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

**Programme Manager**
E-mail – edgarmihas@exe-coll.ac.uk
Tel: 01392 400320

**HE Administrator**
Tel: 01392 400249
E-mail: heoffice@exe-coll.ac.uk

Please note:

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

Exeter 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:

Carmen Dix  
DSA Supervisor/Advisor  
HE Learning Support - Room G07  
Victoria House (33/36 Queen Street)  
Exeter College  
Exeter  
EX4 3SR  
Telephone: 01392 400443  
Mobile: 07879 113062  
Email: dsa@exe-coll.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 Exeter College. We hope that you will thoroughly enjoy your experience here with us and aim to support you and guide you effectively through your studies. Whilst studying here you will benefit from the excellent teaching and learning provided by the staff in the College and well as some of the fantastic resources we have available.

Welcome to FdSc Public Services delivered at Hele Building by Exeter College.

Welcome to the Foundation Degree in Public Services. Exeter College is delighted that you have chosen to study with us. We are sure you are going to have a great time here and will get a great deal from the programme.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

Several of our students achieved very high results, including several overall distinction grades. Almost every Foundation Degree student on this programme has continued to Year 3 and at least one student each year has managed to achieve a full First Class Honours Degree.

Jamie, one of the Programme’s several success stories, achieved a full First Class Honours Degree and when asked whether he would recommend undertaking a course with Plymouth University or one of its partner college institutions, and why, he gave the following reply: “Absolutely! The remarkable array of content in the subjects, coupled with the support and facilities within the aforementioned institutions will certainly develop your knowledge and interest of the chosen degree. This will hopefully help you progress towards your desired career path!”

This 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 on your class site
- Your Module Teaching, Learning and Assessment Guides available on your class site
- The University of Plymouth’s Student Handbook
  - available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook
Rev Dr Edgar D M Mihas has worked in the Health sector for over 7 years, specialising in the area of elderly care and has trained as an assessor in the sector. As a member of the UK Management Institute, he specialises in issues of management in the Public Services. He has been in the Education sector for over 25 years overall. Edgar’s academic specialisations include Education, Linguistics, Literacy, Political Science, Pan-European Studies, Management and Leadership, Equality and Diversity, and World Religions. In the voluntary sector, Edgar served as an elected President of the Torbay Theosophical Society (2014-15), as an elected Vice President of the Western Union of Unitarian and FCC (2017-19), and President of the WU of U and FCC (2019-21) and a member of several charities and voluntary organisations. Edgar is also an ordained Interfaith Minister for people of any faith or none.

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.

Rev Dr Edgar D M Mihas has worked in the Health sector for over 7 years, specialising in the area of elderly care and has trained as an assessor in the sector. As a member of the UK Management Institute, he specialises in issues of management in the Public Services. He has been in the Education sector for over 25 years overall. Edgar’s academic specialisations include Education, Linguistics, Literacy, Political Science, Pan-European Studies, Management and Leadership, Equality and Diversity, and World Religions. In the voluntary sector, Edgar served as an elected President of the Torbay Theosophical Society (2014-15), as an elected Vice President of the Western Union of Unitarian and FCC (2017-19), and President of the WU of U and FCC (2019-21) and a member of several charities and voluntary organisations. Edgar is also an ordained Interfaith Minister for people of any faith or none.

Dr Georgina Reed has worked as a Sport and Health Science practitioner for 7 years across professional sport, education and community gym sectors. She has 4 years’ experience teaching across a range of Sport, Public Services and Health and Social Care programmes across various levels and has supervised undergraduate students on work placement in the field of Sports Therapy and Strength and Conditioning for a number of academic terms. George is currently publishing her work on the effect of fatigue on injury, motor control and biomechanical characteristics of female footballers in reputable Sports Science journals, which stems her interest and expertise in research.

Gillian Legault achieved her Post Graduate Certificate in Education from Exeter University whilst lecturing at Exeter College. She has worked as a lecturer across Health and Social Care, Early Years and Public Services, implementing a variety of teaching techniques to deliver on a wide range of educational modules. Gillian gained a First-Class BS (Hons) degree from the University of Plymouth in Health and Social Care, commended for her positive and passionate approach to learning. She also possesses a wealth of sector experience in various capacities, specialising in the mentoring of young adults with additional needs, the provision of care and support to the elderly, and the facilitation of independent living. These industry roles have attained Gillian additional skills in multi-level communication and versatile teaching methods.
Darren Goff has worked as a lecturer in Sport, Leisure and Tourism, Teacher Education and Healthcare, Childcare and Public Services at Exeter College. He has a first class BSc Sports Coaching (Hons) degree from the University of Wales Institute, Cardiff. Darren gained his Certificate in Education through the University of Plymouth while lecturing at Exeter College. He has delivered on a range of Higher Education modules including Health and Wellbeing, Research Methods, Fitness Testing and Training and Biomechanics on Foundation Degree courses in Public Services and Sports linked with both the University of Plymouth and Marjon University. Darren has also helped to develop a Foundation Degree in Football Coaching and Development with Marjon University. Darren also possesses a Personal training qualification which will be essential to the delivery of learning outcome two for the Health and Wellbeing module. Darren has performed a number of roles within Healthcare, Childcare and Public Services, including Public Services Team Leader, Deputy Head of Faculty and Head of Faculty.

Olly Bycroft has been both lecturing and working within the industries of Sport and Public Services for the past 8 years. Olly graduated with a Master’s Degree in the field of Sports Strength and Conditioning from the University of Gloucestershire in 2012, since which time his research interests have surrounded the athletic development of both youth and elite athletes. Throughout his employment with South Essex College’s Higher Education department, Olly wrote and led on the BSc Strength and Conditioning programme. During this period Olly also worked as an Advanced Practitioner in Teaching and Learning, focusing on the development of newly qualified teachers and in particular, strategies to adopt and maintain a Growth Mindset within the workplace. In addition to attaining a Post-Graduate Certificate in Education in 2014, Olly is a fully accredited member of the United Kingdom Strength & Conditioning Association (UKSCA), a qualification that has helped him to create bespoke athletic training programmes for professionals within the Public Services.

<table>
<thead>
<tr>
<th>Module</th>
<th>Name</th>
<th>Office Location</th>
<th>Tel</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPS118</td>
<td>Gillian Legault</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400363</td>
<td><a href="mailto:gillianlegault02@exe-coll.ac.uk">gillianlegault02@exe-coll.ac.uk</a></td>
</tr>
<tr>
<td>FPS113</td>
<td>Dr Edgar D M Mihas</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:edgarmihas@exe-coll.ac.uk">edgarmihas@exe-coll.ac.uk</a></td>
</tr>
<tr>
<td>FPS115</td>
<td>Dr Edgar D M Mihas</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:edgarmihas@exe-coll.ac.uk">edgarmihas@exe-coll.ac.uk</a></td>
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<tr>
<td>FPS116</td>
<td>Dr Edgar D M Mihas</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:edgarmihas@exe-coll.ac.uk">edgarmihas@exe-coll.ac.uk</a></td>
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<tr>
<td>FPS114</td>
<td>Dr Edgar D M Mihas</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:edgarmihas@exe-coll.ac.uk">edgarmihas@exe-coll.ac.uk</a></td>
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<tr>
<td>FPS117</td>
<td>Gillian Legault</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400263</td>
<td><a href="mailto:gillianlegault02@exe-coll.ac.uk">gillianlegault02@exe-coll.ac.uk</a></td>
</tr>
<tr>
<td>FPS212</td>
<td>Dr Georgina Reed</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:georginareed@exe-coll.ac.uk">georginareed@exe-coll.ac.uk</a></td>
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<tr>
<td>FPS210</td>
<td>Darren Goff</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400355</td>
<td><a href="mailto:darrengoff@exe-coll.ac.uk">darrengoff@exe-coll.ac.uk</a></td>
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<tr>
<td>FPS213</td>
<td>Olly Bycroft</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400332</td>
<td><a href="mailto:ollybacroft@exe-coll.ac.uk">ollybacroft@exe-coll.ac.uk</a></td>
</tr>
<tr>
<td>FPS215</td>
<td>Dr Edgar D M Mihas</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:edgarmihas@exe-coll.ac.uk">edgarmihas@exe-coll.ac.uk</a></td>
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<tr>
<td>FPS211</td>
<td>Dr Edgar D M Mihas</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400320</td>
<td><a href="mailto:edgarmihas@exe-coll.ac.uk">edgarmihas@exe-coll.ac.uk</a></td>
</tr>
<tr>
<td>FPS214</td>
<td>Olly Bycroft</td>
<td>Hele Building Staff Room 2nd Floor</td>
<td>01392 400332</td>
<td><a href="mailto:ollybacroft@exe-coll.ac.uk">ollybacroft@exe-coll.ac.uk</a></td>
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### Staff / Student Communication

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<tr>
<th>Head of HE</th>
<th>HE Dept Coordinator</th>
<th>HE Librarian</th>
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<tr>
<td>Catherine Taylor</td>
<td>Tracey Cheetham</td>
<td>Please visit your subject specific LRC and the LRC pages on Moodle:</td>
</tr>
<tr>
<td><a href="mailto:HEOOffice@exe-coll.ac.uk">HEOOffice@exe-coll.ac.uk</a></td>
<td><a href="mailto:traceycheetham@exe-coll.ac.uk">traceycheetham@exe-coll.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>01392 400249</td>
<td></td>
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<tr>
<td><strong>HE Wellbeing/Support</strong></td>
<td><strong>HE Careers/ Employability</strong></td>
<td></td>
</tr>
<tr>
<td>Helen Baker - Counsellor – HE &amp;</td>
<td>Deborah Kearney</td>
<td></td>
</tr>
<tr>
<td>Access Works Mon &amp; Tues</td>
<td><a href="mailto:deborahkearney@exe-coll.ac.uk">deborahkearney@exe-coll.ac.uk</a></td>
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<tr>
<td><a href="mailto:studentexperience@exe-coll.ac.uk">studentexperience@exe-coll.ac.uk</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carmen Dix - Supervisor/Advisor</td>
<td>Harry Blandford</td>
<td></td>
</tr>
<tr>
<td>HE Learning Support</td>
<td><a href="mailto:harryblandford@exe-coll.ac.uk">harryblandford@exe-coll.ac.uk</a></td>
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<tr>
<td><a href="mailto:dsa@exe-coll.ac.uk">dsa@exe-coll.ac.uk</a></td>
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<td>07879 113062</td>
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Exeter College and programme staff will communicate with students in the following ways:

- College Email
- University Level Hub
- Moodle class site pages
- University Level Notice Board in the HE Study Room, Victoria House and Tower Building
- Learning Resource Centres
- Programme Notice-Boards in your Faculty
- Student newsletters
- The University Student Rep for your programme
- University of Plymouth Student Portal (see section below)
Term Dates

Term Dates 2019 - 2020

Autumn Term

Week commencing Monday 16th September Teaching
Monday 21st to Friday 25th October Half term week
Friday 20th December 2019 Term ends for students and staff

Spring Term

Monday 6th January Teaching commences
Monday 17th to Friday 21st February Half term
Friday 27th March Term ends for students and staff

Summer Term

Tuesday 14th April Teaching commences
Monday 25th May to Friday 29th May Half term week
Friday 26th June Term ends for students

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 Student Voice is one of the tools we have at our disposal in order to facilitate real, positive change in partnership with our University Level student community. We are committed to the ongoing improvement of our services, but it relies heavily on the interchange of feedback between students and staff so that we are able to focus our efforts effectively.

There are many opportunities for the student voice to be heard within an academic year. Student Reps will be invited to share their views at regular course level Programme Committee Meetings and the termly HE Student Voice meetings. Their feedback will be gathered and fed back through the community voice updates to the College’s Governors. We want you to feel like your feedback is being taken seriously and that it is being acted upon. At the second Student Voice meeting we will present a ‘You said, we did’ action plan that explains what is being done to act upon the wishes of our students. Unfortunately for operational reasons, not everything is feasible, but we will maintain a commitment to transparency on these occasions.

In addition to the formalised student voice meetings processes, we aim to offer informal feedback through an open contact policy with the Student Engagement Officer. Informal feedback made through this contact route will be logged and presented alongside the regular student voice activities.

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 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

Your Programme Manager will introduce you to the College’s VLE also known as Moodle, each programme will have its own Moodle page which you will find resources such as:

- Module guides - Teaching, Learning and Assessment
- Teaching materials
- Links to appropriate academic resources
- Links to Study Skills
- Guide to referencing

Students will have access to the college Portal via a password, this password is provided at enrolment and can be changed by logging in. If you forget your password or have problems using it, staff in the LRC (Learning Resource Centre) can help you with resetting.

All course documents and teaching material such as session presentations will be stored on Moodle, which is accessible 24 hours per day.

Module guides – will be provided at the beginning of each module and stored on Moodle. The Quality Handbook is also stored on Moodle and students will find guidance to modules and assessment here.

Each Module guide will include links to appropriate academic and other resources. Links to Study Skills and Harvard Referencing support will be available on Moodle and students will also be guided through these systems

FdSc Public Services Moodle: https://vle.exe-coll.ac.uk/vle/course/view.php?id=294
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.

If you have identified materials or resources that would be useful to other students or if you feel that the resources you can reasonably expect are not available e.g. online, library, physical materials etc., report this as soon as possible to the appropriate member of the academic or support staff. If you judge the response inadequate, contact your Programme Manager and student representative so that the issue can be addressed at the next Programme Committee Meeting.

IT Facilities & WIFI

Your Programme Manager will introduce you to these during induction.

Room Access

As well as the LRC’s University Level Students have access to several study rooms and zones. In addition, your Programme Manager will advise you on daytime and out of hours access to specialist facilities, resources and rooms.

Students as Partners – University of Plymouth

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.

Students and staff at the University of Plymouth 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 swipe 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 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 form 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 end of year examinations. 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:

- Coursework essay questions
- Coursework group reports
- Coursework case study problems
- Individual/Group presentations
- Small group assessed discussions
- Practicals and role plays
- Assessed Seminars
- Academic Posters
- Reflective Journals
- Viva Voce Presentations
- Reports
- Online assessments
- Portfolios
- Podcasts
- Research project

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.
Indicative Programme Assessment Schedule, Assessment Flowchart and Hand In Process

Assessment Flowchart

1. **Marking Stage**
   - Student submits assessment e.g. sits exam or completes assignment
   - Submissions are collated and passed to the Module Leader
     - Submissions are marked by the Module Leader. All marks are collated by Module Leader and passed to Programme Leader.

2. **Internal Moderation Stage**
   - Unconfirmed marks and assessment feedback given to students within 20 working days of deadline
   - Internal moderation samples are selected. Moderation undertaken by a second academic

3. **External Moderation Stage**
   - External Examiners undertake moderation of a selected sample

4. **Subject Assessment Panel Stage**
   - Marks submitted to Subject Assessment Panel (SAP) for consideration and approval
   - Marks approved by SAP and forwarded to Institution Award Board
   - Confirmed marks issued to students
**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](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.

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
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

For information on referencing available from the College Learning Resources Centres click here.

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

Your Module Guides will give you further information on the below:

Submission of Assessed Work

SEMMESTER 1

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<tr>
<th>Session</th>
<th>Date w/b</th>
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<th>Modules - Level 5</th>
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SEMMESTER 2

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Return of Assessment and Feedback

The University Policy is to give feedback in 20 working days but please note the College aims to return work within 15 days.

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
Progression to Further Study & How Your Marks are Calculated

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, and on the University of Plymouth course web page.

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 with 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 maybe 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

Your Programme Manager working with the college’s exam office will notify you of your exam schedule where it is required you will also be provided with advice and guidance on the conduct of examination.

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:

Complaint Procedure for University of Plymouth Students

**Stage 1**
As a student you should raise any issues or problems with your Tutor or alternative member of staff at the Partner Institution where you study. The Institution will work with you to resolve the issue. If you are not happy with the outcome of this stage, you can raise a formal complaint in writing (Stage 2) with the University using the complaints@plymouth.ac.uk email address.

**Stage 1 – Notes**
This is an informal step in the complaints process. It is envisaged that either the Tutor or an alternative Partner Institution representative will be able to resolve the issue raised by you and will meet with you to discuss the outcome.

**Stage 2**
If you wish to raise a formal complaint you need to contact the University’s Complaints Office (CO). The CO will contact the Partner with details of your complaint and will liaise with the Partner in order that they can consider the issues raised. The CO can advise the Partner as to possible solutions that could be offered to address your complaint. The Partner will then write to you to address the formal complaint and to offer a resolution.

If you are not happy with the outcome of Stage 2, you can escalate the complaint to Stage 3 with the University at complaints@plymouth.ac.uk where a Stage Three Complaint Review Panel will take place.

**Stage 2 – Notes**
The University’s CO will contact the Partner on receipt of your formal complaint and liaise with the Partner in order that they can consider your issue. The CO will also give advice to the Partner as to ways to resolve your complaint.

**Stage 3**
If you are not happy with the outcome of Stage 2, you should contact the CO. A Stage Three Complaint Review Panel will be set up to review your complaint. After the Panel has made a decision they will write to you with the outcome. If, following this, you are still not happy with the outcome, your next step would be to take your complaint to the OIA (Office of Independent Adjudicator).

**Stage 3 – Notes**
The Stage Three Complaint Review Panel is drawn from a pool of Academics, Registrars, and the Student Union. The CO will contact the partner on receipt of the student complaint. The partner will then have the opportunity to comment, or to provide a written submission in response to the complaint. The Panel will review all the facts and make a decision regarding the complaint. The CO will write to you with the outcome of the panel’s decision and notify the Partner of the Panel’s decision.
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
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 Teaching, Learning and Assessment 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.
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**

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 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. The contact details for the College’s HE Counsellor can be found here.

University of Plymouth has also developed a set of e-resources to help support student’s 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

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

Distinctive Features of your programme

Small class sizes mean that you will benefit greatly from strong tutor support and will have a wealth of opportunities to work collaboratively in order to stimulate peer learning and support. You will be provided with opportunities to discuss topics in detail and will be challenged to think critically and share ideas. The Public Services Team have strong links with local employers from a variety of vocational settings which can be of great value when selecting a vocational placement. It is important to think carefully about your potential placement and chose a setting that can maximise your career development and opportunities. You will have opportunities to work closely with peers, explore a variety of subjects linked to current issues, reflect on your personal and professional development and have continuous encouragement to help you to reach your potential. This is a challenging course and an active approach to learning is integral to your own individual success. You will receive support from your course tutor and module leaders through individual tutorial sessions and formative feedback sessions. Some modules also provide an opportunity for support from specialist speakers where you will have the opportunity to ask questions relating to particular areas of interest. You will be assessed through a variety of assessment methods which may include practical demonstrations, essays, seminars, case studies, reports, academic poster presentations and reflective journals and logs.

Distinctive generic features of the FdSc:

- Work-based learning opportunities and employers contributing to these
- Vocationally relevant modules taught
- Develop analytical and critical thinking skills
- Increase career opportunities and earning potential.
Programme Structure for (FdSc Public Services)

### Level 4 (Year 1)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>No. of Credits</th>
<th>Core / Optional</th>
<th>Term/ Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPS117</td>
<td>Personal and Professional Development</td>
<td>20</td>
<td>core</td>
<td>Semester 1</td>
</tr>
<tr>
<td>FPS118</td>
<td>Introduction to Social Policy</td>
<td>20</td>
<td>core</td>
<td>Semester 2</td>
</tr>
<tr>
<td>FPS113</td>
<td>The English Legal Systems</td>
<td>20</td>
<td>core</td>
<td>Term 1</td>
</tr>
<tr>
<td>FPS114</td>
<td>Diversity: Values and Rights</td>
<td>20</td>
<td>core</td>
<td>Semesters 1&amp;2</td>
</tr>
<tr>
<td>FPS115</td>
<td>Political Economy: Governance and Policy</td>
<td>20</td>
<td>core</td>
<td>Term 2</td>
</tr>
<tr>
<td>FPS116</td>
<td>Organisational Behaviour</td>
<td>20</td>
<td>core</td>
<td>Term 3</td>
</tr>
</tbody>
</table>

### Level 5 (Year 2)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>No. of Credits</th>
<th>Core / Optional</th>
<th>Term/ Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPS210</td>
<td>Health and Well-being</td>
<td>20</td>
<td>core</td>
<td>Semesters 1&amp;2</td>
</tr>
<tr>
<td>FPS211</td>
<td>Public Sector Performance Management</td>
<td>20</td>
<td>core</td>
<td>Semester 2</td>
</tr>
<tr>
<td>FPS212</td>
<td>Research Project</td>
<td>20</td>
<td>core</td>
<td>Semesters 1&amp;2</td>
</tr>
<tr>
<td>FPS213</td>
<td>Communication and Customer Care</td>
<td>20</td>
<td>core</td>
<td>Semester 1</td>
</tr>
<tr>
<td>FPS214</td>
<td>Understanding Deviancy, Crime and Its Effects</td>
<td>20</td>
<td>core</td>
<td>Semester 2</td>
</tr>
<tr>
<td>FPS215</td>
<td>Contemporary Issues</td>
<td>20</td>
<td>core</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### Part Time Structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPS117</td>
<td>FPS115</td>
<td>FPS212</td>
</tr>
<tr>
<td>FPS113</td>
<td>FPS116</td>
<td>FPS213</td>
</tr>
<tr>
<td>FPS114</td>
<td>FPS210</td>
<td>FPS215</td>
</tr>
<tr>
<td>FPS118</td>
<td>FPS214</td>
<td>FPS211</td>
</tr>
</tbody>
</table>

You can access module textbooks and electronic journals from our learning centre, the online library and through Plymouth Library.
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](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: heoffice@exe-coll.ac.uk
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 College also has an online career centre accessible through the College Moodle and runs events and activities throughout the year to help you develop your employability and enterprise skills.

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:

The college holds its own graduation ceremony in October every year to which you will be invited subject to the successful completion of your study. For further information visit the relevant section on the college’s website, you will also be able to book caps and gowns and photography via the website.
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 the College’s International team: international@exe-coll.ac.uk

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
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 e.g. (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.

*e.g.*
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).

*e.g.*
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.

*e.g.*
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.

*e.g.*
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).

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

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

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

*e.g.*
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.
e.g.
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 e.g. 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

e.g.

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.

e.g.

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).

**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 e.g. size, length of film

**e.g.**

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

**e.g.**

**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.

**e.g.** ‘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.


**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)

**e.g.** 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)


**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.
   e.g.
   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.
   *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.

   e.g. 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.
Further Information

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 Manager 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 your Programme manager. Your Programme Manager will then submit this to the colleges MIS/register which in turn will notify the University of Plymouth.

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, which you will need to get from Harry Blandford harrybland@exe-coll.ac.uk. 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 Manager, if you wish to change course. You will need to complete a form and get your current Programme Manager to sign it, along with the Programme Manager of the course you wish to join. The form is available from the Programme Manager. 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.