FACULTY OF ARTS AND HUMANITIES

PLYMOUTH INSTITUTE OF EDUCATION

PROGRAMME HANDBOOK

FOR

International Masters Programme:

MA Education

ACADEMIC YEAR 2015 – 2016
PLEASE NOTE:

All of the information in this Programme Handbook is correct at the time of printing. Courses are regularly reviewed and updated so details may change.

Plymouth University is proud of its teaching and research and it takes all reasonable steps to provide educational services in the manner set out in this Programme 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 University interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

If you require any part of this document in an alternative format or have any other difficulties or concerns relating to accessibility of venues, resources or materials/documentation please contact the Faculty of Arts and Humanities Reception, Room 109, Roland Levinsky Building, or your respective Personal Tutor immediately or the Reception on the Ground Floor of the Rolle Building for students in the Plymouth Institute of Education. Administrative staff in Roland Levinsky and Rolle Buildings are always available and will be more than happy to answer any queries no matter how small that are not covered in either of the Handbooks – call in and ask at the reception desk should you need advice on any matter.
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SECTION 1 WELCOME

Professor Dafydd Moore, Executive Dean of the Faculty Arts and Humanities

The Faculty of Arts and Humanities warmly welcomes you into our community. The Faculty brings together those from a broad range of subjects, from Art History to Education to TV Arts. All our academic subjects are underpinned by strong staff research profiles and practitioners who are committed to giving you the benefit of their learning and the best possible student experience, no matter if you are studying for a BA/BSc, BEd, MA/MSc, ResM or PhD.

As Dean I wish you every success as both a student, and future alumni of the Faculty. Those who have gone before you have carved a path of success that we know you will further as you grow into your professional life.
This Handbook

This handbook should also be read in conjunction with:

- Plymouth University Student Handbook and Guide to Services (available electronically via [here](#)) will provide all the general and important information which will help you to find out what you need to know about the University life, policies, procedures you need to adhere to and the services available to you, including Disability Assist Services, Term Dates, information relating to the Students Union, Tuition Fees, library etc.

- Each programme has a definitive programme specification which provides a brief description of the programme, its distinctive features, programme aims, learning outcomes, etc. A copy of the latest version of the programme specification for your programme is available in Section 2, via the Digital Learning Environment (Moodle) or alternatively, please contact your Programme Leader for details.

- The IMP study guide (available electronically via [here](#)) that provides invaluable pedagogical information, especially for students studying at a distance.

The contents of this handbook will provide both programme-related and supplementary Faculty level information for those undertaking a programme of study.

NOTE: This handbook will also be available electronically on the Digital Learning Environment (Moodle) and on your respective Programme Moodle site.
Introduction and Welcome

Welcome to the International Masters Programme in Education - IMP (Education). We hope that you find the experience to be rewarding, both in terms of qualifications and professional development. Central to the thinking behind the programme design are the needs of the student, the links between practice and theory and the opportunity for awards at Masters level.

The IMP (Education) serves the needs of professionals from a wide variety of fields of education, including educators from early childhood settings, schools, further education colleges, private consultancies, military service, industry, local authorities and higher education. The majority of students come from South-West England but the programme also has an international dimension with students from Sweden, Holland, Germany and Switzerland embracing the opportunities that the IMP (Education) provides to study their own practice and enhance research skills.

The IMP (Education) is a modular, flexible, wide-ranging programme which allows you to follow a set of modules that blend with your professional development requirements and give you the chance to study issues based upon your own personal/professional context. Within the IMP (Education) you will find taught modules on a variety of aspects of education, including Inclusive Education, Special Educational Needs, Early Years Education, Adult and Further Education, Leading Learning, Outdoor Learning, Professional Mentoring, Mathematics and many other areas. In addition to taught modules there are opportunities for independent study and for site-based professional development. Most students on the programme are part-time.

The programme has many distinguishing features, notably the assessment modes, which invite different ways of presenting assignments and prepare you for the MA dissertation.

We invite students to take a leading role in determining their own patterns of study and also take responsibility for seeking out advice on procedures. Having said that we highly recommend you start with the module Contemporary Educational Thinking (MEPD517) which is an excellent start to the programme, and include in your studies Researching Education Practice in Context (MERS502) to prepare you for the dissertation.

The International Masters Programme (Education) offers you:

- flexibility and choice in the way in which you put your pattern of study together and the pace at which you undertake it;
- the opportunity to share ideas and collaborate with peers;
- support and guidance from your first contact with us and throughout the time you are registered on the Programme;
- the chance to build up credits towards a variety of nationally recognised awards from the Certificate of Advanced Professional Studies (CAPS), Postgraduate Certificate
(PGCert), Postgraduate Diploma: Education (PGDip) and on to a Masters degree (MA:Education).

The International Masters Programme, therefore, offers you the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

It is very important that you read this handbook along with the IMP study guide carefully and keep it for reference throughout your period of study. While it is accurate at the time of writing changes may be made to regulations and procedures as the programme develops – you will be notified of such changes by email or student newsletter and future editions will be modified accordingly.

Remember the IMP study guide and other materials and forms are available on the IMP Moodle. You will need your university username and password to log in.
SECTION 2 PROGRAMME INFORMATION

Programme Overview
The programme operates within Plymouth University’s standard regulations for postgraduate programmes (available electronically on the Digital Learning Environment (Moodle). It is managed by Plymouth Institute of Education within the Faculty of Arts and Humanities.

Programme Rationale
The International Masters Programme (Education) (IMP) is a flexible modular programme for educators which permits the opportunity to follow a set of modules that meet your professional development requirements and allows you the chance to study issues based upon your own personal/professional context. Education, here, is interpreted in a broad sense to include all aspects of what we do to support learning, development and participation of children, young people and adults in their social/cultural worlds. Challenging the nature and meaning of ‘education’ is central to the whole IMP. The programme as a whole encourages you to develop new relationships and connections between conventional disciplines and modes of practice. Integration and cross-fertilisation, generating new understandings and new areas of study are as important in our programme as the extension and deepening of subject-specific study. The programme offers the benefits of a negotiated pattern of study combined with the high academic demands of an award-bearing programme.

Staff Student Partnership Agreements
Please click here for further information

Programme Specification
Please see link to the Programme Specification here.

Programme Structure
The components of the International Masters Programme are modules. A module is composed of the following elements in differing combinations according to the mode of delivery and the nature of the module:

- face-to-face contact time in taught session with module tutors.
- directed study (specific tasks related to the module and set by tutors for completion in your own time)
- online contact and study
- personal research (which may include undertaking a project, reading, work with children, work with colleagues, investigation of topic of interests, etc.) leading to the submission of an assignment with the recommended word range of 4000 – 5000 words or equivalent.
Each year students will have the opportunity to enrol on a selection of modules arrived at through the standard decision-making processes for level 7 provision in post-graduate professional development in education. The four modules required for the PGDip:Education may all be undertaken as taught modules, or as a mixture of taught modules, school based modules and a maximum of two Independent Study Modules (ISMs).

IMP modules may be undertaken for a variety of personal and professional reasons. Students must, though, successfully complete each module’s major assignment in order to accumulate Masters level credits for one of the University IMP awards. Each major assignment is of 4000 – 5000 recommended word range or equivalent and is worth 30 Masters level credits.

Information about the modules contained within the programme can be found as part of the programme specification which is on the Digital Learning Environment (Moodle).

An outline programme structure and features, modules, credit and award requirements are as follows:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Research Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 credits</td>
</tr>
</tbody>
</table>

**PGDip: Ed** | **MA:Ed**

The IMP provides an overarching structure through which you may achieve a series of linked generic awards each at Masters (M) level: CAPS, PGCert, PGDip, MA.

**Work-Based Learning**

All modules on the programme are very strong in offering opportunities for work/practice-based learning, both in terms of the flexibility offered to busy educational professionals and the content that encourages deep and critical reflection on practice and its improvement. The assessment modes are specifically designed to support work-based learning. If you are not in work, you are required to have access to a work place in order to complete the programme, particularly for undertaking critical reflection on practice, developing practice through a project or practice-related independent inquiry.
Research and Scholarly Activity
Plymouth Institute of Education combines excellence in teaching with a very strong commitment to enhancing the student experience. Therefore, our wide-ranging areas of expertise put us right at the heart of educational research at the University.

We work closely with University Research Institutes, including PedRIO and the Institute of Health and Community (IHC) to further pedagogical research and evidence-informed practice through our three areas of interest and expertise:

- Learning outside formal education
- Voice, inclusion and participation
- Professional theory and practice

Research groups and clusters:

- e-Learning
- Early Childhood and Well-being
- Learning Outside Formal Education Education Research Cluster
- Mathematics Education
- Outdoor and Experiential Learning
- PhD in Education
- Professional Doctorate in Education
- Professional Theory and Practice
- STEM
- Voice, Inclusion and Participation Research Cluster

Find out more about Research with Plymouth University - our research themes, strategy and policy, highlights, news & events, and information about our Institutes and Centres click here to be taken to the EdD Education Page.

Ethics

If you are undertaking research which involves human participation, you will need to ensure that you adhere to the University’s Ethics policy. This covers issues such as informed consent, openness and honesty, the right to withdrawal, protection from harm, debriefing, confidentiality, and any ethics protocols that relate to professional bodies.

For information about the Plymouth University policy please click here, or for Plymouth Institute of Education’s student resource for research ethics please click here.
International Students

Plymouth University and UKVI (United Kingdom VISA AND IMMIGRATION) Requirements

- The University must retain copies of the personal identity pages of your passport plus pages covering your current leave and all UK leave stamps, and a copy of the Biometric Residence Permit/BRP (if applicable). These documents must be scanned by our International Student Advisory Service (ISAS) at the International Student Gateway before you will be allowed to enrol on your programme.

- If you do not have a valid visa that permits study at this institution, and cannot submit a valid application to UKVI through ISAS, before our final enrolment deadline, then enrolment will not be permitted and you will be advised to return home and defer your studies.

- Records of attendance must be kept for all students with a Tier 4 student visa applied for with a CAS number (Confirmation of Acceptance for Studies). You will be asked to check in at the International Student Gateway with your Plymouth University Student card at regular intervals during term time.

- It is vital that you keep your Faculty and the International Student Advisory Service notified of any periods of non-attendance or absence, such as illness.

- You will be reminded when you need to attend ISAS so you must check your student email account regularly.

- Attendance on your programme is also monitored so if you miss classes, submitting work or other requirements of your course then you may be given a warning or withdrawn from your programme of study, depending on the amount of classes or work missed.

- You must maintain up-to-date personal contact details on the Digital Learning Environment (Moodle) at all times, in particular your local address, personal email and local / mobile phone number.

- If you wish to withdraw from or suspend / interrupt your studies here, you must inform your Faculty and ISAS immediately.

Please note: the University must report changes in your circumstances to the UKVI, this may include but is not limited to:

- A specified period of non-attendance.
• If you cease to study at the university for any reason (withdrawals, suspensions, interruptions etc.).

• If you are withdrawn from your course through non-payment of tuition fees or any other reason.

• If your study circumstances change such as a change in course, or if the duration of your course changes.

• If you undertake a work placement as part of your course.

• If it is known that you are not complying with the conditions of your leave (for example working more hours per week than you are permitted).

For full details of your Tier 4 responsibilities as a student at Plymouth University please click here.

Please see ISAS to discuss or clarify any of the points above. ISAS: International Student Gateway, Roland Levinsky Building, international.advice@plymouth.ac.uk

Accreditation of Prior Learning
(Sometimes referred to as Recognition of Prior Learning)

Definitions

Accreditation of Prior Certificated Learning (APCL): is the award of credit towards a Plymouth University award in respect of previous study at HE level which the student has passed. APCL may be awarded in respect of a completed programme of study (e.g. HND, DipHE, PG Diploma) or in respect of one or more modules or units of a programme.

Accreditation of Prior Experiential Learning (APEL): is the award of credit towards a Plymouth University award in respect of knowledge and skills acquired through life, work experience, and/or study which are not formally attested through certification by a recognised professional or academic body.

Experiential learning is formally reviewed to determine that the learning has in fact occurred and that it is still current in relation to the module(s) concerned, and its equivalence to University credit weightings and levels. It is the student’s learning, not his or her experience, which is being assessed.
Applicants will be required to complete a form of assessment, governed by Plymouth University regulations, in order to demonstrate that they have satisfied the learning outcomes of the module(s) for which credit is claimed.

Please refer to Section 2 Programme Specification link above for further details specific to your programme.
SECTION 3 TEACHING, LEARNING AND ASSESSMENT

Formative and Summative Assessment

The assessment of your intellectual skills, knowledge and understanding is through a combination of formative and summative assessments. Formative assessments are an essential part of the programme, as assignment topics are negotiated individually with tutors and tutors also support and scaffold the development of your summative assessments through ongoing feedback on short and intersession tasks.

Summative assessment in the International Masters Programme (Education)

Two major features of the International Masters Programme profoundly shape the nature of assessment in the programme. These are:

- its commitment to the understanding, development and enhancement of practice, whether in the workplace and/or in a particular academic context;
- its Assessment Modes, which apply to all modules in the programme.

The first feature means that assignments cannot be set or carried out separately from your individual work or academic situation, but must relate to and contribute to aspects of its development. Thus, clear identification of context in which the work is set, the purpose for undertaking the work and the developmental process that you have gone through are frequently required elements of a satisfactory assignment and have to be taken into account when assessing them.

We identify clearly defined Deep Criteria that apply to all areas of IMP assessment. These are fundamental Masters level characteristics underpinning all aspects of the IMP, while acknowledging that these fundamentals will take various forms when deployed in conjunction with the guidelines for a particular Assessment Mode.

In order to achieve the pass grade all module assignments must meet the Deep Criteria and the Assessment Mode criteria for which they have been entered. Dissertations have only to meet the Deep Criteria.
The Deep Criteria

The following Deep Criteria identify the knowledge, skills and understanding at Masters level that we expect to be demonstrated and made explicit in all types of work within the International Masters Programme (Education). The Deep Criteria underpin all work within the IMP and all assignments and the dissertation are assessed against these criteria.

- **Research and Investigation**
  Identify, select, critically analyse and evaluate educational ideas, perspectives, theories or data relevant to an appropriate area of study. Undertake a critical, imaginative and ethical investigation. Relate theory to practice. Formulate a coherent set of aims and objectives which effectively utilise available resources. Organise and manage the study.

- **Understanding of Relevant Historical, Critical and Cultural Contexts**
  Locate work within a broader context, usually through ideas, perspectives and theories from educational literature.

- **Critical Awareness and Evaluation**
  Adopt a questioning, reflective and critically aware stance throughout the study.

- **Appropriateness of Medium and Process**
  Choose and implement appropriate media and processes in relation to ideas, aims, intentions and context. Select and apply appropriate methodologies to stated objectives and utilise them competently and methodically.

- **Coherence and Legibility**
  Show clarity and coherence in structure, writing conventions, style, presentation of evidence and argument. Ensure the work is readable, accessible to its intended audience and effectively communicates the intended meaning.

- **Inventiveness and Independence of Thought**
  Generate ‘new’ ideas and connections, apply existing material to new contexts or reappraise or critique familiar material. Further, combine or resolve uncertainties, identify similarity, difference and interconnection, take risks and use rational and intuitive thinking.

Assessment Modes

A particularly distinctive feature of the programme is the way in which we assess your work. We ask you to choose the way in which you will approach and present your work from a specific list of what we call ‘Assessment Modes’. This process is designed to give you scope to explore your topic from a specific perspective, to develop specific research and study skills, and to prepare you for undertaking an MA: Education dissertation in which all five modes are integrally part of your study. This assessment process is an integral part of the teaching and learning process and leaves you free to choose the areas of study you want to focus on and the order in which you wish to study them.
There are five Assessment Modes:

- Critical Review of a Body of Knowledge
- Developing Practice through a Project
- Understanding the Use of Data
- Critical Reflection on Practice
- Making an Argument

Each mode is explored in detail with supportive advice, suggested assignment structures and example assignment titles in the IMP study guide that can be downloaded from the IMP Moodle.

For each 30 credits of the PGDip phase you choose to approach and present your assignment through one of these modes. Thus you are required to select two of the modes for the PGCert: Education and four to complete your PGDip: Education, leaving one mode out.

You cannot undertake any of these modes twice. It is your responsibility to ensure that you do not duplicate a mode. Together they give you the scope to explore your topic from a specific perspective, enable you to develop specific research and study skills and prepare you for the dissertation phase.

Each 30 credit assignment is therefore assessed against the deep criteria and one of the assessment mode's criteria. The dissertation is assessed solely against the deep criteria.

**The assessment mode criteria**

<table>
<thead>
<tr>
<th>Critical Review of a Body of Knowledge</th>
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<tbody>
<tr>
<td>• show familiarity at first hand with key writings relevant to the subject – sources may include books, journals, archive material and Internet sources;</td>
</tr>
<tr>
<td>• ensure that the review of the body of knowledge includes up-to-date material and goes back as far as is appropriate for the subject;</td>
</tr>
<tr>
<td>• identify any limitations in the range of material reviewed;</td>
</tr>
<tr>
<td>• be selective in order to identify and delineate the variety of theoretical positions on the subject to be found in the chosen material, demonstrating strengths and weaknesses of each and identifying where they contradict or agree with each other, and where students agree or disagree;</td>
</tr>
<tr>
<td>• indicate what appears to be an agreed position on the subject, or, alternatively, indicate the range of divergence of opinion and the lack of consensus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Practice through a Project</th>
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<tbody>
<tr>
<td>• identify and describe a project of worth and relevance to the development of practice, with defined aims and objectives, of a manageable scale within an agreed time frame;</td>
</tr>
<tr>
<td>• locate the project within an appropriate critical professional, conceptual, historical framework;</td>
</tr>
<tr>
<td>• describe the trajectory of the project's development and, wherever appropriate, will indicate any problems encountered, suggesting, where possible, strategies for overcoming or minimising them;</td>
</tr>
</tbody>
</table>
| • demonstrate, where appropriate, innovation, invention, adventurousness and an aptitude and a
- willingness to take appropriate risks;
- use, with justification, a suitable approach for presenting their assignment, making clear how practice has developed.

### Understanding the Use of Data
- explore the nature and status of ‘data’ within the context of their study
- clarify, either with reference to reading on the theoretical background to the topic or through a critical analysis of the situation being investigated, or both, the purpose for which the data are being used;
- identify the chosen methods of creating, collecting, recording, analysing and presenting data (as appropriate) and subject these to critical scrutiny in relation to the purpose of the study;
- present findings/conclusions and recommendations for further investigation consistent with their analysis of the data

### Critical Reflection on Practice
- identify and define the chosen area of development of their practice in relation to theoretical and other contexts/frameworks/references;
- consider the nature of reflective practice;
- produce evidence of the nature and quality of personal engagement;
- give evidence of systematic and critical reflection upon and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and motives, causes and influences contributing to a particular development;
- demonstrate, where appropriate, the ability to synthesise and to identify new and imaginative connections;
- illuminate the development of their awareness, identity and personal philosophy through suitable methods (e.g. reflective commentary, working notebooks, sequences or work, audio/videotapes, working with a ‘critical friend’).

### Making an Argument
- clearly identify the worthwhile topic they are setting out to explore, the problematic issues which will be considered and, if appropriate, the position which will be taken up;
- analyse ideas and evidence drawn from a variety of sources (including him/herself), select critically from them and synthesise them into a coherent whole;
- show awareness of alternative arguments or positions (without necessarily explaining or arguing them fully);
- draw inferences from the material synthesised and, where appropriate, identify the implications;
- make points clearly and concisely, indicating their place in the structure of the argument.

You can read more about our assessment policy, including the Benchmarking Skills Map in the IMP Programme Specification.

**Marking Policies**

First and Second Marking of 30 Credit assignments:

- 30 Credit assignments are first marked usually by the tutor who has been working with you on the module, who will assess it against the criteria and construct draft feedback.
- Once this has happened, a representative sample of at least 25% of the work is then marked by a second marker(s) from the programme team. This will include all assignments judged to have failed by the first marker, any borderline ones and examples of sound and strong work. The purpose of this second marking is predominantly for quality assurance.
The second marker looks at the work ‘blind’ and makes an independent judgement about it. The two markers then confer and agree a final grade for the work based on their decision.

At this stage both markers also finalise their feedback. Where the markers largely agree, the second marker may simply confirm that s/he ‘agrees with the grade and comments’, however s/he will write additional comments if it is felt that these might be helpful for the student.

If the first two markers are not able to agree a grade, or if they feel they want a third opinion, the work will be passed on to a third marker. S/he will mark it blind in the first instance to form an opinion on the grade before consulting the feedback from the other two markers and discussing the merits of the work with them to come to a decision.

Once this has been done, the first two markers will adjust their feedback, as appropriate, in light of this decision.

In exceptional cases, work may be referred in the first instance to the internal moderation meeting, and secondly to an external examiner to seek her/his opinion. In such cases the role of the external is to advise the marking team, and s/he does not have the power to override a decision.

Moderation:

In addition to being marked, all work is moderated by an internal moderation meeting where the overall quality and spread of marking and feedback is examined by the programme team.

Further moderation is conducted by external examiner(s), who receive a sample of work that includes all fails as standard and then a selection of work which the team considers to represent the full range of achievement.

Dissertations are all second-marked and viewed by the external examiners.

Once marking and feedback is completed, work will normally be returned to the student as soon as possible, but outcomes and associated feedback are not officially confirmed until the next assessment board and remain provisional therefore until this point. Students who have submitted electronically will receive an email that informs them when their provisional mark has been posted on Plymouth University’s assessment tool MARKBOOK.

Anonymous Marking

Anonymous marking is defined where an assignment or examination is assessed without the student’s name or identity being made known to the marker, moderator or external examiner. While it is Plymouth University policy to mark assignments anonymously where possible, there are necessary exceptions to anonymity. Assignments on the IMP are exempt from anonymous marking because they are based upon personal and critical
reflections on practice and are produced through close supervision of the module tutors. Assessment policy information can be found here.

**Referencing Conventions**

The Plymouth Institute of Education uses the **Harvard System** for citing references. Harvard principles relate to the information you provide, in this order:

- Creator/author of the source you are referring/citing
- Year of publication
- Title of information (e.g. book/journal paper/source)
- Location if it is a published book
- Tracing information (e.g. publisher/journal/web site)

Remember to record this bibliographic information systematically and accurately for all sources you look at during your studies on the IMP. You may find that you refer to a range of sources in a number of submissions and not be able to trace the original location at a later date if you require it. Pay attention to detail with whatever method you choose and develop a systematic method for recording the detail of your references.

It is important to be **consistent** throughout your work with regard to layout, typeface, punctuation and format.

**Why reference?**

Writers include references in their work so that you, the reader, can investigate the same sources of information they used. Frequently, that first book or article you consulted only relates loosely to your chosen topic, but its references may point the way towards other sources that are much more helpful. This can clearly demonstrate how you have read widely and fully engaged with recent and relevant writings in your field. You may be referring to a wide range of sources including policy documents and other points of information.

Referencing is a skill you will need to master and in the early stages paying close attention to detail and recording accurately may appear to be a protracted process. However, it will enable you to begin to use appropriate referencing from the start of your studies. The written assignments you produce on this programme will need to follow the formal conventions used in academic contexts when referring to books, articles and other sources of information. Use of these referencing conventions ensures that your work avoids plagiarism. Acknowledging the work of other authors and recording the source of ideas that are not your own ensures that you can correctly identify the beginning of your thinking and development of ideas.

Just as important, however, is your ability to make use of the conventions as a guide to further reading.

**Plagiarism**

This means that you have not acknowledged all material you have cited or paraphrased in your submission and that you have submitted work that fails to record correctly all sources
that you have referred to, whether directly or indirectly. Otherwise you are plagiarising, this means that - in effect you are stealing someone else’s work.

On the cover sheet for each piece of written work, you are asked to affirm, by signing your name, that it is entirely your own work. Plagiarism is not permitted under any circumstances and is subject to severe penalties when detected.

**What happens if I reference incorrectly?**

If you use any kind of material (information, ideas, particular words or phrases) from a published source you must clearly indicate the source from which the material comes. If you have recorded none or insufficient detail in the first instance you could inadvertently plagiarise work. It does not matter whether or not you are consciously trying to deceive your tutor: by passing off borrowed material as your own work, or simply reproducing words and phrases from a source without acknowledging it, you are guilty of plagiarism. It is your responsibility to make sure you do not take material from a source without proper acknowledgement. That means you must take great care when you are taking notes while reading.

**How to reference correctly**

**References within the text**

When the Harvard system is used, acknowledgement of the work of others appears within the text; it includes paraphrasing as well as making direct quotations. (N.B. 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 quotation, the page number e.g. (Bloggs 2006: 12).

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 2006a).

Where there are two or three authors, give the surnames of authors e.g. (Bloggs and Smith 2006) or (Bloggs, Smith and Jones 2007).

Where there are four or more authors, give the surname of the first followed by *et al* e.g. (Bloggs *et al* 2006). The full reference details for all authors must be included in the final reference list.

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.)

**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
quotation 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.**
It is hard to disagree with Slee’s statement that ‘schooling has always produced exclusion’ (2001: 113).

**e.g.**
Teaching at this level was seen ‘as a student-centred activity in which students are not only responsible for their own learning process but also are in control of the content of their learning’ (Samuelowicz and Bain 1992: 98).

A longer quotation (more than two lines) should be indented on both left and right and single spaced in a separate paragraph.

**e.g.**
They also comment on the functions of literacy:

Participating in literacy at any level … can improve quality of life, increase social interactions and relatedness, and improve communication in additional functional contexts. (Kaderavek and Rabidoux 2004: 242)

**How to 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. If the reference is placed at the end of a sentence it is inserted before the full-stop.

**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).

**e.g.**
Evans and Saint-Aubin (2005) show how pictures totally capture the attention of very young children being read to by their parents.

**e.g.**
In a further article (Johnson, 2004a) it is argued that...

**e.g.**
In this article (Nicholls et al/2000) the view is taken that...

**e.g.**
Harris (1991) showed in his research that...
This finding has been confirmed by other researchers in the United States (Smart 2001; Billings and Brown 2004).

**Using Secondary Citations**

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 and certainly if this constitutes a significant element within your work. You must clearly show that you used the secondary source

*e.g.*

Learmouth (1999 in Short 2005) acknowledges that it is impossible to...

In the reference list you need only include the secondary source – in this case Short (2005).

**Creating a list of references**

The purpose of a reference list is to enable all the sources you cite to be easily retrieved by others. Every submission on this programme must include a reference list. A reference list and a bibliography are not interchangeable.

1. **Introduction**

   All written work should include a list of references at the end detailing, in alphabetical order by author, all the sources you used to research the topic.

   When there are two authors, cite them both. For three or more authors, cite the first author followed by *et al* (and others – from the Latin *et alii, et aliae*).

   The following guide combines the conventions used in the Harvard System and the style recommended by the Plymouth Institute of Education. Remember the principles and order:
   
   - Creator/author
   - Year of publication
   - Title of information
   - Tracing information

2. **Book**

   1. Surname and initials of author(s) (*if editor/editors*, put ed/eds in brackets after the name)
   2. Year of publication (in brackets)
   3. Title of book (in italics)
   4. Edition (omit if first edition)
   5. Place of Publication
   6. Publisher
If you have accessed a book or report on-line, you should reference it as a book but add further details to assist in tracing.

e.g.


3. **Article/chapter in edited book**
1. Surname and initials of author(s)
2. Year of publication (in brackets)
3. Title of article
4. in then surname and initials of editor/editors of book, followed by (ed)/(eds)
5. Title of book (in italics)
6. Place of publication
7. Publisher

e.g.

4. **Article in journal or newspaper**
1. Surname and initials of author(s)
2. Year of publication (in brackets)
3. Title of article
4. Title of journal/newspaper (in italics)
5. Volume number
6. Part number (in brackets)
7. Page number(s)

e.g.


5. **Article in Electronic Journal or Newspaper**
1. Author
2. Year of publication (in brackets)
3. Title of article
4. Title of journal or newspaper (in italics)
5. Volume, part of journal (or publication date of newspaper)
6. Type of medium (in square brackets)
7. Location of document (full web address)
8. Access date (in square brackets)

e.g.


6. **World Wide Web Document or page**
Before attempting to reference something that you have found on the Internet, make sure that you know what it is. If it is actually a journal or newspaper article, reference it as such, as in point 5 above. If it is a report published both as a print version and electronically (e.g. DfES, where the clue may be that it is a .pdf file) use the book format and indicate that you used the electronic version (see example in point 1 above).

Sometimes it can seem difficult to trace all the relevant information, and you may have to be creative and look for clues. If very little information is traceable, this may imply something about the quality of the site you are using.

1. Author or editor (if known, use name of website if all else fails)
2. Year of publication or last update
3. Title of document or site or page (in italics)
4. Location of document (full web address)
5. Access date (in square brackets)

e.g.


7. **Miscellaneous**
For information about citing letters, emails, computer software, music recordings, works of art, interviews, maps etc. please refer to *Cite Them Right* (available in University of Plymouth Libraries).


**Final check before submission**
Make sure that you have checked that all references cited or referred to in the text are listed in the reference list. Check that the reference list is accurate including all punctuation. On the cover sheet for each piece of written work, you are asked to affirm, by signing your name, that it is entirely your own work. You are also signing to confirm that you have correctly referenced in the text and in your reference list.

**Module Choice**

Modules must be chosen by a date set by the University. Our module offer for the following year will be made available during the Summer term on the IMP website, along with instructions on how to register for a module.

**Submission of Assessed Work**

The Faculty of Arts and Humanities reception is spread across two locations. The Schools of Architecture, Design and Environment, Art and Media and Humanities and Performing Arts are located Room 109 Roland Levinsky Building and the Plymouth Institute of Education is located on the ground floor of Rolle Building.

They are both open for submission of coursework Monday to Thursday 08.45 – 16.30 hrs and Friday 08.45 – 16.00 hrs.

Both receptions are closed on Saturday/Sunday and on English/Welsh bank holidays.

**Contact Details:**

Faculty of Arts and Humanities  
Room 109 Roland Levinsky Building  
Plymouth University  
Drake Circus  
Plymouth  
PL4 8AA  

The Student Counter  
Plymouth Institute of Education  
Faculty of Arts and Humanities  
Plymouth University  
Rolle Building  
Drake Circus  
Plymouth  
PL4 8AA  

Email: artshumadmin@plymouth.ac.uk  
Telephone: +44(0)1752 585020

**Submission**

Most assessments will be submitted electronically via your module Moodle, so it is important that you become familiar with how to log onto the Digital Learning Environment (Moodle). Those that are not will need to be submitted in printed format via the receptions, please check your module handbook for details of submission. The reception for
submission of work in Plymouth Institute of Education is the ground floor of the Rolle building.

- All coursework submitted via the receptions need to be presented in a secure fashion and have a completed cover sheet attached. The cover sheets are downloadable from your programme Moodle sites, and also available on the coursework preparation desk immediately outside the Faculty of Arts and Humanities Reception in the Roland Levinsky Building and at the Rolle Reception Counter.
- Please make sure you have your student card with you when submitting work, and that you are sure of the module code.
- All work is to be submitted anonymously. Any exemptions to anonymous submissions will be notified to you by your Programme Manager.
- Group work will not be anonymous: all members of the group must sign the section at the foot of the cover sheet and ensure their card numbers are clearly marked alongside the signature.
- **DO NOT BE LATE** The system is set up to allow a maximum of 30 seconds leeway before a late mark is stamped on the receipt. This stamp carries a potential mark of zero if the module is pass/fail, or a cap at the pass mark (currently 40% for undergraduate and 50% for postgraduate). If the work is over 24 hours late it will earn a zero mark. It is recommended that all students leave plenty of time to allow for traffic/travel issues and potential problems with printing, as these do not normally constitute extenuating circumstances.
- If you are late due to circumstances beyond your control, please speak to a member of the counter staff who will be happy to begin the extenuating circumstances claims process with you.
- A facility for submitting coursework out of hours is available in the entrance of the library, where there is a secure coursework drop-off. Affix a photocopy of your student card, and simply put it in the box provided. If you cannot get a photocopy, then please ensure your students and card numbers are clearly marked on your cover sheet.

**Return of Assessment and Feedback**

Most coursework will be returned to you direct by the module leaders via the e-submission system on your module Moodle, but some may return your marked coursework and feedback to you via the receptions. Your tutor will inform you about how you will receive your assessment and feedback. For the Schools of Humanities and Performing Arts, Art & Media and Architecture, Design and the Environment, this will be Room 109 of the Roland...
Levinsky building. For the Plymouth Institute of Education, it will be the ground floor of the Rolle building.

Provisional marks on assessed work with personal, group or general feedback will be made available as soon as possible, and within a maximum of 20 working days and students will be able to view their provisional marks online.

- To avoid disappointment and wasted time, it is important to wait until you have had email notification from reception that your work is ready for collection.
- Please make sure you have your student card with you when collecting work or feedback and that you are sure of the module code.
- Please be aware that coursework hand-in deadlines must always take priority, therefore during busy times you may be asked to wait or to return at a later time to collect your work.
- If it is not possible for you to collect your work or feedback from the Roland Levinsky building or Rolle building in person, we will endeavour to find another way to get such items back to you. We may be able to post your work or feedback to you or, with your consent, hand it to a friend or relative. For further information and instructions, please email artshumadmin@plymouth.ac.uk

**Degree Classifications**

All IMP work is marked on a pass or fail basis. There are no other classifications.

**External Examiner Arrangements**

External Examiners are essential to the academic well-being of the University. Their involvement ensures that:

- Standards are appropriate by reference to published national subject benchmarks, the National Qualifications Framework and the University's programme and module specifications.
- The assessment process measures student achievement against the intended learning outcomes
- The assessment process is in line with the University's New Assessment Policy 2014-20 (for implementation from September 2014)
- The University's awards are comparable in standard to awards conferred by other UK HE institutions
- The assessment process is operated fairly and equitably and in accordance with University Regulations.
There will be one or more Subject External Examiners involved in your programme and one Award External Examiner.

Students can access external examiners’ details (name, position and home institution) via a link under ‘Your learning/Your External examiners’ on the student portal. Based on individual Student Reference Numbers, students will be given access to the details of the External Examiners for the modules on which they are registered and their reports – and responses to these reports - for the last two years. External Examiner reports can also be found on the Programme Moodle pages.

**Student Feedback and the Student Voice**

There are several routes through which the student voice can be heard, including Staff-Student Liaison forum, Programme Committees, module evaluations and Postgraduate Taught Experience Survey (PTES). These kinds of opportunities give you the chance to tell us what you feel about your experience of teaching and learning at Plymouth University and to allow us to identify those issues that are perceived by you as affecting your education, either positively or negatively. Students should not contact External Examiners directly.

**PTES (Postgraduate Taught Experience Survey)**

PTES is the only national survey of postgraduate students in the UK. It allows institutions to collect feedback on the experiences of their taught postgraduate students. The survey collects feedback from postgraduate taught students in a systematic and user-friendly way, enabling you to pinpoint areas of teaching strength and identify areas for improvement. Results are anonymous, allowing comparison against the sector and within benchmarking clubs, with a focus on internal enhancement rather than league tables. Postgraduate students will receive invitations to participate directly from their own institution between February and June. Find out more about, or register your interest in the PTES [here](#).

The University is keen to emphasise the importance of student feedback, in all forms, for the continuing development of its academic and non-academic services. Please make the most of these opportunities!

You can access further information regarding the routes for the student voice [here](#).

**Students as Partners Charter**

Students and staff are members of the academic community and are all partners with complementary roles and responsibilities in the learning process. Students and staff have jointly developed an agreement that sets out key principles that underpin this partnership.
Through this partnership, we are enhancing academic standards and achieving the University’s vision, mission and values.

Please click here for further information:

**Staff/Student Liaison Forum**

Students on the IMP are often busy professionals with work and family commitments that do not permit them to regularly attend meetings on campus. The Staff/Student Liaison Forum has been set up on the programme Moodle to discuss student concerns. Please make use of this forum to inform us of your concerns and ideas for change so that the wider student body and programme team can work on them together. Major issues discussed in the forum are forwarded to the Programme Committee for further discussion which is attended by the Programme Leader, Student Representatives and Module Leaders by request.

**Programme Committee**

This Committee meets at least three times a year to consider the progress and development of the Programme. One or more student representatives should attend, in addition to key members of staff, including the Programme Leader (Chair), Module Leaders and a representative from Information and Learning Services.

**Student Representatives**

The Programme has one or more student representatives, elected for a year, who are encouraged to participate in a range of activities – from attending training sessions at the beginning of the year (organised by the Students’ Union) to attending Programme Committees (see above) and representing their cohort’s views at School Teaching and Learning Quality Committee’s or Faculty Teaching and Learning Quality Committee. Further information is available from the Student’s Union. One representative from the School also attends Faculty Advisory Forum (which is held four times during the academic year) to represent the views of all the students in the School and also to learn about current Faculty priorities. For further information please click here.

**Engagement with Studies**

You are expected to attend ALL timetabled sessions for each module, unless otherwise directed by the Module Leader – your participation is essential. There is a very close correlation between those students who are poor attendees and those who fail to progress at the end of the year. It’s a fact that those who attend regularly give themselves a much higher chance of success. If you are having difficulties or feeling uncertain please contact your Personal Tutor or other member of staff to talk things through. The University offers various support services to help you adjust to university life and academic work.

We expect you to approach your studies in a professional manner and if you know you are going to be absent from a timetabled session, you should inform the Module Leader by
email and negotiate how you are going to catch up. As a minimum, 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. If your assessment is affected by circumstances beyond your control, you may be able to claim for extenuating circumstances – see details elsewhere in this handbook.

In addition, procedures are in place to monitor attendance throughout the year and if you fail to submit coursework without notice or regularly fail to attend sessions, a letter will be sent to both your home and term-time addresses requesting details of absence. If you do not respond within a specified time, further action will be taken which may ultimately result in you being assumed to have withdrawn.

If for any reason, you decide to withdraw from your course, you are recommended to refer to www.idras.ac.uk/back-on-course. The Student Relaunch Programme is a not for profit organisation which offers impartial Advice and Guidance to early leavers from higher education institutions in England.

**Tutorial Support and Guidance**

*Your respective Personal Tutor is concerned with providing general support and guidance to you. Module Leaders and tutors will be responsible for providing module related academic support and tutorials on an individual basis. Most members of academic staff will publish their ‘office hours’ early in each semester and will be available for consultation, either by prior appointment or on a drop-in basis.*

**Personal Tutoring Policy**

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters. Every student shall be allocated a named personal tutor who should normally be a member of academic staff within the subject discipline of the student. Students have a responsibility to contact their personal tutor when they need help or guidance and should be proactive in attending meetings and raising personal issues.

Discussions with your personal tutor are of a confidential nature, unless particular issues arise that need to be recorded or referred for the welfare of the student or University. Please click here for Personal Tutoring Policy. Also please click here for further information on Confidentiality and Data Protection.

**Learning Resources and Environment**
The standard study programme for an award consists of a number of Stages for undergraduates. A Stage is equivalent to one year of study for a full time student.

The credit weighting of undergraduate awards will be:

Stage 1 total of 120 credits
Stage 2 total of 120 credits
Stage 3 total of 120 credits

The credit weighting of postgraduate awards will be:

Postgraduate Certificate a minimum of 60 credits
Postgraduate Diploma a minimum of 120 credits
Masters (including MRes & ResM) a minimum of 180 credits

Delivery of all elements of knowledge and understanding for teaching and learning is through a combination of lectures, seminars, tutorials and workshop-based activity. You are expected to spend approximately 12 hours per week studying, in total. Some of this time will be spent in planned sessions such as lecture, seminar, practical, tutorial or workshop but the rest of it is for independent study. For each module you will have set contact time each week, outlined in module timetables, which you must attend.

Please note that throughout the course of the programme you are expected to undertake independent reading and practical work to consolidate and broaden your understanding of the subject that you are studying.

**Library Services**

The Charles Seale–Hayne Library provides distinctive and bespoke collections to support the range and diversity of the programmes delivered across the faculty both in print and via a range of electronic media including, e-books, e-journals and electronic archives.

Within the library, students have access to a breadth and depth of print collections to support students at all levels in their learning and research, including special collections specific to the faculty (School Experience, Rare Books, Rare Journals; Artists’ Books and the Swansea Devon collection).

The library is open 24/7 all year round providing access to both print and electronic collections at all times.

The library provides different spaces to suit most types of learning experience from silent areas to group study rooms. The library also provides a range of services to support your learning, for example: large format printing; equipment hire; materials for purchase; PCs;
MACs; assistive technology for students with disabilities. There is a friendly helpful team on hand to assist in use of all these resources including specialist support for students with disabilities.

The team of information specialists work with students in designated schools to provide initial orientation to library and IT services. They also provide follow up sessions supporting the development of information and digital literacy for students at all levels which are normally embedded within programme modules and tailored to the needs of the different disciplines.

The Information Specialists also attend programme and staff student liaison committees feeding back ideas from staff and students to the library ensuring the continued development and delivery of relevant and high quality library services.

Useful information:

Information Specialists’ online support here

This library guide will provide more information on the various resources available to you as a postgraduate student in education. It also has a number of useful ‘how to’ guides to assist you, specifically the points listed under: PG Research > Keys to Success.

http://plymouth.libguides.com/education

- Registering for a computer account
- Obtaining a Student ID card
- Email account and redirecting University account
- Library and IT online induction
- Off campus access to e-resources
- Extra Library support for part-time and distance students

Contact details for individual Information Specialists can be found in part 5 of this handbook

Library and IT enquiries and help contact: libraryandITenquiries@plymouth.ac.uk or +44 (0)1752 588588

Ask librarian (online chat support) here

Library and IT self-help here

Additional library support. (Service for distance, placement and students with disabilities) here

Further information on the Plymouth University Library can be found here.
**lynda.com**

The University has a campus wide subscription to lynda.com which is a comprehensive library of video-based training resources. This service is available to all University staff & students and provides a wide range of tutorials dedicated to a continually growing and evolving library of training videos and tutorials covering a wide range of software, technologies and business topics.

Visit [here](#) to watch an introductory video on Lynda.com and to access over 2,400 courses and 110,000 tutorials with new releases every week.

**Nappy Changing and Breast Feeding Facilities**

A nappy changing table is available in the disabled toilets on the ground floor of Roland Levinsky Building next to Lecture Theatre 2. Freshlings Nursery have breast feeding facilities for students and staff that have children registered at the University nursery.

The Squash and Fitness Complex at Endsleigh Place (run by the Recreation Service together with the Students’ Union), provides a room for the purpose of breast feeding for any member of Plymouth University.

**Subject-Specific Resources**

The following education library guide available via the link below will provide more information on the various resources available to you as a postgraduate student in education. It also has a number of useful ‘how to’ guides to assist you, specifically the points listed under: **PG Research > Keys to Success**.

[http://plymouth.libguides.com/education](http://plymouth.libguides.com/education)

- Registering for a computer account
- Obtaining a Student ID card
- Email account and redirecting University account
- Library and IT online induction
- Off campus access to e-resources
- Extra Library support for part-time and distance students

**Building Opening Times**

For buildings situated at Royal William Yard, in Roland Levinsky Building and Scott Building, there is swipe access for Faculty of Arts and Humanities students from 0700-2359, 7 days per week. Please note that the doors are manually unlocked at 0800 daily, Monday-Friday during term time. NB Certain practical/making workshops are only accessible with technical staff presence/supervision.
During Bank Holidays and the Christmas break, all areas remain on swipe access throughout. However, additional security measures are normally in place over the Christmas period, and users are requested to ring Security in the first instance.

**Media Hub**

See appendix A at the end of the handbook for link to Media Hub.

**Workshops and Technical Resources**

Please see the Moodle page below for more information. Students will only receive push-alerts when enrolled, which will happen as the students attend their workshop induction where relevant.

*In order to successfully access this information please copy and paste the link below into Google Chrome browser.* Using Google Chrome will provide you with a better user experience including:

- delivering improved functionality in the new Digital learning Environment (DLE)
- enhancing the look and feel of the new university website
- utilising additional functionality on a number of third-party websites.

For information on the practice/theatre room resources available please refer to Appendix B.

**Safety Policy Code of Practice: Lone and Out of Hours Working**

This Code of Practice provides advice and guidance for staff and students, who wish to work by themselves without close or direct supervision This policy does not cover home working. The University Policy of Lone and Out of Hours Working can be found [here](#).
SECTION 4 PROGRAMME MANAGEMENT STRUCTURES

Programme Management Team

This comprises:

- **Director of Plymouth Institute of Education** - responsible for developing, implementing, and leading the strategic direction of the Institute.

- **Programme Leader** - responsible for the conduct and administration of the course and for overseeing its academic standard.

- **Module Leaders** – responsible for the academic quality and standards of the module and the day-to-day running of them.

- **Personal Tutors** – who have a pastoral responsibility for a selection of students, and who offer support and guidance on individual matters.

- **Admissions Tutor** - responsible for admissions procedure specific to the programme.

<table>
<thead>
<tr>
<th>IMP Education Tutor Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many of the team work away from the office for much of the time, so email contact is always preferred.</td>
</tr>
<tr>
<td><strong>Dr Julie Anderson</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585434</td>
</tr>
<tr>
<td><strong>Dr Ruth Boyask</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585368</td>
</tr>
<tr>
<td><strong>Dr Ulrike Hohmann</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585358</td>
</tr>
<tr>
<td><strong>Sub-Programme Leader, IMP (Europe)</strong></td>
</tr>
<tr>
<td><strong>Dr Peter Kelly</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585437</td>
</tr>
<tr>
<td><strong>Maureen McGinty</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585444</td>
</tr>
<tr>
<td><strong>Dr Liz McKenzie</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585438</td>
</tr>
<tr>
<td><strong>Mike Murphy</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585440</td>
</tr>
<tr>
<td><strong>Sub-Programme Leader, MQVI and PGCert (SENCo)</strong></td>
</tr>
<tr>
<td><strong>Dr Nick Pratt</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585439</td>
</tr>
<tr>
<td><strong>Dr Cath Gristy</strong></td>
</tr>
<tr>
<td>+44 (0)1752 585373</td>
</tr>
<tr>
<td><strong>Dr Verity Campbell-Barr</strong></td>
</tr>
<tr>
<td>Only available via email in 2015/16</td>
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</table>

<table>
<thead>
<tr>
<th>Plymouth Institute of Education Office - IMP Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thirza Haycocks</strong></td>
</tr>
<tr>
<td>Administrative Assistant</td>
</tr>
<tr>
<td><a href="mailto:thirza.haycocks@plymouth.ac.uk">thirza.haycocks@plymouth.ac.uk</a></td>
</tr>
<tr>
<td>+44 (0)1752 585322</td>
</tr>
<tr>
<td><strong>James Palmer</strong></td>
</tr>
<tr>
<td>Programme Administrator</td>
</tr>
<tr>
<td><a href="mailto:james.palmer@plymouth.ac.uk">james.palmer@plymouth.ac.uk</a></td>
</tr>
<tr>
<td>+44 (0)1752 585336</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Sally Urro</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Julie Luxton</td>
</tr>
<tr>
<td>Information Specialist (Education)</td>
</tr>
<tr>
<td>Julie Moody</td>
</tr>
<tr>
<td>Information Specialist (Nursing &amp; Midwifery, Education)</td>
</tr>
</tbody>
</table>

**Useful Links**

The external IMP webpage can be accessed [here](#).

The IMP Moodle can be accessed [here](#).

**SECTION 5 FACULTY LEVEL INFORMATION**

**Faculty/School Management and Technical/Professional Services Contact Detail**

**Executive Dean**
- Prof Dafydd Moore  +44 (0) 1752 585000  dafydd.moore@plymouth.ac.uk

**Associate Dean (Teaching and Learning)**
- Dr Steve Butts  +44 (0) 1752 585007  steve.butts@plymouth.ac.uk

**Faculty Registrar**
- Mrs Donna Dewar  +44 (0) 1752 585018  donna.dewar@plymouth.ac.uk

**Head of School of Arts and Media**
- Prof Alan Schechner  +44 (0) 1752 585201  alan.schechner@plymouth.ac.uk

**Associate Head of School Art and Media (Teaching and Learning)**
- Dr Simon Standing  +44 (0) 1752 585213  s.standing@plymouth.ac.uk

**Associate Head of School Art and Media (Marketing and Recruitment)**
Mr David Smart     +44 (0) 1752 585232     d.smart@plymouth.ac.uk
Associate Head of School Art and Media (External Relations)
Dr Sarah Bennett    +44 (0) 1752 585228     s.bennett@plymouth.ac.uk
Associate Head of School Art and Media (Internationalisation)
Mr Gianni Corino    +44 (0) 1752 586269     g.corino@plymouth.ac.uk
Associate Head of School Art and Media (Enterprise)
Mr Phil Ellis       +44 (0) 1752 585209     p.ellis@plymouth.ac.uk

Head of School Architecture, Design and Environment
Prof Alessandro Aurigi +44 (0) 1752 585151     alex.aurigi@plymouth.ac.uk
Associate Head of School Architecture, Design and Environment (Teaching and Learning)
Prof Bob Brown       +44 (0) 1752 585164     R.Brown-4@plymouth.ac.uk
Associate Head of School Architecture, Design and Environment (Business Development)
Prof Roberto Fraquelli +44 (0) 1752 585170     r.fraquelli@plymouth.ac.uk
Associate Head of School Architecture, Design and Environment (Research)
Prof Steve Goodhew   +44 (0) 1752 585190     s.goodhew@plymouth.ac.uk

Director of Plymouth Institute of Education
Prof Megan Crawford  +44 (0) 1752 585309     Megan.Crawford@plymouth.ac.uk
Associate Head of Plymouth Institute of Education (Teaching and Learning)
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Associate Head of School Humanities and Performing Arts (Music and Performing Arts)

Mrs Ruth Way +44 (0) 1752 585241 r.way@plymouth.ac.uk

Associate Head of School Humanities and Performing Arts (History and Art History)

Dr Sandra Barkhof +44 (0) 1752 585121 S.Barkhof@plymouth.ac.uk

Associate Head of School Humanities and Performing Arts (Teaching and Learning)

Dr Annika Bautz +44 (0) 1752 585116 annika.bautz@plymouth.ac.uk

Library Services

Information Specialist (School of Architecture, Design and Environment, School of Art and Media)

Ms Amanda Russell +44 (0) 1752 587118 amanda.russell@plymouth.ac.uk

Information Specialist (School of Humanities and Performing Arts)

Mr Ian Rayment +44 (0) 1752 587117 ian.rayment@plymouth.ac.uk

Information Specialist (Plymouth Institute of Education)

Mrs Julie Luxton +44 (0) 1752 587121 Julie.luxton@plymouth.ac.uk

Technical Services

Faculty Technical Manager
Plymouth Institute of Education

Senior Programmes Administrator

Mrs Hilary Dunlop +44 (0) 1752 585315

Programmes Administrators

Mrs Claire Lyons +44 (0) 1752 586961
Miss Di Pickard +44 (0) 1752 585338
Mr James Palmer +44 (0) 1752 585336
Miss Sharon McNeil +44 (0) 1752 586713

Postal address: Plymouth Institute of Education
Faculty of Arts and Humanities
University of Plymouth
Drakes Circus
Plymouth
PL4 8AA

Generic email address: artshumadmin@plymouth.ac.uk

Mondays – Thursday 08.30 – 17:00  Friday 09.00 – 16:30. The reception is closed on Saturdays and Sundays and on English/Welsh bank holidays

Placement/Work Based Learning Administration Support

Work experience, work based learning and placements offer tremendous learning opportunities which enrich your University programme and which ultimately enhance your career opportunities. Placement support is delivered as part The Employability Service and is based in The Commons on the ground floor of Roland Levinsky, you can access our help by attending one of our drop in sessions or by email placements@plymouth.ac.uk. The Employability Service, Placement Support, is responsible for delivering your pre-placement modules as part of your course,
offering support on your CV and Covering Letter and managing the cycle for Placement/Work Based Learning activities, providing support and guidance to your individual needs.

Opportunities for Students

Every year the Faculty of Arts and Humanities runs a number of preview and interview day events; you probably attended one of these before you accepted your place at Plymouth. These days are designed to give prospective students a feel for what it’s like to be a student at Plymouth University and to be a part of our faculty. We strongly feel that all prospective students should have the opportunity to meet and talk to our current students and that’s where you come in! In order to run these and other events, we often need to employ student ambassadors. The role of our ambassadors is varied and may involve leading campus tours, attending subject talks, answering questions about their courses and the university as a whole.

Through the Faculty outreach programme, there is an opportunity for student ambassadors to become involved in events and activities for local schools and colleges. The range of activities offered is very varied and ranges from on-campus workshops, talks and tours of facilities to visits into schools and colleges for skills enhancement session and mentoring. For any student considering undertaking a post degree teaching qualification this type of experience is essential.

The Learning Gateway

The Learning Gateway is a one-stop shop for support services with Plymouth University. The Learning Gateway incorporates the following services:

- Learning Development
- Disability Assist
- Multi-Faith Chaplaincy
- SUM:UP
- Counselling and Personal Development
- Peer Assisted Learning Scheme (PALS)
- Care Leavers Service

Further information on the Learning Gateway can be found [here](#).

Learning Development

The Learning Development Team offer support and advice on a variety of areas including writing and presenting, developing thinking, communicating ideas and preparing for exams and assessment. Appointments can be booked with a learning development tutor or
Royal Literary Fund Fellow or drop-in to the Writing Café located on the 4th Floor of Babbage. Further information on all these resources and more can be found here.

**Employability**

The Employability Service offer impartial information, advice and guidance to support you throughout your time at university, and for three years beyond. We work with academic departments and employers to develop workshops, fairs and skill sessions, all aimed to enhance your employability. They can help with; career direction advice, postgraduate study options, job searching, placement and work-based learning opportunities, CV and application support, interview and assessment centre advice as well as support with extra-curricular activities. Please click [here](#) for further information.

**Peninsula Arts**

Peninsula Arts is the arts and culture centre for Plymouth University, featuring the Peninsula Arts Gallery, hosting a variety of exhibitions throughout the year and providing a wide range of music concerts, films, performances, talks and debates.

The unique Student Participation in Arts (SPiA) scheme for Plymouth University students gives all students a gift of up to £150 of free credit to spend on Peninsula Arts events. Visit the Peninsula Arts Box Office to load your student card with credit and redeem against events that feature the SPiA logo.

We provide exciting internship opportunities throughout the year to help students gain arts administrative experience; visit the website to find out more about how to apply.

Visit the Peninsula Arts Gallery Shop for a chance to purchase bespoke artwork created by Plymouth University students, limited edition prints, art books, cards and gifts.

You can now obtain tickets online 24/7 [here](#) or contact our Box Office on t: 01752 585050 or email: peninsula-arts@plymouth.ac.uk

Open to the Public | Peninsula Arts | Roland Levinsky Building | Monday - Friday 10:00 - 17:00 | Saturdays 11:00 - 16:00.

**Plymouth University Press**

The Plymouth University Press is run in conjunction with MA Publishing [here](#)

The Press welcomes proposals for publications.

Please see details [here](#)
**Formation Zone**

Formation Zone is a friendly business start-up service based on the Plymouth campus, with a specialist creative space in the Roland Levinsky Building.

We offer a range of services to help develop business ideas including our popular pre-start support, providing the chance to ‘try-out’ a business idea.

For more information visit our website [here](#).

*'My time in the Formation Zone provided me with a framework within which to cultivate contacts, experience and confidence, and was the perfect stepping stone from University into the ‘real’ world. Onwards! Upwards!*

Dan Jones, Graphic Designer, Graduate – BA: Graphic Communication with Typography

**FORMATION ZONE EVENTS FOR STUDENTS**

**Get Ready for Business Open Mornings**

Have a business idea but need some guidance? Formation Zone offers quarterly Get Ready for Business Open Mornings for anyone with a business idea. During these informal sessions you can discuss your ideas and find out about the help available to turn them into reality.

In the past we’ve helped students with questions about funding, protecting ideas and finding work space.

**Open Morning Dates 2015**

- Thursday 24th September 2015
- Thursday 10th December 2015

Formation Zone Roland Levinsky Building Room106

There’s no need to book, just turn up at Formation Zone between 09.00 and 12.00.
**One Stop Ideas Shop**

Would you like free*, expert guidance for your business idea? Book onto the One Stop Ideas Shop to get feedback and guidance to take the next steps from a panel that includes PATLIB UK, N J Akers and Co Patent and Trade Mark Attorneys, Francis Clark, Bright Solicitors, Outset Finance and Plymouth University. Morning and evening sessions are available to work around your study commitments.

*free to current students and unemployed. £25 refundable booking fee applies.

One Stop ideas Shop Plymouth Dates 2015

Monday 14th September 14.00-19.00

Monday 12th October 08.00-12.00

Monday 9th November 14.00-19.00

Monday 7th December 08.00-12.00

For more information about the Open Mornings and One Stop Ideas Shop contact:

enterprisesolutions@plymouth.ac.uk

0800 052 5600

**Tectona Business Challenge**

Budding student entrepreneurs can enter Tectona, a business challenge with a difference. Workshops and advice sessions will show you how to build your initial idea into a strong business plan that is judged by a panel of business experts. Prizes include a business start-up package.

For further information please click [here](#).

Students can also keep up to date with Formation Zone events via our Facebook and Twitter pages.
MEDIA HUB
WITH
PLYMOUTH UNIVERSITY

A brief guide
Welcome to the Media Hub

The Media Hub contains a wide range of equipment to support Photography, Film Making, Sound Production, Editing and Presentation for specialised courses within the Faculty of Arts and Humanities.

The photographic section has a wide variety of analogue and digital equipment. From simple compact cameras to large format technical systems, lenses and accessories. The digital fleet includes a range of Nikon DSLR’s with a wide range of specialist lenses and medium format digital systems. Our film cameras encompasses 35mm SLR’s, medium format cameras (from 6x4.5 to 6x9) and 5x4 large format cameras with a choice of lenses. We also have speedlight flashguns, portable studio flash lighting for use outside of the photographic studio and accessories such as reflectors, lighting stands, tripods and light meters. Scanners are situated in several areas of the Scott building. Film holders, graphics tablets and light-boxes, are also available from the Media Hub.

Video equipment ranges from compact, simple-to-use cameras to larger more specialist equipment. The majority of our video cameras now record to memory cards for ease of use and fast transfer to computer, including Panasonic handicams, JVC camera recorders and Canon DSLR’s. We continue to maintain a limited selection of cine film equipment (8mm) and Mini-DV cameras.We also stock fluid head tripods, jib and dolly mechanisms, shoulder supports, steady cams, tungsten and LED lighting systems.

We have a wide range of sound equipment to support video production and dedicated sound projects, from basic hand held digital recorders to specialist recording equipment. We also stock a range of microphones to suit all purposes plus cables, mixers, headphones, amplifiers, stands and booms.

For presentations and exhibitions we have projectors, DVD and Blu-Ray players, a range of flat-screen TV’s, speakers and headphones.

Many items of equipment are restricted to students who have completed specific inductions which will have been timetabled by course leaders for groups of students studying specialist subjects. In certain circumstances individual inductions can be arranged with technicians directly on a case-by-case basis, timetabled commitments permitting.
Around the Facility:

There are studio and editing facilities with appropriate software available for video, photography and sound projects. We also have a green screen studio with desk-controlled continuous lighting, photographic studios equipped with flash lighting and a small daylight studio. There are a number of audio areas containing sound mixing desks, including one with an isolation booth for recordings. Four computer suites specialising in video, photography and post-production are situated in the building, together with two small bookable video editing rooms. In order to ensure you can make use of the sound, video and photography studios safely and effectively, you are required to have an induction prior to using them.

Room Booking:

After you have been inducted to use the various studios and editing rooms, you are able to book them online. To make sure all students have a fair opportunity to use these rooms, there is a restriction on the amount of time any single studio can be booked by a student. Timetabled workshop sessions take priority over other bookings. If you have not occupied a room within 30 minutes of the start of your booking, other people are able to take over your time slot.

Room booking link: tvarts.plymouth.ac.uk/artscal

Registration

The Media Hub’s database is separate to the University’s registration system. Therefore you need to complete a registration form EVERY year to be able to borrow equipment, this process may take up to a couple of days during busy periods. To avoid a last minute rush, complete the form in good time and return it to the Media Hub.

You must read the terms and condition before signing the registration. By signing the form you agree to abide by the Media Hub Terms of Borrowing. The rules are there to protect you as well as the equipment, students and staff using the facilities. Hand in your registration form to a member of the Technical Team in the Media Hub.
Borrowing the Equipment

All students and members of staff in the Faculty of Arts are able to borrow equipment with many items available once registered into the database. The normal period for borrowing equipment is 24 to 48 hours depending on availability and you will need your University ID card to be able to borrow equipment.

Always check you have everything you need before you leave the Media Hub. You don’t want to arrive at a shoot on location and realise you’re missing something essential!

Equipment Loan Request Form:

This form is available both in the Media Hub and electronically upon request. Please refer to the notes (right) on how to complete this form.

The technical staff are happy to explain this and other Media Hub procedures at any time.

Returning Equipment

All equipment must be returned to the Media Hub on the day it is due by 2.00pm. If you know you are not able to return on time you must contact us so we are able to inform the next students waiting to collect equipment.

Failure to return items by the agreed date impacts negatively upon other students and will cause your account to be deactivated. If your account is deactivated you will not be able to borrow equipment until your tutor reactivates your account by contacting the Media Hub staff.

You are not able to borrow more equipment until all the late items are returned.

NOTE: You are responsible for equipment until it is checked back into the system. Therefore make sure you hand equipment to a member of staff and wait until they are able to check all items have been returned. Do not leave the equipment on the desk unattended.
Inductions for Equipment

Specialist inductions are required to use some items of equipment regardless of prior experience. This ensures you are able to demonstrate the best use of kit and are able to use it safely without damaging it or harming yourself. There is a limited amount of equipment so any loss will have an impact on other students and staff.

Our technicians arrange different workshops throughout the year, usually for a minimum of six students. It is important that these are attended when timetabled.

When choosing equipment for your projects, we recommend you talk to your tutors and technical staff, who can suggest what items you might use to accomplish your aims.

Damaged and Lost Equipment

We understand that accidents sometimes happen. However, this is not an excuse to be careless and we expect you to take responsibility for the equipment whilst it is issued to you. Should an item become damaged or lost, it is important that you report it to the Media Hub staff as soon as possible. We will need to know what items are affected and the circumstances surrounding their damage or loss. You may be asked to pay for the repair or replacement of any damaged or lost equipment.

Please ensure you have read and are familiar with the Media Hub Loan Agreement ‘Terms and Conditions’ which you will have signed and agreed to when applying to be put on our database.

Theft

Should you be the victim of a theft, it must be reported to the Police immediately to obtain a crime number. You must then inform us of the incident as soon as possible, providing us with the crime number, a list of the items stolen and the circumstances of the theft. The nearest police station to Plymouth University is situated at Charles Cross, approximately a 5 minute walk from the campus.
Printing

We have the following printing facilities within the Media Hub;

**Frontier 570**

This is a high quality digital minilab that produces photographs from digital files. The printing quality is excellent for exhibition and for work in progress. Printing with the Frontier is quick and affordable although you need to plan your work carefully as it gets very busy towards project deadlines.

We use Lustre paper that has a similar appearance to the wide-format Pearl Photo paper. Paper Sizes are available in 6x4, 6x6, 6x8, 6x9, 8x8, 8x10, 8x12, 12x10, 12x12, 12x16 and 12x18 (inches)

Files must be supplied in 300dpi Jpeg Format (baseline: standard, highest quality) using the sRGB colour space.

**Large Format Epson 7700 and 9900 Printers**

These are both high quality roll feed inkjet printers capable of very large prints. Both printers have different widths and paper options (see below) and are all priced by the amount on material used. You can find paper samples and prices in the Media Hub.

Files for these printers should be supplied correctly sized at 300dpi in either JPEG, TIFF or PDF formats. The printers achieve the best colour range using the Adobe RGB 1998 colour space and uses industry standard Fuji Hunt RIP Software to manage workflow. This makes it possible to increase image size without loss of quality. The technical staff can advise you about this process.

**Epson 7700 24” Printers**

Most of the paper options are on Epson paper:
- Bond paper 90gsm
- High Res. Presentation paper 180gsm
- Standard Proofing paper 240gsm
- EZ Gloss 240g

**Epson 9900 44” Printers**

The paper options are on Fujihunt paper:
- Pearl Photo paper 290gsm
- Fine Art Etch paper 300gsm
- Fine Art Photo Rag 300gsm
- Artist Canvas 340gsm
Options for Finishing Process

We have two different types of mount board; the most popular is 5mm white foam board and is very lightweight. The other option is a thinner, off-white, sticky board. Both types of board are coated in sticky mount film on one side, therefore you do not need to use spray mount or tape giving a professional look to your work.

How to get your images printed

We do not accept hard drives. So, bring your images on a memory stick or preferably send them to the print server which can be accessed by all computers in the Scott and Roland Levinsky Buildings.

Print Server:

The print server provides a temporary holding location on the University network for files awaiting printing. Complete instructions on how to use the print server are available in the Media Hub. Inductions on this process are also run throughout the year.

Colour Negative Film Developing:

This is an affordable and fairly fast way of developing your colour negative 120 and 35mm films. Services are normally run on Mondays and Wednesdays. Films must be handed to the Media Hub Scott 201 to the print counter no later than noon on the day of processing and paid for before they are processed. Developed films can normally be picked up after 3pm from the Media Hub print counter.
Faculty of Arts & Humanities Technical Staff
This leaflet introduces technical staff who can be found in the Scott building. However, this represents only some of the technical team based in the faculty.

Technical Manager for AV & Media:
Keith Spear
keith.spear@plymouth.ac.uk
Tel. 01752 565216

Store Person/Assistant Technician
Tatjaana Morton
tatjaana.morton@plymouth.ac.uk
Tel. 01752 565247

Store Person/Assistant Technician
Robin Manford
robin.manford@plymouth.ac.uk
Tel. 01752 565247

Digital Photography Technician:
Helge Mruck
helge.mruck@plymouth.ac.uk

Print Technician:
Phil Cutler
phil.cutler@plymouth.ac.uk
Tel. 01752 565257

Part-time Photography Technician:
Alan Winn
alan.winn@plymouth.ac.uk

Sound & Music Technician:
Ben Payne
ben.payne@plymouth.ac.uk

Moving Image Technician:
Craig Whyte
craig.whyte@plymouth.ac.uk

Digital Media Technician:
Andy Banks
andrew.banks@plymouth.ac.uk

Graphic Design Technician:
Mike Endacott
michael.endacott@plymouth.ac.uk
FAQ’s
Questions often asked in the Media Hub
or to other technicians

I need a camera.
We hear this quite a lot! Our room contains dozens of different types and makes
of camera, so try to be as specific as possible when asking for equipment.

Can I get an Extra Memory Card or borrow just a Memory Card?
No, we do not lend memory cards on their own. We have just enough cards to
provide one with each piece of digital equipment. We recommend you use your
own cards as you know how they have been treated, and your files will remain
in your control at all times.

I already know how to use this kit. Do I have to attend an induction?
Yes. Previous experience with equipment is great, but is not a substitute for an
induction with one of our technicians.

I’ve been working with a friend who has an induction. Do I still need an
induction myself?
Yes, you must have had an induction with the dedicated technician, not from
your friend. Your friend may have missed something during their own induction,
and may not have the experience in the use of equipment and studios that the
technicians have acquired over years of safe use.

Can I have an induction to the D-SLR cameras?
Due to the high amount of workshops given, our technicians are not able to do
workshops for single students. We suggest that you try to organise a group of
five to ten students all wanting to be able to use the camera, then ask your tutor
to arrange a date with the correct technician.

Why won’t my student card open studios and editing rooms?
You need to book out a key card from the Media Hub. Also you need to have
your induction first.

This bit of kit doesn’t work!
We endeavour to keep all our equipment in working order, but we can only fix
problems if we know about them. If something doesn’t work as it should, let us
know as soon as possible, so that a repair can be arranged. We never knowingly
issue faulty kit.
The sound does not work!
Check if the equipment is on and all the cables are in the correct places. Also the battery might be flat. We might be able to provide you with a new battery for the equipment you have borrowed from the Media Hub.

Have you seen a particular technician?
Technicians do a lot of workshops and help students/staff in different locations. You might need to spend a little bit of your time locating them. It is always good to email the technician if possible.

The photocopier in Scott Building 2nd floor is not working, what do I do .... ?
This printer is not the Media Hub’s responsibility therefore you need to try telephoning the number or use the E-mail provided on the copier. The Media Centre in the library might also be able to help you. Quote the reference number also printed on top of the copier.

Why does the back page appear upside down when printing on the University photocopiers?
You need to check the correct options in the print window under: Finishing > Binding > Long Edge (for portrait documents) Short Edge (for landscape documents).

Can I print double sided prints/books in the Media Hub?
Unfortunately we do not have printers that are able of double sided printing, therefore currently we are unable to offer this service.

The deadline is tomorrow!
We understand that deadlines can catch you offguard now and then, but our resources are limited, so try not to leave things until the last minute. If you’re organised and plan ahead, and you’ll be much more likely to be able to get the equipment you need, when you need it.
Plymouth University
Faculty Of Arts and Humanities
Media Hub
Room 201
Scott Building
Drake Circus
PL4 8AA
Telephone: 01752 585247 (Media Counter)
01752 585257 (Print Counter)
email: foa.media.hub@plymouth.ac.uk
<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Practice Studio RLB 307</th>
<th>Practice Studio RLB 308</th>
<th>Classroom RLB309</th>
<th>House Studio</th>
<th>House Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9m wide by 8m deep, with additional ‘wing space’ on stage left &amp; ‘audience area’</td>
<td>9m wide by 8m deep</td>
<td>10m wide by 8m deep</td>
<td>10m wide by 10m deep, with small storage space &amp; raised technical control balcony</td>
<td>STAGE AREA: 13.5m wide by 12m deep, with storage space on stage left</td>
<td>TOTAL AREA: 13.5m wide by 21.5m deep, with seating fully retracted</td>
</tr>
<tr>
<td>Max Capacity</td>
<td>30 SEATED [end on] or &lt;57 STANDING (with no set items/obstructions) maximum recommended occupancy for a workshop or practical session is 25 persons</td>
<td>20 SEATED [end on] or &lt;38 STANDING (with no set items/obstructions) maximum recommended occupancy for a workshop or practical session is 20 persons</td>
<td>25 SEATED [end on] or &lt;53 STANDING (with no set items/obstructions) maximum recommended occupancy for a workshop or practical session is 25 persons</td>
<td>35 SEATED [end on] or &lt;50 STANDING (with no set items/obstructions) maximum recommended occupancy for a workshop or practical session is 25 persons</td>
<td>224 SEATED (retractable seating rake) or &lt;150 STANDING (with no set items/obstructions) maximum recommended occupancy for a workshop or practical session is 50 persons</td>
</tr>
<tr>
<td>Overview/Usage</td>
<td>REHEARSAL STUDIO, with upright piano - heavily used by Dance Theatre programme, set up to support small scale performances &amp; assessments</td>
<td>REHEARSAL STUDIO, with ballet barres &amp; mirrors to one side</td>
<td>CLASSROOM PERFORMANCE/PRACTICE STUDIO, with full technical infrastructure, set up to support small/medium scale performances, dedicated changing &amp; shower facilities</td>
<td>Medium scale theatre space with comprehensive technical infrastructure, capable of receiving performances, commercial hires &amp; conferences; 224 seats in a retractable seating rake, 13.5m by 12m stage</td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td>Junkers beech wooden sprung dance floor throughout</td>
<td>Junkers beech wooden sprung dance floor throughout</td>
<td>Harlequin black lino dance floor on top of non-sprung floor</td>
<td>Parkett Oak wooden sprung dance floor throughout, harlequin reversible black / grey dance floor available on request</td>
<td>Parkett Oak wooden sprung dance floor throughout, harlequin reversible black / grey dance floor, to cover stage area only, available on request</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Walls</td>
<td>Blue on three sides with windows to one side, with full black out blinds black perimeters drapes</td>
<td>Blue on two sides; mirrors &amp; ballet barres on one side; windows to one side, with full black out blinds black perimeters drapes throughout</td>
<td>White walls to one side, no black out</td>
<td>White walls to front &amp; rear, acoustically lined wood-finish on two sides with windows in two corners, black perimeters drapes throughout</td>
<td>White walls on three side, wooden acoustic panels to rear &amp; seating rake, black perimeters drapes throughout</td>
</tr>
<tr>
<td>LX Set Up</td>
<td>Fixed grid, with generic rig permanently installed for small performances &amp; assessments 24 circuits, front light, back light, pipe ends &amp; tops, all controlled by two preset lighting desk.</td>
<td>Fixed grid, with generic rig permanently installed for support of rehearsals</td>
<td>None – fluorescent working lights only</td>
<td>Motorised raise &amp; lower box truss, 8m by 8m made up of 4m x 2m sections; SWL 500Kg, 48 lighting circuits, ETC Element 60, comprehensive lighting stock available, GDS Arc system working light.</td>
<td>Tension wire grid; ETC GIO lighting console; 144 dimmers, comprehensive lighting stock, including LED profiles.</td>
</tr>
<tr>
<td>Sound Set Up</td>
<td>Small PA with CD player &amp; MD player; line-in for ipod/ similar. Out to 4 small speakers in 4 corners of rig.</td>
<td>Small PA with CD player &amp; MD player; line-in for ipod/ similar. Out to 4 small speakers in 4 corners of rig.</td>
<td>2 x small speakers linked to PC only</td>
<td>D&amp;B PA with 4 speakers flown in corners of truss, 2 CD players &amp; line-in for ipod/ similar. 16 channel Yamaha mixing console; 6 tie lines to stage; additional equipment available on request.</td>
<td>High end D&amp;B PA; capable of mind-bendingly good sound quality &amp; volume; controlled by Yamaha QL5 desk</td>
</tr>
<tr>
<td>Video Set Up</td>
<td>Small projector installed, focussed onto rear white wall, 2m x 2m image; controlled by windows PC or VGA line-in.</td>
<td>Small projector installed, focussed onto rear white wall, 2m x 2m image; controlled by windows PC or VGA line-in.</td>
<td>Small projector installed, focussed onto rear white wall, 2m x 2m image; controlled by windows PC or VGA line-in.</td>
<td>Small projector installed, focussed onto rear white wall, VGA line-in; additional equipment available on request.</td>
<td>Panasonic 7000 lumen WUXGA HD projector producing a high quality image that fills the back wall [13.5m by 6m]</td>
</tr>
</tbody>
</table>