



Dysgu Gydol Oes
Lifelong Learning



Handbook for Part-Time Students

Contents

1. Who's who in LLL.
2. Welcome.
3. How to enrol for a course.
4. Help with finances - concessions, fee waivers and 'early bird' discounts.
5. Teaching, learning and assessment.
6. Taking your learning further – our Cert. H.E. and Dip. H.E. qualifications.
7. Your learning and the National Qualifications Framework.
8. Our commitment to you.
9. Your commitment to us.
10. Information Services – libraries, e-learning and ICT facilities.
11. Return to learning and student support.
12. A guide to written assignments.
13. A guide to academic referencing.
14. Making a poster presentation.
15. Let us know what you think.

Appendices

Appendix 1 – Quality Assurance Mission Statement.

Appendix 2 - LLL Rules and Regulations.

Appendix 3 - Late Submissions Policy.

Appendix 4 - Vulnerable Persons' Policy.

Appendix 5 - Students aged 16 or under.

Appendix 6 – Appeals and Complaints Procedures.

Appendix 7 - Reference requests for LLL students

Who's who in LLL

In most cases, your first point of contact would be your course tutor. Other staff, based in our Aberystwyth office, are also happy to help with any enquiries you may have.

For academic enquiries, you may wish to contact the relevant subject coordinator.

Alison Pierse	Art and Design Coordinator	chp@aber.ac.uk	2742
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Welcome

A very warm welcome to Aberystwyth University and Lifelong Learning! We are proud to provide community-based courses at higher education level, open to all adults, regardless of age or background. This handbook contains information on learning with us, as well as details of some useful student resources and services within LLL and across Aberystwyth University. If you have any questions, your course tutor or subject coordinator would be able to help. You are also welcome to contact our administrative staff at LLL. (Please see our *Who's Who* on page 3.)

Our Lifelong Learning Programme

While many of our lifelong learning courses are held at Aberystwyth University, we also run a dynamic programme of community-based courses right across mid, west and north Wales. With subject areas which range from creative writing to ecology, languages to art and design, genealogy to psychology, you are likely to find a course just right for you!

Our students

Getting to know your fellow learners is one of the many pleasures of lifelong learning. Our students are a diverse group of people of all ages, backgrounds and a wide variety of life experiences. You are more than welcome to join them – the only requirement is that you come with an open mind and a willingness to learn.

Returning to learning?

Are you considering returning to learning? Great! No matter how long it is since you were last in the classroom, our courses are designed to help you reach your full potential. Our sessions are friendly and engaging events, where students learn by doing and reflecting. So if you are thinking of returning to learning, but are not sure where to begin, we can help. You may wish to browse our website <https://www.aber.ac.uk/en/lifelong-learning/> If you wish to find out more about a particular course or subject area, you can get in touch with the relevant subject coordinator to find out more (please see our *Who's Who* on page 3).

Assessment

Our assessment is designed with adult learners in mind – and we do not do exams! The type of assessment you will be asked to complete would depend on your particular course(s), but could involve, for example, a research project, a portfolio of work, a reflective journal, or a presentation. Whatever assessment you complete, it would be designed to strengthen your independent study and to make the most of your valuable life experience and transferable skills. You would also receive constructive feedback and advice from your tutor, designed to help you get the most from the project.

Taking your learning further

You can take your learning further by following one of our **Cert. H.E.** or **Dip. H.E.** study schemes. Here, you have the opportunity to study and gain credits module-by-module, at a pace and time to suit your, at no cost beyond the usual course fees.

Courses for existing groups

Subject to suitable venues and equipment, we may even be able to customise existing courses for particular groups, locations or workplaces (minimum of eight students required).

3. How to enrol for a course

You can enrol on any individual module using the standard enrolment form. This can be found inside our brochure, from LLL or you can download it from our website <https://www.aber.ac.uk/en/lifelong-learning/general-info/standalone/>

To secure your place on the course(s) of your choice, you need to complete the (green) enrolment form and return it with your fee, either by post or in person to our main reception in Penbryn 5 (please see address on page 3). Fees can be paid in cash, by cheque (payable to Aberystwyth University), by credit card, or with our lifelong learning gift vouchers.

Many of our courses have limited places allocated on a first-come-first-served basis. **To ensure you place, prior enrolment is essential.** In some cases it is necessary to enrol up to two weeks in advance of the course start date, so that the tutor can order the necessary materials.

Your place on a course can only be guaranteed once we have received your completed enrolment form and fee. If a minimum number of enrolments is not reached by one week before the course start date, LLL reserves the right to cancel. In the event of a prior cancellation, students will be notified as soon as possible.

4. Help with finances - concessions, Fee Waivers and 'early bird' discounts

We don't want finances to be a barrier to learning. For this reason, we offer concessionary fees and 'Early Bird' discounts. Providing certain conditions are met, learners may also apply to study free of charge under our fee waiver scheme.

'Early bird' discounts

If you enrol some time in advance of the course*, you can receive a discount of £10 or more on course fees. The discount you can claim on any particular course is shown along with details of fees at the top of the course description.

Concessionary rates

If you are receiving certain state benefits, or if you are a full-time student on another course, you may be entitled to a reduction on your fees. If you are experiencing difficulties in paying fees, due to a specific issue, may also apply for help from the Student Hardship Fund or the Disabled Students' Allowance. Further information can be found on <http://www.aber.ac.uk/studentfinance/>.

The fee waiver scheme

If you are in receipt of certain benefits, or on a low income, and do not already have a degree, you may be eligible to study for free under the Part-Time Undergraduate Fee Waiver scheme. This scheme is discretionary and recipients would be required to sign a document agreeing to complete and submit all course assignments. Fee Waivers cover the cost of the course, but do not cover the cost of any course materials, which learners must cover themselves.

As a fee waiver application can take up to a month to be processed, it should be obtained before the start of the module(s). Fee waivers apply to all courses taken during the academic year in which you apply. Further applications should be submitted for subsequent years of study. **Should a fee waiver student fail to complete the assignments or fail to attend a course without notifying us beforehand, we reserve the right to charge for the course in full.**

** 'Early bird' deadlines are set for each term. Please check our brochure or contact LLL for details.*

5. Teaching, learning and assessment

We use a variety of dynamic teaching and learning methods, depending on the nature of the course and topic(s) covered. Whatever the method(s) used, all our courses are designed to meet the needs and address the various learning styles of adult learners. As with all learning, each course is a collaborative process, where students are required to take responsibility for their own learning. For this reason, you would be expected to complete course assignments and where needed, take responsibility for asking for any help when needed (e.g. asking the tutor to clarify a point, seeking help with study skills etc.) The teaching and learning activities we use include:

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

Assessment and Credits

You course credits

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

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

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

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

Assessment

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

what two of our students had to say about it:

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

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

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

The assessment criteria

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

Moderation

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

External examiners

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

Accreditation of Prior Learning (APL)

If you have studied at another Higher Education institution, it may be possible to transfer some of the credits towards one of our schemes. This is known as Accreditation of Prior Learning (APL). Circumstances vary so, in the first instance, you should discuss this with the relevant Subject Coordinator.

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

A written project can be a particularly effective to test and consolidate your knowledge and to clarify and develop your thoughts and ideas. Such assignments can take various forms – essays, diaries, reports, portfolios etc. Your tutors are aware that writing comes more easily to some people than to others, and will allow you time to develop your writing skills. ***For more information, please see ‘Approaching written assignments’ in this handbook.***

Posters as assessment

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

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

Assessment criteria are likely to focus on features such as:

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

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

Remember: Follow the guidelines given by your lecturer. ***For more information, please see ‘Making a poster presentation’ in this handbook.***

Oral assessment

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

Assessment in Welsh

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

Special needs for examinations and other forms of assessment

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

6. Taking Your Learning Further - Certificates and Diplomas

If you wish to study for a nationally recognised qualification, there are opportunities for you to register for a Cert H.E. or Dip. H.E. in your chosen subject area. By registering for a Certificate or Diploma, you would also be signing up for a clear learning pathway. There may also be opportunities for progression to study for a degree by full or part time study. Beyond the usual course fees, there are no registration fees for any of our Study Schemes. You simply pay the fee for each module as and when you enrol, as usual.

We offer the following study schemes;

Cert HE Art and Design
Cert HE Creative Writing
Cert HE Field Ecology
Cert HE Genealogical Studies
Cert HE Modern Languages*

Dip. HE Field Ecology

To register for one of these schemes, all you need to do is complete the Study Scheme Registration Form, available in our 'Learn for Life' brochure, or as a download from <https://www.aber.ac.uk/en/lifelong-learning/general-info/che/>

****All students who enrol on a Modern Languages course will automatically be registered for the Certificate in Higher Education: Modern Languages.***

7. Your learning and the National Qualifications Framework

All our accredited courses are awarded a National Qualifications Framework (NQF) level, endorsed by the Qualifications, Curriculum and Assessment Authority for Wales. This framework aims to help you make informed decisions about the qualifications you would like to gain. The table below will help you gauge the level(s) of our courses. For example, those courses at Level 4 (i.e. Higher Education Level 1) are set at an equivalent level to the first year of a three-year degree.

NQF Level

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

You don't have to have studied at Levels 1-3 to take one of our Level 4 courses (i.e. H.E. Level 1). However, if you haven't studied for a while, we recommend that you follow our study support programme as you begin your first course.

The table above shows some common examples of qualifications at the different levels. You might have taken other accredited courses. If you want to check the level of other courses you can look at the National Database of Accredited Qualifications at www.qca.org.uk/openquals

8. Our commitment to you

Our course tutors are committed to:

- Outline the overarching aims and learning outcomes of the course.
- Provide students with copies of assessment criteria and marking scheme at the point of introducing the course.
- Direct the student to appropriate key texts, resource materials and research developments (where appropriate) in the proposed field of study.
- Use feedback from interim and final evaluation forms for course enhancement
- Emphasise the role and importance of assessment in supporting learning and achieving of learning outcomes
- Formalise an action plan with the student, clearly setting out agreed targets and completion dates.
- Provide students with detailed written feedback which indicates how assessment criteria have been addressed and marks awarded.
- Support and enhance students' learning by providing constructive written feedback with clear targets for improvement.
- Ensure fair and consistent marking of students' work.
- Guide the student throughout the period of study.
- Consider and comment upon the draft versions of submitted work and give guidance to the student as necessary.
- Work with students to ensure that each piece of work is completed and submitted within the set time limit.
- Report to the course/scheme coordinator and programme director any problems that may prevent the student completing his/her work on time.

9. Your commitment to us

We aim to provide you with an environment in which learning can be as enjoyable as possible. We have a commitment to provide this through committed teaching which facilitates two-way participation, by respecting your wishes as far as they are consistent with the aims of the course, the needs of fellow-learners and the responsibilities of the institution.

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

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

Studying

We would strongly advise that you make every effort to keep up with your studies, as falling behind in background reading and workshops will lead to unnecessary pressure.

Advice from tutors on the best methods of studying will form part of your course. Please take full advantage of this help. The establishment of regular study time in a suitable place is important to your course. Following any of our courses requires a degree of motivation and self-directed learning.

Attendance

It is expected that you will attend all sessions, although we understand that this is not always possible. The work done in workshops and lectures invariably covers the groundwork for the assignments. By missing them you not only risk being marked down but could also miss some vital information. If you do miss any classes, please discuss them with your tutor and ensure that you catch up on all the handouts and/or assignments.

Team work can be an important component of some of the modules, so the absence of a team member can cause problems. If there is a good reason, (e.g. illness, lack of transport), allowances can be made. However, by enrolling for your course, you have made a commitment to attend and should make every effort to avoid absences without good reason.

Distance learning, blended learning and intensive learning

We want to offer students as many options as possible to study at a time or place to suit them. For this reason we are provided a growing range of courses which involve distance learning (remote learning with tutor support, usually using e-technology), blended learning (a mixture of face-to-face and distance learning) as well as a range of short, intensive courses, which can be taken on a residential or non-residential basis. These courses are proving to be particularly popular for a variety of reasons. They can be suitable for students who live some distance away from one of our study centres, whose commitments make a weekly course difficult to attend, or for those who simply enjoy the experience of getting away from the routine for a few days to immerse themselves in learning.

10. Information services for lifelong learning students

IS SERVICES FOR LIFELONG LEARNING STUDENTS

Information Services provides staff and students with effective and prompt access to information, resources and IT facilities. Our networked access means that we are able to reach out to all our users, both on and off campus.

However, we recognise that it is not easy for all our Lifelong Learning students to benefit from Library and computing facilities, but we do urge you to make use of our resources to get the most out of your studies.

Full details of services and facilities provided by Information Services are given on our web pages at <http://www.aber.ac.uk/en/is/>. The webpage for Lifelong Learning students will be useful: <http://www.aber.ac.uk/en/is/help/sell/>. The following points may be of particular interest.

ACCESS TO LIBRARY AND COMPUTING FACILITIES

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

Activate your account

To access email, electronic resources, computing facilities and to get an Aber Card to use the Libraries you will need to **activate your account** first.

You will be able to activate your University email account shortly before your course begins via www.inf.aber.ac.uk/advisory/faq/14/. You will need your student number which can be obtained from the [Lifelong Learning General Office](#).

However if you did not provide your date of birth on your enrolment form you will not be able to activate online and will need to visit our [Customer Services Desk](#), bringing with you some form of photo ID, so we can help you to activate your account.

Once you have activated your account it would be very useful if you could provide [some security information](#) so that we will be able to confirm your identity should you need help remotely.

Your email account gives you access to:

- University email
- computers in libraries and computer rooms all over campus
- electronic information sources e.g. ebooks, ejournals
- networked filestore to backup your work
- your library account to check your loans information

Get an Aber Card

Your Aber card gives you access to:

- [library borrowing including self-issue machines](#)
- [printing and photocopying](#)

You can apply for your card online [by uploading a digital photo to your student record](#). Full details of what your Aber Card is used for and how to apply for one can be found on the [Aber Card webpage](#) (<http://www.aber.ac.uk/en/is/access/card/>).

LIBRARY FACILITIES FOR LIFELONG LEARNING

Electronic resources

The most important resource available to you, both on and off campus, is Primo the library catalogue: <http://primo.aber.ac.uk>. After signing in to Primo you can renew items that you have on loan (providing they are not required by another user), reserve items out on loan to others, check the availability of books before travelling to Aberystwyth, and see your library record.

Information Services subscribes to a wide range of information sources including e-journals and e-books which are also available off-campus. These are available via Primo:

<http://primo.aber.ac.uk>: for details of the resources available see the **E-journals A-Z** list on the Primo home page (after you've signed in to Primo).

Instructions for accessing these resources off-campus can be found in our [Accessing e-resources off-campus FAQ](#): <http://www.inf.aber.ac.uk/advisory/faq/163/>

Printed materials

You can check **reading lists** in the Aspire reading list tab in your modules in [Blackboard](#) or via <http://aspire.aber.ac.uk> You can also check the library catalogue, Primo, at: <http://primo.aber.ac.uk>

Loans

After registering with Information Services, your Aber Card will allow you to borrow up to 10 Standard Loan books in total from the AU libraries. The normal loan period for Standard Loan books is four weeks, although books may be recalled early if required by another reader.

Opening hours

The Hugh Owen Library is **open 24 hours** from Monday to Friday, until 6pm on Saturday and 10am to 6pm on Sundays during term time. The library is open from 8.30am to 17.30 during the vacations. Further information on our libraries is available here:

<http://www.aber.ac.uk/en/is/library/>

Specific resources for Lifelong Learning students

For detailed information on printed and electronic sources in your subject area see the Education and Lifelong Learning subject pages: <http://www.aber.ac.uk/en/is/subject/ell/>

The main collection of **printed material** for Lifelong Learning is found on Level F in the Hugh Owen Library, and for some subjects on level E. It will be useful to look at Key Guides for other subjects in order to gain a full idea of what is available to you.

Key classmark areas for textbooks in the study topics offered:

Art & Design:

N for Fine Art;

ND for Painting; NK for Decorative Arts

Humanities: D History; P Languages; PG + Literature

Information Technology: Mostly held in Physical Sciences Library

Local Studies: Celtic Collection on Level F, also in Thomas Parry

Modern Languages: PC –PG

Photography: TR Level E

Science & Environment: Q Level E

Welsh Medium Studies: Celt PB 2101—2499

Media Services

Your Aber Card is also a printing and photocopying card and there are printer/copiers available in all the libraries at Aberystwyth. The photocopying service is especially valuable for copying a limited number of pages from books or journals that may not be borrowed from the libraries.

For Media Services see <http://www.aber.ac.uk/en/is/media/>

OTHER SERVICES

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

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

Also, some public libraries offer an Inter Library Loan service that may be of use to you.

National Library of Wales

This is a wonderful resource, situated in Aberystwyth, but you must obtain a card to gain access. For further details see <http://www.llgc.org.uk/> or contact the National Library directly on (01970) 623816. Access to the library is free.

Blackboard

Here, your tutors can post messages, set up discussion boards, make available reading lists, handouts and presentations, provide links to useful websites and set multiple choice tests. All distance and flexible learning modules will include at least some use of this system, but increasingly it is being used to provide additional support in our more traditional modules. To use Blackboard, you need to be registered on the university computer system. You can log into the system from any computer with Internet access: <http://blackboard.aber.ac.uk>

CONTACT US

Your **Subject Librarian** for Lifelong Learning is:

Sarah Gwenlan

Email: ssg@aber.ac.uk

Telephone: 01970 621870

Web: <http://www.aber.ac.uk/en/is/subject/ell/>

Contact Information Services:

Email: is@aber.ac.uk

Telephone: 01970 622400

Web: <http://www.aber.ac.uk/en/is/index.html>

11. Return to learning and student support

If you are returning to learning after a break, for whatever reason, you may wonder about what your studies may involve. If so, don't worry – there's a great deal of information and support available. Aberystwyth University's student support team can help with the following:

- Organising your studies.
- Study tips for reading and note-taking.
- Tackling assignments (e.g. essays and reports.)
- Assessing your strengths and areas for development.
- Making the best use of the library and online information.
- Accessing careers advice.
- Wider issues – e.g. welfare and disability support.

The Students' Union

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

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

What if I Have a Disability?

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

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

To enable us properly to understand individual needs, and to allow sufficient time to identify and implement reasonable adjustments, we invite applicants with disabilities to contact LLL Admin office in advance of your enrolment and class start date on learning@aber.ac.uk or [01970621580](tel:01970621580). This will ensure that any course you have chosen will be suitable and that reasonable adjustments are in place before enrolment.*

Details of Student Support Services can be found on <http://www.aber.ac.uk/en/student-support/>

** In some cases, the university may need to carry out a Study Needs Assessment, to assess any reasonable adjustments which might be needed. The disability coordinator can advise if this would be necessary and provide details of the process.*

12. A guide to written assignments

Sometimes, writing an assignment can seem like a daunting task – especially during the earliest stages, when we can experience that ‘I don’t know where to begin’ feeling. Many students find it helpful to begin by careful planning (rather than to launch straight into writing). They might also break the task down into separate, short sections. Once you start following a plan, and break down your work into manageable chunks, you will be surprised at how stress-free and even enjoyable a written assignment can be!

Beginning

A good way to begin is to ask yourself if you are clear about what the tutor is looking for in setting the title. **If you not clear of what is expected, always check with the tutor.** Make sure you have read widely around the subject before attempting the essay. Do not just absorb your reading, think critically about it. You may not always agree with the viewpoint of the authors; if this is the case, you should think hard about *how* and *why* you disagree. Tutors will be looking for the way in which you interpret and develop what you have read.

Don’t put off writing for too long. You can always go back and improve your work following the first draft. In fact, writing *is* redrafting – very few of us can produce a finished piece of writing in one draft!

Planning

Before you start your assignment, make a plan in which you lay out your work in a logical, sequential fashion. Think about the framework before you start the final version, such as by noting headings for each paragraph or section. It may also be helpful to show your plan to your tutor before you start writing.

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

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

Presenting assignments and other written work

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

If you need to develop ICT skills, you may wish to consider enrolling on our course ‘IT Skills to Help you Learn.’

Reviewing your work

After you have finished your assignment, it would be a good idea to read through in order to identify and correct any final revisions needed. It might be helpful to read through (and amend) three times as follows:

- **First read-through:** To check the clarity of each sentence, paragraph and the clarity of the work as a whole. Is it clear and readable? Is there a logical progression from the introduction to conclusion?
- **Second read-through:** When you have checked for clarity, read through once again to identify any 'typos' misspellings, punctuation errors etc. references or punctuation.
- **Third read-through:** Now check the references. Are they accurate? Is every reference listed? Are they clear and consistent?

The final proof

When you have finished your read-through, we would recommend that you print a copy of your work and proof read it for any errors or inconsistencies you may have overlooked. At this stage, it is also a good idea to ask another person (e.g. a friend or a partner) to read your work. Another 'pair of eyes' can be extremely useful for spotting errors, or points for clarification, which the author might not have identified.

13. A guide to academic referencing

This guide will:

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

Why bother to reference your work?

Put at its simplest to avoid being accused of plagiarism

What is referencing?

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

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

- **paraphrase** (use someone else's ideas in your own words)
- **summarise** (use a brief account of someone else's ideas)
- **quote** (use someone else's exact words)
- **copy** (use someone else's figures, tables or structure)
- **Acknowledging sources**
- It is very important to acknowledge the sources which you use in your writing. Using the ideas or words of another person without acknowledgement is **plagiarism** which could result in disciplinary action under the terms of our Unfair Practice Procedure. Plagiarism can occur unintentionally through borrowing the work of other students, or by being careless in your note-taking when reading a book, or through reproducing *verbatim* the content of a lecture. All quotations or references to other people's work must be clearly marked and attributed. If you are unsure about how to do this then ask your tutor.
- **Plagiarism** is the act of using someone else's work with an intent to deceive. In academic contexts, the point of the deception is normally to obtain higher marks than you think you would get for your own unaided efforts. There are several ways of going about this. You might decorate your written work with some choice expressions from some other source(s), without making it clear that you have done this. You might take substantial chunks. You might copy from notes or essays written by fellow students or even taken from the Internet. In more extreme cases, students might actually submit work to which they have contributed nothing at all, something that is entirely the work of another mind.
- Sometimes the motives [for plagiarism] can be very complex. Whatever they are, plagiarism is intellectual dishonesty.
- The following advice and information on referencing and plagiarism has been taken from guides, statements and handbooks provided by several Higher Education institutions, namely Aberystwyth University, Bournemouth University and University of Leeds. Permission has been sought for their use. We hope it covers anything you might encounter.

Why should you reference?

Apart from the fact that plagiarism is a serious offence, references enhance your writing and assist your reader by:

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

What is the Harvard System of referencing?

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

There are two parts to referencing using the Harvard System:

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

Definition of cite, citing, citation: To quote, name, refer to.

The Harvard System (Author Date Method)

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

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

Citation in the text

- **Quotations** – as a general rule in the University, if the quote is less than a line it may be included in the body of the text in quotation marks. Longer quotations are indented and single-spaced, quotation marks are not required. For citations of particular parts of the document the page numbers etc. **should** be given after the year in parentheses.
- **Summaries or paraphrases** – give the citation where it occurs naturally or at the end of the relevant piece of writing.
- **Diagrams, illustrations** – should be referenced as though they were a quotation if they have been taken from a published work.
- If details of **particular parts of a document** are required, eg page numbers, they should be given after the year within the parentheses.
- **Rules for citation in text for printed documents also apply to electronic documents except where pagination is absent.** If an electronic document does not include pagination or an equivalent internal referencing system, the extent of the item may be indicated in terms such as the total number of lines, screens, etc., eg "[35 lines]" or "[approx. 12 screens]".

Examples

i) If the authors name occurs naturally in the sentence, the year is given in parentheses:- eg

In a popular study Harvey (1992) argued that we have to teach good practices... eg As Harvey (1992, p.21) said, "good practices must be taught" and so we...

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

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

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

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

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

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

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

eg Office costs amount to 20% of total costs in most business (Wilson et al. 1997) (A full listing of names should appear in the bibliography.)

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

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

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

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

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

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

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

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

eg Software development has been given as the cornerstone in this industry (Bantz 1995). See Section 2 below for an explanation of how to list contributions (chapters in books, articles in journals, papers in conference proceeding) in the bibliography.

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

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

eg "Advertising will always play on peoples desires", Richard Hammond said in a recent article

(Marshall 1999, p.67).

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

Personal communications

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

They do not provide recoverable data and so are not included in the reference list. Cite personal communications in the text only. Give initials as well as the surname of the communicator and provide as exact a date as possible.

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

References at the end of a piece of work

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

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

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

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

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

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

References at the end of a piece of work).

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

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

Examples -

Reference to a book

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

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

Reference to a contribution in a book

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

eg Bantz, C.R., (1995). *Social dimensions of software development*. In:

Anderson, J.A., ed. Annual review of software management and development. Newbury Park, CA: Sage, 502-510.

Reference to an article in a journal

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

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

Reference to a newspaper article

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

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

Reference to a map

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

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

Reference to a conference paper

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

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

Reference to a report from a corporate author

(e.g. a government department or other organisation).

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

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

Reference to a thesis

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

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

Reference to a patent

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

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

Reference to a translation

Author's Surname, INITIALS., Year. Title. Translated from given language by

Translator. Place of publication: Publisher (Originally published in given year).
 eg Kotler, P. 2003. Les clés du marketing. Translated from English by Marie-France Pavillet. Paris: Village Mondial (Originally published in 2003).

Reference to a video, film or broadcast

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

eg Macbeth, 1948. Film. Directed by Orson Welles. USA: Republic Pictures. eg Birds in the garden, 1998. Video. London: Harper Videos.

Programmes and series: the number and title of the episode should normally be given, as well as the series title, the transmitting organisation and channel, the full date and time of transmission.

eg Yes, Prime Minister, Episode 1, The Ministerial broadcast, 1986. TV, BBC2. 1986 Jan 16. eg News at ten, 2001. Jan 27. 2200 hrs.

Contributions: individual items within a programme should be cited as contributors. eg Blair, Tony, 1997. Interview. In: Six o' clock news. TV, BBC1. 1997 Feb 29. 1823 hrs.

Electronic material – Following the Harvard System

The recommendations here follow best practice in referencing electronic resources.

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

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

Reference to a book located in a database

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

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

Reference to a journal article located in a database

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

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

Reference to web pages and e-books

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

eg National Centre for Social Research, (2006) . Qualitative research. London: National Centre for Social Research. Available from: http://www.natcen.ac.uk/natcen/pages/hw_qualitative.htm [Accessed 14 August 2006].

Reference to e-journals

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

eg Korb, K.B., (1995). 'Persons and things: book review of Bringsjord on Robot-Consciousness'.

Psycoloquy, 6 (15). Available from:

<http://psycprints.ecs.soton.ac.uk/archive/00000462/> [Accessed 20 May 2004].

Reference to a conference paper from the Internet

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

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

Reference to a blog

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

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

Reference to JISCmail/listserv e-mail lists

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

eg Brack, E.V., 2 May 2004. Re: Computing short courses. Lis-link. Available from:

jiscmail@jiscmail.ac.uk

[Accessed 17 Jun 2004].

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

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

Reference to personal electronic communications (e-mail)

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

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

Reference to CD-ROMs and DVDs

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

Authors Surname, INITIALS., Year. Title [type of medium, eg CD-ROM]. (Edition). Place of publication: Publisher (if ascertainable). Available from:

Supplier/Database identifier or number (optional) [Accessed Date] (optional).
 eg Hawking, S.W., 1994. A brief history of time: an interactive adventure. [CD-ROM].
 London: Crunch

Reference to photographs/images on the Internet

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

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

Reference to a computer program

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

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

Further Reading/Website

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

University College of London - Citing electronic sources

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

14. Making a poster presentation

What is an academic poster?

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

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

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

What is good poster design?

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

How do I plan an academic poster?

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

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

Planning content

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

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

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

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

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

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

1. Reporting on research

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

1. Title

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

2. Reporting on a solution to a problem

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

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

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

Key steps in poster planning

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

How do I design a poster?

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

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

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

Visual impact

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

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

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

Layout

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

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

Use of text

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

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

Use of graphics

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

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

15. Let us know what you think

We welcome your feedback

As we want our students to get the best possible learning experience on our courses, we really value student feedback and the responses we receive are a great help in helping us to respond to students' needs and in planning future provision. Here are some ways you can let us know about your personal experiences of our courses and study schemes.

Interim course feedback

Around week 3 or 4 of our longer courses, you should receive an interim feedback form from your tutor. Completing this will help your tutor know how you are finding the course to date. You are not required to sign the form, unless you wish the tutor to respond directly to any comments. This early-stage feedback provides the tutor with an opportunity to learn how students are experiencing the course to date and to address any issues raised.

End of course feedback

When you have completed a course, you will be asked to complete a (pink) end of course feedback form. If you haven't received one from your tutor you can request it from reception.

Student - Staff Consultative Committee

Student feedback can also be taken to the Student-Staff Consultative Committee. Topics discussed at this forum can include the content and organisation of academic programmes, timetabling, resources, communications, social events and any other issues raised by lifelong learning students. Although the committee does not have formal policy-making powers, its advisory role is taken seriously by SELL and student participation is encouraged. The committee also has a social role and can propose and organise social events. Details of committee members can be found on <http://www.aber.ac.uk/en/lifelong-learning/staff-student/>

If you have an issue you wish to raise with the committee, or if you would like to find out more about becoming a member, please contact learning@aber.ac.uk Individual student or staff members can also be contacted via the web page above.

For details of our complaints procedure, please see Appendix 4.

Appendix 2: SELL Rules and Regulations

Change of Address

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

Attendance

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

Submission of Work

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

If you submit work late you could lose marks unless you have had the permission of the subject Coordinator to do so. If posting assessed work to your tutor, you are strongly advised to send by registered mail.

Other Information

Insurance

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

Smoking

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

http://www.aber.ac.uk/safety-environment/docs/public/uwa_policy_on_smoking_bilingual.pdf

Car parking

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

http://www.aber.ac.uk/estates/tp_regs.php

Fire

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

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

Further information about fire safety within university buildings can be found at:
<http://www.aber.ac.uk/en/hse/emergency/>

A full copy of Aberystwyth University's policies and protocols are found at:
<http://www.aber.ac.uk/en/hr/pandp/>

“Our primary mission as Lifelong Learning is to provide students with learning opportunities of the highest academic and professional standard within a positive and supportive environment. In teaching LLL is committed to serving the educational, cultural, linguistic and social needs of Wales and attaches great importance to contributing to the community in which it is based. In doing so, we value highly collaboration with independent providers in the community, partnership schools, unitary authorities and other local and national educational institutions, as well as our other contacts in the UK, Europe and the wider world.”

Appendix 3: Late Submissions Policy

In certain circumstances, at the Coordinator's discretion, we may allow an extension of one calendar month, without penalty, following the deadline for submissions. This would be on the condition that the following steps are taken:

1. All students have been informed of the deadlines for all assignments by their tutor.
2. The student informs the tutor, as soon as possible of any requests (potential or otherwise) for an extension.
3. The tutor would then inform the coordinator of this request.
4. After the first month, the assignment will be assessed and moderated in the usual way.
5. For any work received later than one month following the submission date, 10% of the marks will be deducted per week.
6. We can receive work up to 2 months after the deadline, and the assignments will be assessed and moderated in the usual way, but the student will only receive up to a pass: 40% maximum. Work received after this time will not generally be assessed.

Special Circumstances

In the case of any special circumstances, we follow the general guidance from the University:

Special Circumstances will normally only be considered on the following grounds, with appropriate supporting documentation:

- Illness (with cover letter from doctor)
- Severe personal/family problems (e.g. family bereavement)

The following will *not* be considered as Special Circumstances:

- Computer failure (you should ensure adequate backups)
- Printer queues (you should manage your time better)
- Lack of access to resources (better planning will ensure this does not happen)
- Illness for which a medical certificate is not available
- Poor time management
- More than one deadline on the same day
- Inability to answer question or struggling with the material
- Performance productions, or departmental study trips
- Non-academic activities.

Appendix 4: Safeguarding Vulnerable Persons – Aberystwyth University Policy

The University recognises that it has a duty towards vulnerable persons who are on University premises or engaged in University activities. This includes vulnerable persons who are members of staff, students, and volunteers, outside contractors, visitors and members of the public and those participating in research studies.

Definition of vulnerable persons

1. 'Child' is defined as anyone under the age of 18 years. For the purpose of this policy term 'young person' has the same meaning.
2. A vulnerable person is defined as a person who is aged 18 years or over and who:
 - a. is living in residential accommodation, such as a care home or a residential special school
 - b. is living in sheltered housing
 - c. is receiving domiciliary care in their own home
 - d. is receiving any form of healthcare
 - e. is detained in lawful custody (in a prison, remand centre, young offender institution, secure training centre or attendance centre, or under the powers of the Immigration and Asylum Act 1999)
 - f. is under the supervision of the probation services
 - g. is receiving a specified welfare service, namely the provision of support, assistance or advice by any person, the purpose of which is to develop an individual's capacity to live independently in accommodation or support their capacity to do so
 - h. is receiving a service or participating in an activity for people who have particular needs because of their age or who have any form of disability
 - i. is an expectant or nursing mother living in residential care
 - j. is receiving direct payments from a local authority or health and social care trust in lieu of social care services, or
 - k. lack capacity i.e. requiring assistance in the conduct of their own affairs.

Vulnerable persons include a 'child' and 'vulnerable adult'.

Reporting

All concerns and incidents relating to vulnerable persons must be reported. Reports should be made as soon as is practically possible. It is vital that even minor concerns are reported to a central individual in order to ensure that as full as possible a picture is available in the case of major concerns or incidents.

If you believe that the risk to the vulnerable person is both immediate and serious, the member of staff should contact the police or social services immediately

A Lifelong Learning Student may report initially to the subject Co-ordinator* who will report to the Designated Reporting Officer

**Please refer to page 3 for the contact details of your subject coordinator.*

Appendix 5: Students aged 16 and under

Students aged 16 and under will only be accepted if they are there for educational reasons. The University does not act in loco parentis. Children accompanying adults for reasons of childcare will not be accepted.

The young person must also be accompanied by a parent, guardian or designated adult. In the case of a designated adult, the tutor must receive in writing details prior to the student being accepted on the course.

The parent, guardian or designated adult must be present at all classes attended by the young adult. If the parent/guardian/designated adult is unable to attend a class, the young adult student would not be able to attend the class.

In activities in the class involving group-work, the student will be in the same group as the parent/guardian/adult.

It is the responsibility of the parent/guardian/adult to ensure that the student remains supervised.

No responsibility can be taken by the tutor of the University for the behaviour of other participants in the class.

Students aged 16 or under must enrol at least two weeks in advance of the course start date.

If the young adult is following a course of study at school or a college of further education, the relevant teacher or tutor will normally be required to submit a letter supporting the student's attendance at the class.

Please note that we do not carry out Criminal Record Bureau checks on our tutors, so it is assumed that parents of children attending courses accept any inherent risk.

Students aged 16 and under may not attend the following courses, which have been designated as unsuitable for this age group:

Art & Design: Life Painting; Life Drawing; Naked and the Nude; Abstracting the Figure; Drawing on the Imagination; Wood Engraving; Painting Interiors; Painting Gardens; Figure to Landscape and Sourced from the Landscape.

Humanities: Film Studies; Screenwriting (in brochure as 'Scriptwriting'); Writing for Personal Development; Finding a Voice in Writing; Writing for the Web; Writing from Nature; Writing for Publication; We Don't Talk About Them - The Outcasts of Family History; Genealogy, Computers and the Internet.

Social Sciences: Forensic Psychology; Introduction to Child Psychology; Psychology & Addiction; Dealing with Conflict

Modern Languages: All advanced courses.

Appendix 6: Appeals and Complaints Procedures

If you wish to make a complaint or lodge an appeal, you should contact the relevant subject coordinator in the first instance. If you are not satisfied with the subject coordinator's response (or if you feel that the complaint itself concerns the coordinator) you may contact LLL Portfolio Manager.

Appeals or Complaints Concerning Academic Issues

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

1. You should first seek feedback and clarification from the tutor who marked the work. This must be initiated within seven days of the work being returned.
2. If, following this meeting with the tutor, you still feel that the mark awarded is unfair, then you have the right to lodge a formal complaint or appeal, indicating how the assessment criteria have not been properly applied to the item of coursework.
3. Your appeal should be sent to the subject coordinator **within seven days** of meeting the tutor (or marker). **Complaints will not be accepted after this period.**
4. Your written appeal will be considered by the subject Coordinator and the Director of Learning & Teaching. If there is any conflict of interest on the part of either postholder, then the Director of the School will be invited to sit on the panel.
5. If the panel feels that there is *prime facie* case of inadequate or incorrect application of the assessment criteria, they will ask an appropriate person to second mark the coursework.
6. The decision of the second marker – which may result in either a higher or lower grade than that originally assessed - is deemed to be final.
7. In the case of expertise not being available in the School to second mark the coursework, the External Examiner may be asked to comment.
8. You will be informed as soon as possible of the appeal outcome. A written report by the second marker will be submitted to the relevant Examination Board.

This internal appeals procedure does not prevent you from pursuing the appeals procedure which covers Aberystwyth University as a whole.

Appendix 7- Reference requests for LLL students

The co-ordinator is only in position to write a reference commenting on the course attendance, course content, assessments completed and a breakdown of the student's marks.

Where a LLL tutor has agreed to write a reference for a LLL student (the above information can be provided) and if the tutor feels they are able to add more information then:

- a) The tutor writes the reference and sends it to the subject co-ordinator;
- b) The subject co-ordinator prints the reference out on headed paper and sends it on to the organisation which has requested the reference. If the reference is being e-mailed to an organisation, it should first be converted to a .pdf file.
- c) The co-ordinator keeps a copy of the reference on file.

Guidance on writing references can be found at:

<http://www.aber.ac.uk/en/infocompliance/dp/references/>