



CITY *of*
BRISTOL
COLLEGE



UNIVERSITY OF
PLYMOUTH

University of Plymouth Partner Student Institution Handbook 2019-20

City of Bristol College

FdA Creative Arts Therapy Studies

If you require any part of this Student Handbook in larger print, or an alternative format, please contact:

HE Administrator

Tel: 0117 312 5000

E-mail: HEAdmin@cityofbristol.ac.uk

Please note:

All the information in this handbook is correct at the time of printing.

City of Bristol College is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the Institution interfere with its ability to provide educational services, the University undertakes all reasonable steps to minimise the resultant disruption to those services.

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Dear Student,

Important – please note

The University will do its best to provide appropriate support for students with a disability. In the context of Higher Education study the term disability covers a range of impairments, medical conditions, mental health issues and specific learning difficulties. We have put in place a number of changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University

If you have already told us about a disability we may ask you for further information or invite you for an information meeting (with the Disability Advisor, partner representative, and accommodation officer) if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also advise you further about claiming for Disabled Students' Allowance.

If you have a disability but have not yet told us about it, please contact the Welfare team at welfare@cityofbristol.ac.uk or the University's Disability Services on 01752 587676 or by email ds@plymouth.ac.uk. While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could impact negatively on your experience of the course or even your ability to complete your course, or to take up your place.

Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies, study skills sessions and personal enablers. We can also address any health and safety issues and relevant academic or professional expectations and if necessary advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the University with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study and to be able successfully to complete your university course.

Welcome and Introduction

Congratulations on your choice to study at City of Bristol College.

We would like to extend a warm welcome to you as you commence your studies on the FdA Creative Arts Therapies Studies. This programme is delivered in partnership with City of Bristol College and University of Plymouth. As a student of this programme, you will be enrolled and registered as a student of both the College and University, enabling you to study at the College and use its facilities, as well as having student status with University of Plymouth.

This Handbook provides you with a guide to the structure of the programme including the approach to teaching, learning and assessment. It also contains essential information about the College and University regulations that will enable you to understand the expectations placed on you as a student and to help you make the best use of your time on the programme.

Please take time to familiarise yourself with the contents of this Handbook as it will answer many of the questions you might have.

This Programme in partnership with City of Bristol College and University of Plymouth Student Handbook contains important information including:

- The Institution Procedures, facilities and opportunities
- Programme Information
- Academic Regulations including Extenuating Circumstances
- Student Support including careers education, information and guidance
- Financial information and guidance on funding
- Learning Resources
- Study Skills Support including key resources on Referencing and Plagiarism

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Programme Quality Handbook available at:
<https://moodle.cityofbristol.ac.uk/moodle/course/view.php?id=8548§ion=2>
- Your Module Guides available at
<https://moodle.cityofbristol.ac.uk/moodle/course/view.php?id=8548>
- University of Plymouth's Student Handbook available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>
- Student Charter available at: www.cityofbristol.ac.uk/about-us/college-policies/student-charter/

Staff / Student Communication

| <u>Assistant Principal for FE & HE</u> | <u>Head of Department</u> | <u>HE Librarian</u> |
|---|---|--|
| <p>Alexandra Sermon</p> <p>Alexandra.Sermon@Cityofbristol.ac.uk</p> <p>As Assistant Principal for Further and Higher Education, I am responsible for the curriculum and quality of our higher education programmes. I work closely with University of Plymouth to ensure you have a positive learning experience that enables you to progress onto a higher level of learning, progression within or into employment and I am committed to ensuring the College supports you to achieve your ambitions. I value feedback from all of our higher education students and encourage you to become a student representative as there are regular opportunities to engage with myself, other members of the leadership team and Governors.</p> | <p>Sacha Butterworth</p> <p>Sacha.butterworth@cityofbristol.ac.uk</p> <p>As Head of Dept I am responsible for monitoring the quality, delivery and experience you have as a student on your course. If there are issues that you feel you need to discuss with someone other than your tutors then I am your point of contact. We wish your experience with us to be engaging and enjoyable and by having student representatives and opportunities for regular student feedback we can maintain our levels of quality to help you achieve your goal of gaining your foundation degree.</p> | <p>Vicki Bowd</p> <p>Vicki.Bowd@cityofbristol.ac.uk</p> <p>As the dedicated HE Librarian I work closely with course teams to ensure sufficient and relevant learning resources are available for HE students.</p> |
| <u>HE Wellbeing/Support</u> | <u>HE Careers/ Employability</u> | <u>HE Registrar</u> |
| <p>The Welfare Team</p> <p>welfare@cityofbristol.ac.uk</p> <p>We have a collective responsibility to support our students. The Welfare team works closely with programme teams achieve this. There are a range of services available to support students on their courses:</p> <ul style="list-style-type: none"> • Childcare • Accommodation • Counselling • Mentoring • Faith and spirituality • Disability support | <p>Celeste Indge</p> <p>Celeste.Indge@cityofbristol.ac.uk</p> <p>I'm a qualified Careers Advisor who offers information, advice and guidance when making decisions about on your next steps including employment and further study. Can offer help with CVs and job applications during bookable appointments at all centres.</p> | <p>Sacha Dye</p> <p>HERegistrar@cityofbristol.ac.uk</p> <p>I oversee day to day operations and liaises with the University of Plymouth to ensure that the academic regulations governing the programmes are adhered to.</p> |

Programme Leader



Amy Creech

Lecturer

Amy.creech@cityofbristol.ac.uk

I has over 20 years of experience of participatory and socially engaged arts in the health, education and heritage sectors. I have worked for the last thirteen years as a member of Once, where I have attracted funding and commissions from a variety of sources, including Arts Council England and West Midlands PCT. I have experience of working with many different sectors of the community and have brought diverse groups together in, for example, intergenerational projects. I have a particular interest in puppetry and in creative work that explores Death and Dying, and have a background in Playback Theatre.

I have an MA in Cultural Performance and worked for a while with Welfare State International, creating performative outdoor events and conducting research into the role of the celebratory artist in a hospice context. I have had interactive work commissioned by the Culture Health and Wellbeing conference in 2013 and have presented work at Bath University's Centre for Death and Society and Winchester University.

Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Further information can be found by following this link to the [University personal tutoring](#) policy.

You will be allocated a personal tutor who will be either Amy Creech, Katherine Engel, Naomi Phelan or Bec Gee.

Module Leaders



Naomi Phelan

Lecturer

Naomi.phelan@cityofbristol.ac.uk

I am a State registered Dramatherapist currently working in the NHS with children and young people in a CAMHS service. I have a strong interest in the field of trauma and working through the body. I have extensive experience within the field of the arts, previously working for the Arts Council I also spent over 10 years in the field of integrated dance; both as a performer and a program co-ordinator. I worked for many years creating leadership opportunities for adults with learning difficulties within the field of dance. I like a good story to keep alive my creativity through improvisation. I was a company member with Bristol Playback Theatre and I bring play and humour to my work.



Batel Magen

Lecturer

Batel.magen@cityofbristol.ac.uk

I was born in Israel, I am a qualified Dance Movement Psychotherapist specialising in adolescent mental health. Alongside working in the NHS in special adolescent mental settings, I also formed part of the Dance Voice team, working with adults with learning disabilities. My dance therapy experience is wide ranging from working with young people through to adults in acute psychiatric settings.

I am also a recognised and experienced teacher and lecturer. I regularly teach on the MA in Dance and Movement Therapy and other Creative Dance Courses. I am artistic director and choreographer of the dance theatre company Neshima Dance Company www.neshimadance.com touring my work around the region.



Sarah Ivanovich

Lecturer

Sarah.ivanovich@cityofbristol.ac.uk

I have 18 years experience working in the field of Special Educational needs, both as a teacher and music therapist.

I also spent 5 years as a music therapist with Our Place, a hub for Adoptive families in Eastville. This was mostly early intervention work with very young children and their newly adoptive parents.

I am currently working with children and young people in Baytree school in Weston.

I work in a humanistic, client-centred way. My music therapy sessions are largely improvisational.

My own musical life has included orchestral and string quartet playing, and I've been a gigging musician in several bands within Bristol's experimental/new folk scene.

I am a violinist, singer and songwriter.



Katherine Engel

Lecturer

Katherine.engel@cityofbristol.ac.uk

I am a qualified Art Psychotherapist currently working in adult mental health and private practice. I have experience working with a range of people including both adults and children and have specialised in working with adults dealing with the trauma of sexual abuse.

Previously I worked in an Arts & Health role as an Arts Technician in a psychiatric hospital and have run expressive painting courses in my local community.

In my own arts practice I have worked at different times with a variety of media including painting, drawing, printmaking, clay and photography. I have a BA (Hons) in Fine Art and Visual Culture and whilst this was very interesting I found the therapeutic approach a helpful shift and contrast to the more conceptual thinking of my BA. I am interested in how these different aspects of my art practice can interweave and coexist and the many varied ways that other people approach and think about these different aspects of art making.



Bec Gee

Rebecca.gee@cityofbristol.ac.uk

I have a background in participatory, group devised arts projects, working in diverse settings from schools to residential homes, public parks to conference centres. My work over the past 14 years with Once – Arts & Ceremonies has given me lots of experience in responsive work with groups and families. Creating ceremonies, consultations and celebratory work with a variety of theatre, craft and making skills. My training background is in devised theatre studying for my BA at Dartington College of Arts and often focused on site specific, outdoor work. I then developed my skills in participatory cultural performance studying for an MA with the University of Bristol and celebratory performance company Welfare State International.

Over the course of my freelance career I have worked with organisations and funders such as Wiltshire Youth Arts Partnership, English Heritage, The Arts Council, Local Heritage Initiative and Local Councils cultural teams. I have learnt on the ground how to manage creative participatory projects, work with funders and stakeholders and get the most out of partnerships.

I love working with performance and am passionate about finding approaches to getting all kinds of people involved, participating creatively and making connections in their communities.

Course Contact List

Programme Leader

Amy Creech

Amy.creech@cityofbristol.ac.uk

0117 3125237

Module Leaders

Naomi Phelan

Lecturer

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Batel Magen
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Katherine Engel
Lecturer
Katherine.engel@cityofbristol.ac.uk

Bec Gee
Lecturer
Rebecca.gee@cityofbristol.ac.uk

All staff will communicate with students in the following ways:

- Email/ text messaging/phone
- Institution extranet/ intranet / virtual learning environment (<https://moodle.cityofbristol.ac.uk>). All programme teaching and learning materials and module guides area available on the VLE
- University of Plymouth Student Portal (see section below)
- Programme Notice-Board – situated outside of C0.51
- HE bulletins
- Link to institution campus map or details
 - <http://www.cityofbristol.ac.uk/contact-us/ashley-down-centre/>
 - <http://www.cityofbristol.ac.uk/contact-us/college-green-centre/>
- University of Plymouth Mobile App: <https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/it-services/mobile-with-plymouth-university>

Registration, Term Dates including Exam weeks

Enrolment w/c 9 September 2019

Term 1 Monday 16 September 2019 to Friday 25 October 2019

Term 2 Monday 4 November 2019 to Friday 20 December 2019

Term 3 Monday 6 January 2020 to Friday 14 February 2020

Term 4 Monday 24 February 2020 to Friday 3 April 2020

Term 5 Monday 20 April 2020 to Friday 22 May 2020

Term 6 Monday 1 June 2020 to Friday 26th June 2020

Timetable

| Semester One Week beginning 16 th Sept – 20 th Jan | | | | |
|---|---|----------------|-----------------|-------------------|
| | Mon | Tues Weeks 1-8 | Tues Weeks 9-16 | Wed |
| AM | Arts and health 1 | Groupwork | Self Awareness | Arts and Health 1 |
| PM | Study Skills and preparation for assessment | Groupwork | Self Awareness | |

| Semester Two Week beginning 27 th Jan – 8 th June | | | | |
|--|---------------------|------------------|--------------------------------------|-----------------------|
| | Mon | Tues Weeks 1 - 4 | Tues Weeks 5 - 16 | Wed |
| AM | Marketing | Self Awareness | Professional Practice - On Placement | Professional Practice |
| PM | Therapeutic Process | Self Awareness | Professional Practice - On Placement | |

YEAR TWO

| Semester One Week beginning 16 th Sept – 20 th Jan | | | |
|---|---------------|-------------------|-------------------|
| | Mon Weeks 1-8 | Monday Weeks 9-16 | Tues |
| AM | Movement | Drama | Arts and Health 2 |
| PM | Movement | Drama | Arts and Health 2 |

| Semester Two Week beginning 27 th Jan – 8 th June | | | | |
|--|-----------------------|--|---|---|
| | Mon (All semester) | Tues Weeks 1-4 and week 13 - 16 | Tues Weeks 5 – 12 | |
| AM | Weeks 1 – 13 Music | Arts and health 2 tutorials, sessions and assessments | Art | Arts and Health 2 Project can be delivered at any |
| PM | Weeks 1 -4 Music | Week 5 – 16 Arts and health 2 Reflective Practice Group | Arts and health 2 tutorials, sessions and assessments | Art |
| | | | | point in the week when you don't have classes. |

Aims of the Programme:

The programme is intended to:

1. Enable students to develop skills required to plan and implement creative arts projects in health, care, education and/or community settings
2. Develop knowledge and understanding of the therapeutic process and how it can be applied in creative expression
3. Develop skills in communicating, evaluating and problem-solving within various contexts and settings
4. Develop skills in self-promotion, self-reflection and continuing professional development
5. Enable students to pursue a career in the arts in health, care, education and/or community settings

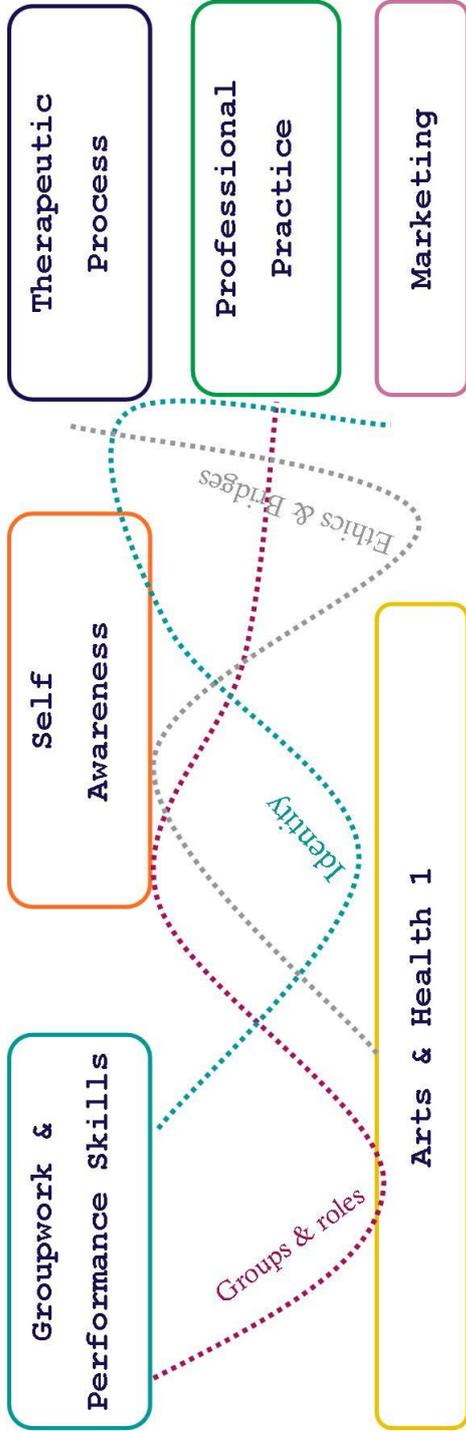
Programme Intended Learning Outcomes:

By the end of this programme the student will be able to:

1. Demonstrate understanding of the influence and methods of creative interventions on individuals' perceptions and experiences of well-being and social integration
2. Apply creative skills in a range of settings to enhance learning, motivation, communication and expressiveness
3. Employ inter-personal communication skills with participants, team members and organisations demonstrating sensitivity to individual needs
4. Appreciate and respect the difference between arts psychotherapy and creative arts in a therapeutic environment
5. Show self-awareness and awareness of others
6. Work effectively as an individual with a high level of self-awareness of the professional environment and their role within it
7. Liaise and network for creative arts projects with the voluntary and statutory sectors and with individuals
8. Develop individual niche based on researched evidence and market personal strengths
9. Continue to reflect upon own artistic/professional development

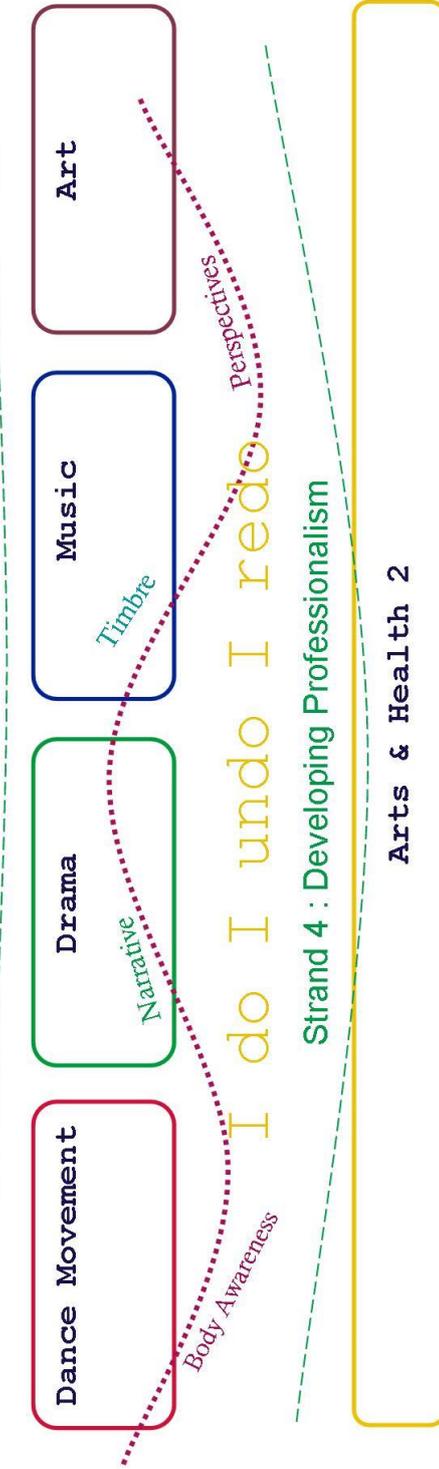
Be Curious

Strand 1 : Reflection... Why I do



Strand 2 : Reflection... How I do

Strand 3 : Developing Languages and Subjectivities



Strand 4 : Developing Professionalism

CATS course map . . .

Strands of exploration

Threads of understanding

YEAR TWO

Student Voice

Your opinions and needs, often known as 'Student Voice' are an important aspect of being an HE student. The Quality Assurance Agency (QAA) for Higher Education in the UK suggests that 'Student engagement is all about involving and empowering students in the process of shaping the student learning experience'. Thus the Student Voice is really important and as such we actively encourage all students to get involved at a range of levels in their learning and in quality assurance, enhancement and management of their course.

The lead tutors will arrange 'Student Staff liaison meetings' and issues that can reasonably be addressed will be in a timely fashion and the resulting actions undertaken by College staff will be detailed in a 'you said we did' proforma, normally within two weeks of the issues being raised. Issues of a longer term nature will be considered as part of the tutor end of module evaluation and will be discussed at either the autumn or Spring Programme Committee meeting.



You will be asked to complete end of course or end of year feedback questionnaires. Both of these provide valuable information to enable us to improve your programme and learning experience.

The University values the Student Voice and is actively promoting the work supported through the student community. More information can be found at <https://www.plymouth.ac.uk/student-life/student-voice>

Student Representatives and the Feedback loop

Each programme should have one or more student representatives elected by their fellow students to sit on the Programme Committee. Course representatives are a vital conduit, linking staff and students so that issues of quality of provision affecting students can be promptly and appropriately addressed. In addition, representatives provide feedback to the programme's staff on innovations and can assist the programme team in developing the curriculum to meet student needs. Students are also represented on University of Plymouth Joint Board of Studies (JBS), which scrutinises all the University of Plymouth programmes delivered at your institution.

Course representatives will provide feedback from the meetings to all students on the programme demonstrating the impact of student voice and report on changes made to the programme based on feedback. Training will be given to all course representatives before commencing the role.



University of Plymouth Students' Union (UPSU) is led by students and supported by a team of staff, we are a separate organisation from the University and we are here to make sure that you have a successful, fulfilling and rewarding time, both whilst at University and in the future. We will work to ensure that you can learn and grow in an environment where you're supported and cared for. Find out more about your students' union at www.upsu.com

One of our essential services is the UPSU Advice Centre who offer free, confidential, and non-judgemental advice, which is independent from the University. As members of Advice

UK and other advice organisations, we deliver the most current, relevant and accurate information available on a wide range of topics including; student funding, fitness to practice, advice on academic issues, academic complaints and appeals, housing, consumer rights and much more.

Whether you would like to talk face to face, on the phone, by Skype or via email, we are here for you. This is a drop in service on the Plymouth campus with appointments available to book online at <https://www.upsu.com/advice/> call us at 01752 588373 or email advice@su.plymouth.ac.uk

We represent your views in University decisions about your academic and extra-curricular experience and campaign on your behalf about the issues that matter to you. Five students are elected each year to be Sabbatical Officers, they are there to represent the needs of all students, including those studying at Partner Institutions. They are supported by a number of Part-time Representatives who are also current students.

If you would like to get in touch with your elected Representatives and discuss how they can support you in making the changes you want to see on your campus, please do not hesitate to get in touch at studentvoice@su.plymouth.ac.uk

Student Perception Questionnaire (SPQ) and National Student Survey (NSS)

The University will invite you (via your University of Plymouth student email account) to complete an annual online questionnaire (SPQ) specifically focused on your experiences as a Higher Education student. You will also be asked to participate in the National Student Survey (NSS) at the end of your programme. Both of these provide valuable information to enable us to improve your programme and learning experience. You will receive feedback from tutors on changes that have been made due to your feedback so it is key to engage with these surveys to have your voice heard.



Your Virtual Learning Environment

Moodle is our Virtual Learning Environment where you can access course materials and activities. You will also find a wide range of ebooks, articles and other electronic resources, as well as information on study skills and facilities.

Access Moodle – <https://moodle.cityofbristol.ac.uk/moodle/>

If you need to reset your password please email – IThelpdesk@cityofbristol.ac.uk

Your Library - Learning Resources

The institution provides resources that you need to successfully complete your studies. You will be introduced to these resources during your induction into the institution library. You will also be inducted in how to borrow books, access online materials, use systems and obtain the necessary resources to assist you with your studies.



Founded in 1862 as a school of navigation, The University of Plymouth has been placed second in the UK and 86th globally in the 2018 Times Higher Education young University Rankings. Twice awarded the Queen’s Anniversary Prize for Higher Education, it has won numerous accolades in respect of its teaching and its research. The University has one of the highest number of National Teaching Fellows of any UK university. With two-thirds of its research ranked as world-leading or internationally excellent (2014 Research Excellence Framework). It was also the first university in the world to receive the Social Enterprise Mark.



The Institution is part of Academic Partnerships within the University of Plymouth, which houses around 15,000 students studying across the region and overseas. Academic Partnerships works closely to support the Institution in development and review of the programme to ensure the highest quality of teaching and learning is offered. The majority of provision delivered is at HE Level 4, 5 and 6 comprising of HNCs, HNDs, Foundation Degrees, Bachelors Awards, Higher and Degree Apprenticeships, however some masters-level study is also delivered.

University of Plymouth in numbers

| | | | |
|---|---|--|--|
| <p>100,000 alumni in over 100 countries</p> | <p>1st Plymouth was the first university in the world to be awarded the Social Enterprise Mark</p> | <p>Over 21,000 University of Plymouth students, with a further 17,000 students studying for our awards at institutions both in the UK and overseas</p> | <p>Athena SWAN Bronze Award awarded at institutional level</p> |
| <p>2,900 staff One of just six institutions internationally to receive a Global Showcase award from the Royal Institute of Chartered Surveyors (RICS)</p> | <p>Rated as one of the Top 30 universities in the 2016 Whatami Student Choice Awards</p> | <p>Over 4,500 University of Plymouth students benefit from placements and work-based learning opportunities every year</p> | <p>No.1 nationally for clinical medicine research output (2014)</p> <p>Our Students' Union has NUS Green Impact 'Excellence Outstanding' status</p> |
| <p>Bloomberg Best Employers 2016 Top 50 employer, ranked third best employer in the education sector, behind only the University of Cambridge and University of Oxford</p> | <p>Top 50 Research Fortnight Power List</p> | <p>Plymouth's Graduate School provides support not just to our international research students, but to all 1,000 members of our postgraduate community, the largest of any post-1992 university</p> | <p>1st The first and only post-1992 university to launch its own medical and dental school</p> |
| | <p>4th in the UK and 59th globally</p> | <p>The University of Plymouth Students' Union (UPSU) has 121 societies and 4,300 members</p> | <p>Varsity Champions for the 4th year running</p> <p>The House and Marine Station building projects have been built to BREEAM Excellent standard (an environmental assessment method rating system for buildings)</p> |

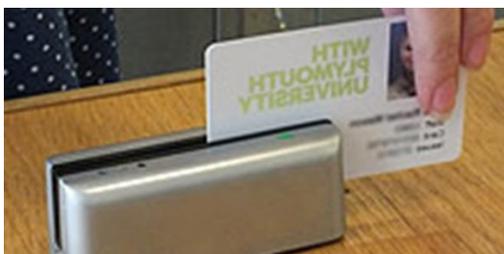
Students and staff at the University of Plymouth

University of Plymouth and Academic Partnerships have jointly developed an agreement that sets out key principles that underpin this partnership - “Students as Partners” - which can be found: <https://www.plymouth.ac.uk/student-life/students-as-partners>

Applying for your University of Plymouth Student Card

As a University of Plymouth student you are entitled to our student card. This is key for identification purposes but also allows you swiipe access into our Charles Seale-Hayne library on the main Plymouth campus.

To complete this process you must be enrolled with The University of Plymouth. You will need your Plymouth Student Reference Number (SRN) to apply for a card, which you can get from your HE office. Once you have it go to <https://eservices.plymouth.ac.uk/app/> and then complete the online form and the card will be posted to your institution for collection.



The Plymouth Online Study Guide

As a University of Plymouth student you are able to access the University's e-resources through the Plymouth portal (the University's internal staff and student website).

There is access to over £2 million of e-resources and e-journals in a variety of different subject ranges which can be used to support your studies. This link takes you to the [University of Plymouth Library](#) page via the Digital Learning Environment (DLE) and if you then click on 'Partner Institution – 'Your Library Subject Guide' then 'partner institutions' it will lead you to your institution pages which are essential to familiarise yourself with Plymouth services and e-resources. This [video guide](#) demonstrates how to access Primo at your institution. In addition the University has created a Student Study Guide available at www.studywithplymouth.ac.uk which signposts you to a wealth of resources including UPSU (University of Plymouth Students' Union), Study Skills Guides and using the portal.



Forwarding your Plymouth Emails to your preferred account

Any communications with University of Plymouth will come via your Plymouth email account so it is essential that you forward your University emails to your preferred email address. Please forward your emails on as soon as your programme starts to prevent missing key communications from tutors especially around the topics of module choice and dissertation choice as you enter level 5 study. Instructions on how to complete this is available through www.studywithplymouth.ac.uk under the Library and Digital Learning Environment Tab.

To access The University of Plymouth website directly:

- Type in www.plymouth.ac.uk and then click Login.
- Enter the **username** and **password** given to you by your Programme Manager or Learning Resource Staff member.

You will automatically have a **University of Plymouth e-mail account** accessed through 'My Email' structured as follows: Firstname.Surname@students.plymouth.ac.uk. Your password will always be given in this format Dob.dd/mm/yyyy e.g. Dob.10/07/1984. You can change your password once into the portal however please make sure it is something memorable as you will need it throughout your studies.

Mobile with Plymouth

The free official University of Plymouth app is the must have resource for students or prospective students. It is full of helpful University information that is easily accessible wherever you are. Available at:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/it-services/app>



University Computing Helpdesk

If you have any problems when you are creating your computer account or logging into the student portal or if you can't access the information you need, please contact the University's computing helpdesk by email: libraryandITenquiries@plymouth.ac.uk or by phone on: (01752) 588588. You could also enquire within your Institution's HE Office as they have access to the University password changer tool to change your password.

How to Change or Reset your Password

- To change your password at any time - click on the 'Change Password' on the top right hand side of the homepage.
- If you have forgotten your password follow this link: <http://www.plymouth.ac.uk/password>.

Formative and Summative Assessment

Your performance in a module will be assessed during the academic year, normally through a combination of coursework and practical assessments. You must pass the assessments in order to be credited with that module for your award. In addition, some modules may have to be passed as pre-requisites for others taken later in your programme.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. During your programme you may experience some, or all, of the following types of assessment:

- Essays
- Reflective essays
- Group presentations
- Practical assessments
- Facilitations
- Performances
- Portfolios
- Research project
- Literature Review
- Work based Training
- Viva's

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that ALL assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board. Please reference the Benchmarking Skills Map within the Programme Specification for further details on how the teaching, learning and assessments are achieved within each module.

Hand In Process

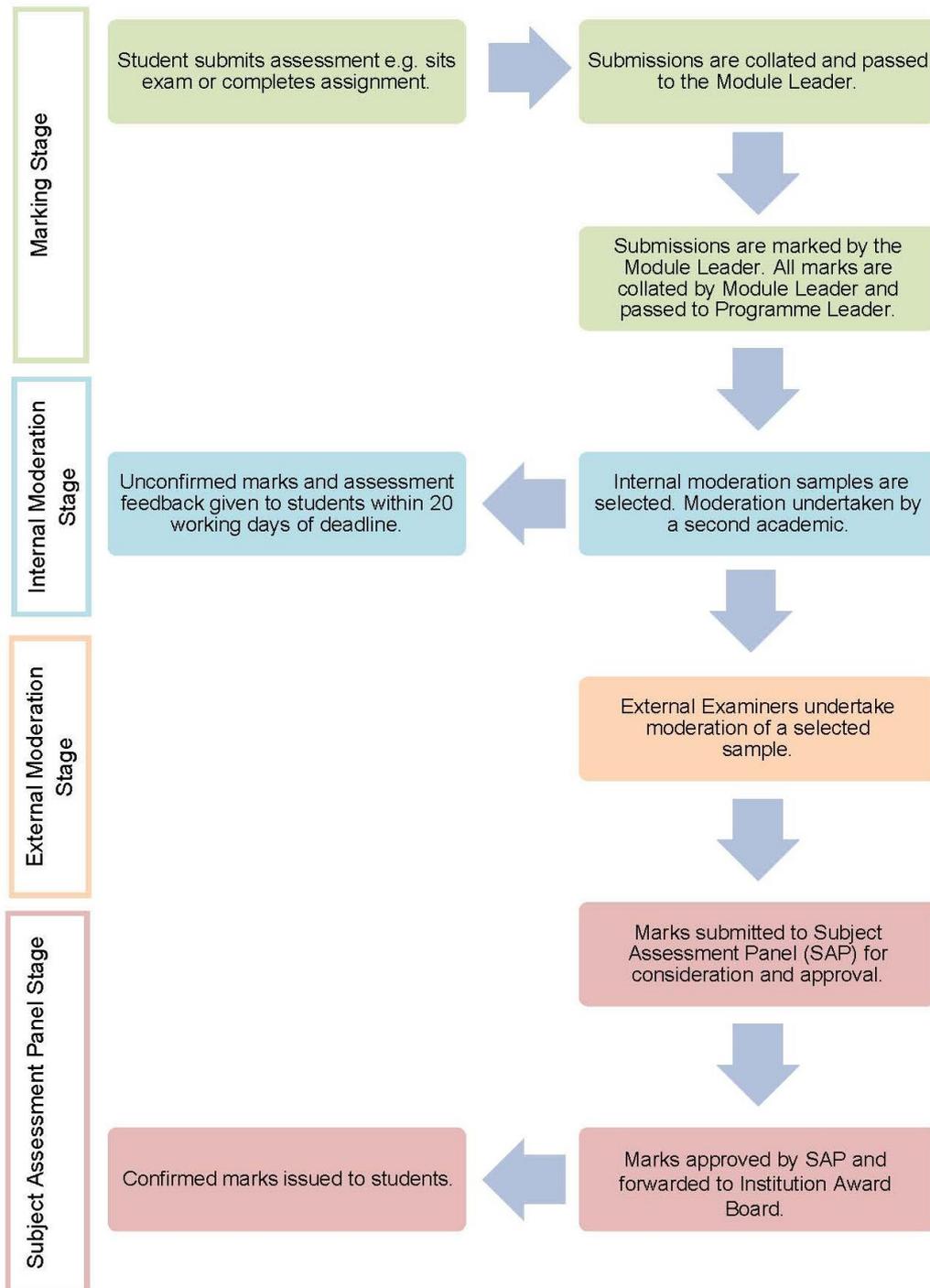
All written work should be submitted via turnitin by 2pm on the day of the deadline

A provisional Assessment Timetable is included below. Please refer to module guides for final submission dates.

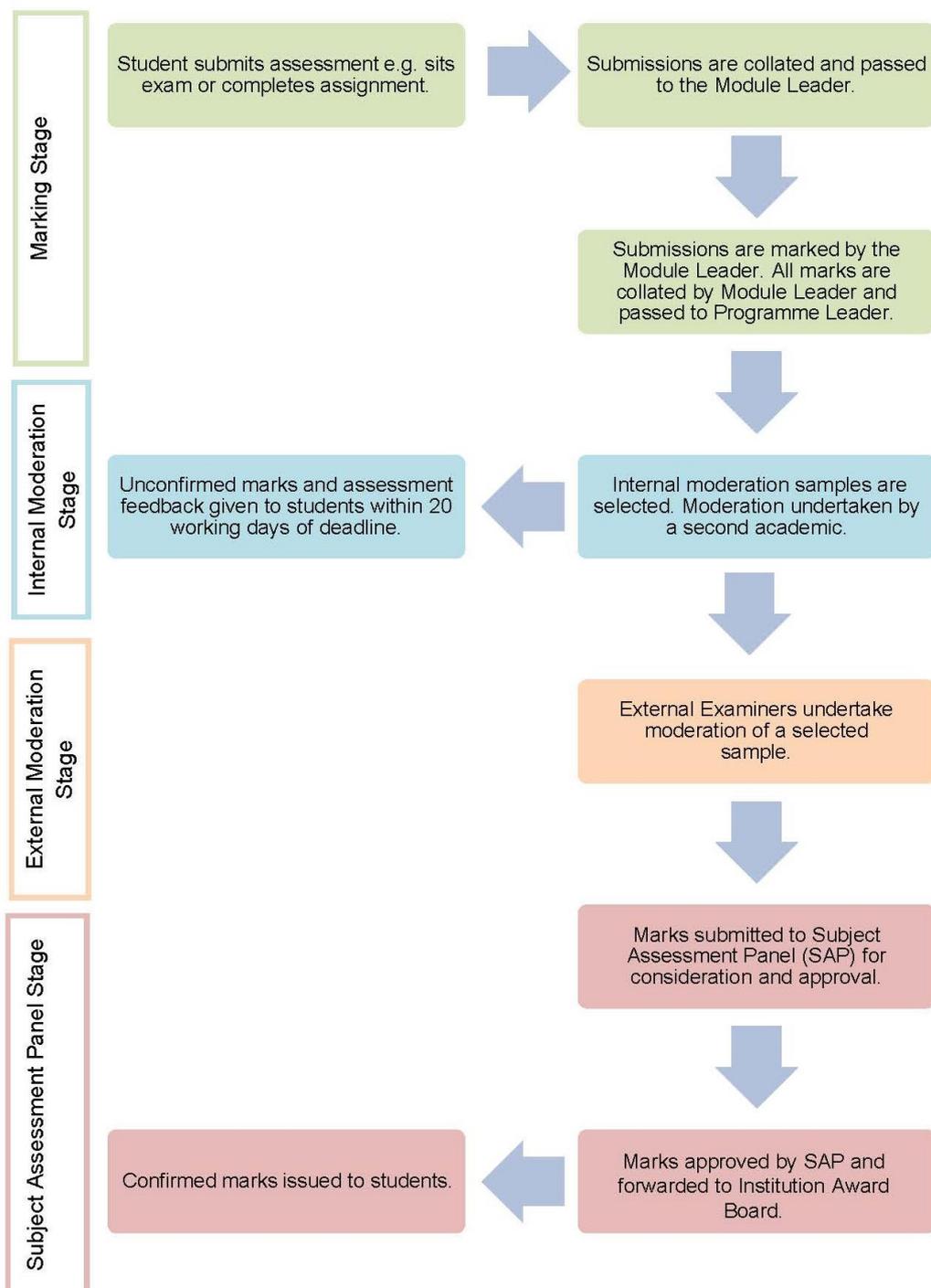
| DATE | ASSESSMENT Year 1 | ASSESSMENT Year 2 |
|------------------------------------|---|---|
| Mon 21st Oct | | Movement Practical |
| Tues 12 th Nov | Groupwork and Performance practical assessment | |
| Thurs 14 th Nov | | Movement Essay |
| Thurs 21 st Nov | Groupwork and Performance Reflective Essay | |
| Mon 2 nd Dec | Arts and Health 1 Practical Assessment | |
| Mon 9 ^h Dec | Arts and Health 1 Practical Assessment | |
| Thurs 19 th Dec | | Arts and Health 2 journal assignment |
| Mon 20 th Jan | | Drama Practical and written rationale |
| Tues 21 st Jan | Self Awareness Presentation | |
| Thurs 30 th Jan | Arts and Health 1 Report | |
| Thurs 5 th Mar | Self Awareness Portfolio | |
| Thurs 12 TH March | | Arts and Health 2 Portfolio including detailed rationale for the project supported by the literature. |
| Thurs 19 th Mar | Networking portfolio | |
| Thurs 2 nd April | | Music Essay |
| Thurs 23 rd April | Therapeutic Process Essay | |
| Tues 21 st April | | Art Presentations |
| Mon 11 th May | | Music Practical |
| Thurs 7 th May | Placement Report | |
| Tuesday 19 th May | | Art Professional Discussion |
| Thurs 21 st May | Marketing assignment | |
| Mon 1st June | Therapeutic Process Poster Presentation | |
| Tues 2nd June | | Arts and health 2 Presentations |
| Weds 3 rd June | Professional Practice Exhibition | |

Indicative Programme Assessment Schedule, Assessment Flowchart and

Assessment Flowchart



Assessment Flowchart



Extenuating Circumstances

The University of Plymouth Extenuating Circumstances Policy can be found here:
<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Extenuating Circumstances are circumstances which:

- affect your ability to attend or complete an assessment or a number of assessments
- are exceptional
- are outside your control
- can be corroborated by independent evidence
- occurred during or shortly before the assessment in question

Students who wish to claim Extenuating Circumstances should obtain a claim form from their **HE Office**. The form should be submitted to the **HE Office** accompanied by independent supporting evidence.

Assessed coursework / major project / dissertation or equivalent:

Extenuating Circumstances claims should be submitted as soon as possible, and normally no later than 10 working days after the deadline for the submission of the work.

Formal Examinations:

Extenuating Circumstances claims with respect to formal examinations should be submitted no later than the Monday after the end of the formal examination week.

Examples of extenuating circumstances that are likely to be deemed invalid:

- Alarm clock did not go off
- Car broke down, train/bus delayed or cancelled, other public transport problems (unless the student can demonstrate that he or she had allowed adequate time to compensate for such problems as might reasonably have been anticipated)
- Unspecified short-term anxiety from all sources, mild depression or examination stress.
- Minor illness, such as a cough/cold/sore throat or minor viral infection, unless the illness is incapacitating and at its peak at the time of a time-specific assessment such as an exam or test.
- Accidents or illness affecting relatives or friends, unless serious, or you are a sole carer.
- Financial problems, including debt sanctions imposed by the University, but excluding cases of exceptional hardship or significant changes in financial circumstances since enrolment.
- Family celebrations, holidays, house moves, or similar events, in which you have input to, or control over, the date or may choose not to participate.
- Computing problems, such as corrupt data or media, poor internet connectivity, printer failure, or e-submission of an assessment file in an incorrect format, or lack of access to IT facilities because of debt sanctions imposed by the University.
- Problems with postal or other third party delivery of work.
- Misreading timetables of any kind, or time management problems, such as assessment deadlines close to each other.
- Appointments of any kind, including legal or medical appointments, which could be rearranged.
- Sporting, recreational or voluntary commitments, unless you are representing the University at national level or your country at international level, or participating in an event that is of benefit to the University's national or international reputation.
- For full-time students, normal pressures of employment, because, by enrolling as a student, you have made a commitment to make time available to study.

Examples of extenuating circumstances which MIGHT be considered valid:

- Your own health problems, including major accident or injury, acute ailments, hospitalisation (including for operations), or those affecting a significant period of study.
- Personal or psychological problems for which you are receiving counselling, or have been referred to a counsellor or similarly qualified practitioner.
- Clinical depression or other significant mental health issue.
- Pregnancy-related conditions and childbirth (including a partner in labour).
- Bereavement causing significant impact.
- Separation or divorce of yourself or your parents.
- Recent burglary, theft or serious car accident.
- Jury service which cannot be deferred.
- Representing the University at national level, or your country at international level, or participation in an event that is of benefit to the University's national or international reputation.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.
- Late diagnosis of, for example, dyslexia, meaning you have not had the appropriate support for assessment, including provision in exams.
- Unavailability of the DLE where the module lead confirms that this would have a significant impact on your preparation for an assessment or exam.
- Disruption in an exam or assessment, such as a fire alarm going off, or excessive noise from building works.
- A significant change to your financial circumstances after enrolment, such as withdrawal of Student Finance England (SFE) funding or its equivalent mid-year.
- Interviews for placements, but only in cases where you have asked the employer or provider to reschedule, but this has not been possible.
- Significant positive life events, such as weddings of close family members, where you can show that no alternative arrangement, such as the date or your attendance, is possible.
- For research degree programme milestones (Project Approval and Confirmation of Route), methodological reasons why your research has not progressed at these stages as expected, submitted by your Director of Studies.

Academic Offences

Issues of plagiarism and any form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme.

The University has developed information on plagiarism which can be found here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

Additional support is available from the library as part of their LibGuides:

<http://plymouth.libguides.com/c.php?g=48936&p=314461>

The University of Plymouth Library also has a LibGuide providing information regarding referencing: <http://plymouth.libguides.com/referencing>

Further support on regulations including academic appeals is available from University of Plymouth at:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Academic Dishonesty: How to stay straight and clean

Types of Academic Dishonesty

- Buy an essay online
- Steal essays from another student
- Not doing your fair share of group work
- Copy bits of your housemate's essay
- Copy and paste large chunks of an essay from the internet
- Just copy 'a little bit'
- Work with a friend to produce an individual essay
- Taking bits from a coursework already submitted
- Making up results from a questionnaire

Types of Academic Dishonesty: Exams

- Take a paper out of an exam when you shouldn't
- Bringing in a translator or dictionary or programmable calculator to the exam
- Bringing in crib sheets or notes
- Getting someone else to take an exam for you
- Using your mobile to get answers in an exam
- Copying the work of another student by looking over their shoulders
- Learning some exam answers off by heart from the internet
- Working with other students to prepare exam answers

Why Cheat?

- I got desperate at the last moment: I could not keep up with the work
- My family expect me to succeed: I have to get good marks
- The lecturers don't care anyway
- Why not? I will probably get away with it
- All I need is that bit of paper at the end of the course
- But the teacher said, "Work together"!
- I am only showing respect for the original writer, who is far cleverer than I am
- If I write in my own words it will be full of mistakes

Plagiarism

Definition: using others' ideas, words or research without clearly acknowledging the source of that information.

To plagiarise, you:

- never have references to your sources
- Reference some sources, but not all
- Reference bullet points or phrases without showing that they are direct quotations

Some students might feel that paraphrasing is disrespectful, produces nonsense, or poor English. However, a British university education is meant to teach you how to criticise the work of others. We expect original work: your own poor English is preferred to other people's good English - you will improve. In addition, good paraphrasing improves the meaning.

Writing in your own words

Academic writing involves summarising, synthesising, analysing or evaluating other people's arguments. To "write in your own words" you understand, reflect on and digest your source material. Then you discuss or re-state this using your own vocabulary and an argument that is structured to the specific task you have been set. (Source: Open University)

Advantages of good paraphrasing

- It clarifies your understanding of the material
- It improves your ability to remember it
- You will be able to use the material in new contexts
- Your argument will be tighter, with fewer words
- Your argument will be appropriate to the question or assignment
- If you can't handle the coursework you won't be able to answer the exam questions

Contract Cheating

Issues of plagiarism, collusion and any other form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme. Some offences, such as contract cheating, where you deliberately pay someone else to write work for you, will be punished more severely than plagiarism, where you copy a paragraph from a published source without properly referencing the source. Support on referencing including online tutorials is available here <http://plymouth.libguides.com/referencing>



How to reference using the Harvard Referencing System

The University of Plymouth Library has produced an online support referencing guide which is available here: <http://plymouth.libguides.com/referencing>.

Another recommended referencing resource is [Cite Them Right Online](#); this is an online resource which provides you with specific guidance about how to reference lots of different types of materials. From books to TV shows, journals and podcasts it is expanded regularly to include new types of source material. Although based on the Harvard Referencing System it is useful for all students no matter which referencing system is preferred by their institution. There is a detailed guide at the end of this [handbook](#).

Hand in Process

Submission of Assessed Work

All written work will be submitted to Turnitin via moodle, by 2pm on the due date.

Return of Assessment and Feedback

Work will be assessed and returned to students within 20 working days of the submission deadline in accordance with guidance from University of Plymouth.

Academic Matters - Procedures for dealing with late submissions and extenuating circumstances

For more detailed programme guidance please see your Programme Quality Handbook available on your Institution website. Your programme operates under University of Plymouth Academic Regulations; to view these regulations, go to:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Late Work

Work submitted after the deadline will be marked as normal to give you an indication of the standard of your work, but a capped mark of 40 will be recorded if the work is submitted up to 24 hours after the deadline and a **zero** mark will be recorded after this time. Further information can be found at

https://www.plymouth.ac.uk/uploads/production/document/path/8/8388/Section_D_Assessment.pdf. If you have a reason that your work was late i.e. illness etc. you can complete an Extenuating Circumstances Form.

Turnitin

Turnitin (<http://www.turnitinuk.com/>) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.



It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to:

<https://help.turnitin.com/Home.htm>

More detail is provided in the Module Teaching, Learning and Assessment handbook.

Progression to Further Study & How Your Marks are Calculated

'Direct Entry' applications can always be made by students, however success in the application will always be considered based on individual merit and availability of space by the admissions tutors. The programme manager needs to consider how appropriate it is to advertise specific 'direct entry' examples here, including the comparative reflection on this Fd and its agreed progression route as well as how the student body are likely to perceive these (i.e. as a likely opportunity when it may well not be).

Please note there is a deadline for progression applications (circa mid-January with the actual date determined annually) and places maybe subject to availability.

Your Programme Manager is able to contact University staff in order to communicate your questions regarding progression to programmes at University of Plymouth.

Information on individual programme progression is available in your Programme Specification, on your Institution website and also on the University of Plymouth course web page <https://www.plymouth.ac.uk/courses/undergraduate/ba-education>

If you are studying a Foundation Degree and your aggregate mark across all modules is: 70% or above you will be awarded a Foundation Degree is Distinction
60% - 69% you will be awarded a Foundation Degree with Merit

If you are studying an undergraduate programme and progress to a University of Plymouth honours degree programme, University of Plymouth will calculate your final Honours Degree classification to include marks from each of your levels of study.

- **10% from Level 4 – calculated from the highest achieved 80 credits. Where modules are arranged in such a way that the 80 credits of ‘highest module marks’ cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage.**
- **30% from Level 5**
- **60% from Level 6**

If you progress onto Level 5 of a programme at University of Plymouth, then 10% (of the highest achieved 80 credits or where modules are arranged in such a way that the 80 credits of ‘highest module marks’ cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage) will come from your level 4 marks studied previously, 30% of your level 5 aggregate mark will be drawn from the level 5 modules studied at University of Plymouth and then 60% from your level 6 aggregate mark at University of Plymouth.

There may be wider progression opportunities available to you however you must discuss your individual requirements with programme staff who will be able to offer further guidance. Please note there is a deadline for progression applications (circa end of November with the actual date determined annually) and places may be subject to availability.

Further Information can be found within the Regulatory Framework documents; both postgraduate and undergraduate documents can be found here: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

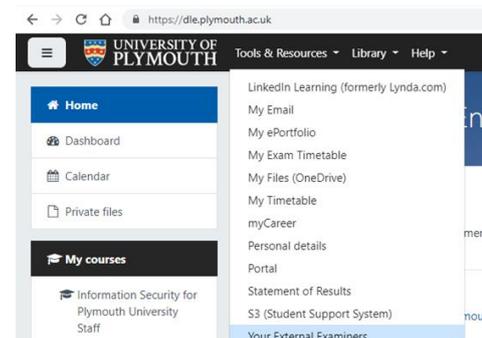
Exam Procedures

For essential help and information about exams follow this link:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/help-and-support-for-exams>

External Examiner Arrangements

Each Programme has an External Examiner who comes from a Higher Education Institution in the UK (not from the University of Plymouth). The Subject External Examiner is primarily concerned with the standards of assessment of the subject and therefore attends the subject assessment panel. They will verify the process of assessment throughout your modules advise upon re-assessment (further information can be found within your teaching learning and assessment handbook). Your final result is decided by an Examination Board which happens in June followed by resit boards in September.



You can find your External Examiner reports online through the Digital Learning Environment or DLE (<https://dle.plymouth.ac.uk/>): click on “Tools/Resources” then “Your External Examiners”. For further Programme external examiner details please see your teaching, learning and assessment handbook.

Complaint Procedure for University of Plymouth Students

We aim to provide high quality services to students. Unfortunately things occasionally go wrong. Whatever your complaint, you can expect it to be dealt with promptly and fairly and in line with the University’s policies and procedures. You will not be disadvantaged or treated less favourably by making a complaint. Please see the following link that will direct you to our Complaints Policy, you need to ensure that you read the policy thoroughly and follow the guidance:

https://www.plymouth.ac.uk/uploads/production/document/path/13/13366/Student_complaints_procedure_v11.pdf

Studying at City of Bristol College

Campus Information and Student Support

Campus information including:

- Accommodation - <http://www.cityofbristol.ac.uk/support/accommodation/>
- Catering – facilities available on site in the college refectory and coffee shops located in reception
- Parking – on site but limited
- Local Students Union arrangements - <http://www.cityofbristol.ac.uk/news/college-introduces-new-students-union/>
- Personal Security & Crime Prevention
- Transport arrangements (if appropriate)
- Careers Advice and Guidance - <http://www.cityofbristol.ac.uk/support/help-you-get-job-ready/>
- Learning Development - <http://www.cityofbristol.ac.uk/support/disability-and-wellbeing/>
- Healthcare – Southmead Hospital <https://www.nbt.nhs.uk/our-hospitals/southmead-hospital>
University Hospitals Bristol - <http://www.uhbristol.nhs.uk/>
- Counselling services – <http://www.cityofbristol.ac.uk/support/personal-issues-and-counselling/>
<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>
- IT Support including BYOD – please see above
- Study Spaces – please see above
- Multi-faith Prayer Rooms

The multi-faith prayer rooms are a place for spiritual refreshment, exploration and counsel for all College staff, students and official visitors to the College, of any religious persuasion or none. It is designed to be conducive to individual prayer and meditation and will contain appropriate facilities to assist the prayers of members of major religious traditions.

While the multi-faith room is for individual prayer, it is recognised that for Muslim prayer there is an additional blessing when the faithful pray with another or others. While this is fully respected, it is expected that the multi-faith room will be shared openly with those of other

religious traditions who may wish to pray at the same time and those who may just wish to think and reflect. Arrangements will be made to allow for religious observance where and when this is possible, without detriment to our educational offer.

Multi-faith Prayer Rooms can be found at all sites

Ashley Down (Davey House) - AD2.10

College Green - CG5.W08

Parkway at AEC - PW0.02

South Bristol Skills Academy - HP3.14

Getting access

Access cards to these rooms are available from reception. You will need to sign the College's Code of Practice and rules (see link to the right) for Multi-Faith Prayer Rooms, before being given access.

Student Support

Everyone's different. What works for one person won't necessarily work for another. If you need extra assistance to come to College, we may be able to provide you with free support.

We understand that each person's requirements are individual to them. That's why we tailor our service to meet your exact needs.

We know that sometimes people feel less confident about asking for assistance. We would encourage you to come and talk to us. We want to make sure you get the right support for you, and our team treats every conversation sensitively and confidentially.

Find out more about the assistance we can offer by calling Student Services 0117 312 5000 or emailing learningsupport@cityofbristol.ac.uk

<http://www.cityofbristol.ac.uk/support/>

The welfare team can be contacted on 0117 312 5000 or by email at welfare@cityofbristol.ac.uk

There is also a Facebook page that is updated regularly with events, information and loads more at: www.facebook.com/CoBCollegestudents

Students are primarily supported with their academic learning skills by their course tutors. However, additional support can be provided by the Study Plus team.

The Study Plus team are based in the College Study Centres, and offer advice and tips for writing essays, note-taking and other techniques for studying. Time is allocated for students assessed as needing regular support sessions, otherwise students can book ad hoc appointments to access assistance as and when needed.

Learning and Language Development can support you in your studies while you are on your course. All sessions are 1:1 and are usually half an hour at a time. If you believe you may have dyslexia, we are able to offer assessment and where necessary additional support from tutors trained and qualified in working with dyslexia (please also see Dyslexia Support, below).

Support Services for Students with Disabilities

The disability and mental health team will help those students who have long term conditions that require additional support and will carry out assessments to ensure that the correct level of support is in place to help students progress on their programmes. They will help students apply for Disabled Student Allowance when appropriate.

Disabled Students' Allowance (DSA)

The College has an excellent reputation for providing support for students who need some further assistance to come to College and to get involved in everything on offer.

There are many ways that College can support you. You do not have to describe yourself as disabled and you do not need to have proof of disability to receive support.

Disabled Students' Allowances are grants to help meet the extra course costs students can face as a direct result of disability, mental health or specific learning difficulty. They are aimed at helping disabled students to study on an equal basis with other students. Disabled Students' Allowances are paid on top of the standard student finance package. They are for help with:

- Specialist equipment you need for studying
- A non-medical helper, such as a note-taker or reader
- Extra travel costs you have to pay because of your disability
- Other costs – for example, tapes or Braille paper

The disability support team can be contacted on 0117 312 5503

Dyslexia Support

Dyslexia Support Telephone: 0117 312 5503

The dyslexia support team can provide dyslexia assessments and advise you in applying for DSA if appropriate. They can also offer 1:1 study sessions and recommend examination access arrangements for you if you have particular needs. The team works closely with course tutors to ensure that support is appropriate to you and the requirements of your course.

Careers Support

Careers support can be accessed through Student Services at each College site. Contact details can be found on the College website or through the College switchboard 0117 312 5000.

Self Help Inspiring E-Resources (SHINE)



Self Help Inspiring E-Resources - an innovative new, stand alone, self-help website which was developed through the Student Counselling & Personal Development Service and students. You can watch, read, listen and find apps and useful links to the best online resources and information about mental health and well-being:

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/shine>

Anytime advice line

Plymouth has an 'Anytime advice line' offering around the clock, free, confidential assistance please follow the link: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/anytime-advice-line>



Enhancement Activities

The programme offers a range of activities, visiting speakers and work based learning activities. You will be informed of any associated costs payable by you, in advance to enable you to budget accordingly.

Social Activities

See Students union;

<http://www.cityofbristol.ac.uk/news/college-introduces-new-students-union/>

Financial Information and Guidance on Funding

There are a number of funding options available to you whilst you're studying, but it can be hard to know where to find them. Whether you're taking your first steps into further education, continuing on with your Higher Education studies, or looking to make a new start by re-skilling, we can help you access the financial support you need whilst you learn. Our Advisers are always on hand to give you information about what you are eligible for. We can help you with:

- Funding advice
- Advanced Learner Loans
- Professional and Career Development Loans
- Childcare costs - <http://www.cityofbristol.ac.uk/support/financial-support/childcare-provider/>
- Student Funding arrangement – bursaries, www.gov.uk/student-finance, tax credits
- Disabled Students' Allowance

<http://www.cityofbristol.ac.uk/support/financial-support/university-level-financial-support/>

To find out more, call us on 0117 312 5000 or email enquiries@cityofbristol.ac.uk

Financial Matters

For any issues related to finance whether it is travel costs, course fees, cost of equipment, cost of childcare, benefits or debt, please call Student Services (telephone / e-mail above) for further information. If you would like to meet with someone for advice, drop-in sessions or bookable appointments are available via Learner Services: Advice and Enrolment.

Money Management and Debt Advice

If you would like advice on budget planning or dealing with debt issues contact Learner Services: Student Finance

Higher Education Financial Support

If you require additional financial support whilst you are studying you can apply to the University or College 'Access to Learning Fund', contact Learner Services: Student Finance for further information.

NB However, please note that you must clear all monies owed prior to completion of your programme. Any debt that exists will delay your certification

Student Accommodation

The College has a Student Accommodation Office based at the Ashley Down Centre which can provide assistance in finding accommodation in the Bristol area.

Institution Policies

<http://www.cityofbristol.ac.uk/about-us/college-policies/>

- Institution HE Charter
- Student Information Pages on Your Website
- Student Code of Conduct
- Health & Safety
- Equality & Diversity

Key Features of University Level Study

Outlined below are key features of University or Higher Education (HE) level education, including what differentiates this from other forms of education e.g. at school, institution or in the workplace.

Attendance

You are expected to take responsibility for your learning and attendance in timetabled sessions. In some modules if you do not attend consistently you may risk losing marks, either directly or by missing an assessed presentation or group activity. Any absence also affects your peers as it may disrupt planned group activities and limit the range of discussions. You will be expected to be available for every week of your Institution terms. Please ensure that holidays are only arranged outside of term and assessment commitments. Students who do not attend run a very high risk of failure.

University of Plymouth expects all students to attend all scheduled classes, field trips and other events that are part of their programme of study. All teaching is developed to give you relevant and necessary experience. We know that students who do not attend perform less well.

If you are ill or otherwise unable to attend, you should send apologies to your tutor and ensure that you have caught up with the work.

Programme leaders work very hard to make sure that teaching and assignments are well designed, and that they support your learning. Where minimum attendance is required before an assessment can be undertaken this will be clarified in the Module guides.

Your Approach to Studying

Probably the most significant difference between university level study and other levels of education is the amount of personal responsibility you have. This has implications for how you approach your studies.

Staff will use a variety of educational approaches, depending on the learning outcomes of the module. These may include: lectures, group work, discussion, student led activities, simulation; technology supported activity, practical scenarios, and directed study. Your active participation will enhance your learning. It is **your responsibility** to acquire the required knowledge and skills.

Key strategies to become a Successful Student

You must take proactive responsibility for your own studies. We will give you as much help and support as we can but ultimately your success (or failure) is down to you.

Plan your time carefully. Write a personal timetable as soon as you can.

Attend all lectures and tutorials and take notes.

Do not miss deadlines.

Read extensively around your subject. Just being familiar with the set text books is unlikely to be enough to pass.

Seek help, if you need it, as soon as possible. If you need specific help with your studies, speak to your lecturer or tutor or make a personal appointment to see them. Even if your problem has nothing to do with your programme, it may have an effect on your ability to study. Let someone at the Institution know - ignoring problems will only make things worse later on.

At this level of study, **you will be treated as a responsible adult**, capable of acting on your own initiative.

You may be used to a learning or workplace environment with fixed hours and routine activities. However HE study requires you to develop new study, time-management and prioritisation skills to make effective use of your study time and to meet programme deadlines. Your weekly timetable consists of planned learning activities, such as lectures, and time for you to undertake additional reading, assignment preparation and private study. The contact time that you have with lecturers is only part of your module timetable. As an indication, the average amount of 'total student effort' expected for a 20 credit module will be around 200 hours, but you may only be timetabled for (*Institution to insert appropriate number*) hours.

You must, therefore, learn to use your time constructively. Your most valuable learning will be done in your own time and in your own way.

Suggested Reading for New Students

- Bedford, D. and Wilson, E. (2013) *Study Skills for Foundation Degrees*. Brighton: David Fulton Publishers
- Burns, T. and Sinfield, S. (2016) *Essential Study Skills: The Complete Guide to Success at University*. Sage Study Skills Series
- Cottrell, S. (2015) *Skills for Success: the Personal Development Planning and Employability Handbook*. Palgrave Macmillan.
- Greetham, B. (2018) *How to Write Better Essays*. Palgrave Macmillan.

Reading for your study

You will not complete your programme successfully if you do not read regularly and in-depth. You will be given reading lists for each module. You should purchase at least one

recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year; so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library.

Reading texts for Higher Education demands note-taking as well as reading skills; as with lectures keep careful notes from your reading.

Private Study

Your private study time is likely to be taken up by different tasks for each module or by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, for reflecting on any feedback on assessed work and building up a good set of notes for revision.

Study Groups

In all our programmes, the institution encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

Personal Development Planning

It is important to bear in mind from the outset of your study that you are working toward a degree that will provide you with a foundation for a potential career. It is important to be aware of your own career direction from the early stages of the programme. Therefore, we place a great deal of importance in Personal Development Planning (PDP). This describes the **'means, by which students can monitor, build and reflect upon their personal development'**.

Therefore, PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal educational and career development. You are ultimately in charge of your own career direction but we are more than happy to help and advise you throughout your degree programme. You will be introduced to the use of [PebblePad](#) which will provide you with a flexible electronic resource which you can use to plot and reflect on your learning achievement. [PebblePad](#) allows you to plan and develop strategies for learning and also to reflect and evaluate your accomplishments



It is hoped that the PDP process available on this programme will enable you to:
Become more effective, independent and confident self-directed learners;
Understand how you are learning and relate your learning to a wider context;
Improve your general skills for study and career management;
Articulate your personal goals and evaluate progress towards your achievement; and

Encourage a positive attitude to learning throughout life.

Factors Affecting Your Learning

In addition to teaching, academic support and private study there are often factors which influence your learning environment. If you are aware of these, you will be able to manage your studies more effectively.

Effective Learning

Learning refers not simply to the sum total of facts and information you can recall at a given moment. It also relates to how you use and apply information and how you find, store and retrieve it. One of your aims as a student should be to become a more effective learner.

The quality of your learning will depend on these starting points:

- Your attitudes, attendance, aims and goals
- Your dedication
- Your aptitude for the subject
- Your intelligence
- Your willingness and ability to learn
- Your use of resources - tutors, books, materials, the work experiences built into the programme, etc - and time - your timetabled lectures and tutorials as well as private study.

To assess how well you are learning, you should frequently check your progress by keeping in touch with your tutors and your fellow students and ensure you are up-to-date with deadlines.

Time Management

Good time management lies at the root of effective learning. You will need to plan the use of your time carefully. You will have the demands of your programme, learning in lectures and tutorials, working on assessments and completing your private study to consider.

A personal timetable can help you in assessing all your priorities: paid work, social and family commitments, as well as your studies.

You will have to think realistically about the number of hours that you need to study to be a successful student. If you are studying full-time, we would expect that your lectures, other timetabled sessions and private study taken together will only account for a proportion of the 200 hours of study required for each 20 credit module. However, the amount of study effort required varies from student to student.

Coping with Stress

Stress can be a serious problem, particularly in your first year when you may be adjusting to a new environment, arranging accommodation, managing your finances, living away from home and balancing your time between study and family / work commitments. There is, however, plenty of help available and you are encouraged to make use of support services, such as the Institution Counselling Service available at: <http://www.cityofbristol.ac.uk/support/personal-issues-and-counselling/>

University of Plymouth has also developed a set of e-resources to help support students wellbeing. Self Help Inspiring E-Resources (SHINE) are available here: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/shine>

Learning Skills

Some students find the transition to university level study, particularly student-centred learning, more difficult than they expected. This can be because they have not yet developed the required learning skills. Although you will receive help throughout your programme to improve these skills, there is specific support, advice and resources available through the Institution's Learning Skills Service concerning issues such as:

- Presentations
- Essay Writing
- Referencing
- Time Management
- Reading and Note-taking
- Revision and Examinations

<http://www.cityofbristol.ac.uk/support/study-plus/>

University of Plymouth has a suite of excellent support resources which are available at:
<https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development>

Plymouth Compass

While you're at Plymouth, you'll gain more than just your degree

The Plymouth Compass helps you to navigate your way through your whole university experience, in both your taught curriculum and your extra-curricular activities. What you learn at university prepares you for more than a career, so the Compass identifies key attributes in four broad areas of your life - academic, civic, professional, and personal.

During your time here, you'll have plenty of opportunities to practice and develop these attributes, helping you gain experiences, improve skills, and build networks for your life beyond graduation. The Compass also supports us, as a community, to coordinate our efforts to offer you as broad an education as possible. It clarifies what the University values and what it anticipates will help you, as a graduate, in a future that is hard to predict.



Find more information at: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/plymouth-university-compass>

The Plymouth Award

Students are encouraged to sign up for the [Plymouth Award](#) which is designed to recognise and celebrate student achievements outside the curriculum. Many students already make significant contributions to the life of their institution and the communities in which they live and work. The Plymouth Award is one way of recognising the value that we place on these contributions and on the learning and personal growth that students gain from these

activities. It is also recognized by many employers as a demonstration that you have gone above and beyond your studies.

The Higher Education Achievement Record (HEAR)

The HEAR includes and extends the existing record of academic achievement: the academic transcript, and the European Diploma Supplement. This information follows the same documentation you would expect for students graduating from any university in Europe. It also features additional achievements relating to co-curricular activities which are formally recognised by the University, for example, the Plymouth Award, or being a Course Rep. A full list of what is included on your HEAR is available on the [FAQs](#) website. You can also view an example of a [mock HEAR report](#).

For more support please contact:

Your HE office on: 0117 312 5000

What Next?

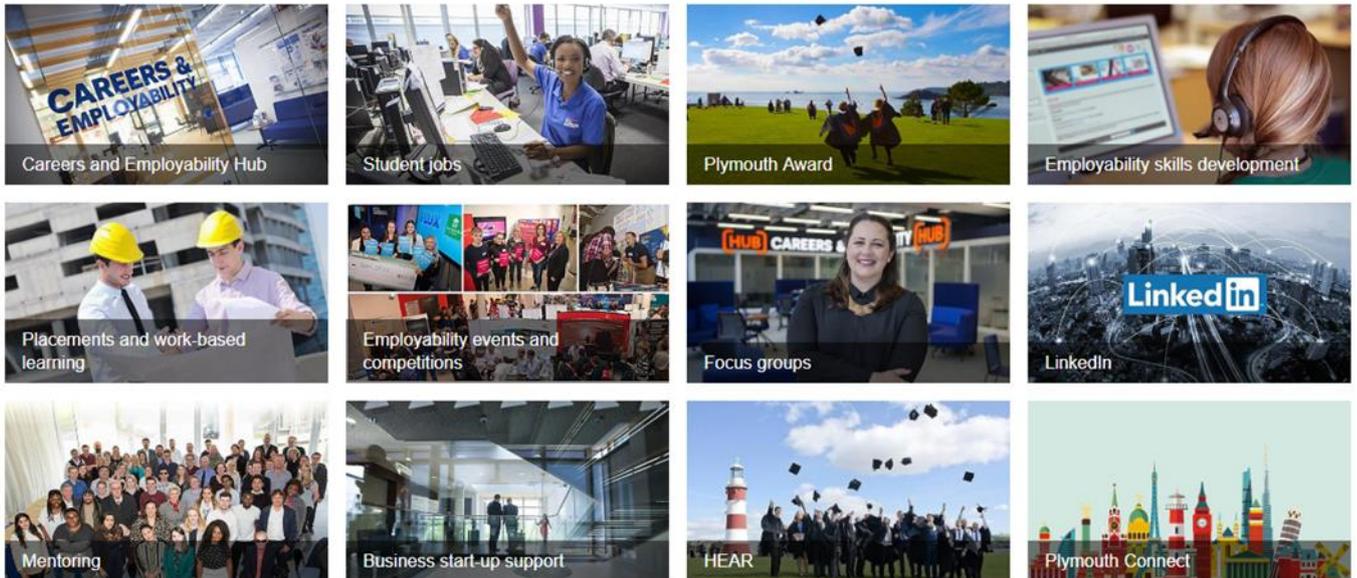
Employment and Progression Opportunities

As a student studying Higher Education your programme has been designed to help you to succeed in your career aspirations and has been designed with the involvement of employers.

Many of these are prepared to come to your Institution to give talks to students about their working environment and the qualities that they expect in potential employees. Please make every effort to attend such events and to profit from such employer contacts.

Many of your teaching staff will also be able to give you helpful career advice. The Institution Careers Service offers information, advice and guidance to students at all stages of their programme. www.cityofbristol.ac.uk/students/parents-and-carers/careers-and-further-study/

Further advice is available from the [University of Plymouth Careers and Employability Service](#) . As a graduate you will have a wide choice of career opportunities throughout the private and public sectors, both in the United Kingdom and abroad.



Access MyCareer

MyCareer is the University of Plymouth's career management portal. This will be your central system to see all that the Careers and Employability Service have to offer.

MyCareer will give you access to:

- Individual careers appointments to support you in identifying opportunities to get involved in and help with career planning.
- Hundreds of vacancies, from part-time work to fit around your studies, to summer internships and graduate vacancies.
- A wide range of workshops and activities to help you develop your employability skills. These include mock interviews and a variety of skill sessions from job searching to enhancing your CV.
- Access to events such as [Career Fairs](#) and [Networking Evenings](#) to help develop your confidence, expand your professional network and explore your career options.

You can access myCareer at any point through your computer or mobile device. Please see the following link to access myCareer: www.plymouth.ac.uk/mycareer

Work-Based Learning (WBL) / Work Related Learning (WRL) and Employability

WBL and WRL, in its various forms, is one of the major defining characteristics of your studies. It plays a central role in enabling you to apply academic study to workplace environments and problems. In turn, your programme of study should enable you to integrate knowledge and skills developed in WBL / WRL into your project work and study in taught modules.

An employable graduate is one who is able to meet the requirements of employers and fulfil their career aspirations at a graduate level. They will be able to apply the skills, knowledge and personal qualities developed during their programme to the workplace and other contexts. An employable graduate will need to be able to:

- Demonstrate and apply graduate attributes and skills;
- Demonstrate and apply career management skills: e.g. preparing effectively for the recruitment and selection process;
- Demonstrate and apply lifelong learning skills: e.g. reflecting critically on academic, personal and professional development, identifying and articulating achievements and planning for the future;
- Demonstrate business and organisational awareness: e.g. understand changing working practices, including self-employment, with particular reference to the professions and sectors relating to their programme of study;
- Demonstrate an international outlook: e.g. understanding the attributes and breadth of outlook appropriate for working in a global economy.

Your programme has been designed to put all this in perspective, and give you the opportunities to develop the requisite skills. Work-related skills are integral to the modules and many specifically offer you the opportunity to experience the world of work, even if you are studying full time. Your programme specification details the knowledge, skills and understanding you will be able to demonstrate when you gain your award which is available in your Programme Quality Handbook.

Graduation and Results Guidance

University of Plymouth has developed a guide to your statement of results, transcripts and award verification. The information has been gathered together to help answer any questions you may have regarding your results, how and when you can access them and links to further information on what happens if you fail any part of your course. Click [here](#) to access the guide:



<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/results-guidance-notes>

Alumni

Graduating from Plymouth means you will become part of a thriving alumni community making a difference across the world. Your lifelong connection with us will offer you many benefits, including careers support for three years after graduation and a host of alumni events around the world to help you to network and stay in touch with your old university friends.

More information can be found at <https://www.plymouth.ac.uk/alumni-friends/alumni>



United Kingdom Visas and Immigration (UKVI)

If you are from outside the EU the compliance / immigration team at your college will need to check that you hold the correct visa that permits study in the UK. If you require a Tier 4 visa for study in the UK, they will be required to ensure you meet all Tier 4 requirements before issuing you with a CAS, so you can apply for a Tier 4 visa. Copies of your visa and passport will need to be checked and stored by your college at enrolment and there may be other processes connected with immigration compliance that you will be expected to follow. For further information please contact your tutor in the first instance.

University of Plymouth publish regular updates specifically for new and current international students. Please find these here: <https://www.plymouth.ac.uk/international/compliance/updates>

If you are an EEA (European Economic Area) or Swiss national we would recommend that you seek immigration advice from your Immigration/Compliance/International team: learnerservices@cityofbristol.ac.uk at the time of your application.



Harvard Referencing Guide

When the Harvard system is used, acknowledgement of the work of others appears within the text; it includes making direct quotes and paraphrasing. (NB Footnotes do not need to be used with this system; however, your tutor may allow you to use them to expand or qualify points in the text). You need to note the author's surname, followed by the year of publication and, for a direct quote, the page number.

- Where you are citing from **more than one work** published by an author in one year you add a lower case letter after the year eg (Bloggs 1994a).
- Where there are **two authors**, give the surnames of both authors.
- Where there are **three or more authors**, give the surname of the first followed by *et al.*

There are several ways in which these references can be made; there are some examples below. (The full details of sources are given in the list of references at the end; see the next section).

How not to Plagiarise: Direct Quotations

Either:

- "Place in quotation marks", or
single spaced with indented margins for large amounts of text, like this
- Give author's **surname, year** of publication and **page number** (write n.p. if there is no number e.g. for internet sources)
- Only use quotations when the **exact words** are important
- Give the full reference in a list at the end

How not to Plagiarise: Figures and Tables

You can use maps, tables or diagrams from other people but you **MUST** show the source underneath. Then give the full reference in the list of references.

How not to Plagiarise: Paraphrasing

Take information from a source, put it in your own words (paraphrase) and then add the author (or organisation) and year in brackets. In addition, give the full reference in a list at the end.

Type of sources:

- Direct quotations
- Statistics
- Facts which are not common knowledge
- The results of another's research or study
- Other people's theories and ideas
- Other people's interpretations of events

Quotation

If you take a passage, a sentence, a phrase, or even a distinctive word from a book, article, or other source you **must** put the borrowed material in single quotation marks (with double quotation marks for a quote within a quote). Quotations and their introductory clauses need to

be grammatically complete. If something is left out of the original quote then three dots should be used to show the omission. If you add words, these should be in square brackets.

eg

He lists twenty-four names of people who had 'felt hitherto strange and unfamiliar desire to have images formed by light spontaneously fix themselves' from as early as 1782 (Batchen 1990: 9).

eg

Whilst Williams (1989) suggested that 'schools in Devon are...'

A longer quotation (more than three lines) should be indented and single spaced in a separate paragraph.

eg

Terry Eagleton explicitly links Freud's psychoanalytic theories with his politics, claiming that his limitations as a political thinker were conditioned by his own historical circumstances.

When Freud turns to directly political themes, a notable coarsening of his intelligence sets in; like many a bourgeois intellectual, his ideological obtusenesses are at war with his native wit. If Freud had lived through a different, more hopeful political history, much in his theoretical doctrine would have been transformed. (Eagleton 1990: 283)

Paraphrase

If you paraphrase or summarise information or ideas from a book, article, or other source you must take great care to put the information into **your own words**, and you must, again, clearly indicate the source from which the information came.

eg

Biographies of Rossetti tend to differentiate the successive stages of his career by associating each of them with a particular woman in his life (Prettejohn 1997: 9).

eg

E. H. Carr has observed that is a construct consequent upon the questions asked by the historian (Carr 1964).

eg

In a further article (Johnson 1989a) it is argued that...

eg

In this article (Nicholls *et al.* 1990) the view is taken that...

eg

This finding has been confirmed by other researchers in the United States (Smart 1986; Billings and Brown 1990).

Secondary Citation

Sometimes you need to cite the ideas of an author that were referred to in someone else's writing, though, where possible, you should try to read the original source. You must show that you used the secondary source.

eg

Learmouth (1978 cited in Short 1984) acknowledges that it is impossible to...

List of Sources (Bibliography)

Introduction

All written work should include a list of sources at the end detailing, in alphabetical order by author, all the sources you used to research the topic. (You may divide it into sections according to the format of the resources from which you have obtained information eg Books and Journals; Films; Websites etc.).

When there are two authors, cite them both. For three or more authors cite the first author followed by *et al.*

The following guide combines the conventions used in the Harvard System and the style recommended by the Faculty of Arts.

Book

Surname and initials of author (**if editor/editors**, put ed./eds in brackets after the name)
Year of publication (in brackets)
Title of book (in italics)
Edition (omit if first edition)
Place of Publication
Publisher
Page or chapter numbers if needed

eg

LaBelle, B. and Roden, S. (eds) (1999) *Site of Sound: of Architecture and the Ear*, Los Angeles: Errant Bodies Press

Article in edited book

Surname and initials of author
Year of publication (in brackets)
Title of article (in quotation marks)
In , then surname and initials of editor/editors of book, followed by (ed.)/(eds)
Title of book (in italics)
Place of publication
Publisher
Page numbers.

eg

Jameson, F. (1983) 'Postmodernism and consumer society' in Foster, H. (ed.), *Postmodern Culture*, London: Pluto Press, 111-126.

Article in journal/newspaper

Surname and initials of author
Year of publication (in brackets)
Title of article (in quotation marks)
Title of journal (in italics)
Volume number (in bold)
Part number (in brackets)
Page number(s).

eg

Hall, K. (2001) 'An analysis of primary literary policy in England using Barthes' notion of "readerly" and "writerly" texts'. *Journal of Early Childhood Literacy*, **1**(2, August), 153-165.

Video and Film

Title (in italics)
Year of release (in brackets)
Medium
Director
Other relevant detail re writers, performers etc.
Distributor
Other relevant detail re physical characteristics eg size, length of film

eg

A Room with a View (1985) Film. Dir. James Ivory. Cinecom Intl. Films.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg

Mifune, T. actor. *Rashomon* (1950) Dir. Akira Kurosawa. Daiei.

Television / Radio Programme

Title of programme (in italics) **or, when in series**, title of programme (in quotation marks) and title of series (in italics)
Broadcast date
Other relevant detail re producer etc.
Network
Other relevant detail re physical characteristics, length of programme etc.

eg 'The First Human Clone', *Panorama* (8 February 1999) British Broadcasting Corporation,. Video, 45 minutes.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg Hitler, A. '1933: Master Race', *People's Century* (1995) British Broadcasting Corporation. Video, 55 minutes.

World Wide Web Document

Author or editor (if known)
Title of document (in quotation marks) followed by Online (in square brackets)
Location of document (full web address)
Access date (in square brackets)

eg Brown, M. 'Impressionist painting' [Online] <http://www.fisk.edu/> [27th September 1999]

Article in Electronic Journal

Author
Year of publication
Title of article (in quotation marks)
Title of journal (in italics)
Type of medium (in square brackets)
Volume, part of journal
Location of document (full web address)
Pages (if given) or other indicator of length
Available: Supplier/ Database name/ Identifier or number (if given)
Access date (in square brackets)

eg Anderson, B. (2002) 'September 11 has turned out to be a good thing for America and the world'. *The Independent* [Online], 9 September 2002.

<http://www.infoweb.newsbank.com/> Approx. 4 printed pages. Available: NewsBank Newspapers UK [12 September, 2002].

Miscellaneous

For information about citing letters, computer software, music recordings, performances, works of art, interviews, maps etc. please refer to the *MLA Handbook for Writers of Research Papers*. Please note that when using these examples the elements of the entry are suitable for Harvard, but that you need to put the date of publication in round brackets after the first element.

Use of Latin

You will encounter a variety of Latin abbreviations in references, especially if the book or article is more than twenty years old. A list of the four most common abbreviations is given below. (It is not necessary to use these when using the Harvard referencing system).

1. *ibid.* [short for ibidem] meaning "in the same book, chapter etc." and used when a reference is given to the same source as the immediately preceding reference. For clarity you should add the page number.

eg

59. Herzog, D. *Poisoning the Minds of the Lower Orders*, Princeton: Princeton University Press, 1998, p. 83.

60. *Ibid.*, p. 84

2. *loc. cit.* [short for locato citato] meaning "in the passage already quoted"

3. *op. cit.* [short for opere citato] meaning "in the work already quoted"

Both *loc. cit.* and *op. cit.* are used when the full reference has already been given in an earlier footnote, but not in the immediately preceding one. For clarity, you should add the page number of the relevant passage and also the date if the author has more than one source listed in your footnotes.

eg 67. Herzog, *op. cit.* p. 80 [or 67. Herzog, *op. cit.* (1998) p. 80]

passim [from passus meaning scattered] and used when a point is made in many places, here and there or throughout a passage, a chapter or even a whole book.

eg a reference to 'pp. 60-80' might indicate a concentrated discussion of an idea, whereas 'pp.60-80 passim' shows that the idea makes numerous, but sporadic appearances.

Anything else?

Frequently Asked Questions:

What if I want to withdraw from, or suspend, my course?

If you are considering withdrawing from the University or interrupting your studies for any reason, please consult your programme leader and seek advice if you are experiencing difficulties. Just talking to someone may be enough to put you back on track. Students choose to interrupt study or withdraw for a variety of reasons and we may be able to help.

If you decide that you don't want to continue with your studies in this academic year, it is important that you correctly withdraw or interrupt study as there are academic and financial

implications that you need to consider. For international students there will also be implications with regard to your visa.

You must complete the withdrawal or interrupt study form, which is available from the HE Office. Please note, if you wish to email this form we'll only accept it if sent from your University of Plymouth student email account as proof of signature. Do not, under any circumstances withdraw or interrupt study without completing this form.

Depending on the date you withdraw or suspend study, you may be deemed to have had an attempt at the modules you are enrolled on. Further information on the cut-off dates by which you would be considered to have an attempt are detailed on our withdrawing from a module pages (<https://www.plymouth.ac.uk/student-life/your-studies/essentialinformation/regulations/withdrawing-from-a-module>).

If you have extenuating circumstances for withdrawing or interrupting study you should complete an extenuating circumstances claim form now. A valid claim for extenuating circumstances could mean you do not lose an attempt at some or all of your modules. This is important as there is a maximum number of attempts any student can have at a module and second and third attempt marks are capped. Please refer to our extenuating circumstances policy for more information on making a claim (<https://www.plymouth.ac.uk/student-life/your-studies/essentialinformation/exams/exam-rules-and-regulations/extenuating-circumstances>).

We recommend that you discuss this with them before you make your decision as this may affect your ability to receive funding in the future.

Once your withdrawal/interruption has been formally processed, University of Plymouth will communicate this to the relevant funding body advising them of your last date of attendance as recorded on your withdraw/interrupt study form.

If you require any support with your student funding please contact UPSU:Advice.

What if I want to change my course?

You'll need to get advice from your Programme Leader, Personal Tutor if you wish to change course. You will need to complete a form and get your current Programme Leader to sign it, along with the Programme Leader of the course you wish to join. The form is available from the HE Office. It is important that you follow University procedures as you may find that your student loan is at risk if you do not. You will also be required to inform Student Finance England/Student Finance Wales/Student Finance Northern Ireland/Your Funding Body to a change in your circumstances.

Where do I get my Timetable?

Your course leader will give you the timetable at the start of the course. You can also find it on moodle

How do I submit my coursework?

Please see the section on Assessment above.

How do I raise an issue?

Please see the section above on Taking Your Learning Seriously.

How do I find out who my personal tutor is?

Your course leader will tell you who your personal tutor is.

