



Mathematics Department

Student Handbook

Undergraduate Programmes

2023/24



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Disclaimer

This handbook should be used in conjunction with the Academic Quality Handbook (Part A: Policies and Procedures and Part B: Regulations)

<https://www.aber.ac.uk/en/academic-registry/handbook>. Nothing in this handbook overrides these publications, which always take precedence. Every effort is made to ensure that the information in this handbook is accurate and current. The University does however reserve the right to amend or update the handbook during the course of an academic year. In the unlikely event of any changes you will be notified by your academic department.

Latest version: 16/08/2023

Welcome



Welcome to the Department of Mathematics. 'Mathematics by the Sea' has been practised at Aberystwyth since the University first opened. In fact, Aberystwyth was the first University to teach Mathematics in Wales. Teaching methods have certainly changed since the first

Professor of Mathematics, Horatio Nelson Grimley, welcomed students in 1872, yet our aim is still to provide the highest quality education in a friendly and supportive environment.

Student surveys often highlight the approachability and helpfulness of Mathematics staff at Aberystwyth; one of the greatest satisfactions teaching affords is seeing students learn and improve. Staff consider themselves in partnership with students in trying to achieve their full potential. Students who devote time and effort to their studies often enhance their enjoyment of mathematics, and are motivated to do more. Attempting to solve mathematical problems is usually the best way to improve.

Our staff expertise in research covers a broad range of mathematics, including operator algebras, solid and fluid mechanics, and quantum structures, information and control. A great deal of research activity is interdisciplinary, involving collaborators in physics, computer science and engineering and partners in industry.

I am sure that, like thousands of others before you, Aberystwyth will provide you with some of the happiest years of your life.

A handwritten signature in grey ink that reads "Simon Cox".

Professor Simon Cox

Head of the Department of Mathematics

Section A: Introduction

Purpose of the handbook

This handbook aims to provide you with key information about your studies, and about university policies and procedures. It is not a comprehensive guide, but aims to provide you with some of the essential information you need to have a successful, and enjoyable, academic career here at Aberystwyth University.

This handbook is accompanied by further information found on the University's website: <https://www.aber.ac.uk/en/student/>.

Our Student Charter lays out our mutual responsibilities and aspirations. You can find it at the following web address: <https://www.aber.ac.uk/en/student/charter/>.

A new handbook is published each academic year with up to date information. We hope that you will find this information useful. If you would like to comment on the handbook contents, or have comments about how to improve the information provided, please forward these by email to your academic department. Please note that 'academic department' is the generic term used throughout this handbook, the formal title of a department may be 'department', 'institute' or 'school'.

You are also welcome to go to the General Office of the Department of Mathematics, located in room MP-2.47 on the second floor of the Mathematics and Physics Building, or to email maths@aber.ac.uk, should you require further information or have *any* queries concerning any departmental matters presented in the handbook.

Students are also reminded that the Rules and Regulations of the University apply at all times including term and vacation: <https://www.aber.ac.uk/en/academic-registry/handbook/regulations/>

Equality and Diversity

Aberystwyth University are committed to developing and promoting equality and diversity in all our practices and activities. We aim to work, study and provide an inclusive culture, free from discrimination and upholding the values of respect, dignity and courtesy. Every person has the right to be treated in accordance with these values.

We are committed to advancing equality on the grounds of age, disability, sex and sexual orientation, gender identity, race, religion and belief (including lack of belief),

marriage and civil partnership, pregnancy and maternity, and to embrace intersectionality and raise awareness between and across different groups.

The [Student Dignity and Respect Code](#) is published on the web, and includes a link to the University's [Report and Support](#) pages where individuals have the option to submit an anonymous or third party report or concern. This code should be used to deal with any allegations of bullying, harassment or other behaviour contrary to dignity and respect perpetrated by students whether on campus or not or whether on University related activities or not.

Our Strategic Equality Plan 2020-2024 promotes equality and equality improvements across the University as required under the Equality Act 2010. Progress Reports measured against this plan will be available in our annual monitoring reports.

Our current 4 year Strategic Equality Plan 2020-2024 (and accompanying Strategic Action Plan) can be found on the Plans section of the Equality web pages:

<https://www.aber.ac.uk/en/equality/>

Should you have any questions please send an email to equstaff@aber.ac.uk.

Important Dates

The University's dates of term, including semesters, induction, registration and orientation, vacations, examinations and revision weeks (if appropriate) can be found here: <https://www.aber.ac.uk/en/dates-of-term/>.

Dates of Term should be read in conjunction with the University's residency requirements for full-time students as set out in section 3.1 of Student Rules and Regulations (<https://www.aber.ac.uk/en/academic-registry/handbook/regulations/student-rules-regs/>).

Section B: Department Information

Communication between the University and students

The official means of communication between the University and our students is by Aberystwyth University email. If you have yet to activate your student account, please do so by following the on-line instructions: <https://myaccount.aber.ac.uk/open/activate/>.

Email should be checked regularly, at least once a day.

Marked formative coursework is often returned via the student pigeon holes: these can be found in the foyer of level 3 of the Mathematics and Physics building.

Some important letters may be sent to your local or home address. It is important to ensure that these addresses are correct on your student record, and you must inform the University of changes. Written correspondence may sometimes be sent to your student pigeon hole.

Attendance and Academic Progress

The University requires students to engage with all timetabled activities, including lectures, seminars, practical classes and tutorials. There may also be additional attendance requirements as specified by the University or by your academic department.

The University is committed to a system of monitoring student attendance and progress as part of a duty of care for individual students. If your attendance and progress is not satisfactory, you will be contacted by your academic department and given the opportunity to explain the situation. While the reason we monitor academic progress is to offer you support, there is a risk of disciplinary action where attempts to remedy a situation of poor attendance and progress have not led to improvement. In such cases, academic departments can recommend that students should be excluded from the University.

The full Academic Regulation on Academic Progress, can be found in Part B of the Academic Quality Handbook <https://www.aber.ac.uk/en/academic-registry/handbook/regulations/academic-progress/>

Meet the staff

You can find information about the department's staff, including their roles and responsibilities on the department's web page:

<https://www.aber.ac.uk/en/maths/staff-list/>

<https://www.aber.ac.uk/en/maths/supporting-you/information-for-current-mathematics-students/support/>

Role	Staff	Email ID
Head of Department	Prof Simon Cox	sxc
Faculty Manager	Marina Hughes	mgh5
Admin Support	Shelley Fullwood	smi / maths@aber.ac.uk
Schools Liaison	Dr Tudur Davies	itd
Director of Learning and Teaching	Dr Rob Douglas	rsd
PG Tutor (Research)	Prof Simon Cox	sxc
PG Tutor (Taught)	Dr Kim Kenobi	kik10
Year 0	Dr Alex Pitchford	agp1
Year 1	Dr Jukka Kiukus	jek20
Year 2	Dr Adil Mughal	aqm
Year 3	Dr Kim Kenobi	kik10
Year 4	Dr Tudur Davies	itd
Overseas Tutor / Erasmus co-ordinator	Prof Gennady Mishuris	ggm
Student Staff Consultative Committee	Dr Rob Douglas	rsd
Employability	Dr Kim Kenobi	kik10
Library Co-ordinator	Dr Kim Kenobi	kik10

Personal Tutors

Every undergraduate student is allocated a Personal Tutor. Personal Tutors have an important role within the overall framework for supporting students and their personal development at the University.



The Personal Tutor should provide a first point of contact between student and academic departments, be available for consultation at reasonable times, and where appropriate refer the student for specialised advice.

More detailed information can be found in section 6.6 Personal Tutors in the Academic Quality Handbook: <https://www.aber.ac.uk/en/academic-registry/handbook/student-support/>

Coleg Cymraeg Cenedlaethol

The Coleg Cymraeg is a national institution that has a key role to play in the planning, maintenance and development of Welsh medium education and scholarship in our universities. The Coleg has branches in each one of Wales's universities where Welsh medium provision is offered. Here at Aberystwyth University, the branch is under the auspices of the Centre for Welsh Language Services. You can learn more about the Branch's academic and social activities, along with the opportunities available for students by becoming members of the Coleg Cymraeg Cenedlaethol here:

<https://www.aber.ac.uk/en/ccc/>. To become a member of the Coleg Cymraeg Cenedlaethol go to: <https://colegcymraeg.ac.uk/myfyrwyr/prifysgol/eisiau-derbyn-gwybodaeth/>. If you became a member when in school or college, you need to update your membership to that of a university student by completing this form:

<https://colegcymraeg.ac.uk/ymaelodi-prifysgol/>. .

Welsh Medium Study

There has been a long tradition of subject support through the medium of Welsh to Mathematics students at Aberystwyth University. The Department places an emphasis on nurturing bilingual skills through the Welsh-medium modules of our degree schemes. The aim of the provision is to raise students' confidence to present and deal with Mathematics bilingually, in Welsh as well as English, as is desirable for the workplace in Wales. Most of the lectures are presented in English, and the teaching reinforced in Welsh tutorials, workshops, feedback seminars and other Welsh-medium experiences. At the end of the degree course you should feel confident in handling your subject in Welsh and English.

There are lecturers in Mathematics with specific duties for Welsh-medium teaching and activities: Dr Tudur Davies (itd) and Dr Gwion Evans (dfe). Welsh medium office administrative support is given by Gill Davies (mqd). You are welcome to contact them should you want further information.

Examination papers are produced in Welsh for Welsh-medium modules, with English medium versions attached. Only English examination papers are normally prepared for other modules, however a student may request to take the examination in Welsh with a Welsh examination paper being provided; moreover students can submit coursework in

Welsh. Should you wish to take advantage of this option, you should follow the University guidance in the following section and submit the appropriate form by the stated deadlines.

The Welsh medium provision is supported by the Coleg Cymraeg Cenedlaethol <http://www.colegcymraeg.ac.uk/en/thecoleg/>

Submitting Assessments in Welsh

Aberystwyth University operates a bilingual policy for all written assessments, including coursework essays and examinations. Any student may choose, regardless of whether the main language of assessment of the module in question is Welsh or English, to submit examination scripts and assessed coursework in either Welsh or English (apart from assessments where language assessment is included in the module learning outcomes). Students pursuing modules through the medium of Welsh will be examined in that language; students pursuing modules through the medium of English are entitled to be assessed in Welsh.

The University has established a policy on the translation of assessed work aimed at ensuring the integrity of the process (i.e. that students are not unfairly advantaged or disadvantaged by the marking of translated work). Students who wish to submit examination scripts or assessed coursework in Welsh on English medium modules are not required to give prior notification to academic departments of their intention to do so. However, to allow time for the preparation of Welsh language examination papers on English medium modules, students are asked to inform the **Centre for Welsh Language Services** by the closing dates which are published by the Centre at the start of each semester. Students who have noted on their record that they speak Welsh will receive an email reminder from the Centre for Welsh Language Services.

Centre for Welsh Language Services

Aberystwyth University is a bilingual institution where Welsh is used routinely in its administration and in its academic activities.

The Centre for Welsh Language Services promotes the use of Welsh and supports the University in operating bilingually.

As a University in Wales, Aberystwyth University complies with the Welsh language standards which explain how the University is expected to provide specific services through the medium of Welsh, ensuring that the Welsh language is not treated less favourably than the English language.

For example, general correspondence to students will be bilingual as well as display material, our telephone services, websites, and online services. Students also have the right to use Welsh in meetings with the university, and if needed 'simultaneous translation services' will be provided to facilitate this.

Whilst studying at Aberystwyth University many students enrol on learn Welsh courses, which are free to learners between 18-25 years old.

For information regarding learning Welsh, Welsh language services or on how Welsh is used at Aberystwyth University, please contact canolfangymraeg@aber.ac.uk / <https://www.aber.ac.uk/en/cgg/>

Employability

Career Prospects

A degree in Mathematics will prepare you for career options where specialist numerical skills and logical and analytical thought are in high demand. These include working for companies such as Rolls Royce and organisations such as the Meteorological Office, but career paths in accountancy and banking, financial management, data analysis, information technology, research and lecturing are also open to you. In a recent survey, 97% of our 2020/21 graduates were in work or further study six months after graduation, with over 72% of those in full time employment.

Transferable Skills

Studying for a degree in Mathematics will equip you with a range of transferable skills which are highly valued by employers. These include:

- (i) research and data analysis skills;
- (ii) enhanced mathematical and computational skills;

- (iii) effective problem-solving and creative thinking skills;
- (iv) how to reduce a difficult problem to a structure comprising smaller easier problems;
- (v) a thorough grounding in information technology skills;
- (vi) the ability to work independently;
- (vii) time-management and organisational skills, including the ability to meet deadlines;
- (viii) presentation skills: the ability to express ideas and communicate information in a clear and structured manner, in both written and oral form;
- (ix) self-motivation and self-reliance;
- (x) team-working, with the ability to discuss concepts in groups, accommodating different ideas and reaching agreement.

Year in Employment Scheme (YES)

The University operates a Year in Employment Scheme (YES), which offers you the opportunity to take a year out between your second and third year to work in an organisation in the U.K. or overseas. YES provides a rewarding and worthwhile experience, both personally and professionally, and can help you to stand out from the crowd in a competitive job market. The University's Careers Service (<https://www.aber.ac.uk/en/careers/>) will help you to explore your options and secure a suitable work placement.

Morwenna Jeffrey is the Careers Consultant with responsibility for Mathematics, and Dr Kim Kenobi (kik10) is the Mathematics Employability Officer. Both will provide information and details of careers activities and opportunities.

Opportunities to Study or Work Abroad

Students have the opportunity to study, work or volunteer abroad and further information on these opportunities can be found here: <https://aber.ac.uk/en/study-with-us/global-opportunities/>

Students who wish to take up this opportunity normally do so for all or part of their second year; the application process is in the first year. Placements are allocated

through a selection process by the University. Students must discuss their plan with the Mathematics department to ensure their proposed syllabus includes all the material required for their next year of study at Aberystwyth. The departmental contact is Professor Gennady Mishuris.

Schemes with integrated Sandwich Year

Schemes with integrated Sandwich Year may include:

- (i) An integrated year in industry, consisting of a period working in the UK or abroad
- (ii) An integrated year studying abroad, consisting of a period studying at a university abroad.

During the Sandwich year, students will be expected to be in employment or studying abroad for a minimum of 30 weeks, and must comply with your academic department's requirements for maintaining contact with tutors during this period. Students who fail to make satisfactory academic progress during the Sandwich Year will receive a warning and may face exclusion from the University under the Academic Regulation on Academic Progress.

The Sandwich Year will be marked in accordance with published assessment criteria, and Senate Examination Board may require students who fail to meet the learning outcomes and achieve a minimum mark of 40% or pass the year to transfer onto a related degree scheme which does not include the integrated year in industry or integrated year studying abroad. Please note also that students are not allowed to go on exchange placements during the year prior to the Sandwich Year.

Regulations relating to schemes with an integrated sandwich year, or integrated year studying abroad can be found here: <https://www.aber.ac.uk/en/academic-registry/handbook/exam-conventions/> - 4.5 Degree Schemes with Sandwich Year, or Integrated year Studying Abroad non-language schemes.

Your Voice: Gathering Student Feedback

Your Voice: Gathering Student Feedback



Aberystwyth University is committed to providing students with a first class student experience. Students are partners in their learning, their opinion of academic programmes and the wider student experience is highly valued by the University.

Your Voice Matters is about students and staff working together to make Aberystwyth University exceptional. You can tell us what we're doing well, where we can improve and what's important to you. Get involved by contacting Aber SU academic reps or officers, talking to your lecturers or support staff, filling in the online Your Voice Matters form, or completing a Module Evaluation Questionnaire.

Your feedback helps us to continue enhancing the student experience.

Your Voice Matters, so get in touch and have your say.

Module Evaluation Questionnaires (MEQ)

Each semester, all undergraduate students will be asked to complete an online Module Evaluation Questionnaire in-class for each of the modules they are taking. All feedback via MEQ is anonymous and will be used to assess how the module is performing and make any possible changes. Each module coordinator will write a report analysing the results of the MEQs and the results of which will be provided to students via face-to-face discussions, emailed to students and published on Blackboard.

Please provide constructive feedback on your modules, complete module evaluations honestly, with consideration and respect for the teaching and support staff for each module in accordance with the Rules and Regulations:

<https://www.aber.ac.uk/en/academic-registry/handbook/regulations/>

Students are informed when submitting a comment that the University reserves the right to remove or redact comments that are deemed to be in breach of the Rules and Regulations.

Your Voice Matters

Your Voice Matters is a process by which students are able to feed back at any time about any aspect of their University experience. Student feedback helps the University to continue to enhance the student experience, by telling us what we're doing well, where we can improve and what's important to you. See

<https://www.aber.ac.uk/en/student/your-voice-matters>. Again, please provide constructive feedback with consideration and respect for staff in accordance with the Rules and Regulations.

Staff Student Consultative Committee

Students are at the heart of learning and teaching and an effective student voice, with appropriate representative structures, underpins the University's quality assurance and enhancement systems. In this, the University recognises the importance of effective student representation at many layers within the University's structure in contributing to its success in maintaining and enhancing the student experience.

SSCCs provide a formal means of discussion between the University and students on academic issues affecting their studies. They operate in accordance with the guidance on student representation set out in section 6 Student Support of the Academic Quality Handbook. More detailed information can be found here:

<https://www.aber.ac.uk/en/academic-registry/handbook/student-support/>.

The Mathematics SSCC has two student representatives each for years 1, 2 and 3, one for years 0 and M, and one Welsh medium representative. The committee is completed by a postgraduate representative, a MathSoc representative, a Library representative, a Careers Consultant, a member of administrative staff, and those members of academic staff most closely concerned with running Learning and Teaching activities, including the Year Tutors. Traditionally the Chair is chosen from amongst the student representatives. The committee usually meets twice each semester. Minutes are produced and displayed on the department's web pages, and topics discussed are automatically placed on the agenda of the next Mathematics Learning and Teaching

subject group meeting. Constructive suggestions from students improve modules in both the short and longer term.

Section C: Registration and your Programme

Registration

Before you can be known as a full-time or part-time student at Aberystwyth University you need to complete registration at the start of the session. Registration information, registration timetable and a full list of events can be found here:

<https://www.aber.ac.uk/en/academic-registry/students/ug-issues/registration/registration-advising/>.

If you have any queries concerning undergraduate registration, please contact the Academic Registry (email: ugfstaff@aber.ac.uk, tel: 01970 628515/622787). It is important to inform the Academic Registry if you are unable to register on time. **Please note: If you do not complete registration, you will not be a registered student and your access to University facilities will be suspended.**

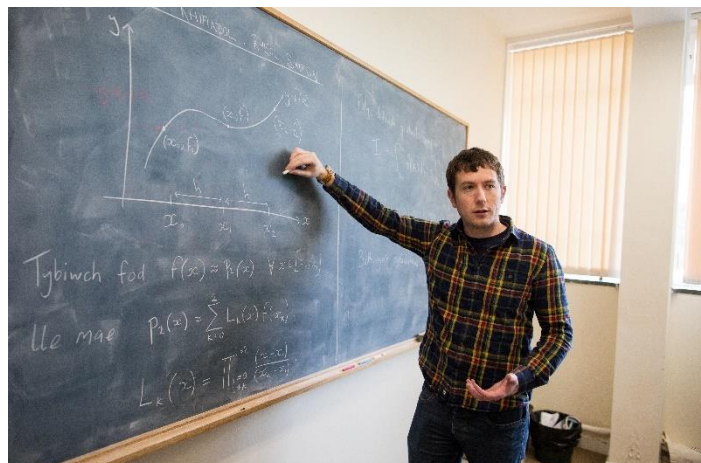
Student Visa Responsibilities

Important information for students studying in the UK on a Student visa or Tier 4 visa.

Aberystwyth University is a registered 'sponsor' under the Point Based System (PBS). This gives us the ability to recruit and sponsor international students.

The Home Office, under the PBS, places responsibilities on students and their university to ensure Immigration rules are followed.

As a licenced sponsor, the University has developed policies and procedures to ensure that we comply with these responsibilities. These policies and procedures are also in place to help you protect your immigration status.



To help avoid potential difficulties we have provided guidance on these responsibilities on the website below and also in the resources section of the Student Visa Compliance Information page.

If you have any questions, please contact compliance@aber.ac.uk

Further information can be found here: <https://www.aber.ac.uk/en/academic-registry/compliance-information/>

Scheme Structures and Programme Specifications

Links to all current scheme structures can be found here:

<https://www.aber.ac.uk/en/study-schemes/>

Links to all current programme specifications can be found here:

<https://www.aber.ac.uk/en/programme-specs/index.html>

Your degree scheme structure will include 'core modules' which you will be required to study and may also include a choice of 'option modules'. Some option modules have a minimum enrolment threshold, so we can only offer them if enough students enrol. If we can't offer the option module you want, you will be asked to choose again.

Many of our mathematics courses are accredited by the Institute for Mathematics and its Applications (IMA).

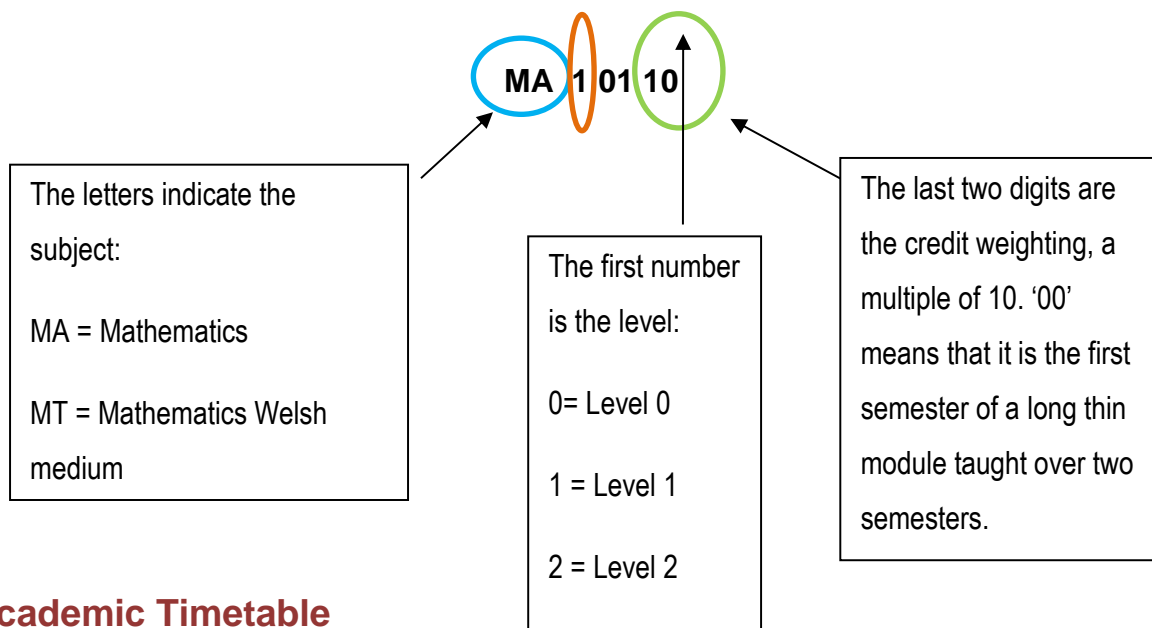
Module Information

A module is a unit of study within a degree scheme with its own learning outcomes.

Links to individual module details can be found here:

<https://www.aber.ac.uk/en/modules/>.

All modules at Aberystwyth are identified by a seven-digit code. This code tells you important information about the module. The first two letters indicate the subject area (e.g. MA for Maths); the first number is the level (i.e. 0, 1,2,3 and M for Masters); the last two numbers are the credit weighting (10, 20 etc.). 00 means that it is the first semester of a long thin module taught over two semesters.



Academic Timetable

Once you have registered, you can access your personalised on-line timetable via your student record: <https://studentrecord.aber.ac.uk/en/>.

Questions about individual student timetables should be referred to your academic department in the first instance: <https://www.aber.ac.uk/en/timetable/departmental-timetable-officers/>

Further information on locations of academic buildings and centrally timetabled teaching rooms can be found at: <https://www.aber.ac.uk/en/timetable/zones/>

Section D: Assessment and Feedback

Blackboard / E-Learning Resources

The Blackboard pages for a module will contain assignments, and material that supports the lecture notes. Past papers, where available, will be present, and many lecturers include links to lecture recordings/vignettes.

Here is the link to Blackboard: <https://blackboard.aber.ac.uk>

Methods of Assessment

Modules are assessed by a combination of fixed length examinations, fixed length practical examinations, coursework and reports. The proportions of these elements used for each module are listed on the Module Database: see

<https://www.aber.ac.uk/en/modules/deptcurrent/?d=Mathematics>.

Much of the assessment during teaching is formative assessment, giving students opportunities to practise and develop their understanding of a topic without the pressure of marks contributing to the module score. Knowledge matures during the module, and is tested in the final examination. This is particularly appropriate for modules which include many abstract concepts. For more practical modules, there is summative assessment: the final mark is a combination of a written exam and assessed coursework (which covers areas less suited to an exam, for example use of computer software).

Format of Examination Papers

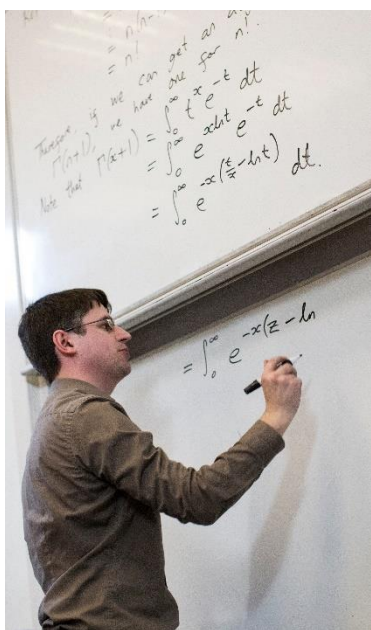
Each written two hour examination will have two sections labelled A and B. The questions in section A will be straightforward and aimed at allowing students to demonstrate a knowledge of the subject. The questions in section B will be of a more challenging nature than those in section A, and will allow students to demonstrate a good understanding of the subject and skill in applying the general theory to particular situations. The questions in each section will be spread evenly over the syllabus. The total marks available for each question, or significant part of a question, will be displayed on the examination paper.

Use of Calculators

On papers for which the use of calculators is permitted, there will be a rubric:

Casio FX-83 or FX-85 calculators ONLY may be used.

Coursework Submission and Deadlines



Deadlines for written work are taken very seriously by the University. Students need to manage their time responsibly so that they can submit work on time. Coursework must be submitted according to individual departmental requirements and published deadlines. Work submitted after the deadline will be awarded a zero.

Unless otherwise advised, all text-based, word-processed coursework should be submitted online.

Nearly all assignments in Mathematics fall outside the above guidelines, as they require equations and other mathematical constructions. Module co-ordinators will give instructions on how and when work is to be submitted.

Absence from Examinations

A candidate may be deemed absent with good cause from an examination or assessment because of documented illness, accident, close bereavement or on closely related compassionate grounds. The Examination Board concerned shall have discretion to decide whether, on the basis of the evidence received, a candidate has been absent with good cause. A candidate who, without good cause, has been absent from any University examination or failed to complete other forms of assessment by the required date, shall be awarded a zero mark for the assessment concerned.

Extension Requests

Students must apply for an extension if for unavoidable reasons they are unable to submit coursework on time, by completing the Coursework Deadline Extension Request Form. The request form is available from your academic department and provides detailed advice on the circumstances in which extensions may be granted, the length of extensions, and what to do if an extension is not possible or permitted.

Extension requests should be made to the relevant Year Tutor with and cc to the Maths General Office (maths@aber.ac.uk).

<https://www.aber.ac.uk/en/maths/current-students/>

Special Circumstances

The University aims to assess all its students rigorously but fairly according to its regulations and approved procedures. It does however rely on students to notify it of special circumstances which may affect their performance so that it can treat all students equally and equitably. Examples of Special Circumstances include, but are not limited to: short or long-term illness, severe financial problems, major accommodation problems, bereavement or other compassionate grounds. If you do wish to let the University know of special circumstances, you must complete a Special Circumstances Form and forward it to the designated people <https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/stafflist/> in all your academic departments together with copies of the supporting evidence. Please note the University requires students to notify it of any exceptional personal circumstances which may have adversely affected their academic performance as soon as possible and in any case before the meetings of Examining Boards. Further guidance can be found in section 3.8 of the Academic Quality Handbook: <https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/>

Marking Procedures and Moderation

All examinations are subject to the University's Anonymous Marking procedure as outlined in section 3.5 of the Academic Quality Handbook, with candidates retaining anonymity until the Examination Board. At that stage, the recommendations of Special Circumstances Panels are also considered to take account of medical or other special circumstances which have been reported by students under the University's Special Circumstances Procedure (section 3.8 of the Academic Quality Handbook). A similar policy applies to written coursework, subject to exemptions approved where anonymity is impractical or undesirable.

The expectation of the UK Quality Code is that higher education institutions will have in place transparent and fair systems for marking and moderation. The University needs to be assured that robust, effective and consistent internal moderation processes are being applied in all academic departments. The details of these processes are likely to vary according to local circumstances and professional body requirements, but all

academic departments work to the definitions and minimum requirements set out in the Academic Quality Handbook in applying their own internal moderation processes.

Marking Criteria

All examinations are subject to the University’s Anonymous Marking procedure as outlined in [section 3.5 of the Academic Quality Handbook](#), with candidates retaining anonymity until the Examination Board. At that stage, the recommendations of Special Circumstances Panels are also considered to take account of medical or other special circumstances which have been reported by students under the University’s Special Circumstances Procedure ([section 3.8 of the Academic Quality Handbook](#)). A similar policy applies to written coursework, subject to exemptions approved where anonymity is impractical or undesirable.

The expectation of the UK Quality Code is that higher education institutions will have in place transparent and fair systems for marking and moderation. The University needs to be assured that robust, effective and consistent internal moderation processes are being applied in all academic departments. The details of these processes are likely to vary according to local circumstances and professional body requirements, but all academic departments work to the definitions and minimum requirements set out in the **Academic Quality Handbook** in applying their own internal moderation processes.

Assessment criteria for unseen written and practical examinations

70%-100%	Displays sound knowledge and secure understanding of the subject. Provides complete or almost complete answers to a good selection of questions. Most answers presented clearly and logically. Standard arguments presented accurately. Shows skill in applying knowledge to the solution of problems. Generally sound calculations.
60%-69%	Displays good knowledge of the subject and good understanding of a substantial part of the subject. Provides good answers to a considerable selection of questions. Answers presented well but may have some flaws in logical exposition. Standard arguments presented accurately. Shows reasonable ability in applying knowledge to the solution of problems. Some flawed calculations.

50%-59%	Displays reasonable knowledge but only limited understanding of the subject. Provides partial answers to a considerable selection of questions with occasional complete answers. Answers may lack logic. Shows reasonable competence in presenting standard arguments. Makes attempts at applying knowledge to the solution of problems, which have only partial success. Contains considerable number of flawed calculations.
40%-49%	Displays some knowledge but little understanding of the subject. Most answers provided are fragmentary and deal only with the basic concepts and techniques of the subject. Shows some competence in presenting standard arguments, though logical exposition may be weak. Attempts at applying knowledge to the solution of problems are mostly misguided and ineffective. Many flawed calculations.
30%-39%	Displays little knowledge or understanding of the subject. Most answers provided are fragmentary and deal only with the basic concepts and techniques of the subject, which will have been frequently misunderstood or misapplied. Shows some competence in presenting standard arguments or solving problems over a very small part of the subject. Most standard arguments presented in garbled or incorrect form. Many flawed calculations.
0%-29%	Displays little knowledge or understanding of the subject. Most answers provided are fragmentary and deal only with the basic concepts and techniques of the subject, which will have been frequently misunderstood. Standard arguments presented in garbled or incorrect form. Shows little awareness of the mathematical issues involved in the solution of problems. Many flawed calculations.

Assessment criteria for practical reports

70%-100%	Objectives of practicals clearly described. Shows skill in selection of suitable data and techniques. Applies techniques competently and efficiently to the attainment of the objectives. Shows sound ability to interpret and draw conclusions from results. Excellent presentation of the results.
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60%-69%	Gives good description of the objectives of the practicals. Shows reasonable skill in selection of suitable data and techniques. Applies techniques with reasonable competence. Shows ability to interpret and draw conclusions from results. Good presentation of the results.
50%-59%	Gives reasonable description of the objectives of the practicals. Shows some skill in selection of suitable data and techniques. Is only moderately successful in applying techniques to reach the objectives. Shows ability to interpret and draw conclusions from results. Moderate presentation of the results obtained, but will have failed to complete a fair amount of the work.
40%-49%	Gives poor description of the objectives of the practicals. Shows little skill in selection of suitable data and techniques. Has little success in applying techniques to reach the objectives. Shows limited ability to interpret and draw conclusions from results. Organises activities poorly. Gives moderate presentation of the small number of results obtained, but will have failed to complete a considerable amount of the work.
0%-39%	Displays little understanding of the objectives of the practicals. Shows hardly any skill in selection of suitable data and techniques. Works in a disorganised fashion. Fails to obtain most of the intended results. Shows little or no ability to interpret and draw conclusions from results. Presentation of results is scrappy and

Assessment criteria for coursework

70%-100%	Almost all of the coursework is addressed and the problems are solved efficiently with appropriately selected techniques. The solutions are well documented. The presentation is neat and appropriate.
60%-69%	Fails to address a small part of the coursework, but the problems in the remainder are solved efficiently with appropriately selected techniques. The solutions are reasonably well documented. The presentation is neat and appropriate.

50%-59%	Fails to address a substantial part of the coursework sensibly, but makes reasonable attempts at solving the problems in the remainder. Tends to apply techniques inefficiently or to select inappropriate techniques. Solutions are not very well documented. Moderately good presentation of results; may contain irrelevant data.
40%-49%	Only addresses a small part of the coursework sensibly. Makes poor selection of techniques. Applies techniques inefficiently. Solutions are poorly documented and poorly presented. Likely to contain irrelevant data.
30%-39%	Only addresses a small part of the coursework sensibly. Has little appreciation of the techniques appropriate to the given problems. Shows some competence over a small part of the subject. Applies techniques mostly without effect. Solutions are poorly documented and poorly presented.
0%-29%	Addresses little of the coursework. Has little appreciation of the techniques appropriate to the given problems. Applies techniques without effect. Solutions are poorly documented and poorly presented.

Assessment criteria for project modules

Criterion	Max mark	0-40%	40-50%	50-60%	60-70%	70%-85%	85%+
Structure & Organisation	10	Disorganised. No headings or bibliography.	Some structure (e.g. headings) but difficult to navigate.	Adequate structure and use of figures, tables etc.	Clear structure, good use of figures, tables, etc.	Material well signposted, excellent use of figures, tables, etc.	Professional presentation.
		0-4	4-5	5-6	6-7	7-8	9-10
Documentation quality and readability	15	Exceptionally poor grammar and spelling, difficult to read.	Difficult to follow, many typos and poorly structured sentences.	Adequate spelling and grammar, fairly easy to read.	Good standard of spelling and grammar; readable.	Few, if any, typos, excellent sentence structure; a good read.	Professional document quality. Un-put-downable!
		0-6	6-8	8-10	10-12	12-13	14-15
Content	35	Very short report, lacking accuracy, depth and understanding.	Occasional glimpses of understanding, but arguments short on detail and accuracy	Good length, mostly accurate, appropriate use of examples, standard analyses.	Convincing evidence of understanding, good use of tools/analyses.	Awareness of context, clear understanding, excellent mathematics.	Publishable work (including review articles).
		0-14	14-18	18-21	21-25	25-30	30-35
Literature/sources	10	Few or no sources; no evidence of anything not suggested by supervisor.	A range of sources, but out of context in many instances	Reasonable breadth of literature, not always put into context.	Good use of contextual literature in justifying arguments.	Discovery of new sources directly related to the project and clear understanding of their relevance.	Discovery of new, highly relevant sources, varied in nature.

		0-4	4-5	5-6	6-7	7-8	9-10
Originality	10	Little or no evidence of anything other than standard results.	Some attempts to extend standard results.	Simple generalisations of standard results/ examples. Simple development of software.	Suggestions of new ideas, new examples, and/or software.	Competent development of new ideas and algorithms.	Innovative modelling and original research.
		0-4	4-5	5-6	6-7	7-8	9-10
Progress (Supervisor Only)	10	Little or no progress. No interim report.	Little or no initiative shown and progress dependent on supervisor's input.	Some initiative, efforts to use software and develop own ideas, but assistance required.	Suggestions by student, competent use of software, firm grasp of concepts	Independent work.	Development of ideas worthy of research level project
		0-4	4-5	5-6	6-7	7-8	9-10
Seminar (Major only)	10	Absent/silent.	Poorly structured presentation, poor choice of material; unable to answer questions.	Adequate presentation with appropriate structure. Some attempts to answer questions.	Competent presentation, appropriate material, but struggled with questions.	Good selection of material and clear presentation; questions mostly answered well.	Excellent and clear presentation; questions answered well.
		0-4	4-5	5-6	6-7	7-8	9-10

Feedback

The University's requirement on the return of feedback on coursework is within 15 working days of the date of submission. In the event of exceptional and unavoidable delays you will be informed accordingly and given an amended timescale for the return of the assessment concerned.

The University operates the following Principles of Effective Feedback to students:

- (i) Feedback should be transparent, enabling students to understand it and relate it to assessment criteria;
- (ii) Feedback should help students identify areas of strength and where they need to improve;
- (iii) Feedback should be proportionate and appropriate to the type of assessment, its timing, and the size of class;
- (iv) Students should have clear and accessible information on the types of assessment and the nature and timing of the feedback they will receive associated with each type of assessment;
- (v) Students have the right to seek clarification of marks, to help them understand what they did well and less well and how they might improve.

Mathematics staff give feedback in a variety of ways. The principal form is marks and written comments on submitted work. These identify correct approaches, and in the case when the attempted argument is not valid, indicate how the argument could be modified. It is important that students study this feedback: learning from mistakes is an invaluable tool for improvement. Staff will endeavour to return marked work as soon as practicable; 15 working days from the submission date is the latest this will occur (unless there are exceptional circumstances). Some parts of lectures are devoted to discussing common themes that arose from submitted assignments. In tutorials/problem classes/workshops/practical sessions, the emphasis is on students attempting problems; staff will give feedback, building towards a correct solution. Finally, Personal Tutors will wish to discuss exam performance during meetings; students can receive detailed breakdowns of their marks.

Feedback in project modules will be available via Blackboard; marked coursework will be distributed in lectures/tutorials, or via the pigeon holes in the level 3 foyer of the Mathematics and Physics building, or by other means announced by the lecturer.



External Examiners

External Examiners play a critical role in supporting the maintenance of academic standards and overseeing the assessment process. The University appoints External Examiners for all provision that leads to an Aberystwyth University award.

External Examiners ensure that assessments have been carried out fairly and consistently and that standards are in line with other UK higher education institutions and/or with relevant professional body standards. The External Examiner(s) undertake a number of tasks which are outlined in section 5 of the Academic Quality Handbook, External Examining: <https://www.aber.ac.uk/en/academic-registry/handbook/ext-exam/>. These include approving assessments compiled by Internal Examiners, reviewing a sample of assessment material, reviewing a sample of assessed work and approving the recommendations made by the Examination Board. External Examiner(s) also provide a written report on the assessment process and on the standards of student

attainment which are published on the departmental modules on AberLearn Blackboard. External Examiners' reports are considered by the University and the Academic Board has oversight of the reports and external examining process as a whole.

The names of External Examiners are published under the 'staff profiles' section of academic department webpages. Annual Reports by External Examiners, with responses, are published on Blackboard and made available to students.

External Examiners are required to remain impartial at all times, and do not make selective adjustments to the marks of individual students. Students should not contact External Examiners, and clarification on provisional assessment marks should be sought through the academic department's standard feedback procedures, or through the University's appeal procedures after the confirmation of the final module mark.

Unacceptable Academic Practice

It is Unacceptable Academic Practice to commit any act whereby a person may obtain, for themselves or for another, an unpermitted advantage. The Regulation shall apply, and a student may be found to have committed Unacceptable Academic Practice, regardless of a student's intention and the outcome of the act, and whether the student acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition, whether occurring during, or in relation to, a formal examination, a piece of coursework, the presentation of medical or other evidence to Examination Boards, or any form of assessment undertaken in pursuit of a University qualification or award.

The University recognises the following categories of Unacceptable Academic Practice. These are not exhaustive, and other cases may fall within the general definition of Unacceptable Academic Practice:

- **Plagiarism:** using another person's work and presenting it as one's own, whether intentionally or unintentionally. Examples of plagiarism include:
 - Use of quotation without the use of quotation marks
 - copying another person's work
 - unacknowledged translation of another person's work
 - paraphrasing or adapting another person's work without due acknowledgment

- unacknowledged use of material downloaded from the internet
- use of material obtained from essay banks or similar agencies
- presenting work generated by AI as if it were your own.

Collusion: when work that has been undertaken by or with others is submitted and passed off as solely the work of one person.

Fabrication of evidence or data: Fabrication of evidence or data and/or use of such evidence or data in assessed work include making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis. Fabrication of evidence or data and/or use of such evidence or data also include presenting false or falsified evidence of special circumstances.

Unacceptable Academic Practice in formal examinations: introduction of unauthorised material; copying from, or communicating with, any other person; communicating electronically with any other person; impersonating an examination candidate or allowing oneself to be impersonated; presenting an examination script as one's own work when the script includes material produced by unauthorised means.

Recycling of data or text: recycling of data or text in more than one assessment when it is explicitly not permitted by the department. Students should check module handbooks for further details.

The full Regulation on Unacceptable Academic Practice can be found in Part B of the Academic Quality Handbook (<https://www.aber.ac.uk/en/academic-registry/handbook/regulations/uap/>) with further information in section 3.6 of the Academic Quality Handbook: Academic Practice: <https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/>

If Unacceptable Academic Practice is substantiated, the consequences can be severe, and could potentially affect progression to the next year of study or final award of a degree. Penalties are applied in accordance with a points-based system:

<https://www.aber.ac.uk/en/academic-registry/handbook/taught-schemes/uap-points/>

Further information regarding good academic practice and referencing can be found here: <https://www.aber.ac.uk/en/aberskills/>. If you are unsure, you must contact your academic department for further guidance.

Guidance (short online presentations) on essential aspects of academic practice and effective study skills can be found here: <https://www.aber.ac.uk/en/student-learning-support/effective-study/>

Referencing and Plagiarism Guide & Quiz: <https://libguides.aber.ac.uk/referencing>

The Guide & Quiz covers what constitutes plagiarism, the consequences following the discovery of plagiarism, and detailed explanation of the different referencing styles used by all AU teaching departments. Ideally new students would complete the quiz before submitting their first assignment.

Academic Practice and study support

Libraries

There are two libraries providing a variety of flexible study and computer spaces for groups and individual study. The Hugh Owen Library (<https://www.aber.ac.uk/en/is/library-services/hughowen/>) is open 24-hours each day during term-times. Books and journal collections for humanities, life sciences, social sciences, education, veterinary science, nursing, rural studies and Welsh subjects are held here. The Physical Sciences Library (<https://www.aber.ac.uk/en/is/library-services/physicalscience/studyspaces/>) provides books and journals to support physics, mathematics and computer science subjects.

Library opening hours can be found here: <https://www.aber.ac.uk/en/is/about/opening-hours/>

Subject support

Dedicated library staff support your learning and study with information skills training, subject-specific support, online reading lists, and with helping you identify and locate information sources for your 1st assignment through to your final year dissertation.

Collections of electronic journals, databases and e-books are available to you 24/7 on and off-campus through Primo, the library catalogue:

https://primo.aber.ac.uk/discovery/search?vid=44WHELP_ABW:44WHELP_ABW_VU1

Book an online or in-person appointment with your Subject Librarian:

<https://www.aber.ac.uk/en/is/library-services/librarians/>.

Help is available via Teams, online chat, email, phone and in person:

<https://www.aber.ac.uk/en/is/help/contactus/>

Study guides and skills training

LibGuides (<https://libguides.aber.ac.uk/home>) - a range of study guides on Library resources and information skills covering:

- Getting started in the library
- LibGuides for my subject
- Referencing and Plagairism Awareness
- Copyright
- Employability
- Finding and Managing Information for your Dissertation
- Keeping up to date in your topic area
- News and Media
- Primo: using the library catalogue
- Generative AI

Online, self paced and in person training sessions are available for all students, covering academic, information and digital skills <https://www.aber.ac.uk/en/is/training/>

Skills for Learning

SgiliauAber/AberSkills is an extensive online resource open to all students and staff of Aberystwyth University. It includes advice and guidance on a broad range of study skills. The advice is organised in sections that are closely related to assignments, exams and other forms of assessment. The information is provided at general and subject specific levels and includes advice and materials created within the university

and from elsewhere. The advice includes practical guidance on academic writing, referencing, presentations, exams and a wide range of learning strategies and study resources. It is accessible from the Institution page in Blackboard, or directly from the following web pages: <https://www.aber.ac.uk/en/aberskills>.

Digital skills

Students have access to numerous resources to support them in developing a broad range of digital skills. The Digital Skills Library (<https://www.aber.ac.uk/en/is/library-services/digital-capabilities/developyourdigitalskills/digitalskillslibrarystudents/>) contains six collections of resources to help students make the most of technology; from mastering familiar software such as Excel, to utilising digital tools for personal wellbeing. All students also have free access to LinkedIn Learning (<https://www.aber.ac.uk/en/is/library-services/digital-capabilities/linkedin-learning/>), an online learning platform with over 16,000 expert-led courses, enabling them to develop a range of skills, and the Digital Skills Collections in LinkedIn Learning (<https://www.aber.ac.uk/en/is/library-services/digital-capabilities/developyourdigitalskills/linkedinlearningdigitalskillscollectionsstudents/>) will be valuable for students who are particularly interested in developing their digital skills.

SgiliauAber/AberSkills is an extensive online resource open to all students and staff of Aberystwyth University. It includes advice and guidance on a broad range of study skills. The advice is organised in sections that are closely related to assignments, exams and other forms of assessment. The information is provided at general and subject specific levels and includes advice and materials created within the university and from elsewhere. The advice includes practical guidance on academic writing, referencing, presentations, exams and a wide range of learning strategies and study resources. It is accessible from the main page of AberLearn Blackboard, or directly from the following web pages: <https://www.aber.ac.uk/en/aberskills>.

Student Learning Support

Student Learning Support provides a range of undergraduate modules, free undergraduate and postgraduate writing and information skills courses and one-to-one consultations for writing and language support. These are open to all students in the university who are studying for degree courses. Further details are available from: <https://www.aber.ac.uk/en/student-learning-support/>.

The International English Centre

The International English Centre offers courses year round for university entrance (International Foundation Certificate and Pre-sessional). It also offers general English and bespoke courses for specific student groups. In addition it provides undergraduate modules in Teaching English to Speakers of Other Languages (TESOL, or TEFL). Current international students whose first language is not English can request one to one appointments for language and writing development.

Further details are available from: <https://www.aber.ac.uk/en/international-english/>

Section E: Progression Rules and Examination Conventions

Progression Rules and Examination Conventions

The Examination Conventions are used to determine progression between years of study on different types of award and the calculation of degree class at the end of degree schemes. The Conventions should be read in conjunction with the Academic Regulation on Academic Progress and can be found in section 4 of the Academic Quality Handbook: <https://www.aber.ac.uk/en/academic-registry/handbook/exam-conventions/>

The Academic Quality Handbook also contains information on the assessment of taught study schemes such as special circumstances, examinations and marking procedures.

The University may award one of the following exit qualifications where students have not acquired the credits necessary for the award of a Bachelors degree with honours. All exit qualifications are unclassified.

- Ordinary Degree (BA / BSC with no honours)
- Diploma of Higher Education (Dip HE)
- Certificate of Higher Education (Cert HE)

Further information about the award of Ordinary Degrees may be found in section 4.6 of the Academic Quality Handbook.

What to do if things go wrong

Resits

If you fail a module and need to resit, you will be informed by your academic department of which elements you need to resit. However, it is your responsibility to ensure that you are aware of the resit requirements so you should contact your department to ensure you have the information you need.

You will automatically be registered for resits. Further advice on resit registration is available from the Academic Registry:

<https://www.aber.ac.uk/en/academic-registry/students/ug-issues/resits/>

<https://www.aber.ac.uk/en/academic-registry/students/ug-issues/resits/summer-resit-assessments/>

Details of the format of resit assessments are provided in the module database:

<http://www.aber.ac.uk/en/modules/>. Resits will normally involve repeating the assessments (e.g. essay, exam) which were failed at the first attempt, however, this is not always the case. Please make sure that you are aware of your resit requirements by asking your academic department if you are unsure.

Dates for assessment periods can be found at: <https://www.aber.ac.uk/en/academic-registry/students/ug-issues/>

Undergraduate and Taught Postgraduate Academic Appeals

Procedure

An academic appeal is defined as 'a request for a review of a decision of an academic body charged with taking decisions on student progression, assessment and awards.'

Appeals will only be considered if they are based on one or more of the following grounds and are accompanied by supporting evidence that was not available to be presented to the relevant Examining Board:

- Exceptional extenuating circumstances which had an adverse effect on the student's academic performance. Where a student could have reported

exceptional circumstances to the Examining Board prior to its meeting, those circumstances cannot subsequently be cited as grounds for appeal.

- Defects or irregularities in the conduct of the assessments or in written instructions or in advice relating thereto, where a case can be established that such defects, irregularities or advice could have had an adverse effect on the student's performance.
- Evidence of prejudice, or of bias, or of inadequate assessment on the part of one or more of the examiners.

An appeal will only be considered if the student can provide good reasons why the grounds for appeal had not previously been made known to the University and/or were not made known to the relevant Examining Board.

Appeals questioning academic judgement shall not be considered.

Before making an appeal, you must read the full Undergraduate and Taught Postgraduate Academic Appeals Procedure which can be found here:

<https://www.aber.ac.uk/en/academic-registry/handbook/appeals/>.

Advice about this Procedure may be obtained from the Academic Registry (caostaff@aber.ac.uk) or from a Student Adviser in the Students' Union (union.advice@aber.ac.uk).

Student Complaints Procedure

Aberystwyth University is committed to ensuring a high quality educational experience for all its students, supported by appropriate academic, administrative and welfare support services and facilities. However, there may be occasions when students are dissatisfied with the teaching and learning facilities, or services, provided. Aberystwyth University believes that students should be entitled to have access to an effective system for handling complaints and that they should feel able to make a complaint, secure in the knowledge that it will be fairly investigated. The University's Student Complaints Procedure can be found at: <https://www.aber.ac.uk/en/academic-registry/handbook/complaints/>

Section F: Student Support Services

Student Welcome Centre

The Student Welcome Centre is your one-stop shop for advice and information on a range of support. Our Welcome Desk is your first port of call for general enquiries about these services.

Further information can be found here: <https://www.aber.ac.uk/en/student-services/>

Advice, Information and Money Service

The Student Advice, Information and Money Service provides information, advice, support and referral on a wide range of issues. If you are unsure about where to go for advice or assistance please contact us. No issue is too big or too small. Our service is confidential, nonjudgmental and free of charge. We have a weekday drop-in service (see website for details) or you can make an appointment with a Student Adviser by contacting the Student Welcome Desk.

The student advisers are accredited with The National Association of Student Money Advisers (NASMA) and are able to offer professional advice on money management or any issues with Student Finance. They can also give advice and guidance on any queries relating to accommodation, academic progress, University procedures or eligibility for hardship funds.

Accessibility Service

The University welcomes applications from disabled students and those with specific learning differences, and considers them on the same academic grounds as those for other candidates. We advise you to consider, before applying, the requirements of your chosen course, identifying any elements that might present particular difficulties. We recommend that you visit the University campus and your academic department of choice to investigate the support that may be available, explore facilities and discuss specific needs.

Our Accessibility Advisers are happy to help before you apply. It is important that you contact your academic department and our advisers as early as possible as it may take time to arrange adjustments and organise support. We also recommend that you contact our Accessibility Advisers to discuss a study needs assessment and to get

advice on grants, such as the Disabled Students' Allowance (DSA). Our advisers can arrange support workers, including for example, one-to-one study skills support and mentors. Individual examination arrangements may be available for students with a range of impairments including specific learning differences such as dyslexia and dyspraxia.

Our Accessibility Service also supports care leavers and can arrange support from a peer mentor for those student who are finding settling into University challenging.

Student Wellbeing Services

The Student Wellbeing Service provides advice and guidance on a range of health matters, including emotional and sexual well-being, and includes support for mental health, and counselling provision. The Student Wellbeing Service is in addition to, but not a substitute for, your own GP. Although we work closely with local GPs and hospital services to ensure that you get good care and attention when needed, it is important that you register with a local GP practice on arrival in Aberystwyth.

In addition to the services located in the Student Welcome Centre, support is also available from:

NHS 111 Wales: <https://111.wales.nhs.uk/contactus/>

MIND Aberystwyth: <https://mindaberystwyth.org/>

Mental Health Helpline for Wales: <https://www.callhelpline.org.uk/>

Samaritans Cymru: <https://www.samaritans.org/wales/how-we-can-help/>

PAPYRUS: <https://www.papyrus-uk.org/>

International Recruitment and Development Office

The International Office offers a comprehensive range of services to international students from organising welcome events to specialised immigration advice. Further information is available from our international pages

<https://www.aber.ac.uk/en/international/>.

Visa and Immigration Advice

Our International Student Adviser can help with all types of study visa applications, Schengen visas for those that are travelling to Europe as well as provide information and advice on other immigration issues, email contact immigrationadvice@aber.ac.uk.

One World Week

One World Week is an annual Aberystwyth University event celebrating the diverse culture of our university. Previous celebrations have included the One World Gala Evening, with traditional dancing and music, political debates, international film afternoons and a World Fair with food and drink samples from student's home countries, with traditional menus served in our University restaurant TaMed Da. This is a student driven event held in collaboration with the Students' Union and requires your input! Meetings to organise One World Week will be held from October onwards so come and join in and make sure that your country and culture is shared by us all.

Halal provision

Our catered establishments offer a selection of hot and cold dishes that are suitable for a Halal diet. All food is clearly marked for ease of identification.

Multi-faith and prayer room spaces

There is a faith space available for prayer on the Penglais Campus, in the Faith Centre, Arts Centre.

Students' Union Advice Service

The Students' Union Advice Service offers free, confidential and independent advice to all Aberystwyth students. Students' Union Advisors are trained staff that can help you with a range of issues and specialise in providing advice and support on University processes and procedures. SU Advisors can also act as an independent advocate for you in meetings and hearings.

You can just drop in to speak to an Advisor – just ask at the Students' Union reception or head to the back offices on the ground floor or you can contact us online or via email: union.advice@aber.ac.uk. Check out <https://www.abersu.co.uk/advice/> for more information.

Help and Assistance with Accommodation

If you have any problems in your room or flat, e.g. you are locked out, are unwell, need a repair or have a problem with a neighbour, we have staff on hand 24 hours a day to help. All Residences are served by the Residences Team, and you can also contact our friendly porters out of office hours. For more information please refer to the following webpages: <https://www.aber.ac.uk/en/accommodation/current-students/living-residences/help/>

Residence Assistants

Your Residence Assistants (RAs) are fellow students who are here to provide you with support and guidance, while aiming to create a positive living and learning environment and to foster a sense of community across the university. This may include guidance on resolving flat disputes, how to combat exam stress, information on events and activities around the area, or simply where to find the best cup of tea in Aber! If they can't help, they will signpost you to someone who can.

Throughout the year, the RA team will be arranging small-scale events in the communal spaces around your accommodation, giving you the opportunity to meet new people and perhaps try something new. They will also stop by your flat or house regularly to see how things are going, provide you with up-to-date information on all the events and activities that are going on around campus and within your residence, and check if you have any worries or concerns that they can help with. Further information can be found here: <https://www.aber.ac.uk/en/accommodation/current-students/living-residences/res-support/>

Section G: University Information

Undergraduate

Comprehensive information for undergraduate students can be found here: <https://www.aber.ac.uk/en/academic-registry/students/ug-issues/> and includes:

- Examination and Assessments Information
- Resit Information and Resit Fees
- Registration Information

- Financial Help
- Rules and Regulations
- Academic Quality Handbook

Enjoy your time at Aber and good luck with your studies.