or telephone 01970 621740

### **What if I Have a Disability?**

Lifelong Learning welcomes participation from all members of the community. It is committed to supporting the learning needs of disabled students, within external constraints imposed upon the University, and to making reasonable adjustments, where that is necessary, to prevent substantial disadvantage to applicants/ students with disabilities.

If you have a disability that may have an impact on your learning, you must let us know in advance. If you do not inform us, it is unlikely that the tutor will be able to accommodate your specific learning needs.

To enable us properly to understand individual needs, and to allow sufficient time to identify and implement reasonable adjustments, we invite applicants with disabilities to contact Phyl Brake, disability coordinator, in advance of your enrolment and class start date on 01970 622680 /pjb@aber.ac.uk . This will ensure that any course you have chosen will be suitable and *reasonable* adjustments are in place before enrolment.

### **How do we decide what is reasonable?**

A good starting place is an up to date study needs assessment: this will suggest ways and means to achieve the desired ends. It will also suggest what is reasonable and what may lie beyond reasonable adjustment. The disability coordinator will discuss a mutually convenient time for the assessment of needs to take place.

### **Information Services**



**Gwasanaethau Gwybodaeth  
Information Services**

AU Information Services provides staff and students with effective and prompt access to information, and our networked access means that we are able to reach out to all our users. However, we recognise that it is not easy for all our Lifelong Learning students to benefit from the Library and computing facilities, but we do urge you, if at all possible, to make use of our resources.

Full details of AU Information Services are given on our web pages at <http://www.inf.aber.ac.uk/> and in the *IS Guide*, but the following points may be of particular interest.

### **ACCESS TO LIBRARY AND COMPUTING FACILITIES**

All registered students are eligible to use the Information Services (IS) library and computing facilities for the academic year in which they are active i.e. enrolled on at least one credit-bearing module. Access to the facilities is given until the end of the academic year (31 July).

If you require a University Library card, collect a registration card from the Hugh Owen Library in Aberystwyth. Take the completed form with a passport size photo to the Hugh Owen Library. Within a few days you can collect your Library cards and PIN numbers from the Hugh Owen Library as these are not posted out to students.

#### • Loans

When you have registered with Information Services, you will be given an IS Users Card which will allow you to borrow up to 10 books in total from the AU libraries. The normal loan period is four weeks, although books may be recalled early if required by another reader. Renewals by phone, post or e-mail will normally be allowed if items are not required by other users.

#### • Opening Hours

The Hugh Owen Library is open from 8.30am-10.00pm Monday to Friday, and 12.00pm-6.00pm on Saturdays and Sundays during the term. During some of this time only reference and study facilities are available. The Old College Library is open from 9.00am to 8.30pm, Monday to Thursday, and 9.00am to 7.30pm on Friday, but is closed at the weekend. Please see <http://www.inf.aber.ac.uk/locations/libraries.asp> or the *IS Guide* for details of hours of all IS facilities.

#### • Photocopying

Your IS Users Card is also a printing and photocopying card and there are printer/copiers available in all the libraries. See <http://www.inf.aber.ac.uk/ns3/printing/> or the *IS Guide* for Printing and Copying Services. The photocopying service is especially valuable for copying a limited number of pages from books or journals that may not be borrowed from the libraries.

#### • Electronic Information Resources

##### Library catalogue

The most important electronic source available to you, both on and off campus, is Voyager, the Library catalogue. On campus we have dedicated Voyager OPACs, and from off-campus you can access the catalogue via the AU homepage, <http://www.aber.ac.uk/en/> or directly via <http://voyager.aber.ac.uk/nonopac/en.php>

Using Voyager you can renew items that you have on loan (providing they are not required by another user), reserve items out on loan to others, check the availability of books before travelling to Aberystwyth, and see your library record.

##### Other Electronic Resources

AU subscribes to an increasing number of the major electronic sources of information; these include databases, on-line electronic journals, scholarly research papers and e-books. For

details of the resources available, see our web page for electronic information, <http://www.inf.aber.ac.uk/electinfo/> or the *Electronic Information Resources* Library Leaflet LL24.

On campus, they may be accessed from computers that are in the libraries or in the public workstation rooms. You may also access many of these resources from your own computer at home, but because of subscription agreements you must first activate your computer account (which will be created for you when you register) and create a password to receive your username before you can use these resources.

## COMPUTING FACILITIES

To activate your University computing access, you can complete an online form at [www.aber.ac.uk/systems/activate](http://www.aber.ac.uk/systems/activate)

In order to complete this process you will be required to enter your **student number**; this can be obtained from the Lifelong Learning General Office. Student registration numbers can only be issued once your fee is paid, your enrolment form is received and entered onto the University's student database. More information about activation can be found at [www.inf.aber.ac.uk/advisory/faq/14/](http://www.inf.aber.ac.uk/advisory/faq/14/) [Please note that if you do not provide your date of birth on your enrolment form, online activation is not available – you will have to visit IS services in person at Hugh Owen Library.]

***You will not be able to access the university computing facilities at the start of your course if this process has not been completed in good time.***

**Please note that when you register for a course you also agree to the University's Rules and Regulations, which include the IS regulations. You can read the regulations at <http://www.aber.ac.uk/en/search/?s=all&l=en&q=rules+and+regulations>**

### • E-mail

Once you have registered to use our computing facilities, which must be done on campus, you can then use the AU e-mail service. Notices of overdue or recalled books, etc. will be sent to you via the AU e-mail service.

You can e-mail general enquiries to the library ([libinfo@aber.ac.uk](mailto:libinfo@aber.ac.uk)), and computing enquiries to advisory ([advisory@aber.ac.uk](mailto:advisory@aber.ac.uk)).

## OTHER SERVICES

In addition to the AU libraries, there are other library services that you may use.

Cadwyn y Canolbarth, (<http://www.lincycanolbarth.org.uk/lyc.php>) is a co-operative scheme involving Aberystwyth University, Ceredigion Public Libraries, University of Wales Lampeter, Bronlais Hospital Library, Bronllys Hospital Library, Powys Public Libraries and Coleg Powys. This scheme gives users access to 1 million books, plus other information about the resources available in mid Wales and throughout Wales.

SCONUL Access (<http://www.access.sconul.ac.uk/>) is a co-operative venture between over 170

institutions across the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from these libraries. Using this scheme does not mean that you can have books that are in Aberystwyth University libraries sent to you, but rather if you live, for example, in the Swansea area then you may register with SCONUL Access and borrow books from Swansea University Library.

Old College Library  
Old College  
King Street  
Aberystwyth  
Ceredigion SY23 2AX

Telephone: (01970) 622130  
E-mail: [epd@aber.ac.uk](mailto:epd@aber.ac.uk)

Please note that the services outlined in this leaflet may be subject to review as services and courses develop.

### **Library Loans**

When you have registered with Information Services, you will be given an IS Users Card which will allow you to borrow up to 10 books in total from the AU libraries. The normal loan period is four weeks, although books may be recalled early if required by another reader. Renewals by phone, post or e-mail will normally be allowed if items are not required by other users.

### **Opening Hours**

Opening times for each of the libraries can be found at:  
<http://www.inf.aber.ac.uk/locations/libraries.asp>

### **Access to other universities' libraries**

If you live away from Aberystwyth, you may find it inconvenient to visit the libraries there, however a scheme called *UK Libraries Plus* may be useful to you. This is a co-operative venture between higher education libraries primarily aimed at enabling part-time, full time postgraduates, distance learning and placement students to borrow material from other libraries near to where they live or work. Registration forms can be obtained and should be handed in to the Loans Enquiry Desk, Hugh Owen Library. Further information and an electronic version of the application form can be found at: <http://www.uklibrariesplus.ac.uk/>.

### ***Other Library Services For Those Living Outside of Aberystwyth***

#### **Using your local library**

Students in **Ceredigion and Powys** can access books from Aberystwyth University and other libraries, through your own local library using a new scheme Cadwyn y Canolbarth, (<http://www.lincycanolbarth.org.uk/lyc.php> )

THIS is a co-operative scheme involving Aberystwyth University, **Ceredigion** Public Libraries, University of Wales Lampeter, Bronglais Hospital Library, Bronllys Hospital Library, Powys Public Libraries and Coleg Powys. This scheme gives users access to 1 million books, plus other information about the resources available in mid Wales and throughout Wales.



SCONUL Access (<http://www.access.sconul.ac.uk/>) is a co-operative venture between over 170 institutions across the UK and Ireland. It enables staff, research students, full-time postgraduates and part-time, distance learning and placement students to borrow material from these libraries. Using this scheme does not mean that you can have books that are in Aberystwyth University libraries sent to you, but rather if you live, for example, in the Swansea area then you may register with SCONUL Access and borrow books from Swansea University Library.

### **The National Library of Wales**

This is a wonderful resource, situated in Aberystwyth, but you must obtain a card to gain access. For further details see <http://www.llgc.org.uk/> or contact the National Library directly on (01970) 623816. Information on how to obtain a five-year Reader's Ticket can be found at: [http://www.llgc.org.uk/dacy/dacy\\_s004.htm](http://www.llgc.org.uk/dacy/dacy_s004.htm). Access to the library is free.

### **Photocopying**

Your IS Users Card is also a printing and photocopying card and there are printer/copiers available in all the libraries. See <http://www.inf.aber.ac.uk/ns3/printing/> or the *IS Guide* for Printing and Copying Services. The photocopying service is especially valuable for copying a limited number of pages from books or journals that may not be borrowed from the libraries.

### **Electronic Information Resources**

#### **Library catalogue**

The most important electronic source available to you, both on and off campus, is Voyager, the Library catalogue. On campus we have dedicated Voyager OPACs, and from off-campus you can access the catalogue via the AU homepage, <http://www.aber.ac.uk/en/> or directly via <http://voyager.aber.ac.uk/nonopac/en.php>

Using Voyager you can renew items that you have on loan (providing they are not required by another user), reserve items out on loan to others, check the availability of books before travelling to Aberystwyth, and see your library record.

#### **Other Electronic Resources**

AU subscribes to an increasing number of the major electronic sources of information; these include databases, on-line electronic journals, scholarly research papers and e-books. For details of the resources available, see our web page for electronic information, <http://www.inf.aber.ac.uk/elecinfo/> or the *Electronic Information Resources* Library Leaflet LL24.

On campus, they may be accessed from computers that are in the libraries or in the public workstation rooms. You may also access many of these resources from your own computer at home, but because of subscription agreements you must first activate your computer account (which will be created for you when you register) and create a password to receive your username before you can use these resources.

#### **Computing Facilities**

To activate your University computing access, you can complete an online form at [www.aber.ac.uk/systems/activate](http://www.aber.ac.uk/systems/activate)

In order to complete this process you will be required to enter your student number; this can be obtained from the Lifelong Learning General Office. Student registration numbers can only be issued once your fee is paid, your enrolment form is received and entered onto the University's student database. More information about activation can be found at [www.inf.aber.ac.uk/advisory/faq/14/](http://www.inf.aber.ac.uk/advisory/faq/14/) [Please note that if you do not provide your date of birth on your enrolment form, online activation is not available – you will have to visit IS services in person at Hugh Owen Library.]

***You will not be able to access the university computing facilities at the start of your course if this process has not been completed in good time.***

Please note that when you register for a course you also agree to the University's Rules and Regulations, which include the IS regulations. You can read the regulations at <http://www.aber.ac.uk/en/search/?s=all&l=en&q=rules+and+regulations>

### **E-mail**

Once you have registered to use our computing facilities, which must be done on campus, you can then use the AU e-mail service. Notices of overdue or recalled books, etc. will be sent to you via the AU e-mail service.

You can e-mail general enquiries to the library ([libinfo@aber.ac.uk](mailto:libinfo@aber.ac.uk)), and computing enquiries to advisory ([advisory@aber.ac.uk](mailto:advisory@aber.ac.uk)).

### **Accessing the university computer system**

Once fully registered, all students in the School can have access to AU computing facilities. Details of the services available can be found at: <http://www.inf.aber.ac.uk/ns3/>.

You must first activate your computing account and you can do this by either:

- f Using webpage <http://www.inf.aber.ac.uk/advisory/faq/170/>
- f Using a AU public workstation. Press Ctrl+Alt+Del on the keyboard, type activate as the username and leave the password field blank and click ok. Complete the activation form.
- f Visiting the Computer Help Desk, bringing with you some form of photo id. Details of opening hours can be found at [www.inf.aber.ac.uk/advisory/faq/93/](http://www.inf.aber.ac.uk/advisory/faq/93/)

You will need your student number. If you do not know what this is please contact the Lifelong Learning General Office. Please note, student registration numbers can only be issued once your fee is paid, your enrolment form is received and entered onto the University's students database.

If you have any problems activating your account please contact Advisory:

Email – [advisory@aber.ac.uk](mailto:advisory@aber.ac.uk) Telephone – 01970 622474

If you are unfamiliar with using a computer, or feel that you would like to develop your skills, we recommend that you register on the module *IT Skills to Help You Learn*. This course covers the use of various University systems, as well as using e-mail and the internet.

Use of a computer can really enhance your learning – via the internet you can access electronic

journals and books, search for information, conduct research and see the latest information on the School's website. E-mail allows you to communicate with other learners and tutors irrespective of distance.

Increasingly, tutors are using an electronic learning environment known as

### ***Blackboard.***

Here, your tutors can post messages, set up discussion boards, make available handouts and presentations, provide links to useful websites and set multiple choice tests. All distance and flexible learning modules will include at least some use of this system, but increasingly it is being used to provide additional support in our more traditional modules. To use *Blackboard*, you need to be registered on the university computer system. You can log into the system from any computer with Internet access. For a general introduction and information on how to log into Blackboard take the following link:

<http://alto.aber.ac.uk/en/bb/quickstart/general-intro.php>

Specific help sheets can also be found at the following link

<http://alto.aber.ac.uk/en/bb/helpsheets/index.php>

If the information about your module indicates that computer use is required, you should complete your module registration and IS registration well in advance of the course starting. Some of our modules have pre-requisites. This means that before you embark on these modules, there is something else you must have done first, for example another module at a lower level or you may need to be able to demonstrate that you have experience of a particular subject area.

## **REGULATIONS**

### ***Change of Address***

To enable us to keep our records up to date, please let your tutor and the School know, in writing, if you change your address or telephone number. It is essential that your tutor and the School are able to contact you to let you know of any changes to classes.

### ***Attendance***

If you do not attend classes, it is unlikely you will be able to pass the module. Repeated absence without a satisfactory explanation could result in your forfeiting your place on the course. Please make every effort to warn your tutor if you expect to be absent, or contact him/her at the earliest opportunity.

### ***Submission of Work***

Please hand in work for assessment on time, clearly marked with your name (or registration number in the case of examination papers), the title of the assignment, the name of your tutor and of the course. Increasingly, work needs to be submitted and marked anonymously, although in the case of many subjects this is not possible. If you are asked to submit your work anonymously, you will be given a cover sheet for your work, on which your name can be concealed. The tutor will then mark all the work without knowing who submitted it. This is to avoid any possible source of bias. If submitting work anonymously, please ensure that your name only appears on the top sheet and that it is concealed. All pages of work must be fastened together securely and your name should not be visible on any of them.

If you submit work late you could lose marks unless you have had the permission of the subject

Coordinator to do so. If posting assessed work to your tutor, you are strongly advised to send it by registered mail.

### ***Academic Regulations on Academic Progress***

Students on Certificate/Diploma schemes can access these regulations on the university web site, at: <http://www.aber.ac.uk/students/acadregs.shtml>

If you require a paper copy, please contact the School. Additional academic information is available at: <http://www.aber.ac.uk/academicstudent.shtml>

## **Other Information**

### **Insurance**

A number of our courses involve field trips or visits. Please note that you are responsible for arranging any insurance you feel is necessary. In addition, you undertake such activities at your own risk and are expected to take necessary precautions. Tutors will be able to advise you on the equipment required for any such trips and any risk associated with them.

### **Smoking**

*The university has a no smoking policy in its buildings. For full details see:*

[http://www.aber.ac.uk/safety-environment/docs/public/uwa\\_policy\\_on\\_smoking\\_bilingual.pdf](http://www.aber.ac.uk/safety-environment/docs/public/uwa_policy_on_smoking_bilingual.pdf)

### **Car parking**

Information about car parking is displayed on the Penglais campus. Unless you have a permit, please use the visitors' car park. Further details of campus parking can be found at:

[http://www.aber.ac.uk/estates/tp\\_regs.php](http://www.aber.ac.uk/estates/tp_regs.php)

For access to the School of Education and Lifelong Learning, there are usually parking places around Laura Place eg St Michael's Church car-park in the day-time. Parking varies at other venues.

### **Fire**

It is in your interests to be aware of all fire exits and, in the event of a fire or a drill, to leave the building by your closest and safest exit. Please then assemble in the appropriate place where roll calls will be taken. The general procedure is as follows:

- Operate the nearest fire alarm.
- Alert the Emergency Services from a telephone in a safe location.
- Leave the building by the nearest available exit, closing your room door on the way out.
- Proceed to your local assembly point.
- Do not fight the fire unless trained to do so. Obey the instructions of Fire Wardens.
- Do not use lifts.
- Do not re-enter the building until authorised to do so.

Further information about fire safety within university buildings can be found at:

[http://www.aber.ac.uk/safety-environment/english/emergency\\_actions/emerg\\_fire.shtml](http://www.aber.ac.uk/safety-environment/english/emergency_actions/emerg_fire.shtml)